



## Mount Holly Elementary

1800 Porter Road  
Rock Hill, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	485 Students	
<b>Principal</b>	C. Chris Beard	803-985-1650
<b>Superintendent</b>	Dr. Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Excellent</b>
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

## 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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## 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.

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

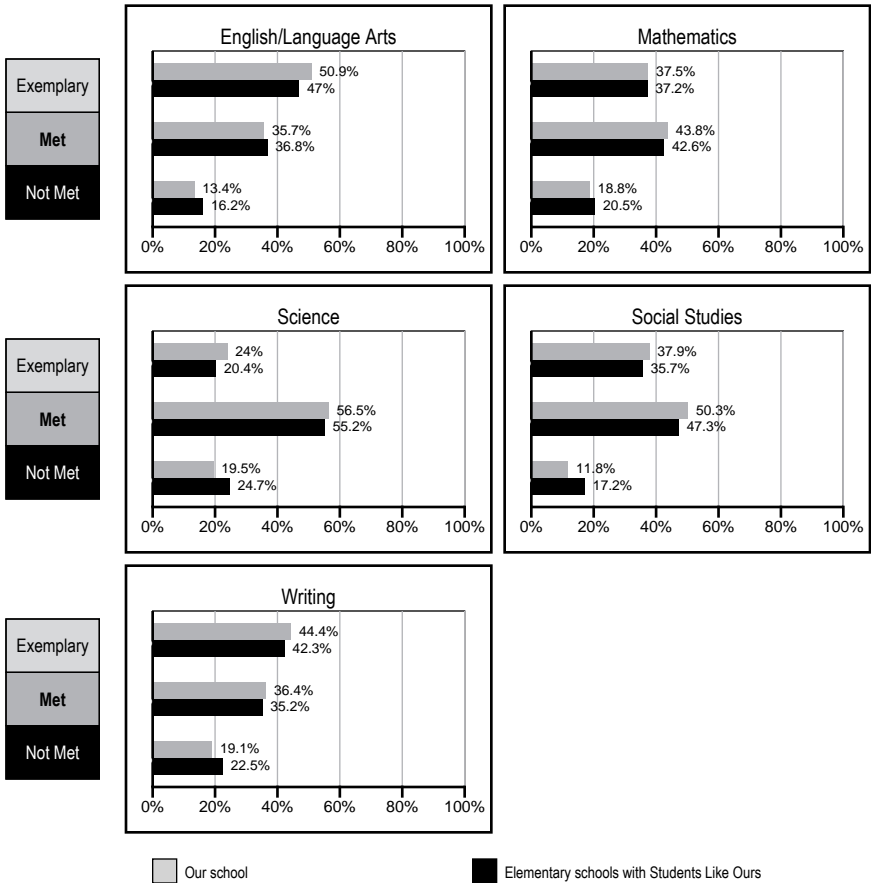
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.3%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
19	37	22	0	0

\* Ratings are calculated with data available by 06/01/2010.

**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
<b>Students (n=485)</b>				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	0.8%	N/A	1.5%	1.9%
Attendance rate	97.0%	N/A	96.6%	96.3%
Eligible for gifted and talented	9.5%	N/A	15.7%	10.0%
With disabilities other than speech	6.3%	N/A	6.8%	7.7%
Older than usual for grade	0.0%	N/A	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	N/R	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	45.2%	N/A	61.4%	59.4%
Continuing contract teachers	74.2%	N/A	84.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.7%	85.9%
Teacher attendance rate	95.2%	N/R	95.1%	95.1%
Average teacher salary*	\$45,174	I/S	\$48,458	\$47,149
Professional development days/teacher	7.4 days	N/R	11.4 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	N/R	19.4 to 1	18.8 to 1
Prime instructional time	91.6%	N/R	90.5%	90.4%
Opportunities in the arts	Excellent	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	98.7%	N/R	100.0%	100.0%
Character development program	Average	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$6,983	\$7,458
Percent of expenditures for instruction**	N/A	N/A	68.9%	68.8%
Percent of expenditures for teacher salaries**	N/A	N/A	60.7%	63.2%

\* 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

Mount Holly Elementary has had a wonderful inaugural year and we have been thrilled with the success of our students, the involvement of our parents, and the support of our community throughout this year. As we began our journey, we started with students and staff members from more than ten different school locations. We did not allow the many differences we brought with us to become stumbling blocks along our path. We did, however, use them as stepping stones to building a successful school. Each of these differences provided us with "learning tools" to use along our journey of opening a school, building relationships, and establishing a learning environment where all children can be successful.

During the 2008-2009 year, we created our Parent-Teacher Organization (PTO) and our School Improvement Council (SIC). Our PTO has assisted our school in numerous ways: raising funds for school supplies, dedicating hundreds of volunteer hours to assist our teachers, and providing whatever we needed to help us along our journey. Our SIC developed a survey for teachers to assist them in planning for the school year and used these plans to steer them in the proper direction. The SIC made recommendations based on the results of the teacher survey to the PTO. In addition, our SIC led a campaign to raise funds to support our district initiative, "Pack the Back."

As the 2008-2009 school year proved to be an incredible time for those of us fortunate to have been a part of the process, we look forward even more to the future and what it holds in store for our students, staff, and parents. We know that we are headed in the right direction and we will continue to build upon the solid foundation that was established during our first year. Our goal is to help children grow into successful learners and to provide them with the support systems that will enable them to achieve whatever dream they desire to pursue.

Chris Beard, Principal

Amanda Cavin, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	61	48
Percent satisfied with learning environment	100.0%	95.1%	91.7%
Percent satisfied with social and physical environment	100.0%	91.8%	95.8%
Percent satisfied with school-home relations	100.0%	93.4%	89.4%

\* 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 17 out of 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	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
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	238	100	13.7	36.1	50.2	92.1	85.2	82.8	Yes	Yes
<b>Gender</b>										
Male	123	100	17.1	35	47.9	90.6	82	79.3	N/A	N/A
Female	115	100	10	37.3	52.7	93.6	88.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	185	100	10.8	34.1	55.1	93.2	92.4	89.5	Yes	Yes
African American	36	100	22.2	44.4	33.3	91.7	74.5	73.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.5	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.4	76.5	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	75.6	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	32.5	42.5	25	75	57.7	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	77.1	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	99	100	24.5	39.4	36.2	86.2	76.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	238	100	18.9	44.1	37	86.8	82.8	78.9	Yes	Yes
<b>Gender</b>										
Male	123	100	17.1	44.4	38.5	88.9	80	77	N/A	N/A
Female	115	100	20.9	43.6	35.5	84.5	85.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	185	100	15.3	42	42.6	88.6	91.5	87.2	Yes	Yes
African American	36	100	30.6	58.3	11.1	83.3	68.6	66.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	98	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.2	76	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	80	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	40	42.5	17.5	67.5	50.2	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	79.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	99	100	30.9	43.6	25.5	76.6	72.5	70.2	Yes	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
<b>Science</b>								
All Students	164	100	20.4	56.1	23.6	79.6	71	67.5
<b>Gender</b>								
Male	82	100	18.8	50	31.3	81.3	70.2	67
Female	82	100	22.1	62.3	15.6	77.9	71.8	68
<b>Racial/Ethnic Group</b>								
White	127	100	14.9	58.7	26.4	85.1	83.9	79.5
African American	26	100	46.2	42.3	11.5	53.8	50.7	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.3	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	62.8	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	59.8	71.2
<b>Disability Status</b>								
Disabled	23	100	47.8	43.5	8.7	52.2	39.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	61.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	67	100	36.9	46.2	16.9	63.1	55.1	55.1
<b>Social Studies</b>								
All Students	165	98.8	12.2	50.6	37.2	87.8	76.4	72.3
<b>Gender</b>								
Male	93	97.9	9.2	48.3	42.5	90.8	75.6	71.5
Female	72	100	15.9	53.6	30.4	84.1	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	129	99.2	11.6	47.9	40.5	88.4	84.9	80.7
African American	25	100	16	56	28	84	62.9	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.7	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75.6	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	62	72.2
<b>Disability Status</b>								
Disabled	31	100	25.8	58.1	16.1	74.2	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75	67.9
<b>Socio-Economic Status</b>								
Subsided meals	70	97.1	21.2	47	31.8	78.8	64.3	62.1

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
<b>Writing</b>										
All Students	238	98.7	19.1	36.4	44.4	80.9	73.1	70.2	97	96.7
<b>Gender</b>										
Male	123	98.4	21.7	33.9	44.3	78.3	65.9	63.2	97.1	96.6
Female	115	99.1	16.4	39.1	44.5	83.6	80.9	77.5	96.9	96.8
<b>Racial/Ethnic Group</b>										
White	185	99.5	18.8	33	48.3	81.3	82.5	79.1	96.9	96.6
African American	36	97.2	17.1	51.4	31.4	82.9	59.2	57.6	97.5	96.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.3	86.2	96	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	65.7	62.6	96.5	96.4
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	60.7	68.7	97.9	95.2
<b>Disability Status</b>										
Disabled	36	91.7	51.5	30.3	18.2	48.5	30.2	26.1	96.7	95.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	63	61.2	94.1	96.6
<b>Socio-Economic Status</b>										
Subsided meals	99	97	31.9	35.2	33	68.1	59.5	58.9	96.4	96.2

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	83	100	21.8	19.2	59	78.2
	4	91	100	10.5	45.3	44.2	89.5
	5	64	100	7.9	44.4	47.6	92.1
	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
<b>Mathematics</b>							
<b>2009</b>	3	83	100	24.4	34.6	41	75.6
	4	91	100	15.1	58.1	26.7	84.9
	5	64	100	17.5	36.5	46	82.5
	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
<b>Science</b>							
<b>2009</b>	3	42	100	30	42.5	27.5	70
	4	91	100	17.4	54.7	27.9	82.6
	5	31	100	16.1	77.4	6.5	83.9
	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
<b>Social Studies</b>							
<b>2009</b>	3	41	97.6	10.5	47.4	42.1	89.5
	4	91	100	12.8	55.8	31.4	87.2
	5	33	97	12.5	40.6	46.9	87.5
	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
<b>Writing</b>							
<b>2009</b>	3	84	100	21.5	21.5	57	78.5
	4	90	96.7	18.1	50.6	31.3	81.9
	5	64	100	17.5	36.5	46	82.5
	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

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