



Horrell Hill

517 Horrell Hill Road
Hopkins, SC 29061

Grades	PK-5 Elementary School	
Enrollment	515 Students	
Principal	Parthenia Satterwhite	803-783-5545
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Jamie Devine	803-231-7556

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Average
2011	Average	Average
2010	Below Average	Below Average
2009	Average	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://www.eoc.sc.gov>

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

Percent of students tested in 2012-13 whose 2011-12 test scores were located

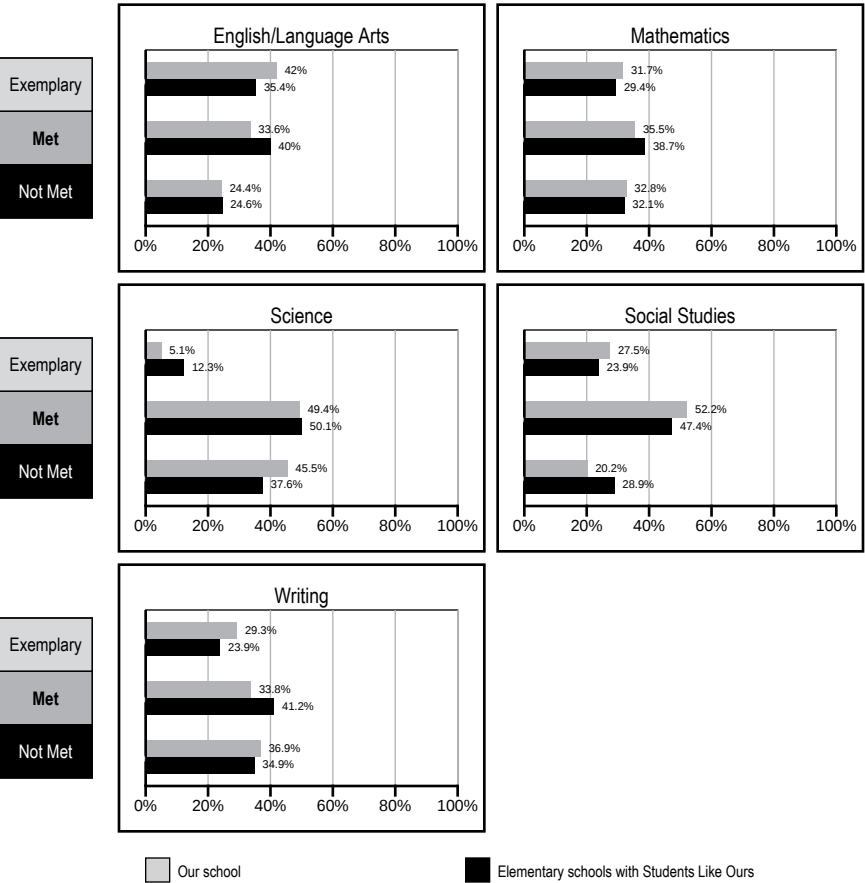
97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	16	97	16	3

* Ratings are calculated with data available by 12/14/2013.

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=515)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Up from 0.8%	1.2%	0.9%
Attendance rate	96.0%	Down from 96.2%	96.0%	96.3%
Served by gifted and talented program	4.5%	N/A	4.9%	7.2%
With disabilities	12.0%	N/A	14.1%	12.4%
Older than usual for grade	2.5%	N/A	2.6%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	54.8%	Down from 59.1%	60.9%	62.5%
Continuing contract teachers	76.2%	Up from 65.9%	82.8%	83.3%
Teachers returning from previous year	88.4%	Down from 89.4%	87.7%	88.3%
Teacher attendance rate	93.5%	Down from 94.7%	94.7%	95.0%
Average teacher salary*	\$48,469	Up 0.8%	\$47,312	\$48,193
Professional development days/teacher	9.6 days	Down from 10.2 days	11.1 days	11.0 days
School				
Principal's years at school	26.0	Up from 25.0	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 18.2 to 1	19.7 to 1	20.1 to 1
Prime instructional time	89.0%	Down from 90.1%	89.6%	90.0%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,654	Up 14.1%	\$7,473	\$7,364
Percent of expenditures for instruction**	77.0%	Up from 76.8%	68.0%	68.0%
Percent of expenditures for teacher salaries**	74.0%	Up from 73.1%	65.0%	66.0%

* 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 2012-2013 school year. The instructional focus continued to be on literacy across all disciplines. An after-school tutoring program was held for students who scored not met in English language arts and/or mathematics. An after-school program was implemented for our Early Childhood students to focus on writing and literacy engagements. 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 Teacher Cadets as reading buddies with students in our primary grades.

The PTO and School Improvement Council met regularly. The PTO provided supplemental materials for teachers and students, as well as staff incentives. They also sponsored our first Mother/Son and Father/Daughter dances. 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.

Community involvement included our partnership with the University of South Carolina as a Professional Development School (PDS) where interns worked with our teachers and students. We hosted two undergraduate on-site classes. Our PDS Connection supports professional development for our teachers in ELA and family literacy engagements, to include a focus on bridging gaps between our school and Latino families.

Several students participated and placed in the district's Visual Literacy Festival contests 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 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 held a school-wide career day, where there was representation from a variety of careers. We continued our "Going Green", school-wide recycling program. Our extra-curricular programs this year included: Hilltop Players Drama 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. While challenges faced by our school include funding for various projects and staff retention, 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
 Felecia Reynolds, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	56	38
Percent satisfied with learning environment	84.2%	78.6%	86.8%
Percent satisfied with social and physical environment	84.2%	78.2%	81.1%
Percent satisfied with school-home relations	78.9%	82.2%	84.2%

* 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 2013, 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	84.1
Overall Grade Conversion	B

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 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	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.2%	0.0%	No
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	659.2	640.1	600.1	639.1	100.0	100.0
Male	647.4	634.6	595.2	633.5	100.0	100.0
Female	672.3	646.1	606.1	645.0	100.0	100.0
White	663.0	652.0	611.6	637.8	100.0	100.0
African American	658.0	636.1	597.1	638.9	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	606.2	594.1	572.5	593.1	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	654.4	634.6	594.3	634.4	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	96	100	15.7	19.1	65.2	84.3
	4	106	100	35.5	37.6	26.9	64.5
	5	91	100	24.1	43.4	32.5	75.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	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							
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
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	96	100	30.3	21.3	48.3	69.7
	4	106	100	34.4	43	22.6	65.6
	5	91	100	36.1	41	22.9	63.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	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							
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
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	46	100	53.5	34.9	11.6	46.5
	4	106	100	41.9	54.8	3.2	58.1
	5	47	100	48.8	48.8	2.3	51.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	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							
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
2013	3	50	100	6.5	39.1	54.3	93.5
	4	106	100	20.4	64.5	15.1	79.6
	5	45	100	39	36.6	24.4	61
	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							
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
2013	3	95	99	27	28.1	44.9	73
	4	107	99.1	40.9	41.9	17.2	59.1
	5	90	97.8	43.2	30.9	25.9	56.8
	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

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