



## Holly Hill Elementary

1490 Brant Avenue PO  
Holly Hill, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	541 Students	
<b>Principal</b>	Carol Szorosy	803-496-5219
<b>Superintendent</b>	Dr. Cynthia Cash-Greene	803-496-3288
<b>Board Chair</b>	Robert Williams	803-496-3288

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Average</b>
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below 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 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**

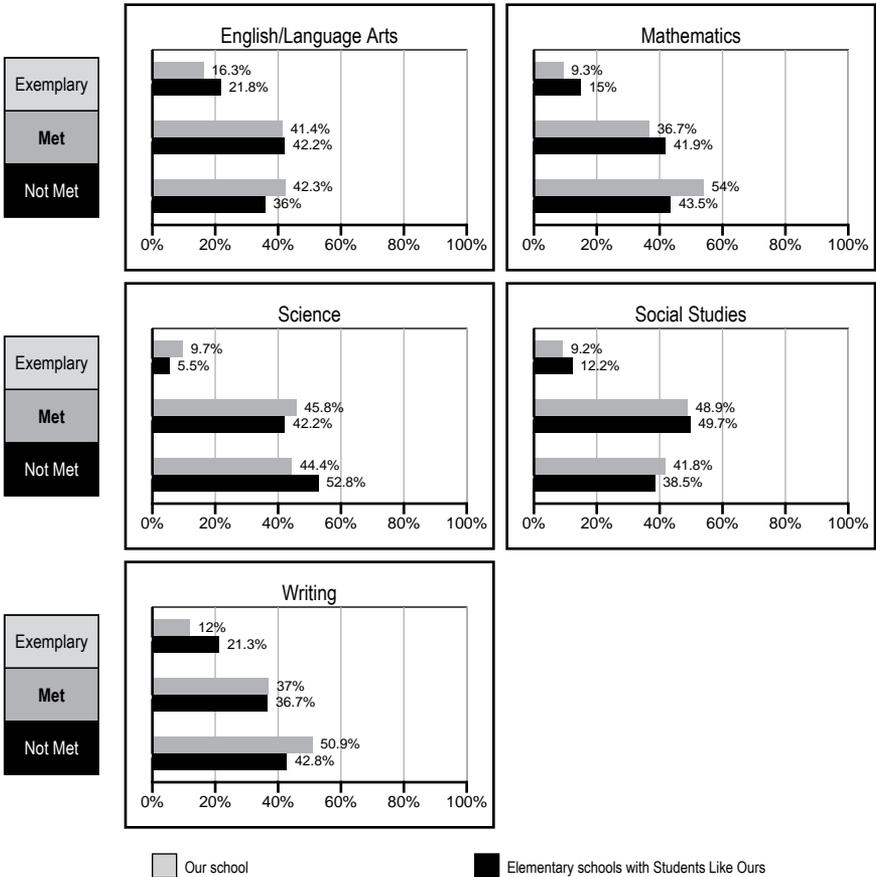
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	3	59	58	32

\* Ratings are calculated with data available by 06/01/2010.

**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=541)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.9%	Up from 3.0%	2.5%	1.9%
Attendance rate	94.7%	Down from 94.9%	96.0%	96.3%
Eligible for gifted and talented	1.3%	Down from 2.7%	2.9%	10.0%
With disabilities other than speech	10.6%	Down from 11.2%	7.5%	7.7%
Older than usual for grade	1.8%	Up from 0.5%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	No Change	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	48.6%	Down from 53.8%	57.1%	59.4%
Continuing contract teachers	81.1%	Up from 76.9%	71.6%	80.0%
Teachers with emergency or provisional certificates	3.0%	Up from 2.9%	0.0%	0.0%
Teachers returning from previous year	90.1%	Down from 92.3%	81.7%	85.9%
Teacher attendance rate	95.6%	Up from 93.7%	95.2%	95.1%
Average teacher salary*	\$47,439	Up 1.7%	\$45,890	\$47,149
Professional development days/teacher	12.0 days	Down from 13.3 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 17.5 to 1	16.5 to 1	18.8 to 1
Prime instructional time	89.8%	Up from 87.3%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.3%	Down from 97.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,947	Up 11.0%	\$8,670	\$7,458
Percent of expenditures for instruction**	66.1%	Up from 64.5%	68.5%	68.8%
Percent of expenditures for teacher salaries**	60.2%	Up from 59.7%	62.0%	63.2%

\* 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**

Our school motto of "Putting Children First" continues to drive the decision making process at Holy Hill Elementary School. As a growing community of learners we strive to improve classroom instruction and student performance, to increase parental involvement, and to improve home/school/community relationships.

Instruction is our primary focus. The faculty and staff actively participate in quality professional development activities which focus on employing effective research based instructional strategies. Exposure to academic and cultural experiences outside of school is limited due to our rural location. Therefore, every effort is made to ensure student participation in a variety of activities during and after school hours, both on and off campus.

Parents are provided many opportunities to contribute ideas and participate in school functions. Their participation in our self study helped us earn an operational status. The Southern Association of Colleges and Schools (SACS-SASI) Quality Assurance Review Team recommended HHE for reaccreditation. Parents and community members continue to assist in the developing and revising of our plans for school improvement and student success.

During the 08-09 school year, approximately 49% of our students were recognized for academic achievement at award programs. Twenty-one fifth grade students were inducted into the National Junior Beta Club. Several students received Terrific Kids Awards from the Kiwanis Club of Santee. Four class projects earned honors in the District Science Fair. Four fifth grade students, two winning awards, participated in the Regional Science Fair. One fifth grade girl sang with the SC Elementary Honors Choir. Another fifth grade girl was recognized by Orangeburg County for her outstanding character. Two girls will attend the Orangeburg-Calhoun Consortium for the Arts summer program. Two students, from 1st and 4th grade, earned top honors in the District Accelerated Reader Program. Our students also participated in many altruistic activities, with the fifth grade students involved in service learning projects.

We are committed to our mission, and are confident that our students will rise to meet our high expectations as they continue their quest to take their place in our ever-changing society.

Andrea Goodwin, SIC Co-Chairperson  
Carol Szorosz, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	38	63	32
Percent satisfied with learning environment	84.2%	60.3%	68.8%
Percent satisfied with social and physical environment	86.8%	65.1%	75.0%
Percent satisfied with school-home relations	57.9%	76.2%	75.0%

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

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School Adequate Yearly Progress

NO

This school met 17 out of 19 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

R

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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.7%	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 = 58.8% (Met or Exemplary)**

All Students	234	98.7	41.7	40.8	17.4	75.2	69.9	82.8	Yes	Yes
<b>Gender</b>										
Male	116	98.3	45.8	40.2	14	73.8	66.6	79.3	N/A	N/A
Female	118	99.2	37.8	41.4	20.7	76.6	73.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	41	97.6	28.2	43.6	28.2	82.1	82.3	89.5	I/S	Yes
African American	182	98.9	46.4	38.1	15.5	73.2	68.5	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	70.6	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	51	96.1	60.9	30.4	8.7	56.5	40.7	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	205	98.5	40.8	42.4	16.8	76.4	69.2	75.5	Yes	Yes

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

All Students	234	98.7	53.2	37.6	9.2	64.2	60.9	78.9	Yes	Yes
<b>Gender</b>										
Male	116	98.3	53.3	38.3	8.4	60.7	57.1	77	N/A	N/A
Female	118	99.2	53.2	36.9	9.9	67.6	64.7	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	41	97.6	43.6	38.5	17.9	76.9	77	87.2	I/S	Yes
African American	182	98.9	56.5	36.3	7.1	60.1	59.2	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	58.8	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	51	96.1	N/AV	N/AV	N/AV	28.3	23.1	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	58.3	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	205	98.5	52.9	39.3	7.9	63.9	59.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	153	98.7	43.1	46.5	10.4	56.9	49.3	67.5
<b>Gender</b>								
Male	74	97.3	40.6	44.9	14.5	59.4	51.1	67
Female	79	100	45.3	48	6.7	54.7	47.6	68
<b>Racial/Ethnic Group</b>								
White	26	96.2	20.8	54.2	25	79.2	70.1	79.5
African American	120	99.2	48.7	44.2	7.1	51.3	47.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	33.3	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	34	94.1	75.9	13.8	10.3	24.1	20	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	59.6
<b>Socio-Economic Status</b>								
Subsized meals	136	99.3	42.6	48.1	9.3	57.4	47.6	55.1
<b>Social Studies</b>								
All Students	153	98.7	41.5	48.6	9.9	58.5	58.1	72.3
<b>Gender</b>								
Male	80	97.5	46.6	41.1	12.3	53.4	55	71.5
Female	73	100	36.2	56.5	7.2	63.8	61.3	73.2
<b>Racial/Ethnic Group</b>								
White	23	95.7	36.4	40.9	22.7	63.6	67.1	80.7
African American	123	99.2	44.2	49.6	6.2	55.8	57	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	37	94.6	63.6	30.3	6.1	36.4	32.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	67.9
<b>Socio-Economic Status</b>								
Subsized meals	135	99.3	40.5	50.8	8.7	59.5	56.8	62.1

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	233	98.3	50.9	37	12	49.1	55	70.2	94.7	95.4
<b>Gender</b>										
Male	116	98.3	57.5	34.9	7.5	42.5	48.9	63.2	94.3	94.9
Female	117	98.3	44.5	39.1	16.4	55.5	61	77.5	95	95.9
<b>Racial/Ethnic Group</b>										
White	43	100	36.6	53.7	9.8	63.4	69.3	79.1	92.2	92.8
African American	179	97.8	56.1	30.5	13.4	43.9	53.4	57.6	95.3	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	98.3	98.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	58.8	62.6	94.5	95.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	68.7	95.7	95.5
<b>Disability Status</b>										
Disabled	50	92	83.7	14	2.3	16.3	16	26.1	93.4	94.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	61.2	95	97.1
<b>Socio-Economic Status</b>										
Subsided meals	207	98.1	51.6	38	10.4	48.4	53.9	58.9	94.7	95.4

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>2009</b>	3	89	98.9	45.1	34.1	20.7	54.9
	4	74	98.7	42.9	45.7	11.4	57.1
	5	71	98.6	36.4	43.9	19.7	63.6
	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
<b>Mathematics</b>							
<b>2009</b>	3	89	98.9	61	29.3	9.8	39
	4	74	98.7	50	42.9	7.1	50
	5	71	98.6	47	42.4	10.6	53
	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>2009</b>	3	44	100	39	48.8	12.2	61
	4	74	98.7	54.3	38.6	7.1	45.7
	5	35	97.1	24.2	60.6	15.2	75.8
	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>Social Studies</b>							
<b>2009</b>	3	44	100	43.9	46.3	9.8	56.1
	4	74	98.7	38.6	50	11.4	61.4
	5	35	97.1	45.2	48.4	6.5	54.8
	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>2009</b>	3	89	100	56.1	31.7	12.2	43.9
	4	74	100	50.7	36.6	12.7	49.3
	5	70	94.3	44.4	44.4	11.1	55.6
	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

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