HORRELL HILL ELEMENTARY

517 Horrell Hill Road
Hopkins, South Carolina

Grades	PK-5 Elementary School	
Enrollment	608 Students	
Principal	Parthenia Satterwhite	803-783-5545
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

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	Below Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk

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

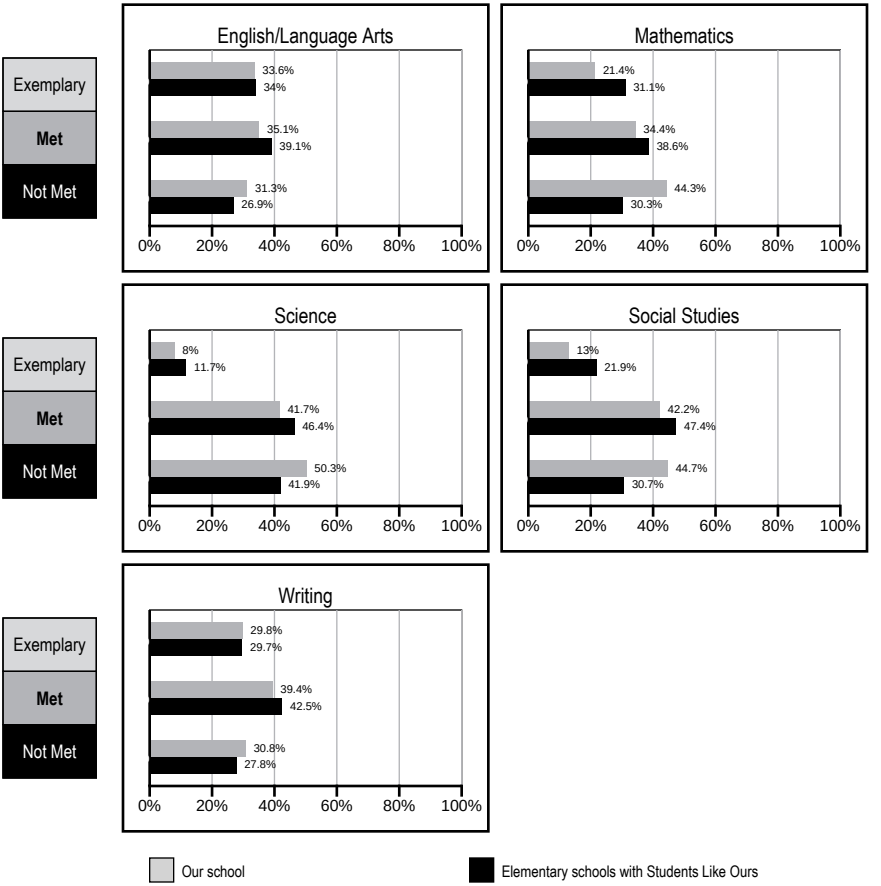
Percent of students tested in 2010-11 whose 2009-10 test scores were located	95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	15	97	14	0

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

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
Students (n=608)				
First graders who attended full-day kindergarten	84.5%	Down from 100.0%	100.0%	100.0%
Retention rate	0.4%	Down from 1.2%	1.5%	1.1%
Attendance rate	95.9%	Up from 95.0%	95.9%	96.2%
Served by gifted and talented program	9.2%	Down from 12.0%	9.6%	13.4%
With disabilities other than speech	4.4%	Down from 9.1%	4.7%	4.1%
Older than usual for grade	0.0%	Down from 0.4%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.6%	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	52.4%	Up from 36.4%	60.0%	62.5%
Continuing contract teachers	61.9%	Down from 63.6%	88.4%	88.2%
Teachers returning from previous year	89.1%	Up from 85.6%	87.3%	87.8%
Teacher attendance rate	94.1%	Up from 93.2%	95.0%	95.2%
Average teacher salary*	$46,119	Up 2.9%	$46,165	$46,773
Professional development days/teacher	12.3 days	Up from 12.2 days	11.1 days	10.5 days
School				
Principal's years at school	24.0	Up from 23.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.0 to 1	19.6 to 1	19.9 to 1
Prime instructional time	89.1%	Up from 86.5%	89.7%	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**	$6,370	Down 2.3%	$7,491	$7,447
Percent of expenditures for instruction**	77.4%	Up from 76.8%	67.7%	68.4%
Percent of expenditures for teacher salaries**	74.5%	Up from 71.4%	64.7%	65.8%

* 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

Horrell Hill Elementary School made progress during the 2010-2011 school year. The instructional program was enhanced by using SIPPS and Think Central during the day tutoring program taught by retired teachers. An after-school tutoring program was held for students who scored below basic in reading, math, science and/or social studies. We are a NASA Teams distance learning laboratory site. First Steps continues to be housed on our campus. Our parent and community volunteer program increased. We established a faith-based partnership with Beulah Baptist Church. We had several grandparents to volunteer as reading buddies with students in our primary grades. Their help enhanced our literacy focus.

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 strengthened through staff participation in professional development activities, conferences, workshops, and graduate classes. While test results indicated improvement in some areas, there is a need to focus additional efforts on developing and improving students' science and math skills. We are continuing to grow through our Professional Development School(PDS) Connection with emphasis on professional development to support teachers in ELA and family literacy engagement.

Several students participated and placed in the district's Visual Literacy Festival contests offered at the elementary level. Several students also placed in the District's Spring Art Show. We have five National Board Certified teachers and three teachers who are currently pursuing this status. A team of teachers presented at a National Conference focusing on family literacy and authentic learning experiences for all students. Community involvement included our partnership with the University of South Carolina as a Professional Development School where interns worked with our early childhood teachers and students. We hosted two undergraduate on-site classes. Community outreach programs include: Service Learning Projects where students collected food for Harvest Hope, money for Jump Rope for Heart and Pennies for Patients. Our guidance department implemented "Going Green", a school-wide recycling program. This program includes a community cardboard /paper recycling receptacle and a school composting site. Our extra-curricular programs this year included: Leadership Academy (Boys Club), Drama and Chorus. Our Drama Club and Chorus presented "School House Rock" and "The Jungle Book". We continued with our One Hundred Women/Men Read to enhance our reading initiatives. Women and Men from different aspects of the community participated. In addition, our Literacy Parade was heavily supported by our families and community.
While challenges faced by our school include funding for various projects and staff retention, 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	25	103	34
Percent satisfied with learning environment	70.8%	70.3%	75.0%
Percent satisfied with social and physical environment	72.0%	62.0%	78.1%
Percent satisfied with school-home relations	64.0%	84.2%	82.4%

* 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 18 out of 21 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. 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

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HORRELL HILL ELEMENTARY										11/09/11-4001041
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	291	100	32.1	34.7	33.2	79.2	78.3	82.4	Yes	Yes
Gender										
Male	142	100	40	33.1	26.9	72.3	74.3	78.7	N/A	N/A
Female	149	100	24.4	36.3	39.3	85.9	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	68	100	20.3	28.8	50.8	79.7	92.8	88.9	Yes	Yes
African American	203	100	37.2	35.6	27.1	78.7	74.2	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.4	93	I/S	I/S
Hispanic	17	100	20	33.3	46.7	80	83.9	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.4	83	I/S	I/S
Disability Status										
Disabled	45	100	65.9	22	12.2	46.3	45.7	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	226	100	36.6	35.1	28.3	76.6	73.5	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	291	100	44.9	34	21.1	68.3	75.1	81.9	No	Yes
Gender										
Male	142	100	49.2	33.1	17.7	62.3	73.5	79.9	N/A	N/A
Female	149	100	40.7	34.8	24.4	74.1	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	68	100	30.5	37.3	32.2	79.7	92.1	88.9	Yes	Yes
African American	203	100	50	33.5	16.5	65.4	70.3	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	94.6	I/S	I/S
Hispanic	17	100	40	20	40	60	82.1	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	84.4	I/S	I/S
Disability Status										
Disabled	45	100	78	14.6	7.3	26.8	40.4	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	226	100	49.8	32.2	18	64.9	69.8	74.9	No	Yes

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

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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	181	100	50.6	41.5	7.9	49.4	58.7	68.6
Gender								
Male	87	100	52.5	40	7.5	47.5	58.2	68.3
Female	94	100	48.8	42.9	8.3	51.2	59.2	68.9
Racial/Ethnic Group								
White	41	100	22.9	57.1	20	77.1	87.8	80.7
African American	129	100	58.3	37.5	4.2	41.7	51	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	70.1	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	75	70.8
Disability Status								
Disabled	27	100	80.8	15.4	3.8	19.2	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	54.3	60.7
Socio-Economic Status								
Subsidized meals	138	100	58.4	36.8	4.8	41.6	50.1	57.3
Social Studies								
All Students	181	100	45.4	41.7	12.9	54.6	64.7	72.5
Gender								
Male	94	100	49.4	37.6	12.9	50.6	63.6	72
Female	87	100	41	46.2	12.8	59	65.8	73.1
Racial/Ethnic Group								
White	44	100	35.1	37.8	27	64.9	88.4	81
African American	123	100	48.7	43.4	8	51.3	58.3	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	73.3	89
Hispanic	12	100	36.4	45.5	18.2	63.6	71	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	73.7	73.5
Disability Status								
Disabled	29	100	80	12	8	20	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.7	69.7
Socio-Economic Status								
Subsidized meals	140	100	52.4	39.5	8.1	47.6	56.8	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	115	98.3	30.8	39.4	29.8	69.2	66.5	73.2	95.9	96.1
Gender										
Male	59	98.3	37.5	32.1	30.4	62.5	62	67.2	95.9	95.9
Female	56	98.2	22.9	47.9	29.2	77.1	71.2	79.4	95.9	96.3
Racial/Ethnic Group										
White	23	95.7	15	50	35	85	87.8	81.5	94.8	96.2
African American	83	98.8	37.3	36	26.7	62.7	60.7	61.3	96.3	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	97.4	96.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	74.8	66.7	96.6	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	91.9	94.5
Disability Status										
Disabled	17	94.1	78.6	14.3	7.1	21.4	23.7	26	94.8	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.2	65.7	96.9	95.9
Socio-Economic Status										
Subsidized meals	87	100	36.3	41.3	22.5	63.8	59.1	63.2	95.7	95.9

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HORRELL HILL ELEMENTARY 11/09/11-4001041

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	75	100	37.7	20.3	42	62.3
	4	106	100	46.1	28.4	25.5	53.9
	5	102	100	24	45.8	30.2	76
	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	107	100	30.6	23.5	45.9	69.4
	4	71	100	32.3	32.3	35.5	67.7
	5	113	100	33.3	46.7	20	66.7
	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
Mathematics							
2010	3	75	100	50.7	29	20.3	49.3
	4	106	100	51	29.4	19.6	49
	5	102	100	46.9	32.3	20.8	53.1
	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	107	100	53.1	24.5	22.4	46.9
	4	71	100	40.3	35.5	24.2	59.7
	5	113	100	40	41.9	18.1	60
	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	39	100	55.6	30.6	13.9	44.4
	4	106	100	61.8	34.3	3.9	38.2
	5	52	100	27.1	64.6	8.3	72.9
	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	53	100	58.3	31.3	10.4	41.7
	4	71	100	40.3	53.2	6.5	59.7
	5	57	100	55.6	37	7.4	44.4
	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

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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	36	100	36.4	42.4	21.2	63.6
	4	106	100	44.1	40.2	15.7	55.9
	5	51	100	55.1	28.6	16.3	44.9
	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	54	100	42	40	18	58
	4	71	100	35.5	54.8	9.7	64.5
	5	56	100	60.8	27.5	11.8	39.2
	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	76	100	54.9	19.7	25.4	45.1
	4	107	98.1	48	34.3	17.6	52
	5	102	99	31.3	36.5	32.3	68.8
	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
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	115	98.3	30.8	39.4	29.8	69.2
	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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