



Hollywood Elementary

1261 Hollywood Road
Saluda, South Carolina

Grades	K-5 Elementary School	
Enrollment	368 Students	
Principal	Tammie Shore	864-445-8333
Superintendent	Dr. David Mathis	864-445-8441
Board Chair	Ben Harrison	864-445-8632

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

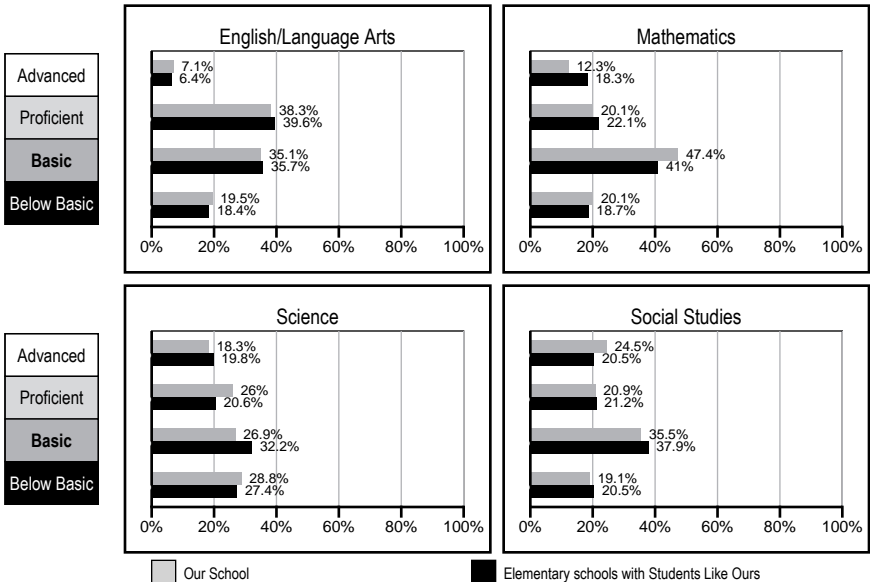
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	14	60	5	1

* 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=368)				
First graders who attended full-day kindergarten	97.0%	Down from 98.3%	100.0%	100.0%
Retention rate	2.7%	Down from 5.0%	2.3%	2.3%
Attendance rate	96.2%	Up from 95.8%	96.3%	96.3%
Eligible for gifted and talented	14.0%	Up from 13.1%	12.3%	10.4%
With disabilities other than speech	4.0%	Down from 5.0%	8.1%	7.5%
Older than usual for grade	0.3%	Down from 1.4%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	50.0%	Down from 54.2%	55.8%	56.7%
Continuing contract teachers	69.2%	Down from 75.0%	78.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.0%	Up from 87.8%	87.9%	86.4%
Teacher attendance rate	94.4%	Down from 95.7%	95.2%	94.9%
Average teacher salary	\$41,651	Up 7.1%	\$45,036	\$45,345
Professional development days/teacher	28.5 days	Up from 7.1 days	12.1 days	12.6 days
School				
Principal's years at school	6.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 18.2 to 1	18.9 to 1	18.5 to 1
Prime instructional time	89.6%	Down from 90.4%	90.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.4%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$6,164	Down 12.5%	\$6,479	\$7,052
Percent of expenditures for instruction*	60.8%	Down from 63.7%	69.7%	69.1%
Percent of expenditures for teacher salaries*	58.5%	Down from 61.0%	65.4%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The mission of Hollywood Elementary school (HES) is to academically prepare all students while providing a safe and supportive environment. This mission can and will be achieved by creating a high-performance learning culture where innovative teaching and challenging programs are the center of focus. At HES we are continuously assessing our performance and making adjustments that raise the bar so our students achieve maximum results.

The top priority at HES is academic achievement. Our goal is to move each and every student to proficient and advanced levels of learning. All students are assessed in reading using the Development Reading Assessment (DRA). This helps teachers make instructional decisions and individualize each student's reading instruction. Our rigorous literacy program provides every student with guided and shared reading opportunities, the Accelerated Reader program and our "charmed reader" program. In grades two through five, students are also assessed in math using "Measures of Academic Progress" (MAP). Teachers utilize this data to determine the strengths and weaknesses of each child's performance and in turn make adjustments in our instructional strategies and curriculum.

A full-time literacy coach is employed at HES to work hand in hand with our teachers, training and implementing the best practices for a "balanced literacy" approach to reading and writing. We have a Social Studies and Math consultant working with each of the respective content areas to strengthen our curriculum and to ensure each of our lessons are standard driven. All students receive instruction in art, music, media, and physical education.

We feel that it is important to instill in each child the necessity of giving back to our community. This year we continued our community service by supporting the American Heart Association, raising over \$2500.00 for Relay for Life, and giving \$2500.00 to the Ronald McDonald House.

Through the collaborative commitment of our parents, students, faculty and staff, HES is very proud to have met Adequate Yearly Progress (AYP). We are proud to put children first, to foster a dedicated and knowledgeable faculty, and to provide a safe and high-level learning environment for our students. We thank you for your support and for sharing the responsibility of the accomplishments of our students, our school, and our community.

Principal - Tammie Shore

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	46	38
Percent satisfied with learning environment	100.0%	82.6%	89.5%
Percent satisfied with social and physical environment	100.0%	93.5%	89.5%
Percent satisfied with school-home relations	96.4%	80.4%	83.3%

* 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 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

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	N/A	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	162	99.4	19.5	35.1	38.3	7.1	57.8	42.4	48.2	Yes	Yes
Gender											
Male	92	98.9	23.3	40.7	33.7	2.3	50	36.5	41.7	N/A	N/A
Female	70	100	14.7	27.9	44.1	13.2	67.6	48.5	55	N/A	N/A
Racial/Ethnic Group											
White	105	99.1	16.2	28.3	44.4	11.1	66.7	51.9	60	Yes	Yes
African American	32	100	33.3	40	26.7	0	43.3	30.6	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	25	100	16	56	28	0	40	41	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	19	94.7	58.8	11.8	23.5	5.9	35.3	14	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	24	100	16.7	58.3	25	0	37.5	36.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	85	98.8	31.2	41.6	24.7	2.6	39	34.4	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	162	99.4	20.1	47.4	20.1	12.3	50	46.6	45.8	Yes	Yes
Gender											
Male	92	98.9	23.3	48.8	16.3	11.6	41.9	45.3	45.6	N/A	N/A
Female	70	100	16.2	45.6	25	13.2	60.3	47.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	105	99.1	10.1	50.5	23.2	16.2	62.6	58.2	59	Yes	Yes
African American	32	100	56.7	33.3	3.3	6.7	20	31.8	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	25	100	16	52	28	4	36	45.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	19	94.7	52.9	29.4	11.8	5.9	29.4	14	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	24	100	16.7	54.2	25	4.2	33.3	37.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	85	98.8	32.5	48.1	13	6.5	31.2	35.6	31.4	No	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	110	99.1	28.8	26.9	26	18.3	44.2	28	35.7	96.2	96.1
Gender											
Male	65	98.5	31.7	23.3	26.7	18.3	45	30	37.4	96.1	95.9
Female	45	100	25	31.8	25	18.2	43.2	26	33.8	96.2	96.3
Racial/Ethnic Group											
White	70	98.6	21.2	25.8	28.8	24.2	53	38.7	49.2	96.3	95.8
African American	21	100	63.2	15.8	21.1	0	21.1	14.7	17	95.5	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.9	98.7
Hispanic	19	100	21.1	42.1	21.1	15.8	36.8	27.8	24.9	96.3	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	92.8
Disability Status											
Disabled	16	93.8	60	20	20	0	20	12.6	14	94.5	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	94.3
English Proficiency											
Limited English Proficient	18	100	22.2	44.4	22.2	11.1	33.3	25.4	24.4	96.3	96.4
Socio-Economic Status											
Subsided meals	58	98.3	48.1	26.9	17.3	7.7	25	19	21.1	95.4	95.7
Social Studies											
All Students	115	99.1	19.1	35.5	20.9	24.5	45.5	29.2	34	96.2	96.1
Gender											
Male	61	98.4	22.4	36.2	19	22.4	41.4	28.7	36.6	96.1	95.9
Female	54	100	15.4	34.6	23.1	26.9	50	29.7	31.3	96.2	96.3
Racial/Ethnic Group											
White	72	98.6	16.4	32.8	20.9	29.9	50.7	34.8	44.5	96.3	95.8
African American	25	100	24	44	20	12	32	21.6	19.1	95.5	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.9	98.7
Hispanic	18	100	22.2	33.3	22.2	22.2	44.4	30.6	27.5	96.3	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	92.8
Disability Status											
Disabled	12	91.7	60	40	0	0	0	5.3	14.4	94.5	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	94.3
English Proficiency											
Limited English Proficient	18	100	22.2	33.3	22.2	22.2	44.4	27.7	27.3	96.3	96.4
Socio-Economic Status											
Subsided meals	63	98.4	29.3	36.2	15.5	19	34.5	23.9	21	95.4	95.7

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

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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	61	100	13.8	22.4	46.6	17.2	63.8	
	4	51	100	20.8	47.9	27.1	4.2	31.3	
	5	58	100	23.2	46.4	25	5.4	30.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	51	100	18	26	46	10	56	
	4	63	98.4	18.3	33.3	40	8.3	48.3	
	5	48	100	22.7	47.7	27.3	2.3	29.5	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	61	100	24.1	55.2	15.5	5.2	20.7	
	4	51	100	25	37.5	12.5	25	37.5	
	5	58	100	14.3	48.2	19.6	17.9	37.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	51	100	22	46	26	6	32	
	4	63	98.4	21.7	43.3	16.7	18.3	35	
	5	48	100	15.9	54.5	18.2	11.4	29.5	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	32	100	50	30	16.7	3.3	20	
	4	51	100	41.7	35.4	14.6	8.3	22.9	
	5	29	100	28.6	46.4	17.9	7.1	25	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	24	100	21.7	30.4	34.8	13	47.8	
	4	63	98.4	33.3	21.7	28.3	16.7	45	
	5	23	100	23.8	38.1	9.5	28.6	38.1	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	29	100	7.1	32.1	39.3	21.4	60.7	
	4	51	100	37.5	41.7	4.2	16.7	20.8	
	5	29	100	10.7	46.4	14.3	28.6	42.9	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	11.1	29.6	33.3	25.9	59.3	
	4	63	98.4	23.3	31.7	18.3	26.7	45	
	5	25	100	17.4	52.2	13	17.4	30.4	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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