



## HORRELL HILL ELEMENTARY

517 Horrell Hill Road  
Hopkins, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	668 Students	
<b>Principal</b>	Parthenia Satterwhite	803-783-5545
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Below Average</b>
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	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

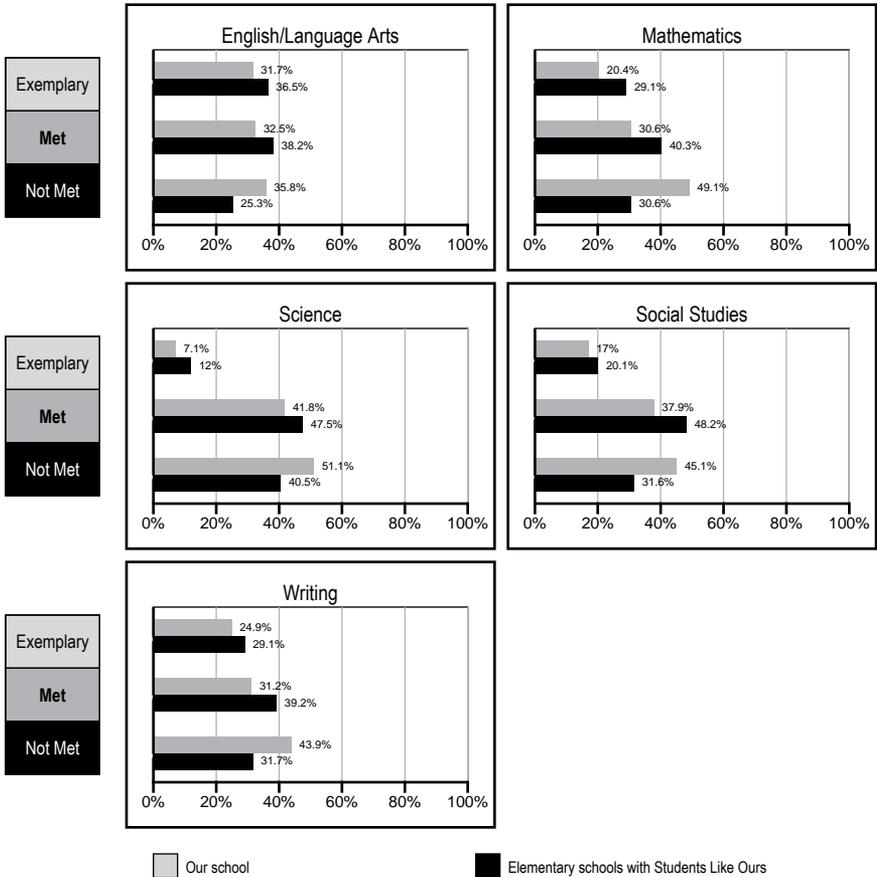
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	17	97	11	0

\* 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
<b>Students (n=668)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 2.7%	1.5%	1.2%
Attendance rate	95.0%	Up from 94.8%	95.7%	96.1%
Eligible for gifted and talented	12.0%	Up from 9.3%	10.0%	11.7%
With disabilities other than speech	9.1%	Up from 6.4%	8.9%	8.0%
Older than usual for grade	0.4%	Down from 1.0%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 1.3%	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	36.4%	Up from 33.3%	60.0%	60.5%
Continuing contract teachers	63.6%	Up from 57.8%	85.4%	84.6%
Teachers with emergency or provisional certificates	7.9%	Down from 10.5%	0.0%	0.0%
Teachers returning from previous year	85.6%	Up from 80.3%	87.7%	87.0%
Teacher attendance rate	93.2%	Down from 93.3%	94.8%	95.4%
Average teacher salary*	\$44,806	Up 3.0%	\$47,073	\$47,288
Professional development days/teacher	12.2 days	Down from 12.7 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	23.0	Up from 22.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 21.2 to 1	19.4 to 1	19.2 to 1
Prime instructional time	86.5%	Up from 86.2%	89.6%	90.8%
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**	\$6,523	Down 1.6%	\$7,575	\$7,548
Percent of expenditures for instruction**	76.8%	Down from 78.6%	67.5%	68.7%
Percent of expenditures for teacher salaries**	71.4%	Down from 73.6%	64.6%	65.1%

\* 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

Horrell Hill Elementary School made progress during the 2009-2010 school year. The instructional program was enhanced by using Target Teach, 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 are a NASA Teams distance learning laboratory site and First Steps continues to be housed on our campus. Our parent and community volunteer program increased. We had several grandparents volunteer to be reading buddies with students in our primary grades. In addition, we had lunch buddies from McEntire National Guard Air Force Base. Their help enhanced our primary focus for this year which was literacy.

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 strengthened through staff participation in professional development activities, conferences, workshops, and graduate classes. While test results indicated improvement in some areas, there is a need to focus additional effort on developing and improving students' science and math skills. We are continuing to grow through our Professional Development School (PDS) Connection with an emphasis on professional development to support teachers in ELA and family literacy engagement.

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. We have five National Board Certified teachers and three 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.

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. Community outreach programs include: Service Learning Projects where students collected food for Harvest Hope and raised money for Jump Rope for Heart. Our guidance department received a one thousand dollar grant from DHEC to implement a school-wide recycling program. This program will include a community newspaper recycling receptacle and a school composting site. Our extra-curricular 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.

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	35	99	54
Percent satisfied with learning environment	60.0%	68.7%	66.0%
Percent satisfied with social and physical environment	71.4%	63.6%	72.2%
Percent satisfied with school-home relations	58.8%	78.9%	74.1%

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

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 21 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	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	283	100	36	32.6	31.5	76.8	78.2	83.5	Yes	Yes
<b>Gender</b>										
Male	160	100	39.3	29.3	31.3	74	74.7	80.1	N/A	N/A
Female	123	100	31.6	36.8	31.6	80.3	81.6	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	77	100	23	24.3	52.7	89.2	93.3	89.6	Yes	Yes
African American	190	100	43.5	35.6	20.9	70.1	74.2	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.2	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	75	17.5	7.5	40	45.3	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.9	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	205	100	40	34.7	25.3	72.1	73.1	76.9	Yes	Yes

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

All Students	283	100	49.4	30.3	20.2	67	72	80.4	Yes	Yes
<b>Gender</b>										
Male	160	100	50	28.7	21.3	65.3	70.3	78.4	N/A	N/A
Female	123	100	48.7	32.5	18.8	69.2	73.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	77	100	28.4	36.5	35.1	79.7	90.2	87.8	Yes	Yes
African American	190	100	58.8	28.8	12.4	61.6	67	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.4	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	87.5	10	2.5	32.5	34.8	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	205	100	54.7	27.9	17.4	61.1	65.9	72.8	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
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**Science**

All Students	197	100	51.6	41.4	7	48.4	56.5	67.3
<b>Gender</b>								
Male	114	100	53.8	38.7	7.5	46.2	56.1	66.9
Female	83	100	48.8	45	6.3	51.3	56.8	67.7
<b>Racial/Ethnic Group</b>								
White	52	100	32	48	20	68	86.3	79.6
African American	135	100	60.3	38.9	0.8	39.7	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>								
Disabled	33	100	N/A	N/A	N/A	12.1	23.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	62.7	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	151	100	57.4	36.9	5.7	42.6	46.5	55.4

**Social Studies**

All Students	193	100	45.7	37.5	16.8	54.3	64	70.9
<b>Gender</b>								
Male	106	100	44.1	35.3	20.6	55.9	61.9	70.1
Female	87	100	47.6	40.2	12.2	52.4	66.1	71.7
<b>Racial/Ethnic Group</b>								
White	51	100	30.6	36.7	32.7	69.4	86.9	79.2
African American	129	100	54.9	36.9	8.2	45.1	57.7	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.1	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	26	100	N/A	N/A	N/A	12	31.7	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.2	68
<b>Socio-Economic Status</b>								
Subsidized meals	141	100	49.2	36.4	14.4	50.8	56.5	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
<b>Writing</b>										
All Students	285	99	43.9	31.2	24.9	56.1	63.4	72.1	95	95.9
<b>Gender</b>										
Male	162	98.8	50	31.6	18.4	50	56.3	65.2	95	95.7
Female	123	99.2	35.9	30.8	33.3	64.1	70.4	79.2	95	96.1
<b>Racial/Ethnic Group</b>										
White	77	98.7	33.3	34.7	32	66.7	86.2	80.8	93.4	96
African American	191	99	48.6	30.5	20.9	51.4	57.3	59.7	95.6	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	81.1	87	95.4	96.2
Hispanic	10	I/S	I/S	I/S	I/S	I/S	62.9	64.6	94.7	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	92.8	93.4
<b>Disability Status</b>										
Disabled	43	95.4	N/AV	N/AV	N/AV	17.9	21.1	27.7	93.9	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.7	63.7	96.8	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	203	100	50.3	28.8	20.9	49.7	55.2	61.9	94.8	95.7

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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	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
<b>2010</b>	3	75	100	37.7	20.3	42	62.3
	4	106	100	46.1	28.4	25.5	53.9
	5	102	100	24	45.8	30.2	76
	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
<b>Mathematics</b>							
<b>2009</b>	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
<b>2010</b>	3	75	100	50.7	29	20.3	49.3
	4	106	100	51	29.4	19.6	49
	5	102	100	46.9	32.3	20.8	53.1
	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
<b>Science</b>							
<b>2009</b>	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
<b>2010</b>	3	39	100	55.6	30.6	13.9	44.4
	4	106	100	61.8	34.3	3.9	38.2
	5	52	100	27.1	64.6	8.3	72.9
	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

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>Social Studies</b>							
<b>2009</b>	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
<b>2010</b>	3	36	100	36.4	42.4	21.2	63.6
	4	106	100	44.1	40.2	15.7	55.9
	5	51	100	55.1	28.6	16.3	44.9
	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
<b>Writing</b>							
<b>2009</b>	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
<b>2010</b>	3	76	100	54.9	19.7	25.4	45.1
	4	107	98.1	48	34.3	17.6	52
	5	102	99	31.3	36.5	32.3	68.8
	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

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