



Horrell Hill Elementary School

517 Horrell Hill Road
Columbia, SC 29061

Grades	PK-5 Elementary School	
Enrollment	577 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 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Average
2010	Below Average	Below Average
2009	Average	Average
2008	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://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

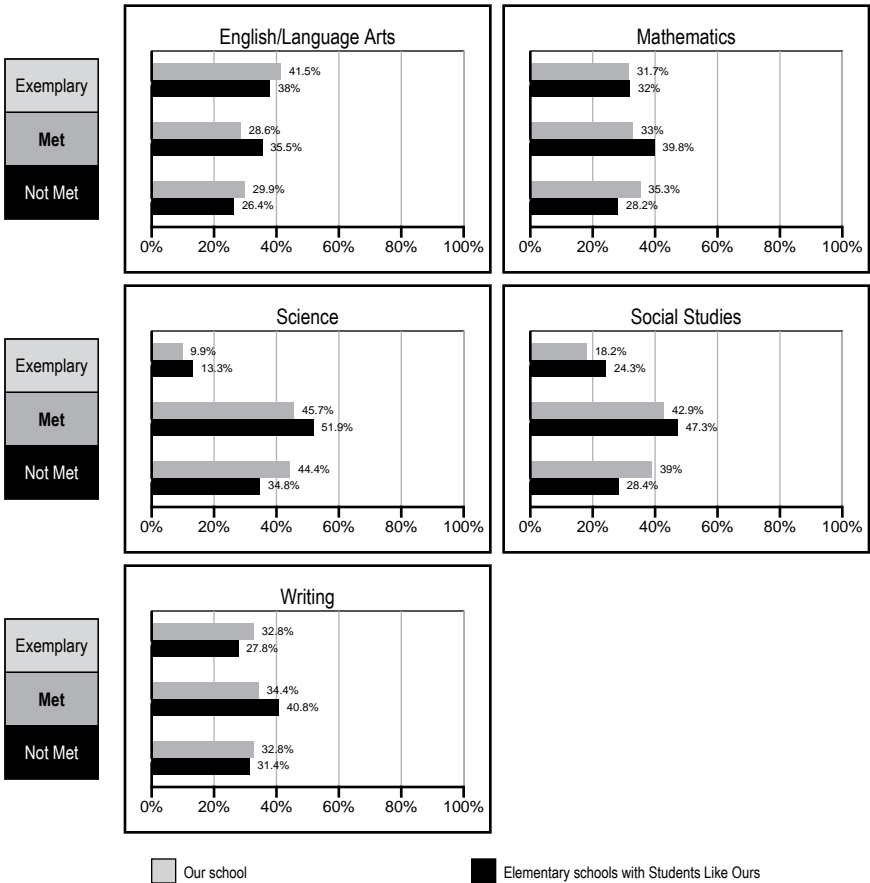
98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	27	85	9	0

* Ratings are calculated with data available by 11/07/2012.

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=577)				
First graders who attended full-day kindergarten	100.0%	Up from 84.5%	100.0%	100.0%
Retention rate	0.8%	Up from 0.4%	1.4%	1.0%
Attendance rate	96.2%	Up from 95.9%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	59.1%	Up from 52.4%	60.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	89.4%	Up from 89.1%	88.7%	88.7%
Teacher attendance rate	94.7%	Up from 94.1%	94.8%	95.1%
Average teacher salary*	\$48,103	Up 4.3%	\$46,974	\$47,210
Professional development days/teacher	10.2 days	Down from 12.3 days	10.8 days	10.5 days
School				
Principal's years at school	25.0	Up from 24.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 19.8 to 1	19.9 to 1	20.0 to 1
Prime instructional time	90.1%	Up from 89.1%	89.7%	90.5%
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**	\$6,706	Up 5.3%	\$7,312	\$7,247
Percent of expenditures for instruction**	76.8%	Down from 77.4%	67.7%	68.2%
Percent of expenditures for teacher salaries**	73.1%	Down from 74.5%	65.0%	65.7%

* 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 2011-2012 school year. The instructional program was enhanced by using Fountas and Pinnell Leveled Literacy Intervention System and Math Think Central in our intervention program taught by the reading teacher and math coach. An after-school tutoring program was held for students who scored below basic in reading, math, science and/or social studies. We provided additional instructional support in reading and math for students in grades three through five at our Saturday Academy Sessions. We continue to have a partnership with Beulah Baptist Church. We partnered with Lower Richland High School IB Program 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 and Spring Art Show offered at the elementary level. We have five National Board Certified teachers and two 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 Eagle Singers and Student Council performed for our business partners and an Assisted Living Care Facility in our community. Our guidance department received a grant to continue "Going Green", our school-wide recycling program. Our extra-curricular programs this year included: Leadership Academy (Boys Club), Eagle Explorer-Math/Science Club and Chorus. 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 Annual Literacy Parade was heavily supported by our families and community. Our school was award the Fresh Fruits and Vegetables Grant. We won the Healthier US School Challenge Bronze Award. 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	13	63	42
Percent satisfied with learning environment	84.6%	93.7%	85.4%
Percent satisfied with social and physical environment	92.3%	72.9%	83.3%
Percent satisfied with school-home relations	92.3%	79.0%	82.9%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	98.4
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Horrell Hill Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	2.3%	5.1%

	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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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	655.5	642.2	608.8	620.3	100.0	100.0
Male	639.7	631.6	598.6	613.2	100.0	100.0
Female	671.0	652.6	618.6	626.3	100.0	100.0
White	671.3	666.8	637.3	638.1	100.0	100.0
African American	650.9	636.5	600.9	615.5	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	645.1	634.9	602.1	615.8	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
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
2012	3	96	100	30.6	17.6	51.8	69.4
	4	91	100	33.7	34.9	31.3	66.3
	5	67	100	26.2	36.1	37.7	73.8
	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
Mathematics							
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
2012	3	96	100	43.5	28.2	28.2	56.5
	4	91	100	33.7	34.9	31.3	66.3
	5	67	100	29.5	36.1	34.4	70.5
	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							
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
2012	3	48	100	56.1	34.1	9.8	43.9
	4	91	100	41	51.8	7.2	59
	5	32	100	37.9	44.8	17.2	62.1
	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

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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							
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
2012	3	48	100	40.9	34.1	25	59.1
	4	91	98.9	40.2	41.5	18.3	59.8
	5	35	100	40.6	53.1	6.3	59.4
	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
Writing							
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
2012	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	67	98.5	32.8	34.4	32.8	67.2
	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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