



HOLLY HILL-ROBERTS MIDDLE

530 Hesseman Street
Holly Hill, South Carolina

Grades	6-8 Middle School	
Enrollment	415 Students	
Principal	JoAnn B. Lawton	803-496-3818
Superintendent	Dr. Cynthia Cash-Greene	803-496-3288
Board Chair	Robert Williams	803-496-3288

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Below Average	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	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 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

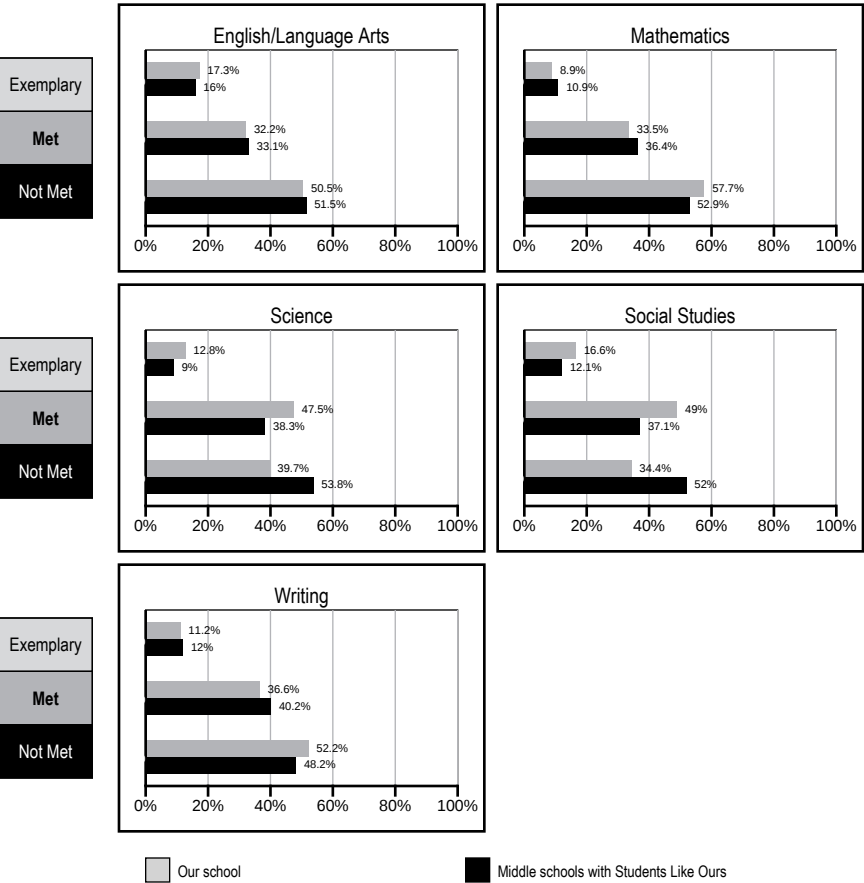
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	28	22

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	73.3%	88.8%
English 1	85.7%	90.6%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	79.3%	88.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=415)				
Students enrolled in high school credit courses (grades 7 & 8)	12.9%	Down from 46.6%	13.8%	24.2%
Retention rate	0.0%	Down from 0.8%	1.0%	0.7%
Attendance rate	95.1%	Down from 95.6%	95.4%	95.9%
Eligible for gifted and talented	3.8%	Down from 5.3%	5.1%	16.4%
With disabilities other than speech	16.2%	Up from 15.4%	14.7%	12.0%
Older than usual for grade	1.7%	Up from 0.4%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 1.3%	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	68.4%	Down from 69.8%	57.1%	58.5%
Continuing contract teachers	78.9%	Up from 69.8%	67.6%	80.0%
Teachers with emergency or provisional certificates	8.6%	Down from 12.2%	11.4%	4.0%
Teachers returning from previous year	91.1%	Up from 87.0%	77.2%	84.6%
Teacher attendance rate	94.4%	Down from 96.3%	95.5%	95.4%
Average teacher salary*	\$47,172	Down 3.1%	\$44,764	\$46,561
Professional development days/teacher	10.9 days	Down from 11.7 days	10.5 days	10.2 days
School				
Principal's years at school	11.0	Up from 10.0	3.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Down from 16.2 to 1	16.7 to 1	21.1 to 1
Prime instructional time	88.6%	Down from 90.7%	89.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	71.8%	Up from 63.1%	97.7%	98.1%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$10,029	Up 4.0%	\$10,566	\$7,802
Percent of expenditures for instruction**	59.7%	Down from 62.1%	60.2%	63.8%
Percent of expenditures for teacher salaries**	56.4%	Up from 55.9%	55.7%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

Report of Principal and School Improvement Council

Holly Hill-Roberts Middle School continues to strive to meet its mission of preparing responsible, competent, and caring lifelong learners. Our student body continues to demonstrate their academic success in the fields of math, science, and language arts, participating in the Junior Beta Club Spelling Bee, the Middle/Elementary Science Association, the VFW Essay Contest and other academic competitions throughout the year. Holly Hill-Roberts Middle School has two Junior Scholar participants. Seven of our students were selected to attend the South Carolina State University Math and Science Summer Program. Our band and chorus received awards at their respective state competitions. Three band students were named to the South Carolina Region Band. Our B-Team football players were crowned the Mid-14 Southern Division Champions of the South Carolina High School League. Herman Jenkins, the head football coach was selected as the Mid-14 Southern Division Coach of the Year. Students and staff held benefit drives for such causes as Muscular Dystrophy Association and Hearts for Haiti.

Holly Hill-Roberts Middle continues to face the challenges of decreasing the achievement gap in language arts and math. We have begun to utilize the data from the Measures of Academic Progress (MAP) test to diagnose instructional needs. At Holly Hill-Roberts, we provide computer-assisted instruction with the utilization of SMART Boards and web-based activities. Alert Now gives us an immediate information outlet to our parents. The faculty and staff will continue to conduct award ceremonies as well as programs that help our students to develop their interests in the performing arts, creative arts, athletics, and academics. Scheduled parent/teacher conferences will also be conducted on a regular basis.

Teachers' professional development continues to focus on best practices and technology initiatives, such as Direct Instruction and Literacy to help address the needs of all children.

As we continue to enthusiastically assist our students toward achieving success in our school and beyond, we welcome and appreciate the continued support from parents and the community.

JoAnn Bailey Lawton, Principal

Stacey Rock-Gilmore, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	120	47
Percent satisfied with learning environment	89.3%	58.3%	71.1%
Percent satisfied with social and physical environment	96.3%	60.8%	64.4%
Percent satisfied with school-home relations	74.1%	72.3%	72.7%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 14 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

R

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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.9%	0.0%	No
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

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	413	100	51.3	32.2	16.5	63.7	73.1	83.5	Yes	Yes
Gender										
Male	200	100	48.1	37.6	14.3	64	71.3	80.1	N/A	N/A
Female	213	100	54.3	27.1	18.6	63.3	74.9	87	N/A	N/A

Racial/Ethnic Group

White	34	100	33.3	23.3	43.3	70	82.9	89.6	I/S	I/S
African American	375	100	53.4	32.8	13.8	62.7	72	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	88.2	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S

Disability Status

Disabled	74	100	83.3	10.6	6.1	25.8	41.7	51.7	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	363	100	52.5	32.6	15	63.3	72.7	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	413	100	58	33	9	59	63.3	80.4	Yes	Yes
Gender										
Male	200	100	58.2	34.4	7.4	60.8	63.3	78.4	N/A	N/A
Female	213	100	57.8	31.7	10.6	57.3	63.2	82.5	N/A	N/A

Racial/Ethnic Group

White	34	100	40	53.3	6.7	73.3	76.9	87.8	I/S	I/S
African American	375	100	59.9	30.8	9.3	57.6	61.7	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S

Disability Status

Disabled	74	100	90.9	7.6	1.5	16.7	22.7	46.1	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	90.9	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	363	100	59.5	31.7	8.8	57.8	62.4	72.8	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

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N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	275	99.6	39.7	47.5	12.8	60.3	49.9	67.3
Gender								
Male	135	100	31.7	52.4	15.9	68.3	55.3	66.9
Female	140	99.3	47.3	42.7	9.9	52.7	44.3	67.7
Racial/Ethnic Group								
White	24	100	28.6	33.3	38.1	71.4	73.3	79.6
African American	247	99.6	41.4	48.7	9.9	58.6	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	66.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	55	100	75.5	20.4	4.1	24.5	15.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	236	99.6	40.7	48	11.3	59.3	48	55.4

Social Studies

All Students	269	99.3	34.4	49	16.6	65.6	57.6	70.9
Gender								
Male	129	99.2	32.2	47.9	19.8	67.8	57.4	70.1
Female	140	99.3	36.4	50	13.6	63.6	57.9	71.7
Racial/Ethnic Group								
White	28	100	24	48	28	76	71.6	79.2
African American	240	99.2	35.7	49.3	15	64.3	56.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	49	100	68.3	26.8	4.9	31.7	24.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	231	99.1	34.7	51.9	13.4	65.3	56.4	60.8

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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	418	99.5	52	36.7	11.2	48	54.6	72.1	95.1	94.7
Gender										
Male	202	99.5	55.5	37.2	7.3	44.5	50.9	65.2	94.1	94.2
Female	216	99.5	48.8	36.3	14.9	51.2	58.2	79.2	96	95.2
Racial/Ethnic Group										
White	35	94.3	46.7	36.7	16.7	53.3	66.7	80.8	90.2	91.4
African American	379	100	53.1	36.9	10.1	46.9	53	59.7	95.7	95.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.2
Hispanic	4	I/S	I/S	I/S	I/S	I/S	70.6	64.6	95.9	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	57.4	87.7
Disability Status										
Disabled	76	100	N/AV	N/AV	N/AV	11.6	16.2	27.7	94.5	93.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.7	N/A	97.1
Socio-Economic Status										
Subsidized meals	370	99.5	52.5	36.8	10.7	47.5	53.3	61.9	95.1	94.7

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	153	100	49.3	34	16.7	50.7
	7	163	100	53	33.8	13.2	47
	8	160	99.4	59.5	30.7	9.8	40.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	136	100	44.6	40.8	14.6	55.4
	7	131	100	41.8	33.6	24.6	58.2
	8	146	100	66.2	22.8	11	33.8
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	153	100	38.9	44.4	16.7	61.1
	7	163	100	55.6	32.5	11.9	44.4
	8	160	99.4	71.2	26.1	2.6	28.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	136	100	46.2	40.8	13.1	53.8
	7	131	100	59.8	29.5	10.7	40.2
	8	146	100	67.6	28.7	3.7	32.4
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	77	98.7	49.3	42.5	8.2	50.7
	7	163	100	47	44.4	8.6	53
	8	79	98.7	67.9	30.8	1.3	32.1
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	70	98.6	47.8	50.7	1.5	52.2
	7	131	100	22.1	54.9	23	77.9
	8	74	100	63.2	30.9	5.9	36.8

Abbreviations for Missing Data

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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							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	76	97.4	23.9	66.2	9.9	76.1
	7	163	100	60.3	31.1	8.6	39.7
	8	80	96.3	58.1	32.4	9.5	41.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	66	98.5	25.4	61.9	12.7	74.6
	7	131	100	34.4	45.1	20.5	65.6
	8	72	98.6	42.6	44.1	13.2	57.4
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	154	100	42.1	40	17.9	57.9
	7	164	97.6	41.9	39.9	18.2	58.1
	8	161	98.8	55.8	38.3	5.8	44.2
2010	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	137	100	47.7	39.2	13.1	52.3
	7	134	99.3	55.2	34.4	10.4	44.8
	8	147	99.3	53.3	36.5	10.2	46.7

Abbreviations for Missing Data

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