



## Hollis Academy

200 Goodrich Street  
Greenville, SC 29611

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	567 Students	
<b>Principal</b>	Miki E. Golden Jr.	864-355-4800
<b>Superintendent</b>	Mr. Burke Royster	864-355-3100
<b>Board Chair</b>	Mr. Chuck Saylor	803-360-3527

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Average	Average
2011	Average	Average
2010	Below Average	Average
2009	Below Average	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 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://www.eoc.sc.gov>

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

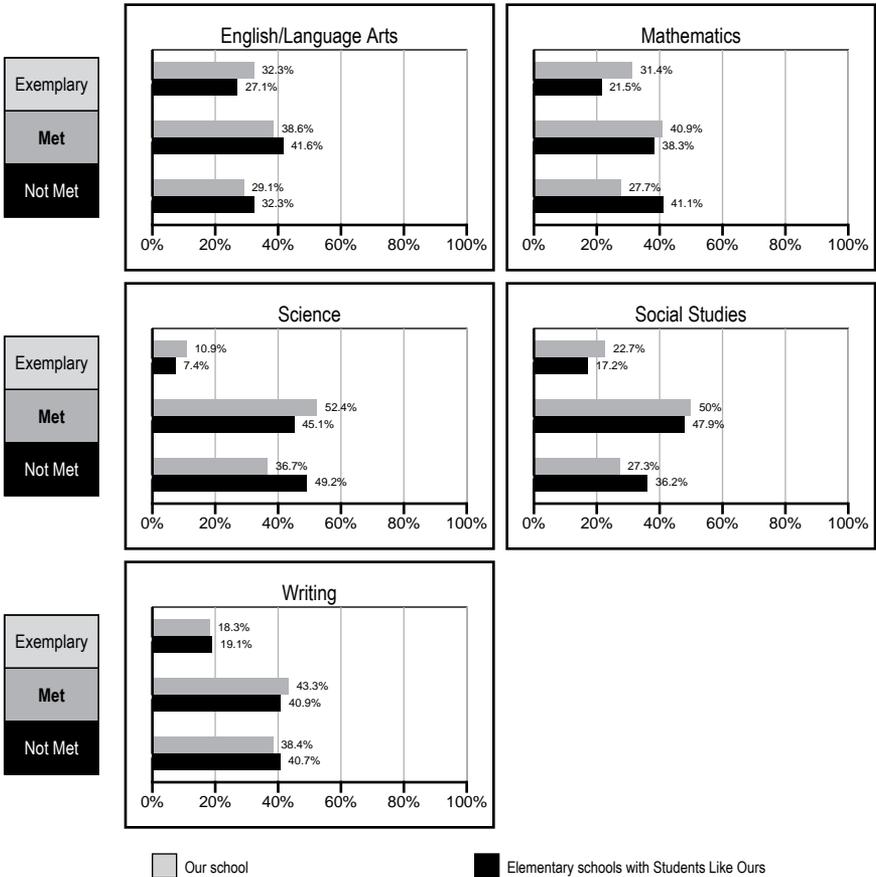
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98%

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

Excellent	Good	Average	Below Average	At-Risk
0	9	73	37	13

\* Ratings are calculated with data available by 12/14/2013.

**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=567)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 1.3%	1.1%	0.9%
Attendance rate	96.0%	Down from 96.1%	95.9%	96.3%
Served by gifted and talented program	2.7%	N/A	2.4%	7.2%
With disabilities	13.8%	N/A	13.4%	12.4%
Older than usual for grade	1.5%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	48.8%	Up from 42.5%	60.0%	62.5%
Continuing contract teachers	68.3%	Down from 82.5%	73.7%	83.3%
Teachers returning from previous year	84.4%	Up from 83.9%	84.4%	88.3%
Teacher attendance rate	93.8%	Down from 96.4%	94.9%	95.0%
Average teacher salary*	\$44,405	Up 3.0%	\$45,939	\$48,193
Professional development days/teacher	14.5 days	Down from 17.2 days	10.4 days	11.0 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 17.7 to 1	17.8 to 1	20.1 to 1
Prime instructional time	88.8%	Down from 92.0%	89.5%	90.0%
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**	\$7,513	Up 1.5%	\$8,612	\$7,364
Percent of expenditures for instruction**	68.0%	Up from 65.9%	67.0%	68.0%
Percent of expenditures for teacher salaries**	61.0%	Down from 62.1%	64.0%	66.0%

\* 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 50% African-American, 30% Hispanic, 14% Caucasian, and 5% other. Hollis serves approximately 585 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, spring carnival, and chorus. Our PTA continues to work toward improving membership and participation. 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 2012 Title I Reward School, indicating that Hollis is one of the highest performing Title I schools in the state of South Carolina, and a recipient of the Safe Kids Award for 7 consecutive years. Multiple teachers have received grants this year to improve academic achievement and the learning in environment in their classrooms.

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 some 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	36	66	26
Percent satisfied with learning environment	100%	83.3%	92.3%
Percent satisfied with social and physical environment	100%	87.7%	84.6%
Percent satisfied with school-home relations	75%	90.9%	92.6%

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

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## ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>96.8</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Hollis Academy school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	647.0	645.6	610.6	628.4	100.0	100.0
Male	642.2	640.8	606.0	624.0	100.0	100.0
Female	653.2	652.0	617.0	633.6	100.0	100.0
White	660.1	652.3	638.8	650.5	100.0	100.0
African American	645.1	639.9	602.4	619.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	644.6	652.8	611.1	636.1	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	642.0	652.3	610.4	634.9	100.0	100.0
Subsidized meals	646.4	644.9	609.8	627.6	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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>2012</b>	3	90	100	35.5	28.9	35.5	64.5
	4	79	100	30	41.4	28.6	70
	5	67	100	52.5	24.6	23	47.5
	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
<b>2013</b>	3	92	100	26.6	29.1	44.3	73.4
	4	89	100	37	33.3	29.6	63
	5	72	100	19.7	53	27.3	80.3
	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>Mathematics</b>							
<b>2012</b>	3	90	100	40.8	27.6	31.6	59.2
	4	79	100	21.4	47.1	31.4	78.6
	5	67	100	34.4	36.1	29.5	65.6
	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>2013</b>	3	92	100	38	25.3	36.7	62
	4	89	100	27.2	49.4	23.5	72.8
	5	72	100	13.6	48.5	37.9	86.4
	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>2012</b>	3	45	100	54.1	27	18.9	45.9
	4	79	100	38.6	54.3	7.1	61.4
	5	33	100	60	36.7	3.3	40
	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>2013</b>	3	46	100	33.3	53.8	12.8	66.7
	4	89	100	38.3	45.7	16	61.7
	5	34	100	32.3	61.3	6.5	67.7
	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

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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>2012</b>	3	45	100	41	33.3	25.6	59
	4	79	100	25.7	50	24.3	74.3
	5	34	100	38.7	35.5	25.8	61.3
	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>2013</b>	3	46	100	25	55	20	75
	4	89	100	25.9	44.4	29.6	74.1
	5	38	100	28.6	54.3	17.1	71.4
	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>Writing</b>							
<b>2012</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	67	97	45.9	34.4	19.7	54.1
	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>2013</b>	3	92	96.7	43.6	35.9	20.5	56.4
	4	90	94.4	42.3	42.3	15.4	57.7
	5	74	96	26.9	53.7	19.4	73.1
	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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