



## MOUNT HOLLY ELEMENTARY

1800 Porter Road  
Rock Hill, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	522 Students	
<b>Principal</b>	C. Chris Beard	803-985-1650
<b>Superintendent</b>	Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Good	Good
2009	Good	Excellent
2008	N/A	N/A
2007	N/A	N/A

## 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

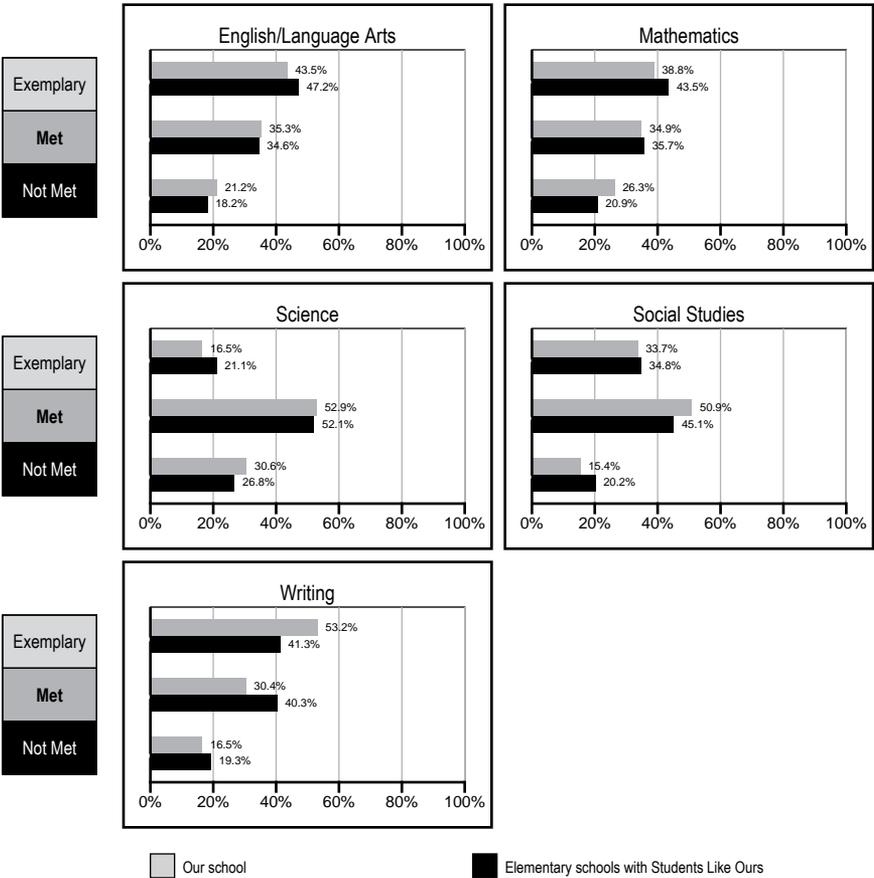
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
29	39	23	0	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
<b>Students (n=522)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	No Change	1.0%	1.1%
Attendance rate	96.4%	Down from 96.5%	96.2%	96.2%
Served by gifted and talented program	12.9%	Down from 13.4%	18.0%	13.4%
With disabilities other than speech	5.2%	Down from 6.4%	4.1%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	54.8%	Up from 50.0%	62.5%	62.5%
Continuing contract teachers	93.5%	Up from 83.3%	90.3%	88.2%
Teachers returning from previous year	N/A	N/A	89.3%	87.8%
Teacher attendance rate	96.6%	Down from 97.2%	95.3%	95.2%
Average teacher salary*	\$45,986	Down 2.7%	\$47,826	\$46,773
Professional development days/teacher	8.8 days	Up from 8.6 days	11.7 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 20.9 to 1	20.8 to 1	19.9 to 1
Prime instructional time	91.7%	Down from 93.0%	90.2%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,229	Down 5.0%	\$6,999	\$7,447
Percent of expenditures for instruction**	72.0%	Up from 70.5%	68.8%	68.4%
Percent of expenditures for teacher salaries**	71.1%	Up from 68.2%	66.0%	65.8%

\* 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

Mount Holly Elementary has had a wonderful year and we have been excited about the success of our students. As we completed our third year as a school family, we were honored to receive the Palmetto Sliver Award for performance by our students on PASS.

During the 2010-2011 year, our PTO has assisted our school in numerous ways: raising funds for school supplies, dedicating hundreds of volunteer hours to assist our teachers, and providing whatever we needed to help us along our journey. Our SIC has worked on grant writing to assist us in raising funds to apply towards a walking track for our students.

Our fourth and fifth graders participated in a production of Annie, Jr. and provided our school with an excellent performance on the stage. After months of hard work, rehearsals, and extended school days, the cast and crew proved to our school that working as a team with all members doing their share of the work, success will come!

During the school year, our teachers participated in a variety of staff development opportunities to add additional strategies in their classroom in order to meet the varied needs of our students. We know that we are headed in the right direction and we will continue to build upon the solid foundation that we have established during our first three years. Our goal is to help children grow into successful learners and to provide them with the support systems that will enable them to achieve whatever dreams that drive them to excel.

Chris Beard  
Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	81	70
Percent satisfied with learning environment	96.3%	93.8%	92.6%
Percent satisfied with social and physical environment	100.0%	96.3%	91.3%
Percent satisfied with school-home relations	88.9%	96.3%	91.3%

\* 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

NO

This school met 16 out of 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	25.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%**	Yes

\* Or greater than last year

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

All Students	272	99.6	22.1	34.9	43	88.8	83.1	82.4	Yes	Yes
<b>Gender</b>										
Male	151	100	23.2	37.3	39.4	88	79.5	78.7	N/A	N/A
Female	121	99.2	20.7	31.9	47.4	89.7	86.8	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	168	100	17.1	31.7	51.2	93.3	91.2	88.9	Yes	Yes
African American	87	98.9	32.5	42.5	25	80	72.4	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.7	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	77.9	79.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	71.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	57.6	27.3	15.2	63.6	54.9	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	74.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	152	99.3	32.1	37.9	30	82.9	75	75.4	Yes	Yes

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

All Students	272	99.3	26.8	34.6	38.5	86.4	83.2	81.9	Yes	Yes
<b>Gender</b>										
Male	151	100	25.4	35.9	38.7	86.6	80.9	79.9	N/A	N/A
Female	121	98.4	28.7	33	38.3	86.1	85.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	168	99.4	19.6	33.1	47.2	90.8	91	88.9	Yes	Yes
African American	87	98.9	40	38.8	21.3	80	72.6	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.4	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	75.2	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	35	97.1	65.6	21.9	12.5	50	51.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	152	98.7	38.8	39.6	21.6	78.4	75.4	74.9	No	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
<b>Science</b>								
All Students	180	99.4	30.4	53.2	16.4	69.6	72.1	68.6
<b>Gender</b>								
Male	95	100	25.8	55.1	19.1	74.2	71.1	68.3
Female	85	98.8	35.4	51.2	13.4	64.6	73.2	68.9
<b>Racial/Ethnic Group</b>								
White	117	100	21.9	57	21.1	78.1	84.8	80.7
African American	55	98.2	51	43.1	5.9	49	54.6	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	94.4	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	66.2	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	61.7	70.8
<b>Disability Status</b>								
Disabled	19	100	N/AV	N/AV	N/AV	52.9	43.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	63.5	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	98	99	42.2	48.9	8.9	57.8	60.3	57.3
<b>Social Studies</b>								
All Students	184	98.9	16.4	50.3	33.3	83.6	75.9	72.5
<b>Gender</b>								
Male	103	100	14.6	50	35.4	85.4	75.8	72
Female	81	97.5	18.7	50.7	30.7	81.3	76	73.1
<b>Racial/Ethnic Group</b>								
White	105	99.1	15.8	42.6	41.6	84.2	85.6	81
African American	65	98.5	19	63.8	17.2	81	63.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	9	I/S	I/S	I/S	I/S	I/S	66.9	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	65.8	73.5
<b>Disability Status</b>								
Disabled	25	96	33.3	50	16.7	66.7	45.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	67.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	107	99.1	22.7	55.7	21.6	77.3	65.4	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
<b>Writing</b>										
All Students	84	98.8	16.5	30.4	53.2	83.5	75.7	73.2	96.4	96.2
<b>Gender</b>										
Male	50	100	17	34	48.9	83	71	67.2	96.5	96.1
Female	34	97.1	15.6	25	59.4	84.4	80.6	79.4	96.2	96.3
<b>Racial/Ethnic Group</b>										
White	60	100	15.5	24.1	60.3	84.5	87.4	81.5	96.4	96.1
African American	20	95	11.1	55.6	33.3	88.9	60.2	61.3	96.3	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.5	87	96.7	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	65.3	66.7	95.2	96
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	67.4	72.2	96.8	94.6
<b>Disability Status</b>										
Disabled	18	94.4	66.7	13.3	20	33.3	36.4	26	95.6	95.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	92.2	93
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.7	65.7	96	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	44	97.7	25	42.5	32.5	75	64.6	63.2	96	95.7

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	83	98.8	15.8	35.5	48.7	84.2
	4	86	100	27.2	35.8	37	72.8
	5	91	100	14.3	36.3	49.5	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
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	96	100	23.7	23.7	52.7	76.3
	4	91	100	24.7	42.4	32.9	75.3
	5	85	98.8	17.5	40	42.5	82.5
	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
<b>Mathematics</b>							
<b>2010</b>	3	83	100	26	41.6	32.5	74
	4	86	100	21	44.4	34.6	79
	5	91	100	15.4	44	40.7	84.6
	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
<b>2011</b>	3	96	100	23.7	25.8	50.5	76.3
	4	91	98.9	33.3	35.7	31	66.7
	5	85	98.8	23.8	43.8	32.5	76.3
	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
<b>Science</b>							
<b>2010</b>	3	43	97.7	42.1	28.9	28.9	57.9
	4	86	100	24.7	56.8	18.5	75.3
	5	45	100	8.9	71.1	20	91.1
	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
<b>2011</b>	3	47	100	38.3	38.3	23.4	61.7
	4	91	100	30.6	64.7	4.7	69.4
	5	42	97.6	20.5	46.2	33.3	79.5
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	40	100	28.9	57.9	13.2	71.1
	4	86	100	21	43.2	35.8	79
	5	46	97.8	11.1	37.8	51.1	88.9
	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
<b>2011</b>	3	49	98	4.4	46.7	48.9	95.6
	4	91	100	25.9	55.3	18.8	74.1
	5	44	97.7	9.8	43.9	46.3	90.2
	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
<b>Writing</b>							
<b>2010</b>	3	83	97.6	33.3	34.7	32	66.7
	4	86	98.8	20	35	45	80
	5	91	96.7	9.1	37.5	53.4	90.9
	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
<b>2011</b>	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	84	98.8	16.5	30.4	53.2	83.5
	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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