



SC Annual School Report Card Summary

Hollis Academy
GREENVILLE COUNTY

Grades: PK-5

Enrollment: 624

Principal: Miki E. Golden Jr.

Superintendent: Mr. Burke Royster

Board Chair: Mr. Chuck Saylor

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Average	Good	TBD	TBD	C	N/A
2013	Average	Average	N/A	N/A	A	Reward
2012	Average	Average	N/A	N/A	B	Reward

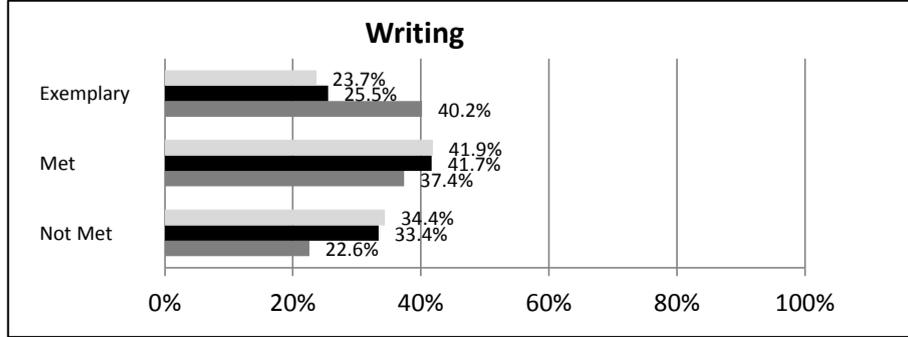
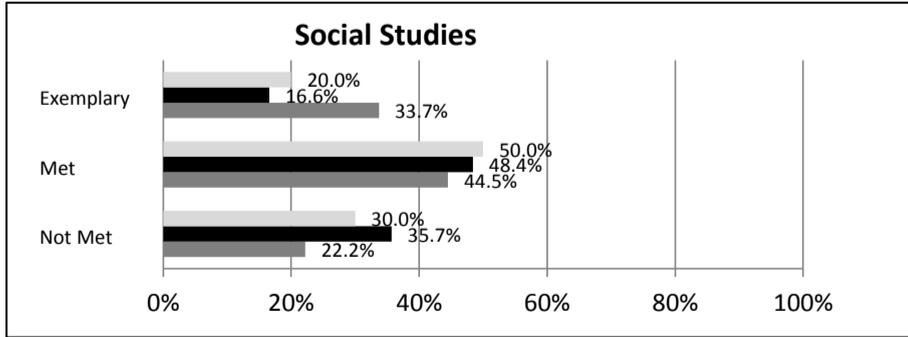
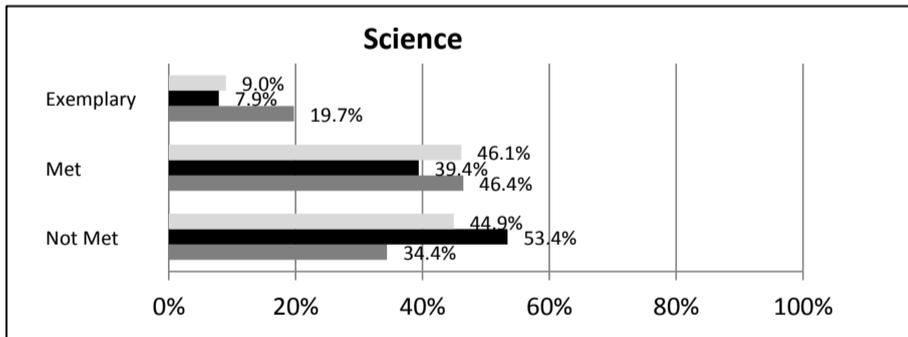
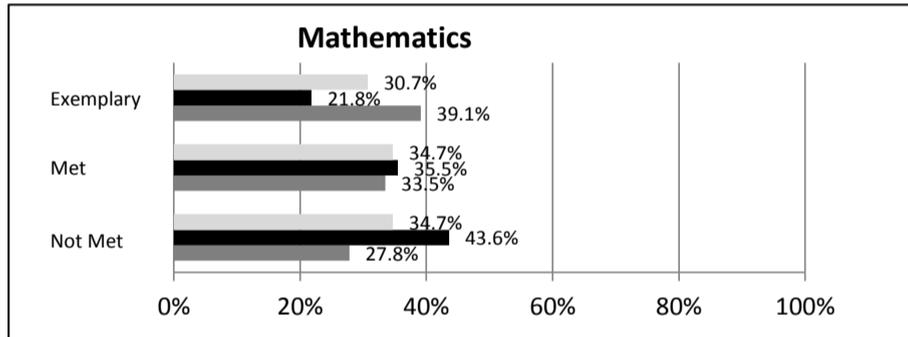
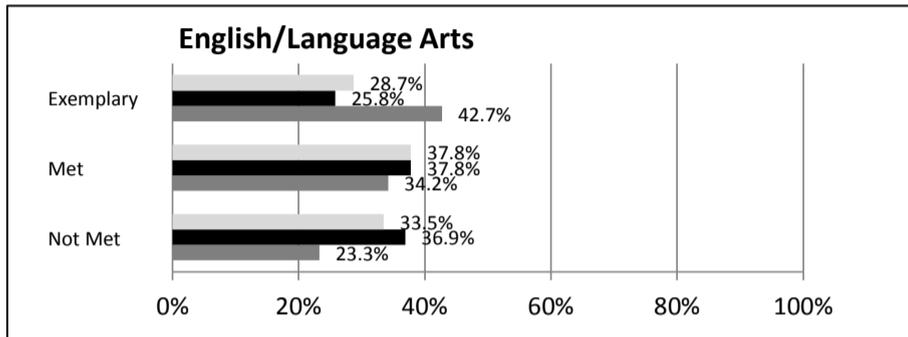
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	5	86	43	16

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

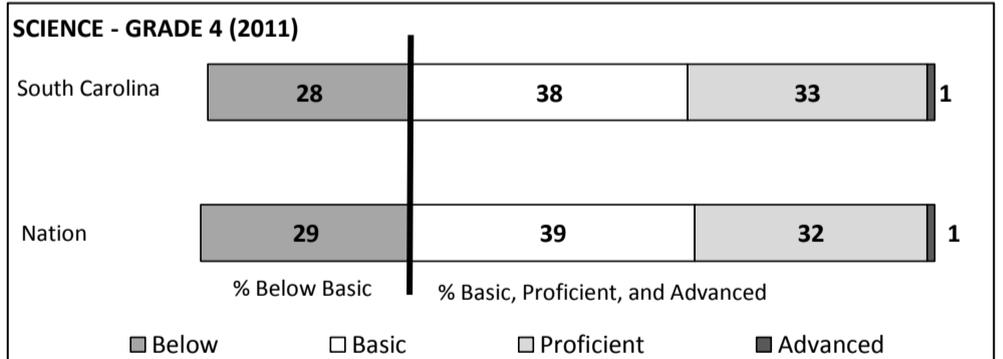
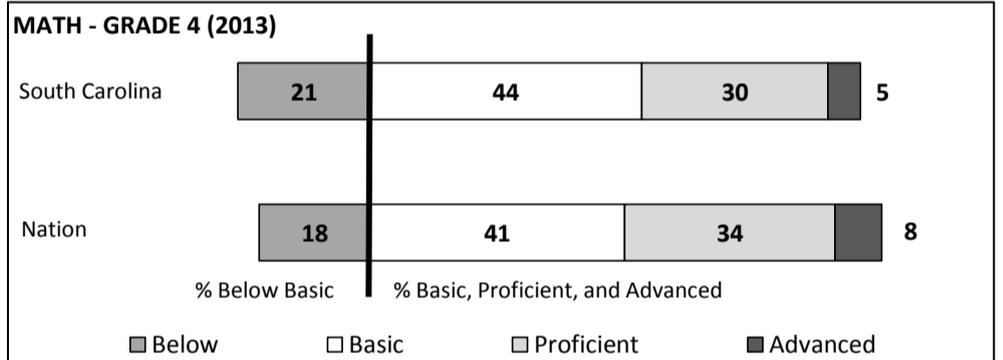
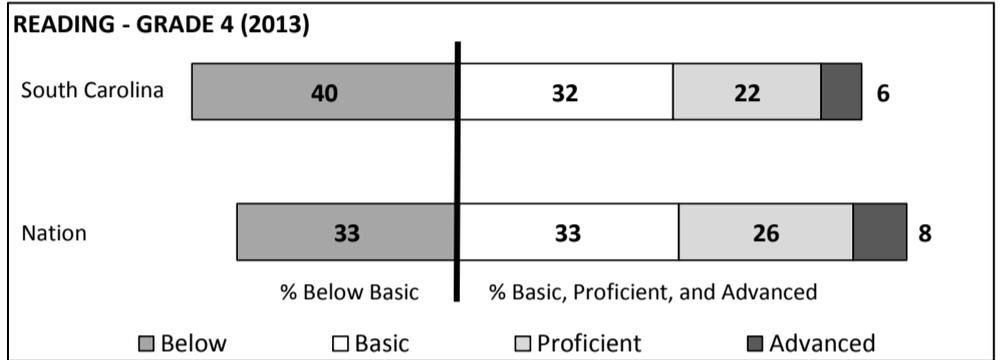
SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

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

**Hollis Academy
GREENVILLE COUNTY**

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 624)				
Retention rate	1.6%	Up from 1.1%	1.6%	1.0%
Attendance rate	96.8%	Up from 96.0%	96.0%	96.5%
Served by gifted and talented program	2.5%	Down from 2.7%	2.5%	7.3%
With disabilities	14.9%	Up from 13.8%	14.0%	12.5%
Older than usual for grade	2.8%	Up from 1.5%	2.8%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 45)				
Teachers with advanced degrees	48.9%	Up from 48.8%	59.5%	62.3%
Continuing contract teachers	71.1%	Up from 68.3%	73.4%	81.2%
Teachers returning from previous year	83.7%	Down from 84.4%	83.1%	88.4%
Teacher attendance rate	95.8%	Up from 93.8%	95.3%	95.3%
Average teacher salary*	\$42,223	Down 4.9%	\$45,753	\$47,902
Classes not taught by highly qualified teachers	0.0%	No change	0.0%	0.0%
Professional development days/teacher	13.5 days	Down from 14.5 days	10.2 days	10.9 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 18.2 to 1	18.2 to 1	19.9 to 1
Prime instructional time	91.9%	Up from 88.8%	90.3%	90.7%
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	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$7,459	Down 0.7%	\$8,691	\$7,680
Percent of expenditures for instruction**	61.7%	Down from 68.0%	64.1%	66.8%
Percent of expenditures for teacher salaries**	61.1%	Up from 61.0%	63.8%	66.0%
ESEA composite index score	76.4	Down from 96.8	69.3	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	37	85	44
Percent satisfied with learning environment	100.0%	91.7%	91.0%
Percent satisfied with social and physical environment	100.0%	84.3%	86.4%
Percent satisfied with school-home relations	83.8%	88.1%	79.5%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Mission of Hollis Academy is for students to be self-motivated problem solvers and lifelong learners, who demonstrate mastery of all grade level standards. An exemplary faculty and staff will provide a safe, nurturing learning environment, supported by parents and the larger community. Along with school and community support and efforts of our business partners, we continue to strive to meet our mission. Our school goals directly relate to Greenville County Schools' academic goals. At Hollis Academy, we have established goals focused on raising student achievement. These include increasing the number of students who meet and exceed expectations on the PASS test in the areas of ELA and Mathematics. We also strive to move students from the not met categories into met and exceeded expectation categories as determined by the PASS test.

Our student body is primarily composed of 48% African-American, 31% Hispanic, 16% Caucasian, and 5% other. Hollis serves approximately 635 students and is one of only a few schools in Greenville County to offer single gender classes at grades K-5th.

Hollis Academy contributes to the overall growth of students through various extracurricular activities for students such as Junior Beta Club, student council, safety patrols, Recorder Club, spring carnival, and chorus. Our PTA continues to work toward improving membership and participation. Our School Improvement Council continues to work closely with the leadership at Hollis to promote student success. Hollis is proud to have been recognized as a 2012 and 2013 Title I Reward School, indicating that Hollis is one of the highest performing Title I schools in the state of South Carolina, and a recipient of the Safe Kids Award for many years. In addition, Hollis continues to assist parents and students understand the curriculum in fun and innovative ways through Math night, Reading Night, Writing Day, and Science Fun Day activities. Multiple teachers have received grants this year to improve academic achievement and the learning in environment in their classrooms.

Hollis Academy is committed to having a high quality instructional team at all levels that is certified and highly qualified as defined by NCLB. Many of our faculty and staff hold degrees beyond the bachelor level and some have received National Board Certification. Our teachers work within their grade levels to provide quality instruction. Many hours are provided to enhance teaching skills through professional development that primarily focuses on research-based best practices to improve teaching skills, knowledge, and instructional delivery.

Hollis Academy continues to strive toward providing a successful learning environment for all students. With the assistance of a dedicated staff and support of our community and stakeholders, we continue to assure that no child is left behind.

Miki E. Golden Jr., Principal

Brandi B. Massey, SIC Chairperson

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