



## Hollywood Elementary

1261 Hollywood Road  
Saluda, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	371 Students	
<b>Principal</b>	Tammie Shore	864-445-8333
<b>Superintendent</b>	Dr. David M. Mathis	864-445-8441
<b>Board Chair</b>	James Holloway	864-445-3310

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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**

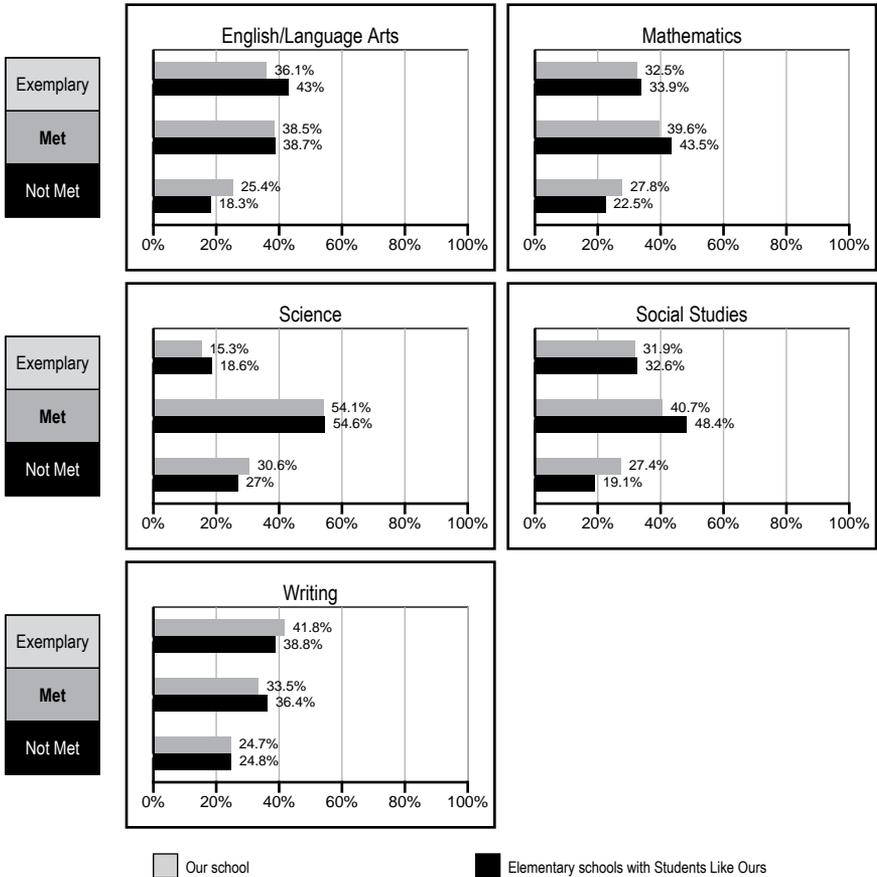
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.9%

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

Excellent	Good	Average	Below Average	At-Risk
14	30	46	0	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
<b>Students (n=371)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 97.0%	100.0%	100.0%
Retention rate	2.7%	No Change	1.9%	1.9%
Attendance rate	95.9%	Down from 96.2%	96.3%	96.3%
Eligible for gifted and talented	4.5%	Down from 14.0%	14.1%	10.0%
With disabilities other than speech	4.8%	Up from 4.0%	7.7%	7.7%
Older than usual for grade	1.0%	Up from 0.3%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	44.0%	Down from 50.0%	61.3%	59.4%
Continuing contract teachers	64.0%	Down from 69.2%	82.1%	80.0%
Teachers with emergency or provisional certificates	6.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	83.2%	Down from 88.0%	87.9%	85.9%
Teacher attendance rate	95.9%	Up from 94.4%	95.3%	95.1%
Average teacher salary*	\$42,943	Up 3.1%	\$47,426	\$47,149
Professional development days/teacher	7.9 days	Down from 28.5 days	10.9 days	11.1 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 18.5 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.4%	Up from 89.6%	90.6%	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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,075	Up 14.8%	\$6,954	\$7,458
Percent of expenditures for instruction**	61.6%	Up from 60.8%	69.2%	68.8%
Percent of expenditures for teacher salaries**	59.8%	Up from 58.5%	63.1%	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

## Report of Principal and School Improvement Council

Hollywood Elementary School (HES) is a proud recipient of the Palmetto Silver School of Excellence Award presented by the South Carolina Department of Education. This recognition was earned for academic excellence and for closing the achievement gap for historically underachieving groups of students. Our school community continues to remain focused on a standards driven curriculum where individual student performance is top priority.

Our teachers work diligently to create a high performance learning community in the classroom. Our balanced literacy approach to reading and writing allows for all students' individual needs to be met. Currently our teachers are working to fully implement a balanced math approach which mirrors our highly successful literacy program. We anticipate tremendous growth in our math program for the 2009-10 school year.

Assessment and data analysis are key components in our daily lesson planning. All students are formally assessed three times a year through observation survey and MAPS- (Measures of Academic Progress). Results of the assessments are utilized to group students into performance based groupings for guided reading, guided math, and academy. Students are accelerated or remediated based upon individual performance.

All teachers at HES did an amazing job on campus but a few were shining stars in their continuing education. Mrs. Brenda Eidson was named teacher of the year. Ms. Sara Semple and Mrs. Jennifer Thomas received National Board Certification. Ms. Ashley Oxner earned ETS Recognition of Excellence for outstanding performance. Mrs. Patti Adams, Ms. Ashley Oxner, and Mrs. Pascha Chrisley earned their Masters of Education. HES was selected by Newberry College to host 4 student teachers.

Professional Learning Communities (PLC) were fully implemented during the 2008-09 school year. Teachers met bi-weekly in teams to examine individual lessons and instructional strategies. Our instructional coach worked with all teachers to continue to strengthen our reading and writing programs which are truly second to none!

Students and staff participated in exemplary service learning projects such as raising over \$4,000 for Relay for Life, serving as Pen Pals to soldiers serving in Operation Enduring Freedom in Afghanistan, supporting the Ronald McDonald House, and the Christmas Angel Giving Tree. Community involvement activities included Saluda County Taste and See, Walk Through History, Mad Science, Read It and Make It Come Alive, and the TinCup Adventure.

Through the collaborative commitment of our parents, students, faculty and staff, HES is proud to put children first, to foster a dedicated and knowledgeable faculty, and to provide a safe and high-level learning environment for our students. We thank you for your support and for sharing the responsibility of the accomplishments of our students, our school and our community.

Tammie Shore, Principal

Tonia Hudson, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	49	43
Percent satisfied with learning environment	88.9%	68.8%	78.0%
Percent satisfied with social and physical environment	88.9%	70.8%	86.0%
Percent satisfied with school-home relations	77.8%	87.2%	75.6%

\* 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.8%	0.0%	No
Student attendance rate	95.9%	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	177	100	25.4	38.5	36.1	85.8	79.9	82.8	Yes	Yes
<b>Gender</b>										
Male	99	100	33.3	41.9	24.7	82.8	76.1	79.3	N/A	N/A
Female	78	100	15.8	34.2	50	89.5	84	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	117	100	20.9	33.6	45.5	85.5	85	89.5	Yes	Yes
African American	31	100	50	36.7	13.3	73.3	70.7	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	29	100	17.2	58.6	24.1	100	83.1	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	19	100	76.5	17.6	5.9	29.4	35	52	I/S	I/S
<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	26	100	19.2	57.7	23.1	100	81.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	83	100	38.8	41.3	20	80	75.4	75.5	Yes	Yes

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

All Students	177	100	27.8	39.6	32.5	78.7	83	78.9	Yes	Yes
<b>Gender</b>										
Male	99	100	33.3	37.6	29	74.2	79.9	77	N/A	N/A
Female	78	100	21.1	42.1	36.8	84.2	86.4	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	117	100	23.6	36.4	40	81.8	85.9	87.2	Yes	Yes
African American	31	100	43.3	46.7	10	66.7	77.3	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	29	100	27.6	44.8	27.6	79.3	85.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	19	100	76.5	17.6	5.9	29.4	48.5	45.5	I/S	I/S
<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	26	100	26.9	42.3	30.8	76.9	81.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	83	100	36.3	45	18.8	71.3	79.5	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
<b>Science</b>								
All Students	117	100	30.6	54.1	15.3	69.4	65.3	67.5
<b>Gender</b>								
Male	69	100	37.5	48.4	14.1	62.5	64.5	67
Female	48	100	21.3	61.7	17	78.7	66.2	68
<b>Racial/Ethnic Group</b>								
White	81	100	27.6	52.6	19.7	72.4	72.3	79.5
African American	21	100	60	35	5	40	54.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	15	100	6.7	86.7	6.7	93.3	67.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	13	100	N/AV	N/AV	N/AV	25	29.2	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	13	100	7.7	84.6	7.7	92.3	63.6	59.6
<b>Socio-Economic Status</b>								
Subsidized meals	53	100	37.3	52.9	9.8	62.7	59.8	55.1
<b>Social Studies</b>								
All Students	118	100	27.4	40.7	31.9	72.6	66.3	72.3
<b>Gender</b>								
Male	66	100	36.5	41.3	22.2	63.5	64.1	71.5
Female	52	100	16	40	44	84	68.6	73.2
<b>Racial/Ethnic Group</b>								
White	75	100	26.8	32.4	40.8	73.2	72.6	80.7
African American	24	100	30.4	47.8	21.7	69.6	59	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	19	100	26.3	63.2	10.5	73.7	62	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	13	100	63.6	27.3	9.1	36.4	29.6	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	18	100	22.2	66.7	11.1	77.8	60	67.9
<b>Socio-Economic Status</b>								
Subsidized meals	55	100	34	50.9	15.1	66	60.1	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	178	99.4	24.3	33.7	42	75.7	71.5	70.2	95.9	96.1
<b>Gender</b>										
Male	98	100	30.1	37.6	32.3	69.9	64.7	63.2	95.7	96
Female	80	98.8	17.1	28.9	53.9	82.9	79	77.5	96.1	96.2
<b>Racial/Ethnic Group</b>										
White	117	99.2	22.7	27.3	50	77.3	76.7	79.1	95.7	95.7
African American	32	100	36.7	43.3	20	63.3	62.5	57.6	96.2	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	99.2	98.7
Hispanic	29	100	17.2	48.3	34.5	82.8	74.4	62.6	96	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	92.8
<b>Disability Status</b>										
Disabled	17	100	N/AV	N/AV	N/AV	13.3	19.4	26.1	94.2	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92
<b>English Proficiency</b>										
Limited English Proficient	26	100	19.2	50	30.8	80.8	72.5	61.2	96.1	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	85	98.8	33.8	38.8	27.5	66.3	65.4	58.9	95.4	95.8

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
<b>English/Language Arts</b>							
<b>2009</b>	3	58	100	23.2	30.4	46.4	76.8
	4	58	100	30.9	40	29.1	69.1
	5	61	100	22.4	44.8	32.8	77.6
	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	58	100	28.6	33.9	37.5	71.4
	4	58	100	27.3	38.2	34.5	72.7
	5	61	100	27.6	46.6	25.9	72.4
	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	29	100	28.6	50	21.4	71.4
	4	58	100	34.5	56.4	9.1	65.5
	5	30	100	25	53.6	21.4	75
	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	29	100	25	39.3	35.7	75
	4	58	100	29.1	47.3	23.6	70.9
	5	31	100	26.7	30	43.3	73.3
	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>Writing</b>							
<b>2009</b>	3	57	98.3	25.5	23.6	50.9	74.5
	4	59	100	20	43.6	36.4	80
	5	62	100	27.1	33.9	39	72.9
	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

Abbreviations for Missing Data

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