



HOLLYWOOD ELEMENTARY

1261 Hollywood Road
Saluda, South Carolina

Grades	PK-5 Elementary School	
Enrollment	371 Students	
Principal	Tammie Shore	864-445-8333
Superintendent	Dr. David M. Mathis	864-445-8441
Board Chair	Dr. Kathy Coleman	864-445-8625

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Good
2007	Average	Below Average
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

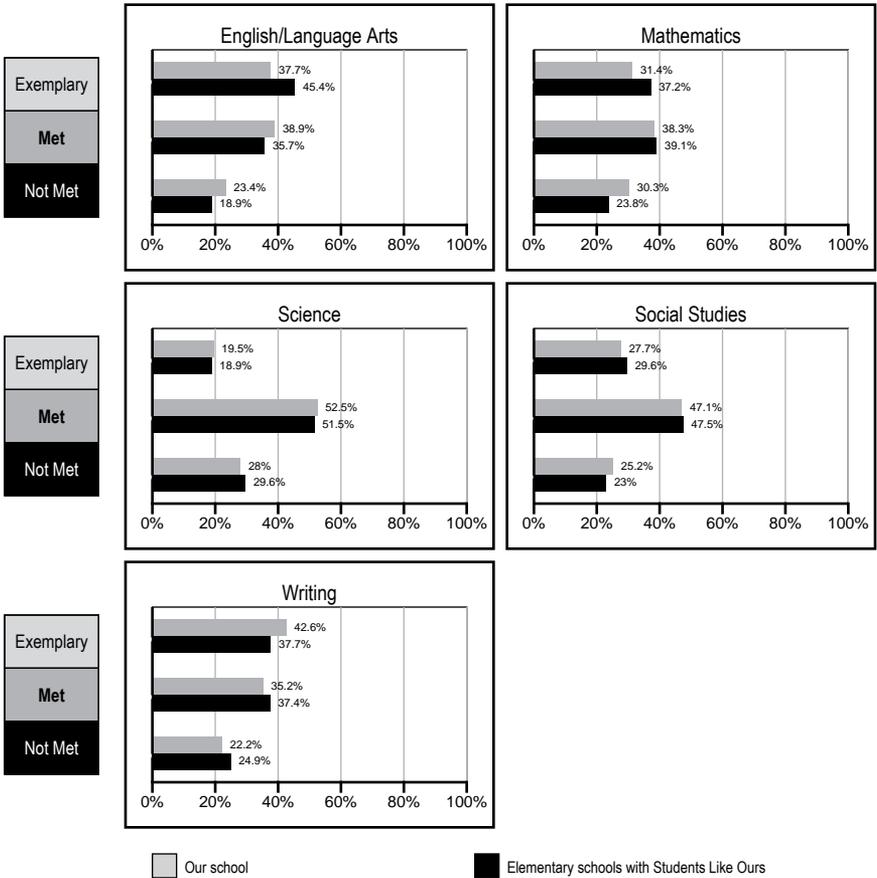
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	37	40	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=371)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 2.7%	1.3%	1.2%
Attendance rate	95.9%	No Change	96.1%	96.1%
Eligible for gifted and talented	11.3%	Up from 4.5%	15.2%	11.7%
With disabilities other than speech	6.6%	Up from 4.8%	8.1%	8.0%
Older than usual for grade	0.3%	Down from 1.0%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	53.8%	Up from 44.0%	60.0%	60.5%
Continuing contract teachers	76.9%	Up from 64.0%	87.5%	84.6%
Teachers with emergency or provisional certificates	5.6%	Down from 6.3%	0.0%	0.0%
Teachers returning from previous year	82.5%	Down from 83.2%	87.8%	87.0%
Teacher attendance rate	93.9%	Down from 95.9%	95.5%	95.4%
Average teacher salary*	\$42,271	Down 1.6%	\$47,684	\$47,288
Professional development days/teacher	9.7 days	Up from 7.9 days	10.0 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.8	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 18.6 to 1	20.0 to 1	19.2 to 1
Prime instructional time	87.0%	Down from 90.4%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,137	Up 0.9%	\$6,921	\$7,548
Percent of expenditures for instruction**	62.9%	Up from 61.6%	69.2%	68.7%
Percent of expenditures for teacher salaries**	59.0%	Down from 59.8%	66.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Hollywood Elementary School (HES) is a proud recipient of the Palmetto Silver School of Excellence Award presented by the South Carolina Department of Education. This recognition was earned for academic excellence. Our school community continues to remain focused on a standards-driven curriculum where individual student performance is top priority.

Our teachers work diligently to create a high performance learning community in the classroom. Our balanced literacy approach to reading and writing allows for all students' individual needs to be met. Currently our teachers are working to fully implement a balanced math approach which mirrors our highly successful literacy program. We anticipate tremendous growth in our math program for the 2010-11 school year.

Assessment and data analysis are key components in our daily lesson planning. All students are formally assessed two times a year through an observation survey and MAPS (Measures of Academic Progress). Results of the assessments are utilized to group students into performance based groupings for guided reading, guided math, and academy. Students are accelerated or remediated based upon individual performance.

All teachers at HES did an amazing job on campus, but a few were shining stars in their continuing education. Ms. Amy Mitchell was named teacher of the year. Mrs. Tonia Hudson, Ms. Ashley Oxner, and Mrs. Susan Frye, each earned a second Masters of Education. Mrs. Daylene Pitts was selected to attend the National Endowment for Humanities held in Washington, DC. HES was selected by Newberry College to host 4 student teachers.

Professional Learning Communities (PLC) were fully implemented during the 2009-10 school year. Teachers met in teams to examine academic grade level standards. Power Standards and secondary standards were identified for math and reading. Our instructional coach worked with all teachers to continue to strengthen our reading and writing programs, which are truly second to none!

Students and staff participated in exemplary service learning projects, such as raising over \$3,500 for Relay for Life, raising over \$4,200 for the American Heart Association, assembling and sending over 130 kits for the Haiti Relief Project, and supporting the Ronald McDonald House and the Christmas Angel Giving Tree. Community involvement activities included Saluda County Taste and See, Walk Through History, Mad Science, and Christmas Around the World.

Through the collaborative commitment of our parents, students, faculty and staff, HES is proud to put children first, to foster a dedicated and knowledgeable faculty, and to provide a safe and high-level learning environment for our students. We thank you for your support and for sharing the responsibility of the accomplishments of our students, our school and our community.

Tammie Shore, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	55	49
Percent satisfied with learning environment	100.0%	69.1%	89.8%
Percent satisfied with social and physical environment	100.0%	78.2%	87.8%
Percent satisfied with school-home relations	95.7%	74.5%	89.8%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	181	100	23.4	38.9	37.7	83.4	80.4	83.5	Yes	Yes
Gender										
Male	98	100	30.9	38.3	30.9	78.7	75.6	80.1	N/A	N/A
Female	83	100	14.8	39.5	45.7	88.9	85.4	87	N/A	N/A
Racial/Ethnic Group										
White	120	100	21.2	34.7	44.1	83.9	85.9	89.6	Yes	Yes
African American	27	100	23.1	57.7	19.2	80.8	70.4	74.6	I/S	I/S
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	33	100	32.3	38.7	29	83.9	84.2	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.8	85.1	I/S	I/S
Disability Status										
Disabled	25	100	78.3	8.7	13	30.4	35.1	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	28	100	37	33.3	29.6	81.5	82.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	95	100	30	42.2	27.8	80	75.9	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	181	100	30.3	38.3	31.4	84	84.1	80.4	Yes	Yes
Gender										
Male	98	100	36.2	36.2	27.7	80.9	80.9	78.4	N/A	N/A
Female	83	100	23.5	40.7	35.8	87.7	87.4	82.5	N/A	N/A
Racial/Ethnic Group										
White	120	100	26.3	39	34.7	85.6	88.2	87.8	Yes	Yes
African American	27	100	46.2	34.6	19.2	76.9	76.3	69.3	I/S	I/S
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	33	100	32.3	38.7	29	83.9	82	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	83.2	I/S	I/S
Disability Status										
Disabled	25	100	65.2	26.1	8.7	56.5	47.7	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	28	100	33.3	33.3	33.3	81.5	86	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	95	100	40	36.7	23.3	77.8	79.6	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	122	100	28	52.5	19.5	72	62.8	67.3
Gender								
Male	63	100	26.7	55	18.3	73.3	61.5	66.9
Female	59	100	29.3	50	20.7	70.7	64.2	67.7
Racial/Ethnic Group								
White	81	100	19	57	24.1	81	76.4	79.6
African American	17	100	N/A	N/A	N/A	50	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	24	100	43.5	39.1	17.4	56.5	54.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	59.2	69.5
Disability Status								
Disabled	15	100	53.8	38.5	7.7	46.2	27.4	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	20	100	45	35	20	55	51.1	58.6
Socio-Economic Status								
Subsidized meals	64	100	39.3	47.5	13.1	60.7	52.5	55.4
Social Studies								
All Students	122	100	25.2	47.1	27.7	74.8	70.5	70.9
Gender								
Male	65	100	28.1	45.3	26.6	71.9	71.7	70.1
Female	57	100	21.8	49.1	29.1	78.2	69.3	71.7
Racial/Ethnic Group								
White	85	100	20.2	51.2	28.6	79.8	76.9	79.2
African American	15	100	20	46.7	33.3	80	61	58.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	21	100	50	30	20	50	65.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	74.1	71.2
Disability Status								
Disabled	17	100	N/A	N/A	N/A	17.6	31.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	18	100	52.9	29.4	17.6	47.1	65.4	68
Socio-Economic Status								
Subsidized meals	60	100	37.9	48.3	13.8	62.1	63.9	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	180	100	22.2	35.2	42.6	77.8	73.5	72.1	95.9	95.7
Gender										
Male	98	100	29.5	41.1	29.5	70.5	66.2	65.2	95.7	95.6
Female	82	100	13.6	28.4	58	86.4	81.3	79.2	96.2	95.9
Racial/Ethnic Group										
White	121	100	21	31.9	47.1	79	80.3	80.8	95.9	95.6
African American	27	100	26.9	53.8	19.2	73.1	63.2	59.7	96.2	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	98.5	98.7
Hispanic	32	100	22.6	32.3	45.2	77.4	74.5	64.6	95.8	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	73.4	N/A	96.8
Disability Status										
Disabled	24	100	N/AV	N/AV	N/AV	36.4	20.4	27.7	94.8	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	95.1
English Proficiency										
Limited English Proficient	27	100	25.9	29.6	44.4	74.1	71.1	63.7	95.8	96
Socio-Economic Status										
Subsidized meals	94	100	29.7	35.2	35.2	70.3	66	61.9	95.1	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	58	100	23.2	30.4	46.4	76.8
	4	58	100	30.9	40	29.1	69.1
	5	61	100	22.4	44.8	32.8	77.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	59	100	25	32.1	42.9	75
	4	63	100	24.6	39.3	36.1	75.4
	5	59	100	20.7	44.8	34.5	79.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	58	100	28.6	33.9	37.5	71.4
	4	58	100	27.3	38.2	34.5	72.7
	5	61	100	27.6	46.6	25.9	72.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	59	100	33.9	25	41.1	66.1
	4	63	100	16.4	49.2	34.4	83.6
	5	59	100	41.4	39.7	19	58.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	29	100	28.6	50	21.4	71.4
	4	58	100	34.5	56.4	9.1	65.5
	5	30	100	25	53.6	21.4	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	29	100	40.7	25.9	33.3	59.3
	4	63	100	22.6	61.3	16.1	77.4
	5	30	100	27.6	58.6	13.8	72.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	29	100	25	39.3	35.7	75
	4	58	100	29.1	47.3	23.6	70.9
	5	31	100	26.7	30	43.3	73.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	30	100	27.6	27.6	44.8	72.4
	4	63	100	19.7	59	21.3	80.3
	5	29	100	34.5	41.4	24.1	65.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	57	98.3	25.5	23.6	50.9	74.5
	4	59	100	20	43.6	36.4	80
	5	62	100	27.1	33.9	39	72.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	58	100	26.3	35.1	38.6	73.7
	4	63	100	14.8	26.2	59	85.2
	5	59	100	25.9	44.8	29.3	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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