



Holly Hill-Roberts Middle

530 Hesseman Street
Holly Hill, South Carolina

Grades	6-8 Middle School	
Enrollment	474 Students	
Principal	JoAnn B. Lawton	803-496-3818
Superintendent	Dr. Cynthia Cash-Greene	803-496-3288
Board Chair	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
2009	Below Average	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	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

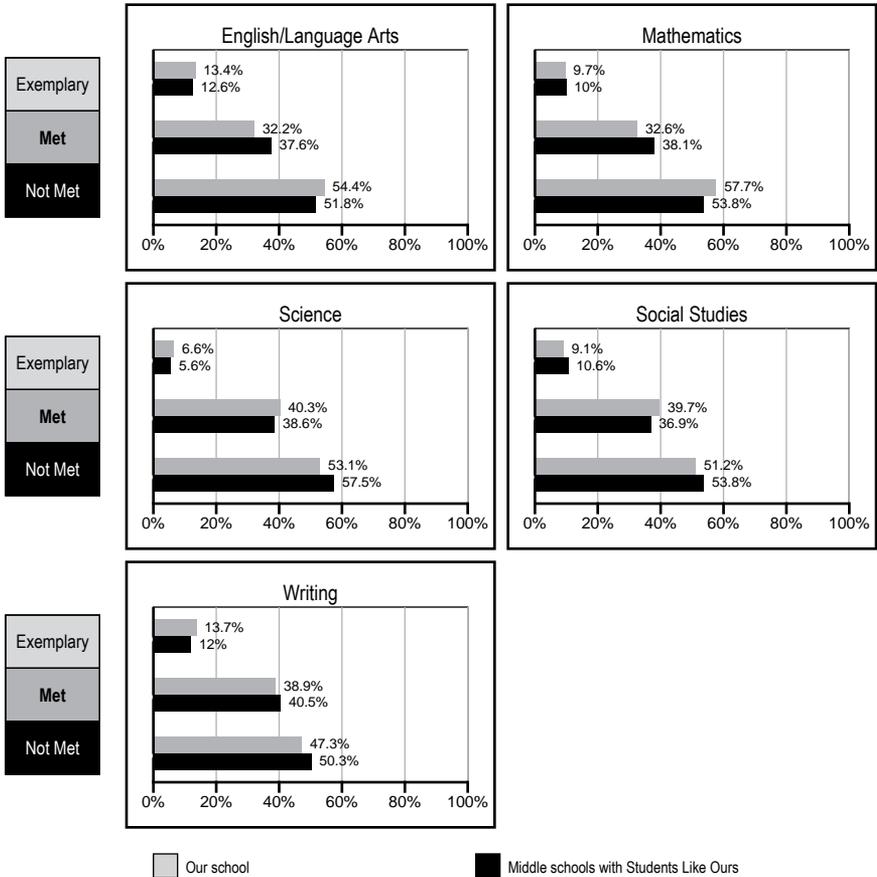
96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	35	24

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	63.2%	85.9%
English 1	73.8%	82.2%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	68.8%	84.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=474)				
Students enrolled in high school credit courses (grades 7 & 8)	46.6%	Up from 28.9%	16.1%	21.6%
Retention rate	0.8%	Down from 1.2%	2.3%	1.2%
Attendance rate	95.6%	Down from 97.1%	95.5%	95.9%
Eligible for gifted and talented	5.3%	Down from 8.9%	4.1%	14.8%
With disabilities other than speech	15.4%	Up from 12.7%	14.1%	12.6%
Older than usual for grade	0.4%	Down from 2.0%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Down from 1.6%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	69.8%	Up from 58.7%	54.3%	56.9%
Continuing contract teachers	69.8%	Up from 63.0%	61.5%	72.7%
Teachers with emergency or provisional certificates	12.2%	Down from 17.5%	15.4%	5.3%
Teachers returning from previous year	87.0%	Up from 84.7%	76.0%	82.9%
Teacher attendance rate	96.3%	Up from 95.0%	95.0%	95.2%
Average teacher salary*	\$48,700	Up 5.6%	\$44,687	\$46,599
Professional development days/teacher	11.7 days	Up from 11.5 days	11.0 days	10.8 days
School				
Principal's years at school	10.0	Up from 9.0	2.0	3.0
Student-teacher ratio in core subjects	16.2 to 1	Down from 16.4 to 1	16.5 to 1	20.1 to 1
Prime instructional time	90.7%	Down from 91.1%	89.3%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	63.1%	Down from 63.9%	96.4%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$9,643	Up 19.4%	\$10,078	\$7,645
Percent of expenditures for instruction**	62.1%	Down from 63.1%	60.3%	63.4%
Percent of expenditures for teacher salaries**	55.9%	Down from 56.8%	54.1%	57.0%

* 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

Holly Hill-Roberts Middle School (HHRMS) worked hard during the 2008-09 school year to increase student performance in all core areas by providing additional tutoring for students, increasing rigor in the classroom, providing resources that include computer assisted instruction, and providing extensive professional development for all teachers and staff. Hopefully these approaches will enhance opportunities for our students to perform on grade level and improve their chances of meeting Expected Progress as well as improve HHRMS report card rating.

Our students continue to grow in academics, fine arts, athletics, and service to their community. Our achievements include:

- One Junior Scholar
- Two regional Science Fair Winners
- Eight District Science Fair Winners
- Seven Future Business Leaders of America (FBLA) winners at the FBLA Leadership Conference
- Six FBLA winners qualified to compete at the national FBLA conference in Anaheim, California
- Fifteen students' essays accepted for publication by Creative Communication
- Creative Communication's Writing Achievement Award given to Holly Hill-Roberts Middle School
- Four football players named to Middle School All Conference Team by the South Carolina High School League
- Seven basketball players were named to the Middle School All Conference team by the South Carolina High School League
- Chorus performed on WLTX Channel 19
- 2009-10 ITV Artwork Contest winner. Art work will appear on back cover of ITV Resources book.
- Students attended Career Fair at South Carolina State University
- Science Club observed Science Day at South Carolina State Fair
- Sophiscated Ladies sponsored a workshop entitled ' becoming Young Women in Today's Competitive World'

HHRMS is fortunate to have a supportive group of parents and volunteers who give their time and talents to our school. This is reflective of a community that cares about the quality of its school and takes pride in its achievement.

Our school-wide emphasis for the upcoming year will be on the continued improvement of PASS scores, the use of data to drive instruction, providing effective professional development activities for all teachers and staff and the expansion of technology.

JoAnn B. Lawton, Principal
Stacey Rock-Gilmore, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	152	86
Percent satisfied with learning environment	95.0%	69.3%	74.1%
Percent satisfied with social and physical environment	100.0%	71.1%	63.5%
Percent satisfied with school-home relations	75.0%	75.7%	74.7%

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

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School Adequate Yearly Progress

NO

This school met 12 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

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	12.2%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	476	99.8	54	32.8	13.2	60.5	69.9	82.8	Yes	Yes
Gender										
Male	246	100	59.9	29.3	10.8	56.5	66.6	79.3	N/A	N/A
Female	230	99.6	47.7	36.6	15.7	64.8	73.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	37	100	35.5	45.2	19.4	77.4	82.3	89.5	I/S	I/S
African American	436	99.8	55.4	31.9	12.7	59.2	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	3	I/S	N/A	N/A	N/A	N/A	70.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	88	100	N/AV	N/AV	N/AV	20.7	40.7	52	No	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	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	435	99.8	54.3	33.5	12.2	59.9	69.2	75.5	Yes	Yes

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

All Students	476	99.8	55.6	34.2	10.3	56.3	60.9	78.9	No	Yes
Gender										
Male	246	100	58.2	34.1	7.8	50.9	57.1	77	N/A	N/A
Female	230	99.6	52.8	34.3	13	62	64.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	37	100	38.7	35.5	25.8	71	77	87.2	I/S	I/S
African American	436	99.8	56.8	34.1	9.1	55.2	59.2	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	3	I/S	N/A	N/A	N/A	N/A	58.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	88	100	89	9.8	1.2	14.6	23.1	45.5	No	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	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	435	99.8	57	34.7	8.3	55.3	59.5	70.2	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	319	99.4	53	40.4	6.6	47	49.3	67.5
Gender								
Male	164	99.4	50.3	42.6	7.1	49.7	51.1	67
Female	155	99.4	55.8	38.1	6.1	44.2	47.6	68
Racial/Ethnic Group								
White	24	95.8	36.4	45.5	18.2	63.6	70.1	79.5
African American	293	99.7	54.3	40	5.7	45.7	47.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	2	I/S	N/A	N/A	N/A	N/A	33.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	57	100	88.7	9.4	1.9	11.3	20	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	I/S	59.6
Socio-Economic Status								
Subsided meals	290	99.3	54	40.9	5.1	46	47.6	55.1
Social Studies								
All Students	319	98.4	51	39.9	9.1	49	58.1	72.3
Gender								
Male	163	98.8	54.6	34.9	10.5	45.4	55	71.5
Female	156	98.1	47.2	45.1	7.6	52.8	61.3	73.2
Racial/Ethnic Group								
White	24	95.8	40	45	15	60	67.1	80.7
African American	292	99	51.8	39.5	8.7	48.2	57	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	3	I/S	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	62	96.8	76.8	19.6	3.6	23.2	32.9	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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	299	98.3	52	39	9	48	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
Writing										
All Students	479	98.8	46.8	39.4	13.9	53.2	55	70.2	95.6	95.4
Gender										
Male	249	98.8	52.8	37.7	9.5	47.2	48.9	63.2	94.7	94.9
Female	230	98.7	40.3	41.2	18.5	59.7	61	77.5	96.6	95.9
Racial/Ethnic Group										
White	36	97.2	30	40	30	70	69.3	79.1	91.5	92.8
African American	440	98.9	48	39.3	12.7	52	53.4	57.6	96	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	N/A	98.5
Hispanic	3	I/S	N/A	N/A	N/A	N/A	58.8	62.6	81.3	95.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.5
Disability Status										
Disabled	88	97.7	N/AV	N/AV	N/AV	12.3	16	26.1	93.1	94.4
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	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	61.2	N/A	97.1
Socio-Economic Status										
Subsidized meals	439	98.9	48	39.2	12.7	52	53.9	58.9	95.5	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	153	100	49.3	34	16.7	50.7
	7	163	100	53	33.8	13.2	47
	8	160	99.4	59.5	30.7	9.8	40.5
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	153	100	38.9	44.4	16.7	61.1
	7	163	100	55.6	32.5	11.9	44.4
	8	160	99.4	71.2	26.1	2.6	28.8
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	77	98.7	49.3	42.5	8.2	50.7
	7	163	100	47	44.4	8.6	53
	8	79	98.7	67.9	30.8	1.3	32.1
Social Studies							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	76	97.4	23.9	66.2	9.9	76.1
	7	163	100	60.3	31.1	8.6	39.7
	8	80	96.3	58.1	32.4	9.5	41.9
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	154	100	42.1	40	17.9	57.9
	7	164	97.6	41.9	39.9	18.2	58.1
	8	161	98.8	55.8	38.3	5.8	44.2

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