



HOLLY SPRINGS-MOTLOW ELEMENTARY

325 Motlow School Rd.
Campobello, SC 29322

Grades	PK-6 Elementary School	
Enrollment	443 Students	
Principal	Erika Center	864-895-2453
Superintendent	Dr. Ronald W. Garner	864-472-2846
Board Chair	Mr. Mark Rollins	864-472-2846

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2011 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 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

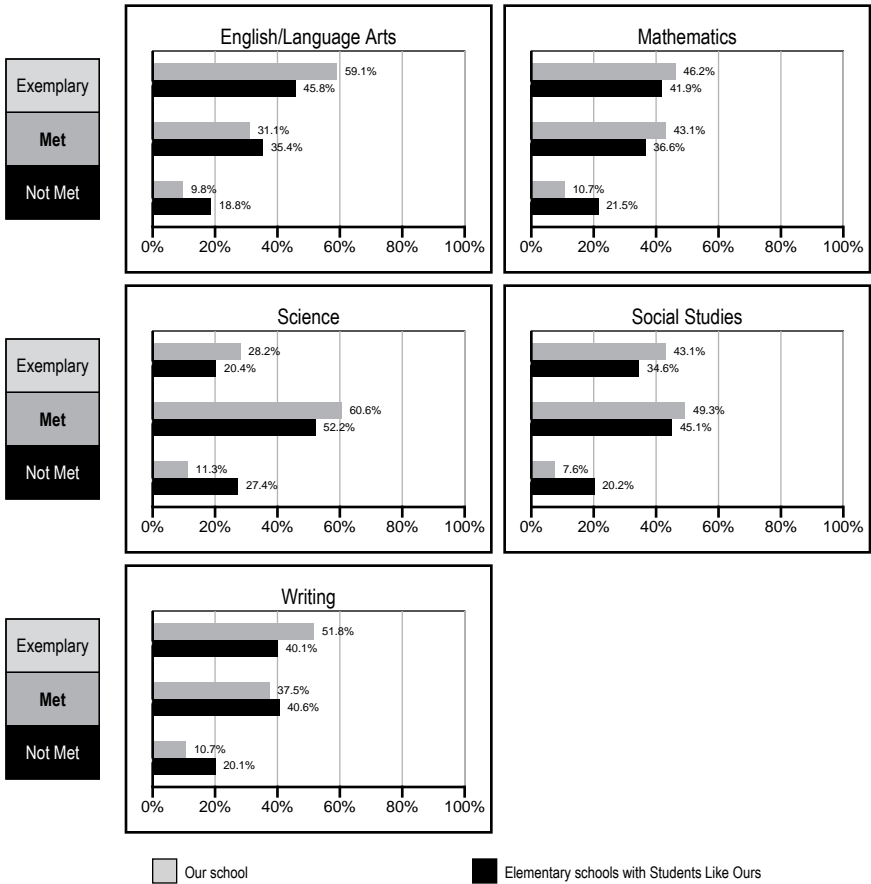
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	38	32	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=443)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.3%	1.1%	1.1%
Attendance rate	95.4%	Down from 95.8%	96.2%	96.2%
Served by gifted and talented program	19.7%	Down from 20.9%	17.5%	13.4%
With disabilities other than speech	3.3%	Down from 5.4%	4.3%	4.1%
Older than usual for grade	0.0%	Down 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=35)				
Teachers with advanced degrees	57.1%	Down from 58.1%	62.5%	62.5%
Continuing contract teachers	77.1%	Up from 71.0%	90.3%	88.2%
Teachers returning from previous year	85.5%	Down from 87.1%	89.3%	87.8%
Teacher attendance rate	95.4%	Down from 96.5%	95.4%	95.2%
Average teacher salary*	\$46,052	Down 3.8%	\$47,763	\$46,773
Professional development days/teacher	6.4 days	Up from 5.5 days	10.9 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	Down from 17.7 to 1	20.7 to 1	19.9 to 1
Prime instructional time	89.8%	Down from 91.8%	90.4%	90.4%
Opportunities in the arts	Fair	Down from Good	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**	\$7,042	Down 14.3%	\$6,922	\$7,447
Percent of expenditures for instruction**	65.6%	Up from 60.1%	68.4%	68.4%
Percent of expenditures for teacher salaries**	64.3%	Up from 59.2%	66.0%	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

Dear Parents/Guardians,

On behalf of our Holly Springs-Motlow family, I would like to give my appreciation for a wonderful 2010-2011 school year.

Our P.T.O worked very hard this year not only in raising school funds, but helping to provide opportunities for our children to perform in front of large audiences. Our school goal was to be more open to the community. The following were a few events sponsored for students: Back to School Barbeque- sponsored by Mrs. Parmala Farmer and Mrs. Donita Owens; play production "Oliver" - directed by Mrs. Allyson Allen and Mrs. Lindsay Hurley; Family Write Night- sponsored by Mrs. Parmala Farmer; Christmas Stroll- sponsored by Mrs. Parmala Farmer and Mrs. Lisa Dover; Terrific Kids- sponsored by Mrs. Kancy Cleveland and Mrs. Donita Owens; Friday's Talent Show-sponsored by Mrs. Debra Close; Reader's Theater- performed by many classes; Title One Workshops- sponsored by Lisa Dover; and Fifty's Night sponsored by Ms. Caroline Hall, Ms. Jenny Harper, and Mr. Tre Kirkland.

Our community response was overwhelming. Over 10,000 visitors attended the above programs. With only 440 students attending our school, that number is amazing! Mrs. Parmala Farmer is leading our faculty towards a wonderful staff development in Inquiry Learning. Holly Springs-Motlow Elementary was a state gold winner in test scores this year. This was a result of hard work, dedication, and guided instruction that meets the need of every child.

We had twenty dedicated volunteers this year that made a tremendous difference for our students and teachers. In closing, I want to say thank you for allowing us to work with your child. We want to be a school that embraces children as individuals and a place where education is student-centered and is about the total child. Thank you for being such a great community!

Best Wishes,
Mr. William A. Sizemore

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	52	50
Percent satisfied with learning environment	100.0%	96.2%	93.9%
Percent satisfied with social and physical environment	100.0%	96.1%	95.9%
Percent satisfied with school-home relations	100.0%	92.2%	89.8%

* 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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	243	100	9.8	31.1	59.1	94.7	90.6	82.4	Yes	Yes
Gender										
Male	114	100	13.5	33.7	52.9	92.3	88.8	78.7	N/A	N/A
Female	129	100	6.6	28.9	64.5	96.7	92.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	227	100	8.8	30.7	60.5	95.3	91.7	88.9	Yes	Yes
African American	5	I/S	I/S	I/S	I/S	I/S	83.7	72.9	I/S	I/S
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	96	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	81	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	21	100	44.4	44.4	11.1	72.2	56	48.1	I/S	I/S
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	14	100	16.7	41.7	41.7	83.3	86.7	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	140	100	12.6	38.6	48.8	92.9	86.6	75.4	Yes	Yes

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

All Students	243	100	10.7	43.1	46.2	94.2	91.6	81.9	Yes	Yes
Gender										
Male	114	100	11.5	36.5	51.9	92.3	90.9	79.9	N/A	N/A
Female	129	100	9.9	48.8	41.3	95.9	92.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	227	100	9.3	44.2	46.5	94.9	92.4	88.9	Yes	Yes
African American	5	I/S	I/S	I/S	I/S	I/S	85.1	71.4	I/S	I/S
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	98	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.7	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	21	100	44.4	33.3	22.2	66.7	58.6	47.3	I/S	I/S
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	14	100	25	41.7	33.3	83.3	89.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	140	100	12.6	50.4	37	93.7	88.3	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	151	100	11.3	60.6	28.2	88.7	86.6	68.6
Gender								
Male	80	100	8.3	56.9	34.7	91.7	86.9	68.3
Female	71	100	14.3	64.3	21.4	85.7	86.3	68.9
Racial/Ethnic Group								
White	143	100	10.4	60.4	29.1	89.6	88.5	80.7
African American	2	I/S	I/S	I/S	I/S	I/S	72.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.2	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	14	100	30.8	61.5	7.7	69.2	51.9	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	10	I/S	I/S	I/S	I/S	I/S	86.4	60.7
Socio-Economic Status								
Subsidized meals	84	100	10.3	69.2	20.5	89.7	82.4	57.3
Social Studies								
All Students	154	100	7.6	49.3	43.1	92.4	83.5	72.5
Gender								
Male	65	100	4.8	38.7	56.5	95.2	85.7	72
Female	89	100	9.8	57.3	32.9	90.2	81.3	73.1
Racial/Ethnic Group								
White	143	100	7.2	48.2	44.6	92.8	84.2	81
African American	3	I/S	I/S	I/S	I/S	I/S	78.5	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	91.4	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	13	100	27.3	45.5	27.3	72.7	47.2	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	7	I/S	I/S	I/S	I/S	I/S	83	69.7
Socio-Economic Status								
Subsidized meals	92	100	9.4	62.4	28.2	90.6	79.1	62.9

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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	62	100	10.7	37.5	51.8	89.3	83.6	73.2	95.4	96
Gender										
Male	26	100	18.2	45.5	36.4	81.8	79.2	67.2	95.2	96.1
Female	36	100	5.9	32.4	61.8	94.1	88.3	79.4	95.7	95.9
Racial/Ethnic Group										
White	59	100	9.1	38.2	52.7	90.9	84.7	81.5	95.3	95.9
African American	1	I/S	N/A	N/A	N/A	N/A	79.4	61.3	96.9	96.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	87	96.6	96.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.5	66.7	98	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	N/A
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	32.9	26	95	95.4
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	3	I/S	I/S	I/S	I/S	I/S	75.9	65.7	95.4	96.5
Socio-Economic Status										
Subsidized meals	33	100	18.5	40.7	40.7	81.5	78	63.2	94.7	95.4

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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	58	100	7.5	22.6	69.8	92.5
	4	57	94.7	10.7	37.5	51.8	89.3
	5	54	100	17.3	46.2	36.5	82.7
	6	61	100	10.2	39	50.8	89.8
	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	60	100	N/AV	N/AV	N/AV	100
	4	62	100	6.6	45.9	47.5	93.4
	5	61	100	12.7	25.5	61.8	87.3
	6	60	100	19.6	30.4	50	80.4
	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	58	100	7.5	39.6	52.8	92.5
	4	57	100	8.9	42.9	48.2	91.1
	5	54	100	34.6	50	15.4	65.4
	6	61	100	18.6	40.7	40.7	81.4
	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	60	100	9.4	34	56.6	90.6
	4	62	100	3.3	42.6	54.1	96.7
	5	61	100	14.5	43.6	41.8	85.5
	6	60	100	16.1	51.8	32.1	83.9
	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	30	100	34.6	42.3	23.1	65.4
	4	57	100	16.1	48.2	35.7	83.9
	5	27	100	23.1	69.2	7.7	76.9
	6	31	100	10	76.7	13.3	90
	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	30	100	7.4	59.3	33.3	92.6
	4	62	100	11.5	59	29.5	88.5
	5	30	100	7.7	69.2	23.1	92.3
	6	29	100	17.9	57.1	25	82.1
	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	28	100	7.4	44.4	48.1	92.6
	4	57	100	8.9	48.2	42.9	91.1
	5	27	100	53.8	34.6	11.5	46.2
	6	30	100	3.4	69	27.6	96.6
	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	30	100	N/AV	N/AV	N/AV	100
	4	62	100	8.2	49.2	42.6	91.8
	5	31	100	10.3	44.8	44.8	89.7
	6	31	100	10.7	75	14.3	89.3
	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	56	100	15.1	32.1	52.8	84.9
	4	57	98.3	14.5	25.5	60	85.5
	5	54	100	11.5	44.2	44.2	88.5
	6	61	100	11.9	42.4	45.8	88.1
	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	62	100	10.7	37.5	51.8	89.3
	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

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