



Horrell Hill Elementary

517 Horrell Hill Road
Hopkins, South Carolina

Grades	PK-5 Elementary School	
Enrollment	635 Students	
Principal	Parthenia Satterwhite	803-783-5545
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	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

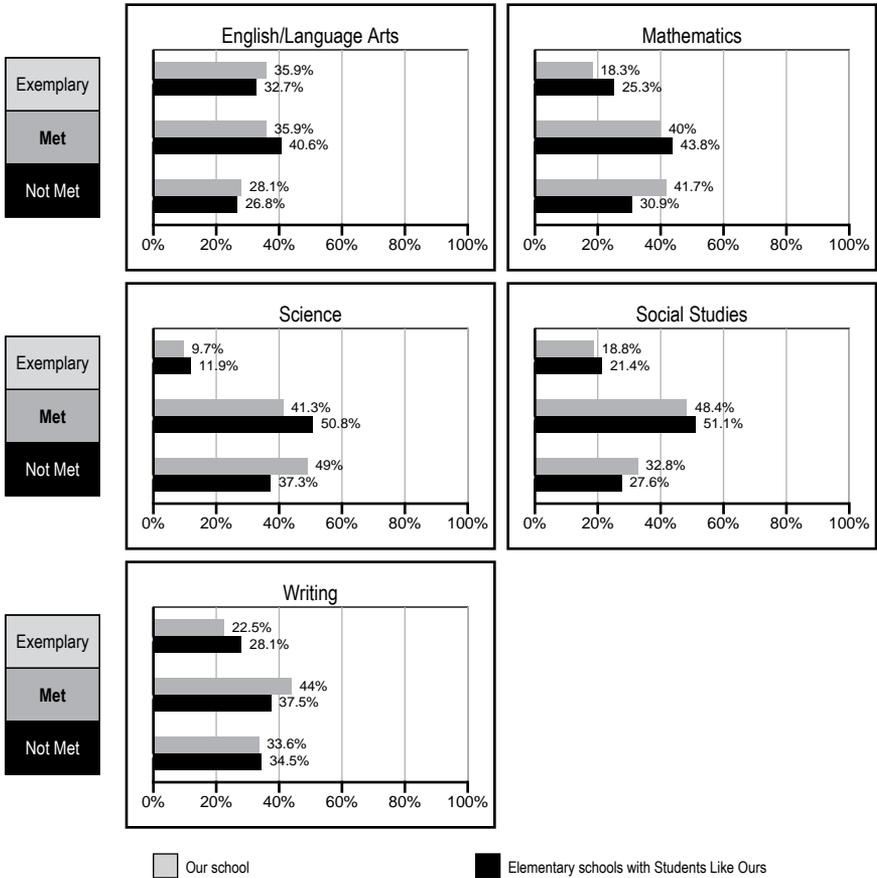
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	11	89	12	0

* 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
Students (n=635)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Up from 1.8%	2.4%	1.9%
Attendance rate	94.8%	Down from 96.0%	96.1%	96.3%
Eligible for gifted and talented	9.3%	Down from 9.4%	8.3%	10.0%
With disabilities other than speech	6.4%	Down from 6.6%	8.9%	7.7%
Older than usual for grade	1.0%	Up from 0.8%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	33.3%	Down from 40.5%	57.7%	59.4%
Continuing contract teachers	57.8%	Down from 69.0%	82.5%	80.0%
Teachers with emergency or provisional certificates	10.5%	Up from 2.9%	0.0%	0.0%
Teachers returning from previous year	80.3%	Down from 82.3%	86.5%	85.9%
Teacher attendance rate	93.3%	Down from 93.9%	95.0%	95.1%
Average teacher salary*	\$43,507	Down 2.2%	\$47,235	\$47,149
Professional development days/teacher	12.7 days	Down from 14.4 days	12.0 days	11.1 days
School				
Principal's years at school	22.0	Up from 21.0	5.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 18.6 to 1	18.6 to 1	18.8 to 1
Prime instructional time	86.2%	Down from 88.3%	90.1%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,632	Up 11.3%	\$7,357	\$7,458
Percent of expenditures for instruction**	78.6%	Down from 79.1%	68.5%	68.8%
Percent of expenditures for teacher salaries**	73.6%	Down from 75.8%	61.1%	63.2%

* 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

Horrell Hill Elementary School made progress during this school year. The instructional program was enhanced by using SuccessMaker, a tutoring program during the school day, and an after-school tutoring program for students who scored below basic in reading and/or math. We gained an additional child development class. We are a NASA Teams distance learning laboratory site, and First Steps continues to be housed on our campus.

The PTO and School Improvement Council met regularly. The PTO provided supplemental materials for teachers and students, as well as staff incentives. Teacher skills were enhanced through staff participation in professional development activities, conferences, workshops, and graduate classes. While test results indicated improvement in some areas, they also indicated a need to focus additional effort on developing and improving students' science and math skills. We are continuing to grow through our PDS Connection with a strong focus and emphasis on professional development in supporting teachers in ELA.

Several students participated and placed in the district's Visual Literacy Festival contests offered at the elementary level. Several students also placed in the District's Spring Art Show. One student won the State Superintendent's Writing Award, and two students scored perfect scores on 2008 PACT in ELA and math. We have three National Board-Certified teachers and four teachers who are currently pursuing this status. A team of teachers presented at a National Conference focusing on teacher preparation and authentic learning experiences for all students. We won the Gold USDA Healthier US School Challenge Award.

Community involvement included our partnership with the University of South Carolina as a Professional Development School where interns worked with our early childhood teachers and students. We hosted three undergraduate on-site classes and the opening reception for "Celebrating Cuentos," a Latino Children's Book Conference. Community outreach programs include: Service Learning Projects where students collected food for Harvest Hope and Pennies for Leukemia. We also participated in the National Student/Parent Mock Presidential Election. Our extracurricular programs this year included: Eagle Explorers (art, math, science club), Leadership Academy (Boys Club), Pyramids of Excellence (Girls Club), Drama, and Chorus. We continued with our One Hundred Women/Men Read to enhance our reading program. Women and Men from different aspects of the community participated. Our O-Ambassadors continue to work diligently to serve and enhance service learning projects with Oprah's Angel Network and Free the Children. The club inspires young people to become active, compassionate, and knowledgeable global citizens by working toward the UN Millennium Development Goals.

While challenges faced by our school include funding for various projects and staff retention, it is our commitment and goal to continue to explore and implement innovative strategies to ensure that we meet the needs of all students.

Parthenia Satterwhite, Principal, Horrell Hill Elementary School
Vincent Walker, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	95	62
Percent satisfied with learning environment	66.7%	83.0%	90.0%
Percent satisfied with social and physical environment	79.2%	85.1%	91.2%
Percent satisfied with school-home relations	68.8%	89.0%	80.0%

* 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 19 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

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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.1%	0.0%	No
Student attendance rate	94.8%	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 = 58.8% (Met or Exemplary)

All Students	320	99.7	27.9	36.6	35.6	83.2	78.6	82.8	Yes	Yes
Gender										
Male	165	100	34	30.7	35.3	79.1	74.4	79.3	N/A	N/A
Female	155	99.4	21.4	42.8	35.9	87.6	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	74	100	18.6	32.9	48.6	87.1	93.7	89.5	Yes	Yes
African American	231	99.6	31.5	38.9	29.6	81.5	74.6	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.1	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	69.2	82.5	I/S	I/S
Disability Status										
Disabled	43	97.7	67.6	21.6	10.8	51.4	51.2	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	214	100	30.8	39.4	29.8	79.8	74.1	75.5	Yes	Yes

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

All Students	320	99.7	41.3	40.6	18.1	70.5	70.3	78.9	Yes	Yes
Gender										
Male	165	100	43.1	34.6	22.2	66.7	67.8	77	N/A	N/A
Female	155	99.4	39.3	46.9	13.8	74.5	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	74	100	22.9	41.4	35.7	81.4	89.9	87.2	Yes	Yes
African American	231	99.6	48.6	40.3	11.1	66.2	64.6	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.5	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76.9	79.5	I/S	I/S
Disability Status										
Disabled	43	97.7	73	21.6	5.4	40.5	36.5	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	214	100	46	40.9	13.1	67.7	64	70.2	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	211	99.5	49	41.3	9.7	51	58.1	67.5
Gender								
Male	105	99.1	48.4	34.7	16.8	51.6	57	67
Female	106	100	49.5	47.5	3	50.5	59.1	68
Racial/Ethnic Group								
White	52	98.1	36.7	42.9	20.4	63.3	85.9	79.5
African American	151	100	55	39.3	5.7	45	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	28	100	80	16	4	20	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
Socio-Economic Status								
Subsided meals	135	100	51.6	40.5	7.9	48.4	49.1	55.1
Social Studies								
All Students	211	99.5	32	49.5	18.6	68	65.2	72.3
Gender								
Male	111	99.1	37.3	42.2	20.6	62.7	63.1	71.5
Female	100	100	26.1	57.6	16.3	73.9	67.2	73.2
Racial/Ethnic Group								
White	51	100	18.8	41.7	39.6	81.3	87.9	80.7
African American	150	99.3	36	53.2	10.8	64	59.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	30	100	59.3	37	3.7	40.7	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	63.6	67.9
Socio-Economic Status								
Subsided meals	144	99.3	33.8	51.5	14.6	66.2	58	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
Writing										
All Students	319	98.4	33.3	44.1	22.6	66.7	63.9	70.2	94.8	95.9
Gender										
Male	162	98.8	43.4	38.2	18.4	56.6	55.8	63.2	94.7	95.7
Female	157	98.1	22.8	50.3	26.9	77.2	71.9	77.5	95	96.2
Racial/Ethnic Group										
White	76	98.7	29.2	47.2	23.6	70.8	86.2	79.1	93.9	96
African American	229	98.3	35.7	43.2	21.1	64.3	58	57.6	95.2	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.9	86.2	98.8	96.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	63.8	62.6	95.9	95.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	84.6	68.7	90	94
Disability Status										
Disabled	40	90	82.4	14.7	2.9	17.6	22.3	26.1	92.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61.2	61.2	94.3	96.2
Socio-Economic Status										
Subsided meals	207	98.6	35.9	43.8	20.3	64.1	56.7	58.9	94.7	95.7

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							
2009	3	118	99.2	35.7	29.5	34.8	64.3
	4	102	100	32.3	31.2	36.6	67.7
	5	100	100	14	50.5	35.5	86
	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							
2009	3	118	99.2	50.9	31.3	17.9	49.1
	4	102	100	40.9	32.3	26.9	59.1
	5	100	100	30.1	60.2	9.7	69.9
	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							
2009	3	58	98.3	63.6	30.9	5.5	36.4
	4	102	100	44.1	40.9	15.1	55.9
	5	51	100	41.7	54.2	4.2	58.3
	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
Social Studies							
2009	3	59	98.3	45.5	41.8	12.7	54.5
	4	102	100	24.7	52.7	22.6	75.3
	5	50	100	30.4	52.2	17.4	69.6
	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
Writing							
2009	3	117	97.4	43.2	37.8	18.9	56.8
	4	102	100	29.5	47.4	23.2	70.5
	5	100	98	25.3	48.4	26.4	74.7
	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

Abbreviations for Missing Data

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