



HOLLIS ACADEMY

200 Goodrich Street
Greenville, SC 29611

Grades	PK-5 Elementary School	
Enrollment	525 Students	
Principal	Miki E. Golden Jr.	864-355-4800
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Below Average	Average
2008	Below Average	Below Average
2007	Below Average	Good
2006	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

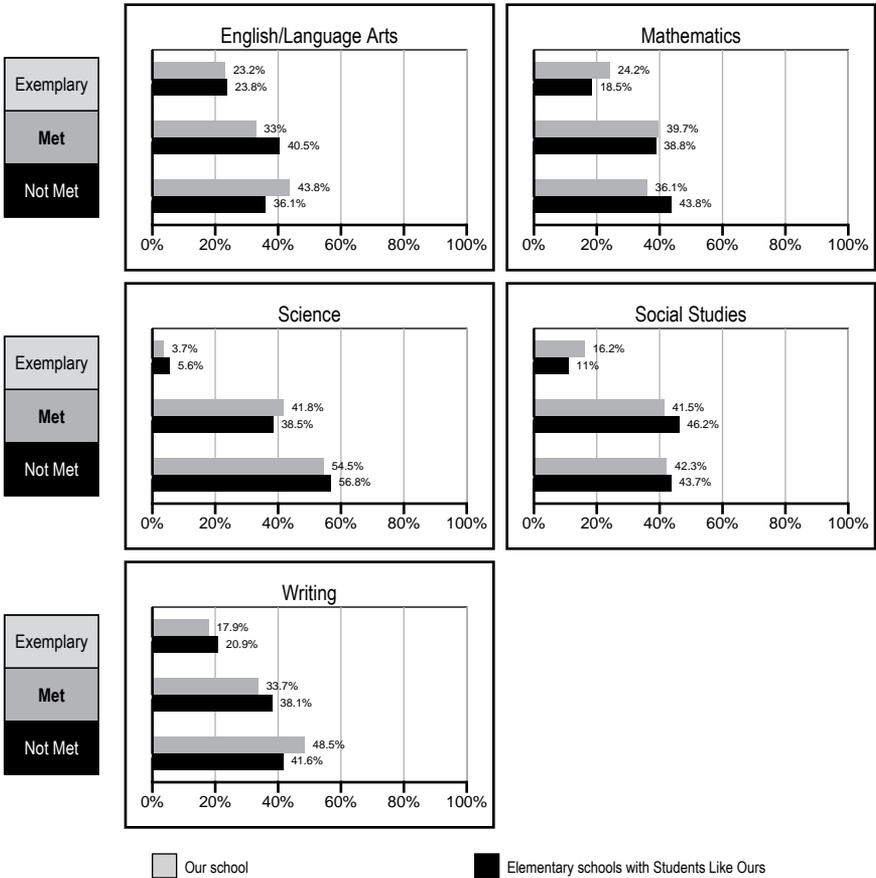
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	58	49	21

* Ratings are calculated with data available by 03/09/2011.

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=525)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Up from 1.5%	1.5%	1.2%
Attendance rate	95.7%	Down from 96.1%	95.9%	96.1%
Eligible for gifted and talented	4.4%	Up from 2.4%	4.1%	11.7%
With disabilities other than speech	8.4%	Down from 10.9%	8.5%	8.0%
Older than usual for grade	0.3%	Down from 0.5%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	45.0%	Up from 37.2%	58.6%	60.5%
Continuing contract teachers	72.5%	Up from 65.1%	78.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	74.4%	Up from 68.5%	82.3%	87.0%
Teacher attendance rate	97.7%	Up from 96.1%	95.2%	95.4%
Average teacher salary*	\$42,105	Up 1.2%	\$45,085	\$47,288
Professional development days/teacher	19.0 days	Down from 29.9 days	10.5 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.9 to 1	17.1 to 1	19.2 to 1
Prime instructional time	93.5%	Up from 92.0%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,252	Down 4.3%	\$8,904	\$7,548
Percent of expenditures for instruction**	62.8%	Up from 62.3%	67.8%	68.7%
Percent of expenditures for teacher salaries**	60.6%	Up from 59.9%	62.1%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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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 58% African-American, 23% Hispanic, 13% Caucasian, and 6% other. Hollis serves approximately 550 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, Battle of the Book Team, spring carnival, chorus, and Black Heritage Bowl Teams. Our PTA continues to work toward improving membership and participation and saw an increase in membership for the 09-10 school year. 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 Red Carpet School and a recipient of the Safe Kids Award for 5 consecutive years.

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 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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	69	34
Percent satisfied with learning environment	100.0%	81.8%	91.2%
Percent satisfied with social and physical environment	100.0%	86.8%	87.9%
Percent satisfied with school-home relations	80.6%	77.6%	87.5%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 15 out of 15 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-DELAY

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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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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	233	99.6	43.6	32.8	23.6	70.3	84.7	83.5	Yes	Yes
Gender										
Male	123	99.2	44.1	30.4	25.5	66.7	81.3	80.1	N/A	N/A
Female	110	100	43	35.5	21.5	74.2	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	30	100	29.6	37	33.3	74.1	90	89.6	I/S	I/S
African American	154	99.4	43.3	36.2	20.5	69.3	73.4	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	42	100	60	14.3	25.7	65.7	78.4	79.6	I/S	Yes
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	39	100	79.4	5.9	14.7	32.4	53.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	66.7	15.2	18.2	63.6	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	221	100	44.9	31.9	23.2	69.7	76.1	76.9	Yes	Yes

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

All Students	233	99.6	35.9	40	24.1	76.9	82	80.4	Yes	Yes
Gender										
Male	123	99.2	42.2	37.3	20.6	72.5	80.5	78.4	N/A	N/A
Female	110	100	29	43	28	81.7	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	30	100	37	37	25.9	74.1	87.7	87.8	I/S	I/S
African American	154	99.4	34.6	43.3	22	75.6	68.4	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	42	100	45.7	25.7	28.6	80	78.3	78.3	I/S	Yes
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	39	100	76.5	11.8	11.8	23.5	46.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	48.5	27.3	24.2	78.8	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	221	100	36.8	40	23.2	76.2	72.9	72.8	Yes	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	162	99.4	54.5	41.8	3.7	45.5	70.6	67.3
Gender								
Male	86	98.8	62	32.4	5.6	38	70.1	66.9
Female	76	100	46	52.4	1.6	54	71.1	67.7
Racial/Ethnic Group								
White	22	100	55	40	5	45	80.2	79.6
African American	107	99.1	57	40.7	2.3	43	50.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.4	84.4
Hispanic	30	100	50	42.3	7.7	50	60.1	59.4
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	26	96.2	N/A	N/A	N/A	14.3	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	23	100	56.5	39.1	4.3	43.5	60.6	58.6
Socio-Economic Status								
Subsidized meals	155	99.4	55.1	40.9	3.9	44.9	57.1	55.4
Social Studies								
All Students	156	100	42.3	41.5	16.2	57.7	73.2	70.9
Gender								
Male	84	100	43.5	40.6	15.9	56.5	72.8	70.1
Female	72	100	41	42.6	16.4	59	73.7	71.7
Racial/Ethnic Group								
White	20	100	35.3	35.3	29.4	64.7	79.8	79.2
African American	107	100	41.1	48.9	10	58.9	57.9	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	24	100	55.6	16.7	27.8	44.4	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	23	100	N/A	N/A	N/A	26.3	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	17	100	64.7	17.6	17.6	35.3	69	68
Socio-Economic Status								
Subsidized meals	149	100	44.4	40.3	15.3	55.6	61.6	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	227	98.2	47.9	34	18	52.1	74	72.1	95.7	96.2
Gender										
Male	123	97.6	56.4	28.7	14.9	43.6	67.2	65.2	95.6	96.2
Female	104	99	38.7	39.8	21.5	61.3	81.1	79.2	95.9	96.3
Racial/Ethnic Group										
White	30	100	44.4	33.3	22.2	55.6	81.6	80.8	94.8	96.1
African American	150	98	45.2	37.3	17.5	54.8	58.6	59.7	95.5	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.8	87	96.7	97.5
Hispanic	40	97.5	65.7	20	14.3	34.3	63.1	64.6	97.1	96.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	74.7	73.4	90	94.8
Disability Status										
Disabled	40	90	87.9	6.1	6.1	12.1	29.5	27.7	94.6	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	34	97.1	69.7	21.2	9.1	30.3	62.9	63.7	97.4	97
Socio-Economic Status										
Subsidized meals	215	98.1	48.9	34.2	16.8	51.1	61.1	61.9	95.7	95.6

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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	91	100	65.4	26.9	7.7	34.6
	4	82	100	55.4	36.5	8.1	44.6
	5	74	100	47.7	47.7	4.6	52.3
	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
2010	3	65	100	32.7	20	47.3	67.3
	4	86	100	52.9	32.9	14.3	47.1
	5	82	98.8	42.9	42.9	14.3	57.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	91	100	62.8	26.9	10.3	37.2
	4	82	100	25.7	56.8	17.6	74.3
	5	74	100	30.8	49.2	20	69.2
	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
2010	3	65	100	25.5	38.2	36.4	74.5
	4	86	100	38.6	47.1	14.3	61.4
	5	82	98.8	41.4	34.3	24.3	58.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	48	100	N/AV	N/AV	N/AV	30.8
	4	82	100	51.4	41.9	6.8	48.6
	5	37	100	54.3	40	5.7	45.7
	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
2010	3	32	96.9	56	32	12	44
	4	86	100	52.9	44.3	2.9	47.1
	5	44	100	N/A	N/A	N/A	43.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	43	100	51.3	43.6	5.1	48.7
	4	82	100	33.8	51.4	14.9	66.2
	5	37	100	50	43.3	6.7	50
	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
2010	3	33	100	34.5	37.9	27.6	65.5
	4	86	100	40	45.7	14.3	60
	5	37	100	54.8	35.5	9.7	45.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	91	100	63	21	16	37
	4	81	100	62.7	32	5.3	37.3
	5	72	100	54.5	34.8	10.6	45.5
	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
2010	3	64	96.9	40	30.9	29.1	60
	4	83	100	51.4	35.7	12.9	48.6
	5	80	97.5	50.7	34.8	14.5	49.3
	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

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