



Horrell Hill Elementary

517 Horrell Hill Road
Hopkins, South Carolina

Grades	PK-5 Elementary School	
Enrollment	610 Students	
Principal	Parthenia Satterwhite	803-783-5545
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	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

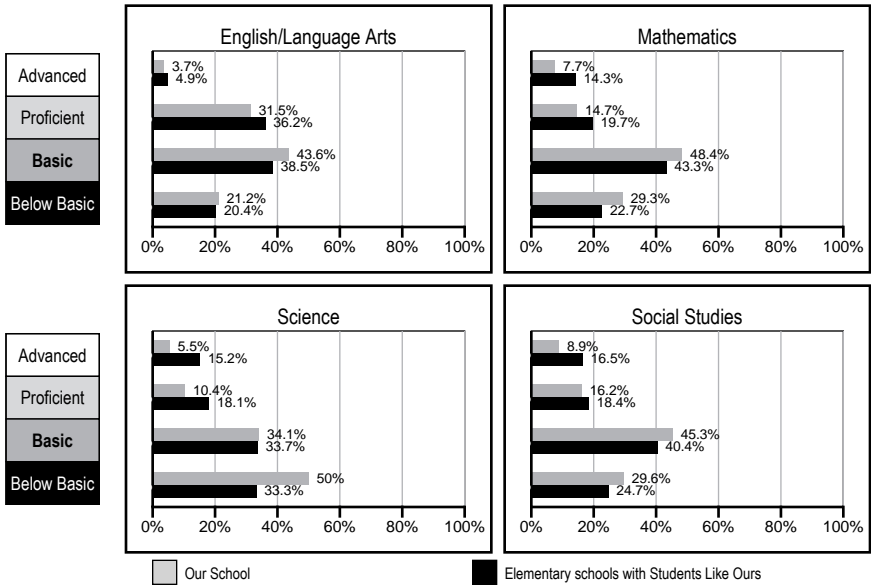
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	53	32	0

* 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
Students (n=610)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Up from 1.5%	2.8%	2.3%
Attendance rate	96.0%	Up from 95.3%	96.1%	96.3%
Eligible for gifted and talented	9.4%	Down from 10.0%	9.4%	10.4%
With disabilities other than speech	6.6%	Up from 4.7%	8.7%	7.5%
Older than usual for grade	0.8%	Up from 0.6%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	40.5%	Down from 47.6%	57.4%	56.7%
Continuing contract teachers	69.0%	Down from 71.4%	80.3%	77.3%
Teachers with emergency or provisional certificates	2.9%	Down from 5.7%	0.0%	0.0%
Teachers returning from previous year	82.3%	Down from 82.5%	86.7%	86.4%
Teacher attendance rate	93.9%	Down from 94.6%	94.7%	94.9%
Average teacher salary	\$44,482	Up 2.0%	\$45,332	\$45,345
Professional development days/teacher	14.4 days	Up from 11.2 days	12.8 days	12.6 days
School				
Principal's years at school	21.0	Up from 20.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 18.4 to 1	18.5 to 1	18.5 to 1
Prime instructional time	88.3%	Up from 88.2%	89.4%	89.8%
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*	\$5,961	Down 1.8%	\$6,897	\$7,052
Percent of expenditures for instruction*	79.1%	Down from 80.5%	68.9%	69.1%
Percent of expenditures for teacher salaries*	75.8%	Down from 77.8%	65.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Horrell Hill Elementary School made progress during this school year. The instructional program was enhanced by using the computer lab through SuccessMaker, a six-week tutoring program during the school day, and an after-school tutoring program for students who scored Below Basic in reading and/or math. We implemented a six-week Saturday Academy for a group of fourth and fifth graders.

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 enhanced through staff participation in professional development activities, conferences, workshops, and graduate classes. While test results indicated improvement in some areas, it also indicated a need to focus additional effort on developing and improving students' science, social studies, and math skills. We are in the last year of our three-year research project through our PDS Connection with a strong focus and emphasis on writing. The data indicates that our writing scores improved.

Several students participated and placed in the district's Visual Literacy Festival contests offered at the elementary level. Three classes placed in the Richland County Farm-City Week Bulletin Board Contest; one student placed first place in the essay division. Several students placed in the district's Spring Art Show. A team of teachers presented at two national conferences focusing on building community, opportunity and voice with an emphasis in writing.

Community involvement included our partnership with the University of South Carolina as a Professional Development School. Through USC, we had student teachers, practicum students and on-site classes taught in which the students worked with our first-graders. Community outreach programs include: Service Learning Projects where students sang at two assisted living care facilities, collected food for Harvest Hope, and participated in Jump Rope for Heart. Our extra-curricular programs this year included: Eagle Explorers (art, math, science club), Leadership Pyramids of Excellence Girls Club and Chorus. We initiated our first One Hundred Women Read to enhance our reading program. Women from different aspects of the community participated. One teacher was selected as an O Ambassador Educator for the school. She sponsored an O Ambassadors Club, which is a service learning project of Oprah's Angel Network and Free the Children. The club inspires young people to become active, compassionate and knowledgeable global citizens by working toward the UN Millennium Development Goals (hunger, poverty and limited access to education).

Challenges faced by our school include funding for a certified full-time science lab instructor.

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	32	98	80
Percent satisfied with learning environment	62.5%	71.1%	84.8%
Percent satisfied with social and physical environment	62.5%	66.7%	78.8%
Percent satisfied with school-home relations	54.8%	88.8%	82.3%

* 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 15 out of 17 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

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	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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.3%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

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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	306	99.4	20.9	44	31.5	3.7	48.7	41.2	48.2	Yes	Yes
Gender											
Male	155	98.7	26.6	41.7	26.6	5	41.7	35	41.7	N/A	N/A
Female	151	100	14.9	46.3	36.6	2.2	56	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	78	100	9.2	44.6	36.9	9.2	56.9	73	60	Yes	Yes
African American	219	99.1	24.6	44.2	29.1	2	45.7	33.3	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	39	97.4	60	31.4	5.7	2.9	14.3	14.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	196	99.5	22.8	43.9	31	2.3	47.4	31.2	34	Yes	Yes

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

All Students	306	99.7	29.2	48.5	14.6	7.7	36.9	34.9	45.8	No	Yes
Gender											
Male	155	99.4	27.9	43.6	16.4	12.1	40.7	33.8	45.6	N/A	N/A
Female	151	100	30.6	53.7	12.7	3	32.8	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	78	100	16.9	43.1	21.5	18.5	61.5	71.2	59	Yes	Yes
African American	219	99.5	32.5	50.5	13	4	30	25.8	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	39	100	69.4	25	2.8	2.8	11.1	12.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	196	100	30.8	48.8	14.5	5.8	35.5	24.6	31.4	Yes	Yes

* 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 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
Science											
All Students	201	99	49.5	34.6	10.4	5.5	15.9	25.3	35.7	96	96.1
Gender											
Male	112	99.1	45	31	16	8	24	26	37.4	96.1	95.8
Female	89	98.9	54.9	39	3.7	2.4	6.1	24.6	33.8	95.8	96.3
Racial/Ethnic Group											
White	46	100	23.7	36.8	23.7	15.8	39.5	61.9	49.2	94.7	96.3
African American	148	98.7	55.5	35	6.6	2.9	9.5	16.4	17	96.5	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	98.7	96
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	95.7	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	87	94.6
Disability Status											
Disabled	26	96.2	87	4.3	8.7	0	8.7	8.9	14	94.7	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	99.9	96.7
Socio-Economic Status											
Subsidized meals	127	99.2	50	36	7.9	6.1	14	15.1	21.1	95.9	95.8
Social Studies											
All Students	200	99	29.6	45.3	16.2	8.9	25.1	27.2	34	96	96.1
Gender											
Male	90	98.9	31.3	39.8	15.7	13.3	28.9	28.1	36.6	96.1	95.8
Female	110	99.1	28.1	50	16.7	5.2	21.9	26.2	31.3	95.8	96.3
Racial/Ethnic Group											
White	52	100	17.8	40	24.4	17.8	42.2	60.9	44.5	94.7	96.3
African American	143	98.6	34.1	48.1	11.6	6.2	17.8	18.2	19.1	96.5	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	98.7	96
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	95.7	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	87	94.6
Disability Status											
Disabled	20	95	63.2	26.3	0	10.5	10.5	9.7	14.4	94.7	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	99.9	96.7
Socio-Economic Status											
Subsidized meals	130	99.2	35.4	42.5	15.9	6.2	22.1	16.8	21	95.9	95.8

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

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	95	99	15.5	36.9	46.4	1.2	47.6
	4	99	100	19.1	48.9	31.9	0	31.9
	5	101	100	26.7	45.6	26.7	1.1	27.8
	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
2008	3	111	99.1	13.4	32	44.3	10.3	54.6
	4	95	99	17.2	48.3	34.5	0	34.5
	5	100	100	32.6	52.8	14.6	0	14.6
	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
Mathematics								
2007	3	95	100	23.5	68.2	8.2	0	8.2
	4	99	100	29.8	39.4	20.2	10.6	30.9
	5	101	100	28.9	58.9	10	2.2	12.2
	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
2008	3	111	100	28.6	44.9	15.3	11.2	26.5
	4	95	99	23	55.2	14.9	6.9	21.8
	5	100	100	36	46.1	13.5	4.5	18
	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
Science								
2007	3	47	100	42.9	28.6	23.8	4.8	28.6
	4	99	99	43	34.4	14	8.6	22.6
	5	51	100	60.9	28.3	6.5	4.3	10.9
	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
2008	3	55	100	42	28	22	8	30
	4	95	97.9	46	41.4	8	4.6	12.6
	5	51	100	64.4	28.9	2.2	4.4	6.7
	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
Social Studies								
2007	3	48	100	14	34.9	44.2	7	51.2
	4	99	100	33.3	47.3	15.1	4.3	19.4
	5	51	100	34.9	41.9	20.9	2.3	23.3
	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
2008	3	56	100	22.9	45.8	22.9	8.3	31.3
	4	95	97.9	27.6	48.3	13.8	10.3	24.1
	5	49	100	40.9	38.6	13.6	6.8	20.5
	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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