



HOLLYWOOD ELEMENTARY

1261 Hollywood Road
Saluda, South Carolina

Grades	PK-5 Elementary School	
Enrollment	377 Students	
Principal	Tammie Shore	864-445-8333
Superintendent	Dr. David M. Mathis	864-445-8441
Board Chair	Dr. Kathy Coleman	864-445-8625

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

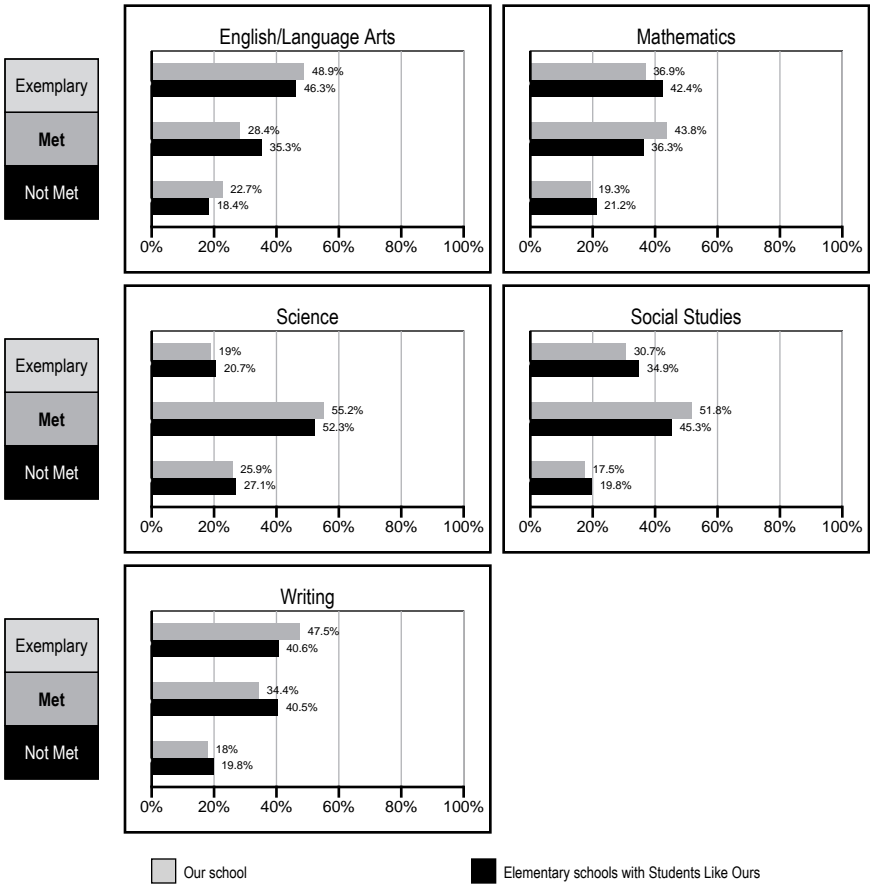
95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	38	28	0	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=377)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.7%	Up from 2.2%	1.1%	1.1%
Attendance rate	96.6%	Up from 95.9%	96.2%	96.2%
Served by gifted and talented program	12.4%	Up from 11.3%	17.5%	13.4%
With disabilities other than speech	4.0%	Down from 6.6%	4.3%	4.1%
Older than usual for grade	0.5%	Up from 0.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	56.0%	Up from 53.8%	62.9%	62.5%
Continuing contract teachers	96.0%	Up from 76.9%	90.3%	88.2%
Teachers returning from previous year	85.5%	Up from 82.5%	89.4%	87.8%
Teacher attendance rate	95.2%	Up from 93.9%	95.4%	95.2%
Average teacher salary*	\$43,316	Up 2.5%	\$47,826	\$46,773
Professional development days/teacher	12.5 days	Up from 9.7 days	10.8 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 17.6 to 1	20.7 to 1	19.9 to 1
Prime instructional time	90.6%	Up from 87.0%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	Down from Yes	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**	\$6,931	Down 2.9%	\$6,900	\$7,447
Percent of expenditures for instruction**	62.0%	Down from 62.9%	68.8%	68.4%
Percent of expenditures for teacher salaries**	60.6%	Up from 59.0%	66.1%	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

When you enter the main doors at our school one of the first things you see is "Hollywood Elementary School, where staff and students excel and parents and community care". This has certainly been true during the 2010-2011 school year.

Our staff of highly qualified teachers works diligently to provide excellent instruction in each and every classroom. All grade levels implement the Balanced Literacy program, Write from the Beginning, and Math Inquiry to instruct all types of learners. Thinking maps and interactive notebooks are part of our students' daily lessons. High quality, standards- driven assessments were created and their results analyzed. This analysis provided valuable information which the teacher used to modify and strengthen classroom instruction. MAP (Measures of Academic Progress) and PASS (Palmetto Assessment of State Standards) scores continue to improve due to the combined efforts of our PLCs (professional learning communities). Our ESOL program provides daily immersion for all kindergarteners and every student in our school benefited from the 21st Century Technology Teacher in our state of the art computer lab. Three of our teachers are National Board Certified and seven more have completed the process and await the results.

Our students excel in part due to the implementation of PBIS (Positive Behavior Interventions and Support). If you hear "Hollywood ROCKS", we mean it!! Respect, Organization, Cooperation, Knowledge and Safety are paramount in the ongoing day to day running of our school. Students strive to meet the goals of this incentive based initiative and reap the reward when they do. Our students also reach for goals in other areas as well. The National Elementary Honor Society and Math Olympiads are well represented at HES. All grade levels have the opportunity to participate in the "Rockin' Reader" program, Accelerated Reader, our recycling initiative, the Veterans Day Celebration, Christmas Around the World and several presentations by SCDNR and Snakes Alive. Our Science Showcase was a hit with students and parents alike.

Proof that parents and community care can be found in numerous ways here at HES. Our PACE (Parents Association Concerned about Education) organization placed agenda books in the hands of every student on the first day of school. New playground equipment was purchased and installed and educational field trips enjoyed by all due to their generosity. A spring dance was sponsored for the entertainment of all students. During the 500 volunteer hours that were spent at Hollywood, students were tutored in math and reading and our campus was beautified with the addition of plants and shrubs. The community around us helped fulfill our goals with donations to Relay for Life and Jump Rope for Heart totaling over \$7,500.00. "Operation Christmas Child" and "Happy Wheels" organizations benefited from the generous giving of the Hollywood family. We were also happy to help support the Ronald McDonald House with can tabs brought in daily by our students.

Staff, students, parents and community all working together make Hollywood a special place. We appreciate the efforts of all those involved in putting children first. As we strive to continue our commitment to excellence we look forward to partnering with you and sharing in the success that will surely come.

Tammie Shore, Principal
 Kelly Morris, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	60	43
Percent satisfied with learning environment	92.0%	80.0%	87.8%
Percent satisfied with social and physical environment	88.0%	81.7%	95.1%
Percent satisfied with school-home relations	88.0%	88.3%	80.5%

* 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

YES

This school met 13 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. 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%**	Yes

* Or greater than last year

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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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	182	100	22.7	28.4	48.9	85.2	83.9	82.4	Yes	Yes
Gender										
Male	88	100	31.3	27.7	41	80.7	80	78.7	N/A	N/A
Female	94	100	15.1	29	55.9	89.2	88	86.2	N/A	N/A
Racial/Ethnic Group										
White	123	100	16.9	27.1	55.9	89.8	90.1	88.9	Yes	Yes
African American	23	100	36.4	31.8	31.8	72.7	75.6	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	35	100	34.3	31.4	34.3	77.1	83.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	27	100	63	22.2	14.8	59.3	52.3	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	31	100	35.5	35.5	29	74.2	80.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	96	100	28.6	37.4	34.1	79.1	79.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	182	100	19.3	43.8	36.9	90.3	86.3	81.9	Yes	Yes
Gender										
Male	88	100	20.5	47	32.5	90.4	83.8	79.9	N/A	N/A
Female	94	100	18.3	40.9	40.9	90.3	88.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	123	100	11.9	46.6	41.5	92.4	90.9	88.9	Yes	Yes
African American	23	100	40.9	31.8	27.3	77.3	79.6	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	35	100	31.4	42.9	25.7	91.4	87	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	27	100	40.7	44.4	14.8	70.4	57.8	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	31	100	35.5	38.7	25.8	90.3	84.2	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	96	100	27.5	45.1	27.5	87.9	83.7	74.9	Yes	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	121	100	25.9	55.2	19	74.1	69.7	68.6
Gender								
Male	62	100	31.6	52.6	15.8	68.4	67.5	68.3
Female	59	100	20.3	57.6	22	79.7	71.9	68.9
Racial/Ethnic Group								
White	84	100	16.3	60	23.8	83.8	86.7	80.7
African American	15	100	64.3	28.6	7.1	35.7	53.1	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	21	100	38.1	57.1	4.8	61.9	59.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	21	100	47.6	47.6	4.8	52.4	40	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	18	100	44.4	50	5.6	55.6	52.7	60.7
Socio-Economic Status								
Subsidized meals	58	100	42.6	48.1	9.3	57.4	60.8	57.3
Social Studies								
All Students	117	100	17.5	51.8	30.7	82.5	72.9	72.5
Gender								
Male	58	100	21.4	46.4	32.1	78.6	71.6	72
Female	59	100	13.8	56.9	29.3	86.2	74.4	73.1
Racial/Ethnic Group								
White	74	100	13.9	47.2	38.9	86.1	80	81
African American	17	100	18.8	68.8	12.5	81.3	64.7	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	89
Hispanic	26	100	26.9	53.8	19.2	73.1	72.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	20	100	40	55	5	60	39	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	23	100	26.1	56.5	17.4	73.9	68.1	69.7
Socio-Economic Status								
Subsidized meals	69	100	22.7	56.1	21.2	77.3	67.7	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	63	100	18	34.4	47.5	82	77	73.2	96.6	96
Gender										
Male	30	100	24.1	41.4	34.5	75.9	70.3	67.2	96.6	95.9
Female	33	100	12.5	28.1	59.4	87.5	84.1	79.4	96.7	96.1
Racial/Ethnic Group										
White	49	100	12.8	34	53.2	87.2	85.7	81.5	96.3	95.7
African American	5	I/S	I/S	I/S	I/S	I/S	57.5	61.3	97.3	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	97.5	97.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	82.1	66.7	97.3	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	99.9
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	20.6	26	96.4	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	91.6
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	77.5	65.7	97.4	96.5
Socio-Economic Status										
Subsidized meals	30	100	25	39.3	35.7	75	69.8	63.2	96.4	95.7

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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	59	100	25	32.1	42.9	75
	4	63	100	24.6	39.3	36.1	75.4
	5	59	100	20.7	44.8	34.5	79.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	65	100	14.3	19	66.7	85.7
	4	56	100	25.9	35.2	38.9	74.1
	5	61	100	28.8	32.2	39	71.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	59	100	33.9	25	41.1	66.1
	4	63	100	16.4	49.2	34.4	83.6
	5	59	100	41.4	39.7	19	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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	65	100	19	38.1	42.9	81
	4	56	100	18.5	46.3	35.2	81.5
	5	61	100	20.3	47.5	32.2	79.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	29	100	40.7	25.9	33.3	59.3
	4	63	100	22.6	61.3	16.1	77.4
	5	30	100	27.6	58.6	13.8	72.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	33	100	22.6	41.9	35.5	77.4
	4	56	100	25.9	63	11.1	74.1
	5	32	100	29	54.8	16.1	71
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	30	100	27.6	27.6	44.8	72.4
	4	63	100	19.7	59	21.3	80.3
	5	29	100	34.5	41.4	24.1	65.5
	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	32	100	6.3	43.8	50	93.8
	4	56	100	24.1	57.4	18.5	75.9
	5	29	100	17.9	50	32.1	82.1
	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	58	100	26.3	35.1	38.6	73.7
	4	63	100	14.8	26.2	59	85.2
	5	59	100	25.9	44.8	29.3	74.1
	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	63	100	18	34.4	47.5	82
	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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