



## HOLLY HILL ELEMENTARY

1490 Brant Avenue PO  
Holly Hill, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	531 Students	
<b>Principal</b>	Eric L. Brown	803-496-5219
<b>Superintendent</b>	Dr. Cynthia Cash-Greene	803-496-3288
<b>Board Chair</b>	Robert Williams	803-496-3288

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>At-Risk</b>	<b>At-Risk</b>
2010	At-Risk	Below Average
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	Below 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

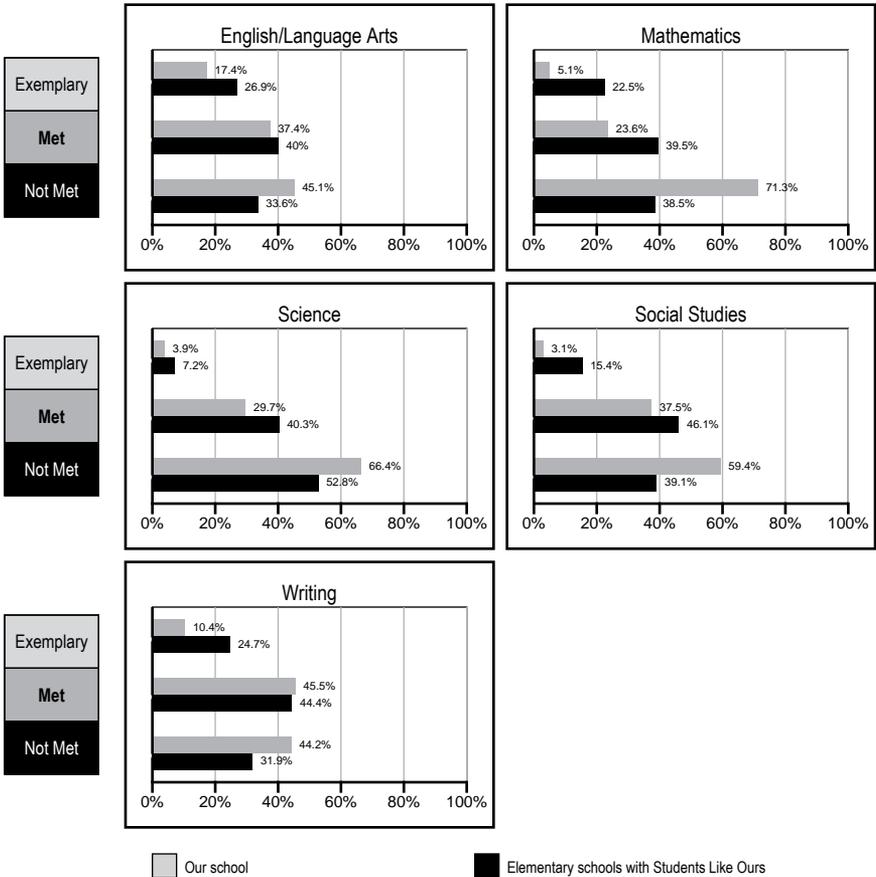
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	8	96	53	23

\* Ratings are calculated with data available by 11/09/2011.

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=531)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 0.9%	1.5%	1.1%
Attendance rate	94.3%	Up from 93.5%	96.1%	96.2%
Served by gifted and talented program	1.0%	Down from 1.2%	5.6%	13.4%
With disabilities other than speech	3.5%	Down from 9.3%	4.3%	4.1%
Older than usual for grade	0.6%	Down from 1.8%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	52.8%	Up from 48.6%	61.5%	62.5%
Continuing contract teachers	86.1%	Up from 85.7%	82.6%	88.2%
Teachers returning from previous year	93.7%	Down from 94.4%	84.8%	87.8%
Teacher attendance rate	89.6%	Down from 89.7%	95.1%	95.2%
Average teacher salary*	\$45,770	Down 3.2%	\$44,958	\$46,773
Professional development days/teacher	14.5 days	Up from 10.7 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	3.5	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 19.2 to 1	17.6 to 1	19.9 to 1
Prime instructional time	83.0%	Up from 82.2%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.2%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,078	Down 7.5%	\$8,359	\$7,447
Percent of expenditures for instruction**	67.9%	Up from 65.5%	67.9%	68.4%
Percent of expenditures for teacher salaries**	65.5%	Up from 62.1%	64.2%	65.8%

\* 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

The Holly Hill Elementary School community of learners continues to focus on student growth and achievement. Our school motto of "Putting Children First" drives our decision making process. Strong parental support is evolving into positive parental involvement. Our Parent Liaison continues to strengthen home/school/community relationships.

Providing quality instruction to all students everyday to increase achievement remains our primary goal. Our main focus continues to be Reading and Mathematics. The faculty and staff actively participate in ongoing quality professional development activities. The use of technology enhances the delivery of research-proven instructional strategies.

Our rural location limits our students' access to academic and cultural experiences outside of school. Therefore, every effort is made to ensure that our children participate in a variety of activities before, during and after school, both on and off campus.

Many parents take advantage of the numerous opportunities for them to plan, attend, and participate in school functions throughout the school year. Parents are encouraged to visit school often to conference with teachers. They contribute valuable ideas as plans for school improvement and student success are developed and revised.

During the 2010-2011 school year, approximately 45% of our students in grades 1-5 were recognized for academic achievements at award programs. Thirteen fifth grade students were inducted into The National Junior Beta Club, with five students earning awards at the Winter Competition held in Myrtle Beach. The Kiwanis Club of Santee recognized 34% of students with Terrific Kids Awards. Four class projects earned honors in the District Science Fair. Six fifth grade students participated in the Regional Science Fair. One fifth grader was recognized by Orangeburg County for outstanding character. One hundred twenty-five (125) students participated in the 21st Century Boys and Girls Club. Our students read 15,365 Accelerated Reader books, an increase of 2,065 over the previous school year. Our students continue to be involved in numerous altruistic and service learning projects.

The HHE learning community is confident that if we stay the course our students will exceed our expectations and successfully meet the challenges of our ever-changing society.

Carol Szorosy, Principal  
 Telissa Mack, SIC Co-Chair  
 Kristi Ott, SIC Co-Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	67	39
Percent satisfied with learning environment	83.3%	83.3%	74.3%
Percent satisfied with social and physical environment	87.1%	74.6%	77.8%
Percent satisfied with school-home relations	60.0%	75.8%	80.6%

\* 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

NO

This school met 7 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

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	2.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.3%	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 = 79.4% (Met or Exemplary)**

All Students	211	94.8	42.2	39.5	18.4	76.2	71.8	82.4	No	Yes
<b>Gender</b>										
Male	104	93.3	38.2	40.4	21.3	78.7	69.3	78.7	N/A	N/A
Female	107	96.3	45.8	38.5	15.6	74	74.1	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	30	93.3	22.2	48.1	29.6	85.2	82.2	88.9	I/S	I/S
African American	172	94.8	46.4	37.7	15.9	74.2	70.4	72.9	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	86.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	31	64.5	N/AV	N/AV	N/AV	36.8	35.8	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	78.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	187	95.2	42.5	38.9	18.6	76	70.9	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	211	99.5	71.3	23.6	5.1	46.2	59.6	81.9	No	Yes
<b>Gender</b>										
Male	104	99	72.6	23.2	4.2	46.3	56.7	79.9	N/A	N/A
Female	107	100	70	24	6	46	62.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	30	100	44.8	48.3	6.9	72.4	74.2	88.9	I/S	I/S
African American	172	99.4	76.1	18.9	5	41.5	57.8	71.4	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	65.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	31	96.8	N/AV	N/AV	N/AV	10.3	15.3	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	187	100	72.7	22.7	4.5	44.9	57.8	74.9	No	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
<b>Science</b>								
All Students	140	100	66.7	29.5	3.9	33.3	45.3	68.6
<b>Gender</b>								
Male	73	100	61.2	35.8	3	38.8	47.8	68.3
Female	67	100	72.6	22.6	4.8	27.4	42.9	68.9
<b>Racial/Ethnic Group</b>								
White	22	100	33.3	47.6	19	66.7	69.4	80.7
African American	115	100	74.5	24.5	0.9	25.5	42.7	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
<b>Disability Status</b>								
Disabled	25	100	N/AV	N/AV	N/AV	16.7	14.2	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	123	100	67.5	29.8	2.6	32.5	43.9	57.3
<b>Social Studies</b>								
All Students	140	99.3	59.4	37.5	3.1	40.6	52.4	72.5
<b>Gender</b>								
Male	67	98.5	55	40	5	45	49.9	72
Female	73	100	63.2	35.3	1.5	36.8	54.7	73.1
<b>Racial/Ethnic Group</b>								
White	15	100	60	33.3	6.7	40	62	81
African American	117	99.2	59.4	37.7	2.8	40.6	51.6	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	50	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
<b>Disability Status</b>								
Disabled	20	95	N/AV	N/AV	N/AV	11.1	19.8	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	124	100	61.2	36.2	2.6	38.8	51.3	62.9

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	81	96.3	43.4	46.1	10.5	56.6	60.9	73.2	94.3	95.6
<b>Gender</b>										
Male	40	95	54.1	32.4	13.5	45.9	55.7	67.2	94.1	95.4
Female	41	97.6	33.3	59	7.7	66.7	65.9	79.4	94.5	95.9
<b>Racial/Ethnic Group</b>										
White	16	100	12.5	75	12.5	87.5	80.4	81.5	91.8	92.9
African American	61	95.1	50.9	38.6	10.5	49.1	58.2	61.3	94.7	95.9
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	87	97.8	97.7
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	66.7	95.7	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	96	94.4
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	9.3	26	93.5	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	65.7	96.9	97.8
<b>Socio-Economic Status</b>										
Subsidized meals	70	98.6	45.6	44.1	10.3	54.4	59.3	63.2	94.5	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>2010</b>	3	75	100	42	34.8	23.2	58
	4	82	98.8	46.7	36	17.3	53.3
	5	76	100	43.7	45.1	11.3	56.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	60	96.7	41.8	25.5	32.7	58.2
	4	69	88.4	37	51.9	11.1	63
	5	82	98.8	46.1	40.8	13.2	53.9
	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>Mathematics</b>							
<b>2010</b>	3	75	100	63.8	29	7.2	36.2
	4	82	98.8	50.7	42.7	6.7	49.3
	5	76	100	59.2	36.6	4.2	40.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	60	100	66.7	21.1	12.3	33.3
	4	69	100	82.3	16.1	1.6	17.7
	5	82	98.8	65.8	31.6	2.6	34.2
	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	
<b>Science</b>							
<b>2010</b>	3	39	92.3	74.3	20	5.7	25.7
	4	81	100	52	41.3	6.7	48
	5	39	100	59.5	35.1	5.4	40.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	30	100	67.9	28.6	3.6	32.1
	4	69	100	N/AV	N/AV	N/AV	29
	5	41	100	59	30.8	10.3	41
	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

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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>2010</b>	3	36	97.2	51.5	42.4	6.1	48.5
	4	81	100	61.3	33.3	5.3	38.7
	5	37	100	64.7	26.5	8.8	35.3
	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>2011</b>	3	30	100	48.3	41.4	10.3	51.7
	4	69	100	N/AV	N/AV	N/AV	41.9
	5	41	97.6	70.3	27	2.7	29.7
	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>Writing</b>							
<b>2010</b>	3	76	96.1	49.3	40.6	10.1	50.7
	4	84	98.8	55.8	37.7	6.5	44.2
	5	77	97.4	49.3	43.7	7	50.7
	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>2011</b>	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	81	96.3	43.4	46.1	10.5	56.6
	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

Abbreviations for Missing Data

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