HOLLIS ACADEMY

200 Goodrich Street
Greenville, SC 29611

Grades	PK-5 Elementary School	
Enrollment	500 Students	
Principal	Miki E. Golden Jr.	864-355-4800
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Average**	**Average**
2010	Below Average	Average
2009	Below Average	Average
2008	Below Average	Below Average
2007	Below Average	Good

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
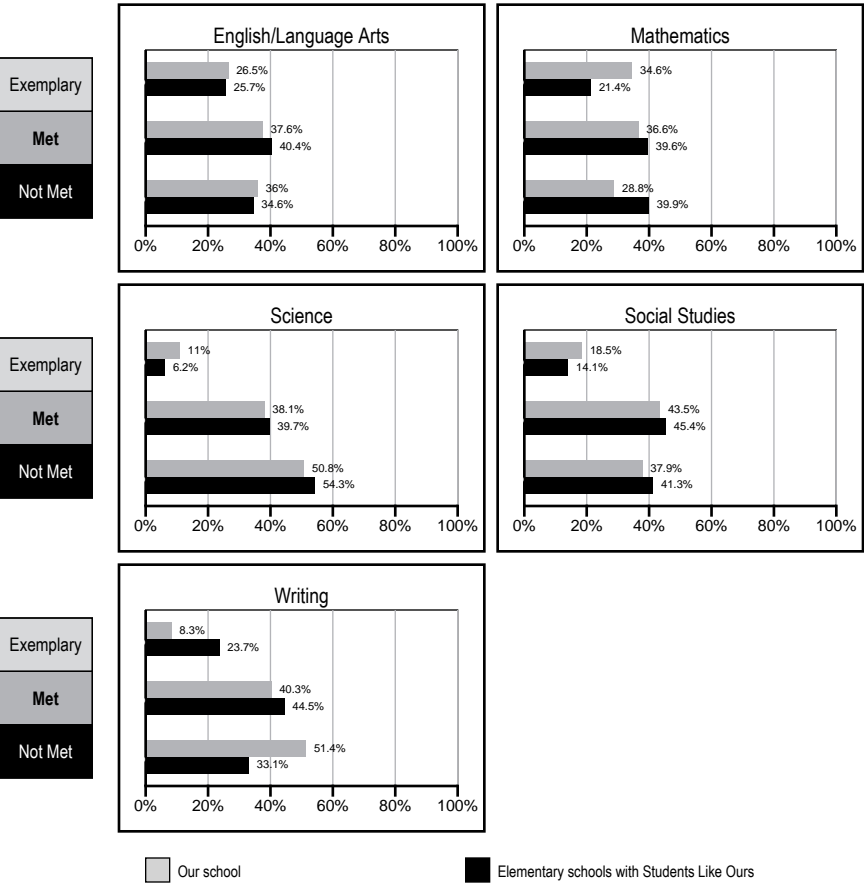
Percent of students tested in 2010-11 whose 2009-10 test scores were located | **95.2%**

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	61	43	18

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

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	26.5%	25.7%
Met	37.6%	40.4%
Not Met	36%	34.6%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	34.6%	21.4%
Met	36.6%	39.6%
Not Met	28.8%	39.9%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	11%	6.2%
Met	38.1%	39.7%
Not Met	50.8%	54.3%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	18.5%	14.1%
Met	43.5%	45.4%
Not Met	37.9%	41.3%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	8.3%	23.7%
Met	40.3%	44.5%
Not Met	51.4%	33.1%

☐ Our school   ■ Elementary schools with Students Like Ours

* 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
Students (n=500)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 1.8%	1.5%	1.1%
Attendance rate	96.2%	Up from 95.7%	96.0%	96.2%
Served by gifted and talented program	6.0%	Up from 4.4%	5.1%	13.4%
With disabilities other than speech	4.2%	Down from 8.4%	4.4%	4.1%
Older than usual for grade	0.0%	Down from 0.3%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	41.7%	Down from 45.0%	61.4%	62.5%
Continuing contract teachers	91.7%	Up from 72.5%	81.7%	88.2%
Teachers returning from previous year	79.2%	Up from 74.4%	84.6%	87.8%
Teacher attendance rate	92.4%	Down from 97.7%	95.2%	95.2%
Average teacher salary*	$42,677	Up 1.4%	$45,180	$46,773
Professional development days/teacher	19.4 days	Up from 19.0 days	10.8 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 19.7 to 1	17.5 to 1	19.9 to 1
Prime instructional time	90.7%	Down from 93.5%	90.1%	90.4%
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**	$7,401	Down 10.3%	$8,566	$7,447
Percent of expenditures for instruction**	65.5%	Up from 62.8%	67.6%	68.4%
Percent of expenditures for teacher salaries**	63.8%	Up from 60.6%	63.9%	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 Mission of Hollis Academy is for students to be self-motivated problem solves 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 56% African-American, 25% Hispanic, 15% Caucasian, and 4% other. Hollis serves approximately 521 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, chorus, and Black Heritage Bowl Teams. Our PTA continues to work toward improving membership and participation, recently receiving the Bronze Leaf Recognition by the SC PTA . 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 Red Carpet School and a recipient of the Safe Kids Award for 6 consecutive years.

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 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	33	75	27
Percent satisfied with learning environment	100.0%	82.4%	74.1%
Percent satisfied with social and physical environment	87.9%	78.1%	88.9%
Percent satisfied with school-home relations	66.7%	80.6%	88.5%

* 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 16 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 | 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	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

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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	219	100	35.8	37.4	26.8	74.2	84.1	82.4	Yes	Yes
Gender										
Male	112	100	40.6	30.7	28.7	68.3	80.8	78.7	N/A	N/A
Female	107	100	30.3	44.9	24.7	80.9	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	30	100	33.3	25	41.7	83.3	89.7	88.9	I/S	I/S
African American	141	100	36.8	39.2	24	72.8	72.2	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	47	100	35	37.5	27.5	72.5	79.2	79.3	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	36	100	66.7	30	3.3	40	48.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	43	100	35.1	40.5	24.3	73	79.3	78.3	I/S	Yes
Socio-Economic Status										
Subsidized meals	212	100	35.7	37.8	26.5	74.6	75.7	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	219	98.6	27.9	37.4	34.7	76.3	84.4	81.9	No	Yes
Gender										
Male	112	100	28.7	34.7	36.6	75.2	82.9	79.9	N/A	N/A
Female	107	97.2	27	40.4	32.6	77.5	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	30	100	25	25	50	75	89.4	88.9	I/S	I/S
African American	141	99.3	28	41.6	30.4	75.2	72	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	47	95.7	30	30	40	80	82.7	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	36	100	73.3	20	6.7	30	47.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	43	93	29.7	32.4	37.8	81.1	83.6	81.4	I/S	Yes
Socio-Economic Status										
Subsidized meals	212	99.1	28.1	37.8	34.1	76.2	76.5	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
Science								
All Students	142	100	50.4	37.8	11.8	49.6	71.6	68.6
Gender								
Male	77	100	50.7	35.8	13.4	49.3	71.4	68.3
Female	65	100	50	40.4	9.6	50	71.9	68.9
Racial/Ethnic Group								
White	18	100	33.3	33.3	33.3	66.7	81	80.7
African American	88	100	55.3	35.5	9.2	44.7	52.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	35	100	43.3	46.7	10	56.7	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	29	100	78.3	17.4	4.3	21.7	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	32	100	48.3	44.8	6.9	51.7	61.8	60.7
Socio-Economic Status								
Subsidized meals	136	100	50.9	36.8	12.3	49.1	58.4	57.3
Social Studies								
All Students	141	100	37.6	43.2	19.2	62.4	76.1	72.5
Gender								
Male	69	100	30.8	41.5	27.7	69.2	75.9	72
Female	72	100	45	45	10	55	76.2	73.1
Racial/Ethnic Group								
White	22	100	31.6	31.6	36.8	68.4	82.8	81
African American	91	100	41	42.2	16.9	59	61.5	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	88.5	89
Hispanic	28	100	30.4	56.5	13	69.6	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	27	100	73.9	8.7	17.4	26.1	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	24	100	30	55	15	70	70.5	69.7
Socio-Economic Status								
Subsidized meals	138	100	37.4	43.9	18.7	62.6	65.2	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	80	98.8	51.4	40.3	8.3	48.6	76	73.2	96.2	96.4
Gender										
Male	42	100	60	35	5	40	70.2	67.2	96.3	96.3
Female	38	97.4	40.6	46.9	12.5	59.4	82.1	79.4	96.1	96.4
Racial/Ethnic Group										
White	13	100	54.5	36.4	9.1	45.5	83.1	81.5	96	96.2
African American	58	98.3	50	40.4	9.6	50	62.2	61.3	96	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.3	87	99.3	97.6
Hispanic	9	I/S	I/S	I/S	I/S	I/S	64.3	66.7	97	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	N/A	95.8
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	26.5	26	96.2	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	65.3	65.7	97.5	97.2
Socio-Economic Status										
Subsidized meals	78	98.7	51.4	40	8.6	48.6	63.7	63.2	96.3	95.9

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
English/Language Arts						
2010						
3	65	100	32.7	20	47.3	67.3
4	86	100	52.9	32.9	14.3	47.1
5	82	98.8	42.9	42.9	14.3	57.1
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
2011						
3	76	100	20	30.8	49.2	80
4	65	100	44.4	31.5	24.1	55.6
5	78	100	43.7	47.9	8.5	56.3
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
Mathematics						
2010						
3	65	100	25.5	38.2	36.4	74.5
4	86	100	38.6	47.1	14.3	61.4
5	82	98.8	41.4	34.3	24.3	58.6
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
2011						
3	76	96.1	23.1	24.6	52.3	76.9
4	65	100	29.6	46.3	24.1	70.4
5	78	100	31	42.3	26.8	69
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
Science						
2010						
3	32	96.9	56	32	12	44
4	86	100	52.9	44.3	2.9	47.1
5	44	100	N/A	N/A	N/A	43.6
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
2011						
3	37	100	41.9	29	29	58.1
4	65	100	46.3	44.4	9.3	53.7
5	40	100	N/AV	N/AV	N/AV	35.3
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

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
Social Studies							
2010	3	33	100	34.5	37.9	27.6	65.5
	4	86	100	40	45.7	14.3	60
	5	37	100	54.8	35.5	9.7	45.2
	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
2011	3	38	100	35.3	41.2	23.5	64.7
	4	65	100	35.2	42.6	22.2	64.8
	5	38	100	43.2	45.9	10.8	56.8
	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
Writing							
2010	3	64	96.9	40	30.9	29.1	60
	4	83	100	51.4	35.7	12.9	48.6
	5	80	97.5	50.7	34.8	14.5	49.3
	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
2011	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	80	98.8	51.4	40.3	8.3	48.6
	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

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