



## Holly Hill Elementary

1490 Brant Avenue PO  
Holly Hill, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	522 Students	
<b>Principal</b>	Carol Szorosz	803-496-5219
<b>Superintendent</b>	David Longshore, Jr.	803-496-3288
<b>Board Chair</b>	Robert Williams	803-496-3288

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

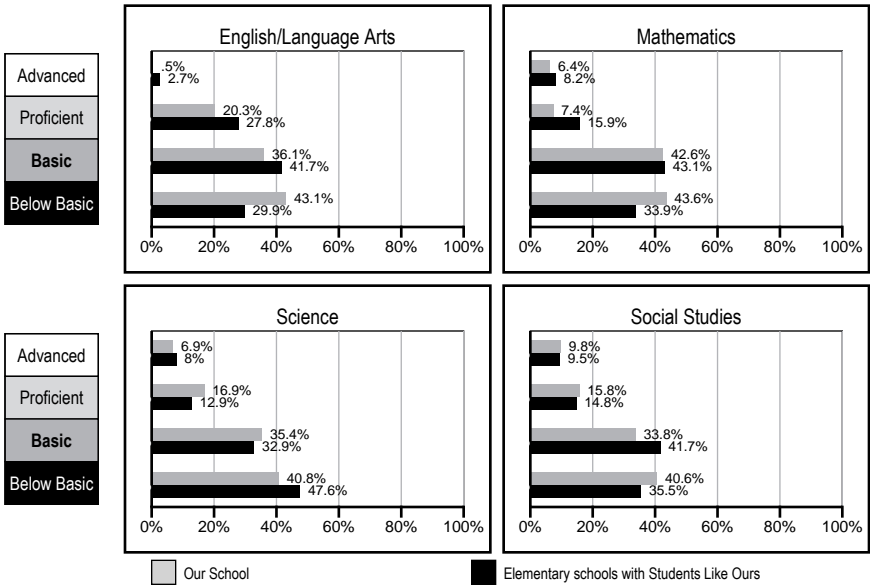
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.2%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	16	66	23

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=522)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Up from 2.5%	3.0%	2.3%
Attendance rate	94.9%	Up from 94.8%	96.0%	96.3%
Eligible for gifted and talented	2.7%	Up from 1.4%	3.8%	10.4%
With disabilities other than speech	11.2%	Down from 11.6%	7.9%	7.5%
Older than usual for grade	0.5%	Down from 0.8%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	53.8%	Down from 65.8%	54.7%	56.7%
Continuing contract teachers	76.9%	Up from 73.7%	70.1%	77.3%
Teachers with emergency or provisional certificates	2.9%	Down from 3.1%	0.0%	0.0%
Teachers returning from previous year	92.3%	Down from 92.6%	83.4%	86.4%
Teacher attendance rate	93.7%	Up from 93.3%	95.0%	94.9%
Average teacher salary	\$46,661	Up 5.8%	\$43,916	\$45,345
Professional development days/teacher	13.3 days	Up from 13.2 days	13.3 days	12.6 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 15.4 to 1	16.8 to 1	18.5 to 1
Prime instructional time	87.3%	Up from 86.9%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.8%	Up from 87.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,058	Up 6.2%	\$7,930	\$7,052
Percent of expenditures for instruction*	64.5%	Up from 62.4%	69.1%	69.1%
Percent of expenditures for teacher salaries*	59.7%	Up from 58.9%	63.1%	64.2%

\* 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**

The Holly Hill Elementary School family continues to grow as a community of learners. We work diligently to improve student instruction and performance, to involve parents, and to increase community involvement and support. Our motto of "Putting Children First" drives our decision-making process. Children and their needs are always put first as we strive to meet our goals.

The faculty and staff participate in quality professional development activities, employ research-based instructional strategies, provide opportunities for parental involvement, and improve school/home/community relationships. Exposure to cultural and academic experiences outside of school is limited due to our rural location. Therefore, every effort is made to ensure student participation in these activities during and after school hours, both on and off campus.

Approximately 47% of our students were recognized for academic achievement at award programs throughout the year. Students also participated in altruistic activities with enthusiasm. One student and two classes received Honorable Mention awards and one fifth grade boy placed third in the District science Fair. The three fifth grade students who represented Holly Hill Elementary in the Regional Science fair won awards. Seven students auditioned, and three fifth grade students, one girl and two boys, were selected to perform with The South Carolina Elementary Honors Choir. Eight students were inducted into The National Junior Beta Club. Three of our seven auditioning students were selected to attend The Orangeburg-Calhoun Consortium for The Arts summer program. One fifth grade girl was the top winner in an essay contest sponsored by the Orangeburg County Community of Character. Students doubled the number of books read and points earned in The Accelerated Readers program.

We are committed to our mission, and are confident that our students are being prepared academically, socially, and emotionally to become productive members of society.

Beverly Smalls, SIC Co-Chairperson  
 Carol Szrosy, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	28	68	40
Percent satisfied with learning environment	85.7%	86.6%	82.1%
Percent satisfied with social and physical environment	96.4%	78.5%	62.5%
Percent satisfied with school-home relations	46.4%	77.9%	74.4%

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

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School Adequate Yearly Progress

NO

This school met 11 out of 19 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

Restructure

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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.8%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.3%	0.0%	No
Student attendance rate	94.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	218	99.1	42.4	35.6	20	2	29.8	29.5	48.2	No	Yes
<b>Gender</b>											
Male	111	98.2	46.6	35.9	16.5	1	22.3	22.8	41.7	N/A	N/A
Female	107	100	38.2	35.3	23.5	2.9	37.3	36.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	40	97.5	24.2	45.5	27.3	3	42.4	38.5	60	I/S	Yes
African American	173	99.4	47.3	32.9	18	1.8	26.9	28.6	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	64	98.4	74.2	17.7	3.2	4.8	8.1	7.7	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	171	98.8	46.3	35.4	16.5	1.8	23.8	26.6	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	218	99.5	43.2	42.2	8.3	6.3	25.7	25	45.8	No	Yes
<b>Gender</b>											
Male	111	99.1	43.3	45.2	4.8	6.7	26.9	24.3	45.6	N/A	N/A
Female	107	100	43.1	39.2	11.8	5.9	24.5	25.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	40	97.5	27.3	48.5	12.1	12.1	45.5	35	59	I/S	Yes
African American	173	100	47	40.5	7.7	4.8	22	23.9	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	64	100	82.5	12.7	4.8	0	11.1	10.4	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	171	99.4	46.7	43.6	6.7	3	21.2	22.5	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	139	100	40.2	34.8	16.7	8.3	25	17.6	35.7	94.9	95.8
<b>Gender</b>											
Male	72	100	33.8	36.8	20.6	8.8	29.4	18.2	37.4	94.6	95.5
Female	67	100	46.9	32.8	12.5	7.8	20.3	16.8	33.8	95.1	96
<b>Racial/Ethnic Group</b>											
White	26	100	22.7	40.9	18.2	18.2	36.4	32.1	49.2	92.1	93.1
African American	109	100	43.4	34	17	5.7	22.6	16.1	17	95.6	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	94.4	95.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	91.3	91.5
<b>Disability Status</b>											
Disabled	33	100	65.6	25	0	9.4	9.4	5.8	14	94.4	94.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	97.5	98
<b>Socio-Economic Status</b>											
Subsided meals	112	100	44	30.3	19.3	6.4	25.7	16.9	21.1	94.9	95.8
<b>Social Studies</b>											
All Students	141	100	40.4	33.1	16.9	9.6	26.5	22	34	94.9	95.8
<b>Gender</b>											
Male	70	100	40.3	31.3	19.4	9	28.4	21	36.6	94.6	95.5
Female	71	100	40.6	34.8	14.5	10.1	24.6	23.2	31.3	95.1	96
<b>Racial/Ethnic Group</b>											
White	25	100	13.6	27.3	45.5	13.6	59.1	33.8	44.5	92.1	93.1
African American	112	100	46.4	34.5	10.9	8.2	19.1	20.7	19.1	95.6	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	94.4	95.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	91.3	91.5
<b>Disability Status</b>											
Disabled	43	100	65.1	25.6	9.3	0	9.3	8.2	14.4	94.4	94.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	97.5	98
<b>Socio-Economic Status</b>											
Subsided meals	107	100	44.8	34.3	15.2	5.7	21	20.7	21	94.9	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	72	97.2	30.9	32.4	30.9	5.9	36.8
	4	77	100	35.2	42.3	18.3	4.2	22.5
	5	60	100	54.4	40.4	5.3	0	5.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	79	98.7	36	37.3	26.7	0	26.7
	4	63	100	35.5	45.2	16.1	3.2	19.4
	5	76	98.7	55.9	25	16.2	2.9	19.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	72	98.6	34.8	53.6	2.9	8.7	11.6
	4	77	98.7	35.7	40	17.1	7.1	24.3
	5	60	100	38.6	54.4	7	0	7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	79	100	47.4	38.2	9.2	5.3	14.5
	4	63	100	37.1	45.2	8.1	9.7	17.7
	5	76	98.7	44.1	44.1	7.4	4.4	11.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	38	97.4	44.1	26.5	14.7	14.7	29.4
	4	77	100	58.8	17.6	14.7	8.8	23.5
	5	30	100	78.6	17.9	3.6	0	3.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	39	100	32.4	37.8	21.6	8.1	29.7
	4	63	100	45.2	30.6	16.1	8.1	24.2
	5	37	100	39.4	39.4	12.1	9.1	21.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	36	97.2	24.2	54.5	21.2	0	21.2
	4	77	98.7	52.2	38.8	6	3	9
	5	31	96.8	50	35.7	14.3	0	14.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	40	100	23.1	43.6	23.1	10.3	33.3
	4	63	100	41.9	33.9	17.7	6.5	24.2
	5	38	100	57.1	20	8.6	14.3	22.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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