

Holly Hill-Roberts Middle School

530 Hesseman Avenue
Holly Hill, SC 29059

Grades	6-8 Middle School	
Enrollment	509 Students	
Principal	Rodney C. Zimmerman	803-496-3818
Superintendent	David Longshore, Jr., Interim	803-496-3288
Board Chair	Mrs. Betty Shuler	803-496-3852

THE STATE OF SOUTH CAROLINA
2014 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	**Below Average**	**Average**
2013	At-Risk	Average
2012	Below Average	Average
2011	Below Average	Below Average
2010	Below 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

Holly Hill-Roberts Middle School 4/27/2015 3803018

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

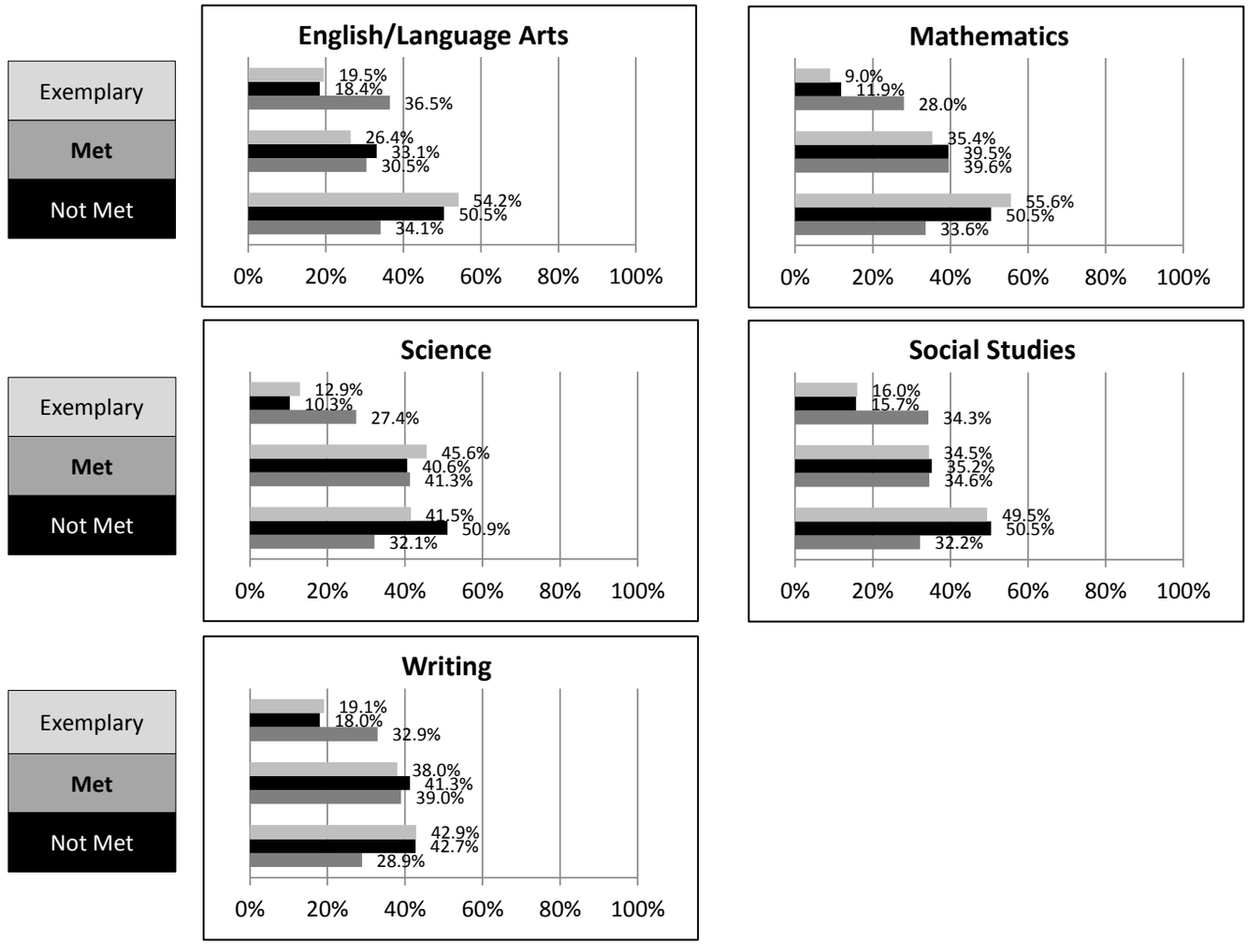
Percent of students tested in 2013-14 whose 2012-13 test scores were located	98.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	16	31	14

* Ratings are calculated with data available by 04/27/2015.

South Carolina Palmetto Assessment of State Standards (SC 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 student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means 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

Holly Hill-Roberts Middle School 4/27/2015 3803018

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n = 509)				
Students enrolled in high school credit courses (grades 7 & 8)	19.7%	Up from 13.5%	14.7%	26.0%
Retention Rate	0.0%	No change	0.7%	0.6%
Attendance Rate	95.8%	Up from 95.7%	95.6%	96.2%
Served by gifted and talented program	2.4%	Down from 2.6%	7.0%	19.4%
With disabilities	13.0%	Down from 15.8%	16.2%	12.8%
Older than usual for grade	6.1%	Up from 5.4%	7.3%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 1.1%	0.6%	0.4%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n = 35)				
Teachers with advanced degrees	48.6%	Up from 48.4%	59.2%	61.3%
Continuing contract teachers	68.6%	Up from 67.7%	60.0%	75.9%
Teachers returning from previous year	82.6%	Up from 81.3%	77.0%	85.4%
Teacher attendance rate	95.2%	Up from 93.9%	95.3%	95.2%
Average teacher salary*	$45,245	Up 1.9%	$45,172	$47,081
Professional development days/teacher	16.2 days	Up from 13.3 days	9.7 days	10.6 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 16.4 to 1	18.4 to 1	21.5 to 1
Prime instructional time	89.0%	Up from 87.2%	89.6%	90.1%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	95.5%	Up from 60.6%	97.9%	99.0%
Character development program	Excellent	No change	Good	Good
Dollars spent per pupil**	$9,401	Down 10.4%	$9,680	$7,616
Percent of expenditures for instruction**	58.8%	Down from 64.0%	55.7%	62.0%
Percent of expenditures for teacher salaries**	58.3%	Up from 58.0%	54.8%	61.3%

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

** Prior year audited financial data are reported.

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	94.0%	93.8%
English 1	90.5%	85.7%
Biology 1	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	92.0%	92.3%

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

At Holly Hill Roberts Middle School, we continue to work towards meeting the goals of our strategic plan as we cultivate the vision of the district and the school. With a focus on academic excellence and emphasis on the 3 Rs (Rigor, Relevance and Relationships), we strive to provide every student with the tools necessary for success. Infusing direct instruction and technology, our curriculum is designed to meet the needs of all students. Our STEM Advanced (school within a school) design offers additional opportunities for our students to explore and engage in in-depth studies in the areas of science, math, engineering and mathematics. Through our Gateway to Technology courses students further explore their interest in the areas of engineering and Biomedical Sciences.

As a TAP School (Teacher and Student Advancement Program), we continuously focus on improving instructional delivery and increased student achievement. Staff development, clusters, and academic workshops are conducted to assist teachers and support staff in the delivery of classroom instruction and other student services. Each activity is data-driven and based on student needs.

Tutorial sessions after school and on Saturdays are offered to all students. Students are provided with the opportunity to receive assistance with PASS and End of Course through the Saturday School and after school programs. Our afterschool program also offers students' academic assistance in all their course work. Mini data presentations to the student body has increased student awareness of the school's academic performance, school-wide goals, and has increased student involvement in the learning process. Quarterly honors and awards programs, and other student recognition initiatives, have all increased student awareness of the importance of good grades and have led to improved student academic performance.

With student achievement as a top priority, the school continues to see evidence of students' success. We are extremely proud to highlight our students and their accomplishments. Some of the school's highlights include several students being recognized as grade level winners at the district science fair and first place winners at the regional science fair. One student placed first at the Junior BETA Club State Convention and later competed at the national level. Other recognitions include Holly Hill Roberts Middle School students' participation in the Region Band, the Orangeburg-Calhoun Consortium for the Arts Summer Program and numerous students receiving top honors at the local poetry competition. Several HHRM students also participated in service learning projects and job shadowing.

The School Improvement Council and Parent Teacher Student Organization are vital in terms of support to HHRM and provide constant help in meeting the needs of the school. We will continue to solicit parental, community and business support through partnerships.

Rodney C. Zimmerman, Principal
Talissa Mack, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	141	42
Percent satisfied with learning environment	70.3%	68.1%	73.8%
Percent satisfied with social and physical environment	77.8%	65.7%	75.6%
Percent satisfied with school-home relations	61.5%	78.1%	60.0%

* Only students at the highest middle 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	**43.7**
Overall Grade Conversion	**F**

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	Peformance 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 states' expectations.

Accountability Indicator (Title I Schools)

Holly Hill-Roberts Middle 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 school 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.
X	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	N/A	3.2%
Classes in high poverty schools not taught by highly qualified teachers	7.2	7.3%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	24.5%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

	State
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)	61.9%
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials	0.0%

* Or greater than last year

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Holly Hill-Roberts Middle School 4/27/2015 3803018

SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
Grades 6-8							
All Students	598.2	600.6	611.0	603.9	99.6	99.6	100.0
Male	590.6	596.3	607.9	601.6	99.6	99.6	100.0
Female	605.6	604.8	614.0	606.2	99.6	99.6	100.0
White	627.3	621.1	N/A	N/A	100.0	100.0	N/A
African American	595.6	598.3	607.9	601.8	99.6	99.6	100.0
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	549.8	572.6	569.1	570.8	100.0	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	597.0	599.0	610.2	602.8	99.8	99.8	100.0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

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

Holly Hill-Roberts Middle School 4/27/2015 3803018

Two Year Elementary and Middle School Grades Trend Data

2013

Grade	SCPASS ELA			SCPASS Math		
	N	Mean	% Tested	N	Mean	% Tested
3	N/A	N/A	N/AV	N/A	N/A	N/AV
4	N/A	N/A	N/AV	N/A	N/A	N/AV
5	N/A	N/A	N/AV	N/A	N/A	N/AV
6	164	600.2	100.0	164	593.9	100.0
7	164	602.2	100.0	164	597.3	100.0
8	135	603.4	100.0	135	601.0	100.0

	SCPASS Science			SCPASS Social Studies*/History		
	N	Mean	% Tested	N	Mean	% Tested
3	N/A	N/A	N/AV	N/A	N/A	N/AV
4	N/A	N/A	N/AV	N/A	N/A	N/AV
5	N/A	N/A	N/AV	N/A	N/A	N/AV
6	82	585.1	100.0	82	618.9	100.0
7	164	610.6	100.0	164	591.9	100.0
8	67	603.6	98.5	68	604.1	100.0

2014

Grade	SCPASS ELA			SCPASS Math		
	N	Mean	% Tested	N	Mean	% Tested
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	164	598.4	99.4	164	602.2	99.4
7	168	601.0	100.0	168	597.0	100.0
8	174	595.2	99.4	174	602.5	99.4

	SCPASS Science			SCPASS Social Studies*/History		
	N	Mean	% Tested	N	Mean	% Tested
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	83	606.3	100.0	81	623.0	100.0
7	168	615.6	100.0	167	600.1	99.4
8	86	606.3	100.0	88	594.2	98.9

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

NOTE: Results include the SC-ALT test.

Abbreviations for Missing Data

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

Performance by Group - ESEA/Federal Accountability (District)							4/27/2015	3803018
Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	615.8	606.2	590.9	613.4	99.1	99.1	99.1	N/A
Male	610.6	602.6	587.5	613.1	99.1	99.1	99.1	N/A
Female	621.6	610.1	594.3	613.8	99.0	99.0	99.1	N/A
White	626.7	612.5	604.9	622.4	97.3	97.3	98.0	N/A
African American	614.3	604.8	588.9	612.3	99.5	99.5	99.2	N/A
Asian/Pacific Islander	N/A	N/A	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	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	587.7	578.8	567.5	596.5	97.8	97.8	96.6	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	615.1	606.0	590.0	612.5	99.3	99.3	99.2	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	596.6	601.1	606.1	604.8	99.7	99.7	100.0	N/A
Male	589.7	597.3	603.8	601.8	99.7	99.7	100.0	N/A
Female	603.2	604.8	608.4	607.8	99.7	99.7	100.0	N/A
White	628.7	626.7	N/A	N/A	100.0	100.0	100.0	N/A
African American	593.3	597.9	602.7	602.1	99.7	99.7	100.0	N/A
Asian/Pacific Islander	N/A	N/A	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	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	549.9	571.0	567.1	573.1	100.0	100.0	100.0	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	595.5	599.8	605.3	604.1	99.8	99.8	100.0	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	222.0	211.5	73.7	66.0	100.0	100.0	100.0	75.3
Male	220.5	211.0	73.0	67.6	100.0	100.0	100.0	67.0
Female	223.6	212.1	74.3	64.6	100.0	100.0	100.0	82.1
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	71.4
African American	221.5	211.5	73.6	65.3	100.0	100.0	100.0	75.7
Asian/Pacific Islander	N/A	N/A	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	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	31.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	221.0	210.5	73.7	65.3	100.0	100.0	100.0	76.2
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

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

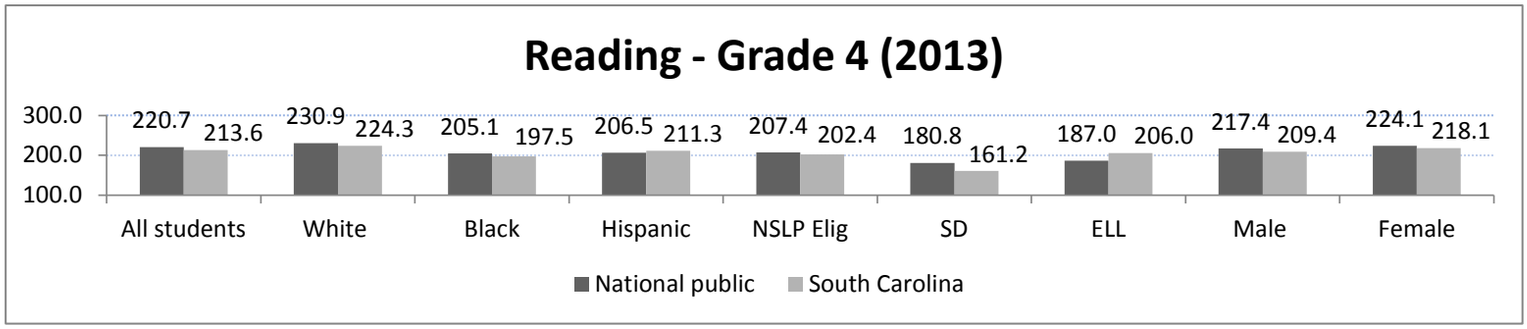
Performance by Group - ESEA/Federal Accountability (State)							4/27/2015	3803018
Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

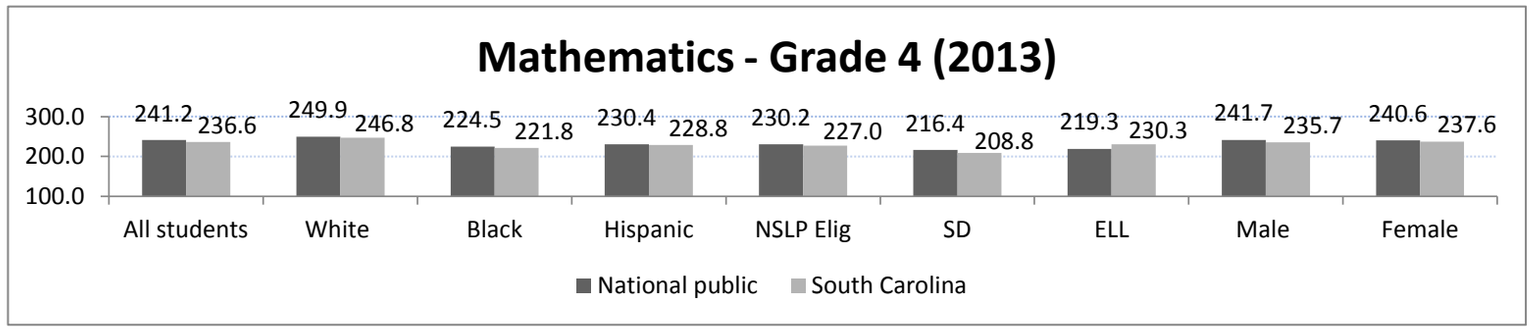
* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

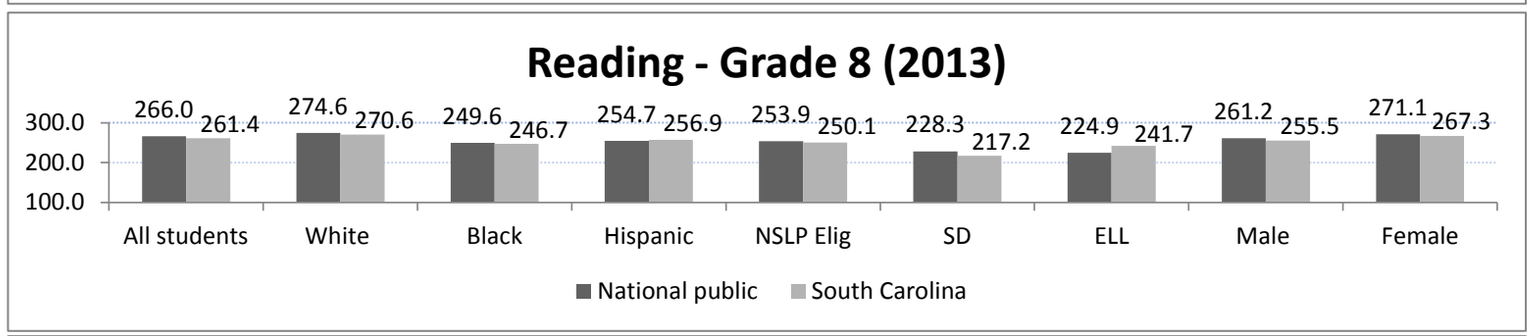
Abbreviations for Missing Data

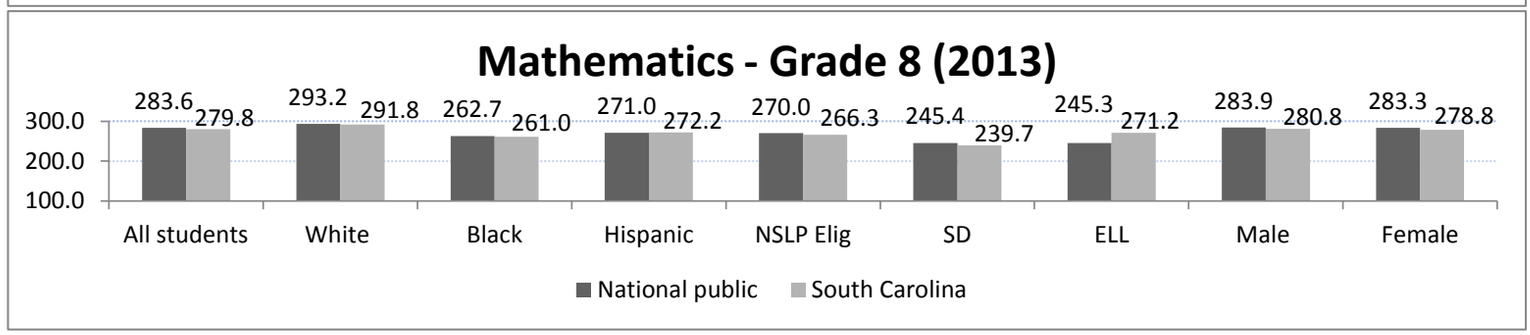
N/A-Not Applicable | N/AV-Not Available | N/C-Not Collected | N/R-Not Reported | I/S-Insufficient Sample

**Performance reported for SC and nation, data not available at school level.*









Key	
NSLP	National school lunch program
SD	Student with disabilities
ELL	English language learner
NAEP	National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

	Our School
Number of recently arrived ELL students exempted from ELA in state assessments	0

Abbreviations for Missing Data

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