



HOLLY SPRINGS ELEMENTARY

120 Holly Springs Rd
Pickens, SC 29671

Grades	PK-5 Elementary School	
Enrollment	218 Students	
Principal	Donna Harden	864-397-2000
Superintendent	Henry H. Hunt, Ph.D.	864-397-1000
Board Chair	Alex Saitta	864-397-1029

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	Average
2007	Good	Average

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

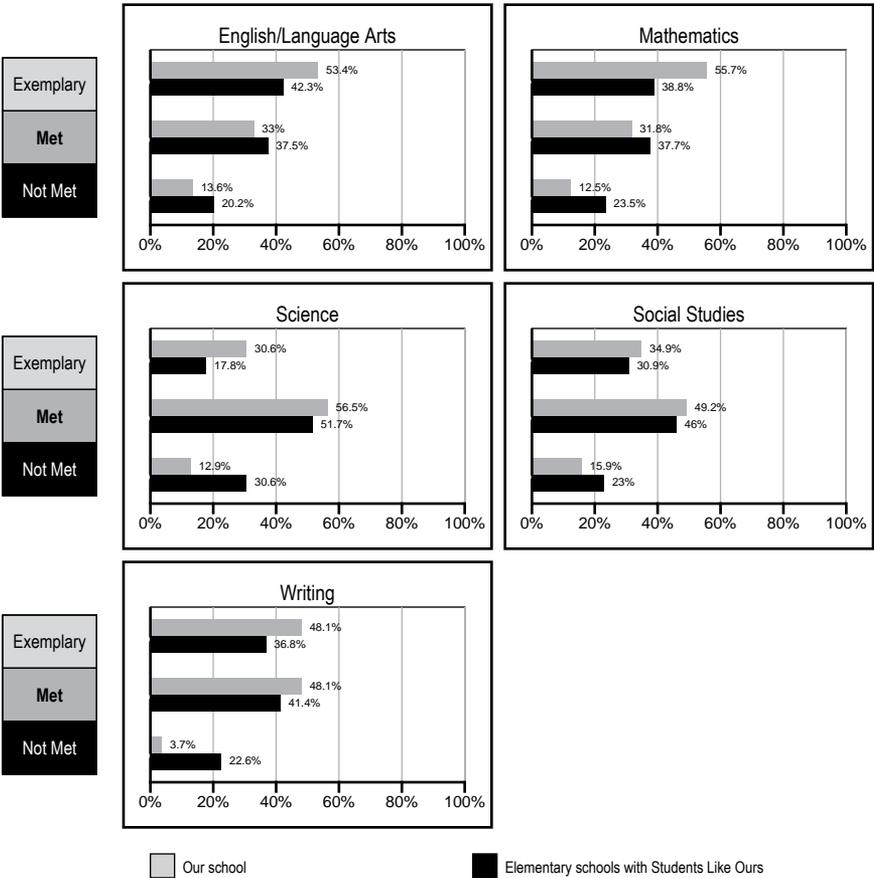
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	32	50	1	0

* Ratings are calculated with data available by 11/09/2011.

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=218)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 5.3%	1.3%	1.1%
Attendance rate	95.7%	Down from 96.6%	96.1%	96.2%
Served by gifted and talented program	37.8%	Up from 31.1%	14.8%	13.4%
With disabilities other than speech	7.7%	Down from 8.6%	4.8%	4.1%
Older than usual for grade	0.0%	No Change	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	75.0%	Up from 64.7%	60.9%	62.5%
Continuing contract teachers	100.0%	Up from 94.1%	90.0%	88.2%
Teachers returning from previous year	91.4%	Down from 93.4%	88.5%	87.8%
Teacher attendance rate	97.3%	Up from 96.7%	95.2%	95.2%
Average teacher salary*	\$50,750	Up 0.2%	\$46,514	\$46,773
Professional development days/teacher	18.7 days	Up from 8.3 days	10.3 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 18.6 to 1	20.2 to 1	19.9 to 1
Prime instructional time	91.2%	Down from 93.5%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$11,200	Up 22.1%	\$7,028	\$7,447
Percent of expenditures for instruction**	57.3%	Up from 53.5%	68.5%	68.4%
Percent of expenditures for teacher salaries**	55.2%	Up from 50.7%	65.9%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Holly Springs Elementary School is located in the rural, mountainous northern section of Pickens County. We serve students in grades K4 through fifth. We are a child-centered "community" school with the motto "Holly Springs Elementary, Where Small Paws Make Big Impressions" which is indicative of the emphasis we place on the welfare of our wonderful student population. With the help of our PTO and community, we provide excellent instruction in a warm and inviting atmosphere. We are very proud of the accomplishments of our students and staff. We were Scholastic Book Fairs Kids Are Authors national winners for five years in a row. We have won first place on three occasions and received an honorable mention two years. No other school in the nation has ever won the award more than once. Another national award was won in 2004 for the Pizza Hut "Book It" contest. Our fifth grade class competed nationally and won \$20,000.00 for our school library along with a Nickelodeon celebration for the entire school. For the past twelve years, we have had students receive gold and silver awards at the district level science fair. We are certified as a "School Yard Habitat" by the National Wildlife Federation and received a "Carolina Fence Garden" certification from the South Carolina Wildlife Federation. A community garden club helps maintain the grounds. Holly Springs Elementary has a very effective guidance program that promotes service learning in our students. Our guidance counselor was named "South Carolina Counselor of the Year" in 2000.

With the addition of the Young Appalachian Musicians Program, our school and community relations have grown to a new level. Beginning in January 2008, students participated in music lessons learning how to play traditional blue grass music. This program has now been expanded into Pickens Middle School as well as into other neighboring elementary schools and is gaining state-wide and national attention.

Holly Springs Elementary has been recognized for student achievement with both Palmetto Gold and Silver awards over the past nine years with the most recent being Palmetto Gold awards in the General Performance category as well as for Closing the Achievement Gap for two consecutive years. Several grants have been awarded to Holly Springs Elementary School in recent years. Grants include \$26,000.00 from the National Endowment of the Arts awarded in the spring of 2010, along with numerous EIA grants, Eat Smart It's In the Garden and various South Carolina Humanities Council Grants. We were named a Red Carpet School in 2006 by the State Department of Education for having a family-friendly school environment and providing excellent customer service. Most recently, we were nominated for the National Blue Ribbon Award and which will be awarded to schools in the fall of 2011.

Donna Harden, principal Brett Dalton, Chairperson, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	28	19
Percent satisfied with learning environment	100.0%	100.0%	89.5%
Percent satisfied with social and physical environment	100.0%	100.0%	94.7%
Percent satisfied with school-home relations	100.0%	100.0%	89.5%

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

Abbreviations for Missing Data

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

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	0.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	95.7%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	90	100	13.6	33	53.4	94.3	86.5	82.4	Yes	Yes
Gender										
Male	44	100	15.9	38.6	45.5	93.2	83.5	78.7	N/A	N/A
Female	46	100	11.4	27.3	61.4	95.5	89.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	85	100	13.1	34.5	52.4	95.2	88.1	88.9	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	74.2	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.9	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.6	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	78.8	83	I/S	I/S
Disability Status										
Disabled	18	100	52.9	23.5	23.5	70.6	56.2	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	54	100	19.2	34.6	46.2	92.3	80.4	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	90	100	12.5	31.8	55.7	95.5	83.8	81.9	Yes	Yes
Gender										
Male	44	100	11.4	34.1	54.5	95.5	82	79.9	N/A	N/A
Female	46	100	13.6	29.5	56.8	95.5	85.7	84.1	N/A	N/A
Racial/Ethnic Group										
White	85	100	10.7	32.1	57.1	95.2	85.6	88.9	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	68.5	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.4	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78.2	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	93.9	84.4	I/S	I/S
Disability Status										
Disabled	18	100	35.3	35.3	29.4	82.4	52	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	54	100	15.4	36.5	48.1	94.2	77	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

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	64	100	12.9	56.5	30.6	87.1	75.8	68.6
Gender								
Male	34	100	8.8	55.9	35.3	91.2	75.4	68.3
Female	30	100	17.9	57.1	25	82.1	76.3	68.9
Racial/Ethnic Group								
White	61	100	11.7	56.7	31.7	88.3	78.7	80.7
African American	2	I/S	I/S	I/S	I/S	I/S	53.2	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	86.8	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65	61.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	68.2	70.8
Disability Status								
Disabled	13	100	25	58.3	16.7	75	43	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66.3	60.7
Socio-Economic Status								
Subsidized meals	37	100	14.3	65.7	20	85.7	66.1	57.3
Social Studies								
All Students	63	100	15.9	49.2	34.9	84.1	77.5	72.5
Gender								
Male	32	100	9.4	50	40.6	90.6	77.4	72
Female	31	100	22.6	48.4	29	77.4	77.6	73.1
Racial/Ethnic Group								
White	59	100	16.9	47.5	35.6	83.1	79	81
African American	3	I/S	I/S	I/S	I/S	I/S	64.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.6	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	73.5
Disability Status								
Disabled	11	100	27.3	63.6	9.1	72.7	46.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	78	69.7
Socio-Economic Status								
Subsidized meals	41	100	19.5	56.1	24.4	80.5	68.9	62.9

Abbreviations for Missing Data

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

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	28	100	3.7	48.1	48.1	96.3	79.6	73.2	95.7	96
Gender										
Male	9	I/S	I/S	I/S	I/S	I/S	73.1	67.2	96	96
Female	19	100	5.6	50	44.4	94.4	86.1	79.4	95.5	96
Racial/Ethnic Group										
White	27	100	3.7	48.1	48.1	96.3	81.6	81.5	95.7	95.9
African American	N/A	N/AV	N/A	N/A	N/A	N/A	66.5	61.3	96.2	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.4	87	99.9	97.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	67.5	66.7	93.9	96.3
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	72.2	90.8	95.7
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	34	26	95.5	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	99
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	65.7	97.4	97.4
Socio-Economic Status										
Subsidized meals	14	100	N/AV	N/AV	N/AV	100	70.9	63.2	95.4	95.4

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	36	100	14.3	31.4	54.3	85.7
	4	25	100	4.2	33.3	62.5	95.8
	5	31	100	3.7	33.3	63	96.3
	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
2011	3	25	100	16.7	20.8	62.5	83.3
	4	37	100	13.5	35.1	51.4	86.5
	5	28	100	11.1	40.7	48.1	88.9
	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
Mathematics							
2010	3	36	100	11.4	34.3	54.3	88.6
	4	25	100	N/A	N/A	N/A	100
	5	31	100	3.7	33.3	63	96.3
	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
2011	3	25	100	20.8	29.2	50	79.2
	4	37	100	8.1	40.5	51.4	91.9
	5	28	100	11.1	22.2	66.7	88.9
	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
Science							
2010	3	18	100	35.3	47.1	17.6	64.7
	4	25	100	8.3	58.3	33.3	91.7
	5	16	100	N/A	N/A	N/A	100
	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
2011	3	13	100	33.3	33.3	33.3	66.7
	4	37	100	5.4	59.5	35.1	94.6
	5	14	100	15.4	69.2	15.4	84.6
	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

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	18	100	22.2	55.6	22.2	77.8
	4	25	100	4.2	45.8	50	95.8
	5	15	100	14.3	35.7	50	85.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	12	100	33.3	25	41.7	66.7
	4	37	100	10.8	62.2	27	89.2
	5	14	100	14.3	35.7	50	85.7
	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	
Writing							
2010	3	36	100	22.9	22.9	54.3	77.1
	4	26	100	N/AV	N/AV	N/AV	100
	5	31	100	3.7	29.6	66.7	96.3
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	28	100	3.7	48.1	48.1	96.3
	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	

Abbreviations for Missing Data

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