Hollis Academy

Caring for children today…Creating leaders for tomorrow

School Portfolio

Hollis Academy
Mr. Miki Golden, Jr., Principal

Greenville County Schools
Dr. W. Burke Roster, Superintendent

Scope of Action Plan: 2013-14 through 2017-18

SCHOOL RENEWAL PLAN COVER PAGE
SCHOOL INFORMATION AND REQUIRED SIGNATURES

HOLLIS ACADEMY

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 *(five years)*

SCHOOL RENEWAL ANNUAL UPDATE FOR 2016-2017 *(one year)*

Assurances
The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 and §59-139-10 *et seq*. (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mrs. Lisa Wells		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Dr. W. Burke Royster	*W. Burke Royster*	3/23/2016
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Brandi Massey		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mr. Miki Golden, Jr.		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Ms. Amanda Sparrow		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL'S ADDRESS: 200 Goodrich Street, Greenville, SC 29611
SCHOOL'S TELEPHONE: (864) 355-4800
PRINCIPAL'S E-MAIL ADDRESS: mgolden@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION	*NAME*
1. PRINCIPAL	Miki Golden, Jr.
2. TEACHER	Ali Laird
3. PARENT/GUARDIAN	Emily Miller
4. COMMUNITY MEMBER	Hugh Simpson
5. SCHOOL IMPROVEMENT COUNCIL	Brandi Massey
6. Read to Succeed Reading Coach	Amanda Sparrow
7. School Read to Succeed Literacy Leadership Team Lead	Amanda Sparrow

8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)
** Must include the School Read to Succeed Literacy Leadership Team.

Read to Succeed Literacy Leadership Team	
Position	**Name**
Principal	Miki Golden, Jr.
Assistant Principal	Maureen Heinbuch
Instructional Coach	Allison Bradley
Instructional Coach	Mindy Hubble
Title 1 Facilitator	Erin Downer
Reading Coach	Amanda Sparrow
Reading Interventionist	Stephanie Oliver

*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

__X___ **Academic Assistance, PreK–3**
The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

__X___ **Academic Assistance, Grades 4–12**
The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

__X___ **Parent Involvement**
The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

__X___ **Staff Development**
The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

__X___ **Technology**
The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

N/A___ **Innovation**
The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

__X___ **Recruitment**
The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of

school failure. "At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

__X___ Collaboration
The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

__X___ Developmental Screening
The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

__X__ Half-Day Child Development
The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

__X___ Developmentally Appropriate Curriculum for PreK–3
The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

__X__ Parenting and Family Literacy
The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

__X___ Coordination of Act 135 Initiatives with Other Federal, State, and District Programs
The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Table of Contents

Introduction

Hollis Academy's School Portfolio was developed to document the changes and progress our school has made while working continuously to improve all areas of instruction, learning environment, and parent/community involvement. It also provides our staff with an ongoing means for self-assessment, communication, continuous improvement, and accountability. The plan is organized according to the standards set forth in Greenville County Schools Strategic Planning/Portfolio Checklist. It is an evolving document that describes Hollis Academy and includes evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The plan also describes how we build and utilize our overall school plan for the purpose of increasing student achievement—our ultimate outcome.

The principal and members of the Leadership Team are central to the success of our self-study process. The role of this team is to provide an organizational plan, guidance, and oversight of the self-study process. The Faculty Senate consists of representatives from all grade levels, related arts, and special education and serves as the portfolio committee which meets once a month. The role of this committee is to assist with evaluating our school's progress, reviewing current programs, researching future school programs and initiatives, and providing suggestions for continued improvement. The portfolio narrative was developed based on discussions and input from Faculty Senate, Curriculum Committees, community-based meetings (SIC, PTA), and whole group staff discussions as we worked to generate a document truly representative of Hollis.

Hollis Academy is dedicated to helping all students develop world class skills and life and career characteristics of the Profile of the Graduate by providing a quality learning environment where students feel welcome and are eager to learn.

Executive Summary

Student Achievement Summary

Overall, Hollis has made significant gains in student achievement in the last several years. The school received the Palmetto Silver Award for General Performance and Closing the Achievement Gap for the 2014-15 school year. Our 2014 School Report Card shows an improvement on the School Growth rating from Average to Good.

South Carolina State Report Card

Year	Absolute Rating	Growth Rating
2014	Average	Good
2013	Average	Average
2012	Average	Average

The ACT Aspire assessment was given to students in grades 3-5 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics, and Writing.

- Hollis Academy outperformed students in schools like ours in English, Reading, Math, and Writing.

- English was a strength with 53.3% of all students scoring in the Exceeding or Ready levels.

- In Math 48.5% of all students scored in the Exceeding or Ready levels. Less than 10% of students at each level scored at the In Need of Support level.

- Writing was a weakness with 15.2% of all students scoring in the Ready or Exceeding levels.

- Reading was a weakness with less than 20% scoring Exceeding or Ready at all three grade levels.

The SC Palmetto Assessment of State Standards (SCPASS) was given to all students in grades 4 and 5 in Spring 2015. Students were assessed in the subject areas of Science and Social Studies.

- In Science, 66% of our students scored Met and Above. Our students outperformed students in elementary schools like ours in the categories of both Exemplary and Met.
- In Social Studies, 77.5% of our students scored Met and Above. Our students outperformed students in elementary schools like ours as well as elementary schools statewide with the percentage of students scoring Met or Above.

Teacher and Administrator Quality

Ensuring teacher and administrator quality is essential to improving student achievement. All teachers at Hollis Academy are highly qualified. Professional development opportunities are provided annually at the school and district levels to increase teacher knowledge in research-based best practices for increasing student achievement. Workshops offered align with our district Education Plan and are based on our needs assessment and student data. The number of teachers with advanced degrees has increased over the past 5 years. Currently, 54.5% of our teachers hold advanced degrees and four teachers are Nationally Board Certified. Our growing enrollment has resulted in hiring more teachers new to the profession. Currently, 34.5% of our teachers have 5 or less years of teaching experience. Professional development focus areas include:

- Writing Units of Study-Lucy Calkins
- Balanced Literacy Framework and Components
- Using technology to support teaching and learning
- Math Unit Development
- Effectively using data for instructional planning
- Stetson Inclusion Model
- Student Centered Classrooms

School Climate

All teachers, 5th grade parents, and 5th grade students are surveyed annually and results are reported on the school report card issued by the state. Results from the 2014-15 survey indicate that teachers, students, and parents are satisfied with the learning environment at Hollis and feel safe while at school. However, only 67% of parents and 69% of teachers were satisfied with school-home relations. In order to increase this percentage, we will:

- Provide support in ELA and Math at home through parent involvement meetings
- Provide positive feedback to parents regarding student achievement
- Document parent contact in a weekly contact log
- Inform parents of events and celebrations in the school
- Support parents who cannot attend parent events
- Show parents resources in the school and community
- Continue to hire a bi-lingual parent involvement coordinator

Significant Challenges:

- High Poverty Rate
- Transiency of students
- Increase of number of students with disabilities
- Kindergarten students entering school with limited literacy skills
- Increase of ESOL students
- Lack of Parent Involvement

Awards, Results, and Accomplishments:

- 2015 SC Palmetto Silver Award for General Performance
- 2015 SC Palmetto Silver Award for Closing the Achievement Gap
- Arts Integration Grant-2013-14
- 2013-14 Title 1 Reward School for Performance
- 2012-13 Title 1 Reward School for Performance
- 2011-2012 SC Palmetto Silver Award Winner
- 2012-13 Greenville Music Club Grant-$1000.00
- 2010-14 Fresh Fruit and Vegetable Program
- 2010- District Math Olympiad 1st Place Team
- 2010-11 Safe Kids School Award
- 2010-11-Target Grant Winner

- Donor Choose Grant Recipients
- State PTA Reflection Contest Winners
- Virtual Science Lab
- Reading Intervention Program
- Reading Resource room with new leveled readers
- SMART Program
- Mental Health Counseling
- Academic Afterschool Tutoring
- Parent Curriculum Nights
- CATCH Program
- Balanced Literacy Training
- Parent Make/Take Training Workshops
- Career Day

School Profile

School Community

Hollis Academy is a Title I school located in the Judson Mill Community in Greenville, South Carolina. The history of Hollis Academy began with the establishment of the Parker School District by Mr. Laurence Peter Hollis. Mr. Hollis was instrumental as the superintendent of the school district, where he served from 1923-1951. After the Parker School District consolidated with the School District of Greenville County, Mr. Hollis continued to support public education and community involvement. Hollis Academy is named for Mr. L.P. Hollis and is proud to continue his tradition of excellence in education.

L.P. Hollis opened its doors in 1955. For the first thirty years, the school served both elementary and junior high school students. It was a community school as there were no buses, and almost all of the students who attended lived in the local communities. In 1986, Hollis began to serve only elementary school students. Ten years later, Hollis Elementary became a magnet school, offering students a rigorous scholastic curriculum on a modified year-round school calendar, and the name was changed to Hollis Academy. The new Hollis Academy building opened in 2002 and is capable of accommodating 1,000 students with 35 regular classrooms for kindergarten through fifth grade. In August of 2008, Hollis Academy returned to the traditional school calendar and began to offer single gender classes.

Our school motto is ***"Caring for children today…Creating leaders for tomorrow."*** An exemplary faculty and staff provides a safe, nurturing learning environment, supported by parents and the larger community. The mission of Hollis Academy is for students to become self-motivated problem solvers and lifelong learners. We serve 687 students in four-year-old Kindergarten through 5th grade. We are ethnically diverse with a student population consisting of 44% African American, 13% Caucasian, 38% Hispanic, and 5% from two or more races. Our school poverty index is 93.3%. We serve 246 students identified as limited in their English proficiency and have 115 students receiving special education services. Currently, 100% of Hollis students receive free meals.

School Leaders

Principal

Mr. Miki Golden, Jr. is the principal of Hollis Academy and has served us for 11 years. Prior to coming to Hollis, he was assistant principal at East North Street Academy and Sirrine Elementary. He has taught grades 2-5, and worked as a science lab teacher during his tenure as an educator. Mr. Golden graduated from Bob Jones University in 1984 with a BS in Elementary Education. He also attended Furman University and received a MA in Elementary Education in 1991 and a MA in School Leadership and Supervision from Furman University in 2002. As the instructional leader at Hollis Academy, Mr. Golden believes all students are capable of learning and achieving at high levels. He strives to provide teachers with professional opportunities to create optimum learning environments, ongoing data analysis, and implementation of sound research based strategies.

Assistant Principal

Mrs. Maureen Heinbuch, our Assistant Principal, is a graduate of Clemson University and has served at Hollis for 7 years. At Clemson she earned a Bachelor of Science Degree in Elementary Education, and completed her Masters in Administration and Supervision there as well.

The Principals, Instructional Team, Faculty Senate, Title 1 Committee, and School Improvement Council have been Hollis Academy's lead decision makers under the administration of principal, Miki Golden, Jr. Utilizing this leadership structure, Hollis Academy has seen significant growth in student achievement, morale, and teacher efficiency.

Our Facility

Features of the building include a science lab, computer lab, classrooms for art and music instruction, a multi-purpose room designed for a variety of physical education activities, a math resource room with manipulatives for teachers and students, a reading resource room with leveled readers, and a state of- the-art media center which includes a media production room. The cafeteria has a stage and seats 370 people for meals and 510 people for assemblies. A smaller dining room seats 25 people and can be used for special luncheons.

The main entrance creates a hub with a security door yielding restricted access to the main office suite and multi-purpose room. This system provides all-day protection and a sense of security for all teachers and staff, students, and visiting parents. The office suite accommodates a secretary, an attendance clerk, a mailroom, nurse facilities, book storage, and supply space, as well as an area for teachers to work. The facility also has separate bus and car drop-off areas, and designated group parking that includes privileged parking for our Teacher of the Year, Staff of the Month, and PBIS Teacher of the Week. Our grounds have an outdoor walking track and multiple playground areas.

All of our classrooms are self-contained. Eight kindergarten classrooms surround the covered kindergarten play area in a wing by itself. Two second grade classrooms and all third, fourth and fifth grade classrooms are located on the second floor and are accessible by an elevator. The remaining classrooms are located on the ground floor. All classrooms are equipped with Promethean Boards, wireless internet and laptops, ipads, and document cameras. Portable ipad and Chromebook carts are also available to all classes for technology integration.

Parent Involvement

One of the most important factors in school improvement is strengthening parent involvement in the education of our students. Parental involvement is encouraged through PTA membership, monthly parent meetings, Title 1 Planning committee, and the School Improvement Council (SIC). The Title I Facilitator and parent involvement coordinator plan workshops for parents to assist their children and promote success. Parents are notified of and invited to participate in school events through the school marquee located at the front of the building, a monthly newsletter, a school website, phone messages, teacher websites and teacher class newsletters. Parents are invited and encouraged to attend "Meet the Teacher Night", Open House, Chorus Performances, Award's Day, Reading and Math Nights, and our Spring Carnival. As a result of these parental involvement opportunities, Hollis remains a Red Carpet School, which welcomes parents into our school. The Red Carpet School Award is presented by the State Department

of Education to recognize schools with outstanding family-friendly environments. Our red carpet is proudly displayed on the brick wall in the lobby.

School Improvement Council

The School Improvement Council is composed of administration, parents, teachers, and community representatives. The team's purpose is to work closely with the leadership at Hollis to promote student success.

Partnerships

Partnerships continue to play an essential role in tying the goals of our school with support from our neighboring business partners. Our partners provide ways to support learning through tutoring and donations of supplies.

- First Presbyterian Church has played a vital role in strengthening the academic, health, and social needs of our students. Academic support includes reading buddies, tutors, scholarship money for student field trips, and donation of books and supplies during the school year as well as in the summer months. First Presbyterian assists with health needs through Back Pack Buddies, playground equipment, and character development lessons. Good News Club, Room Mothers, and class parties allow our students to interact socially in a positive climate.

  - Teacher Cadets from Greenville High School

  - Student Teachers from local colleges and universities

  - Public Education Partnerships provides our students with free books at the end of the school year

  - YMCA-Judson

  - Kiwanis Club-Terrific Kid prizes

  - United Way

  - Salvation Army-Boys' and Girls' Club

  - Greenville Mental Health

  - Publix

  - Safe Kids Upstate

School Personnel Data

Hollis Academy is committed to having a high quality instructional team at all levels that is certified and highly qualified as defined by NCLB. Our faculty holds various degrees, honors, and years of experience. Teachers are encouraged to pursue higher education degrees. This is shown by the increase of teachers with advanced degrees over the past 5 years. Currently, 54.5% of our teachers hold advanced degrees and four teachers are Nationally Board Certified.

Our growing enrollment has resulted in hiring more teachers who are new to the profession. Currently, 34.5% of our teachers have 5 or less years of teaching experience.

Staff Degree Levels

2015-2016	
Education Level	**Number of Teachers**
BA or BS	21
BA/BS + 18	4
Master's Degree	23
Master's + 30	7
National Board Certified	4
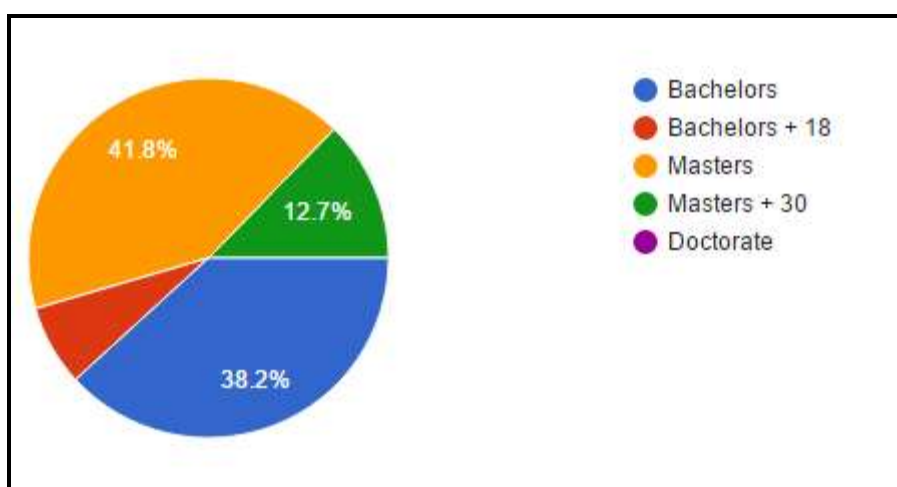
Staff Years of Experience

2015-2016	
Years of Experience	**Number of Teachers**
1-5	19
6-10	12
11-15	10
16-20	7
21+	7
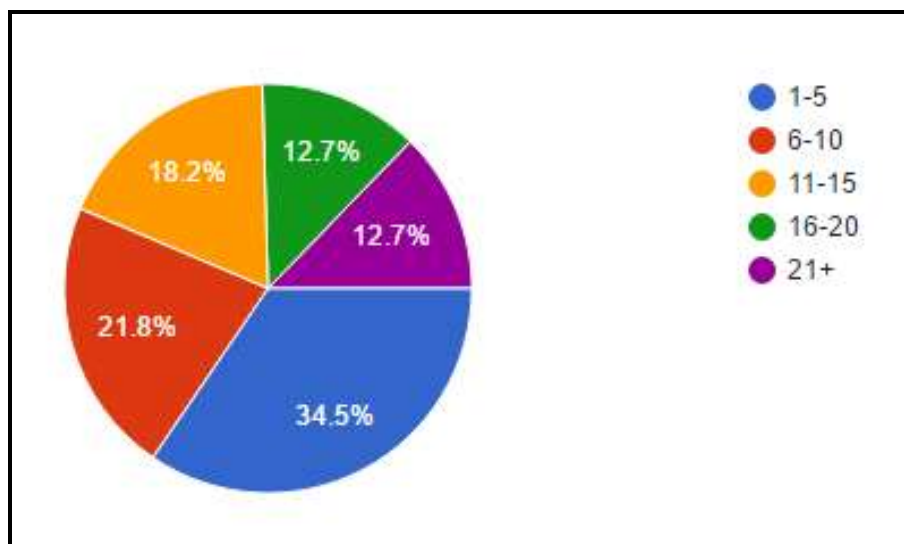
Professional Staff:

- 2 Administrators
- 2 Instructional Coaches
- 1 Title One Facilitator
- 39 Classroom Teachers
- 4 Related Arts Teachers
- 3 Resource Teachers
- Mental Health Counselor

- RTI Teacher
- Literacy Specialist
- Speech Teacher
- 2 ESOL Teachers
- Guidance Teacher
- .3 Challenge Teacher
- Social Worker

- School Psychologist

Support Staff:

- 6 Paraprofessionals
- Title 1 Parent Coordinator
- School Secretary
- Attendance Clerk
- Plant Engineer

- Media Clerk
- School nurse
- Title 1 nurse
- Cafeteria Manager

The teachers and staff are committed to our community and school which is evident in the increase of percentage of teachers returning to Hollis and the high teacher attendance rate. Teachers strive to enhance teaching skills through professional development focusing on research-based best practices.

School Staff Source: SC School Report Cards	2010-11	2011-12	2012-13	2013-14	2014-15
Teachers with Advanced Degrees	41.7%	42.5%	48.8%	48.9%	52.2%
Teachers Returning from Previous Year	79.2%	83.9%	84.4%	83.7%	85.6%
Teachers Attendance Rate	92.4%	96.4%	93.8%	95.8%	94.4%
Continuing Contract Teachers	91.7%	82.5%	68.3%	71.1%	69.6%

Student Enrollment

The student population at Hollis Academy has increased steadily over the last 5 years from 541 students to 690 students and is ethnically diverse.
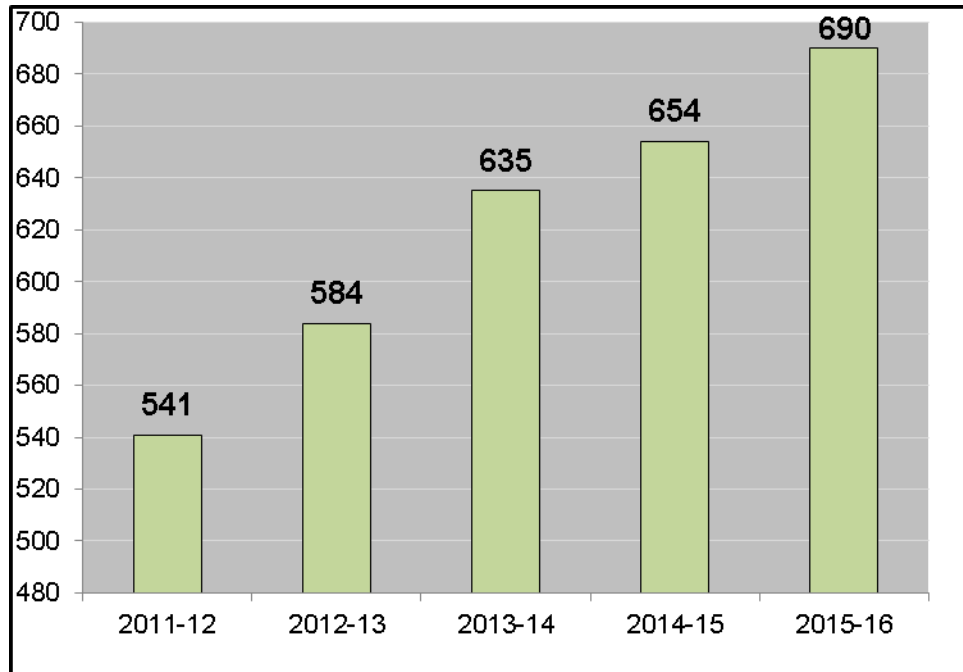
Current Student Enrollment by Grade
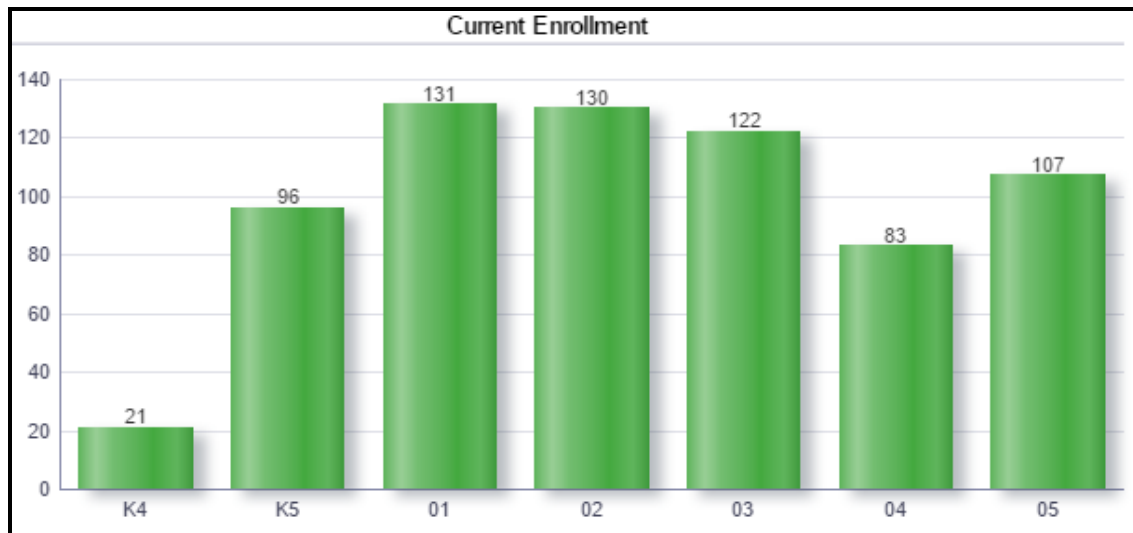
Due to our Title 1 funding, we are able to support reduced class size at grades 2-5. The student-teacher ratio varies by grade level, but is lower than the state and district requirements in each grade level.

Current Enrollment by Gender
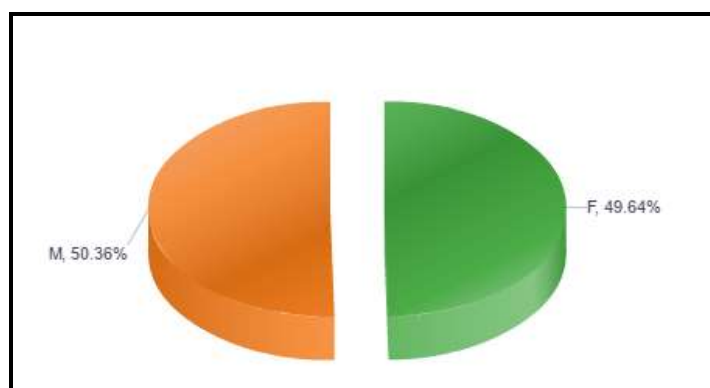
Student Ethnicity Over Time

Ethnicity Enrollment	2011-12	2012-13	2013-14	2014-15	2015-16
African-American	283	302	308	300	301
Hispanic	136	158	191	222	269
White	85	85	103	92	87
Other	37	39	33	38	32

Student Ethnicity Percentages for Current Year

Current enrollment figures show the following ethnic distribution of students: 43.62% African American, 12.9% Caucasian, 38.84% Hispanic, and 4.64% from two or more races.
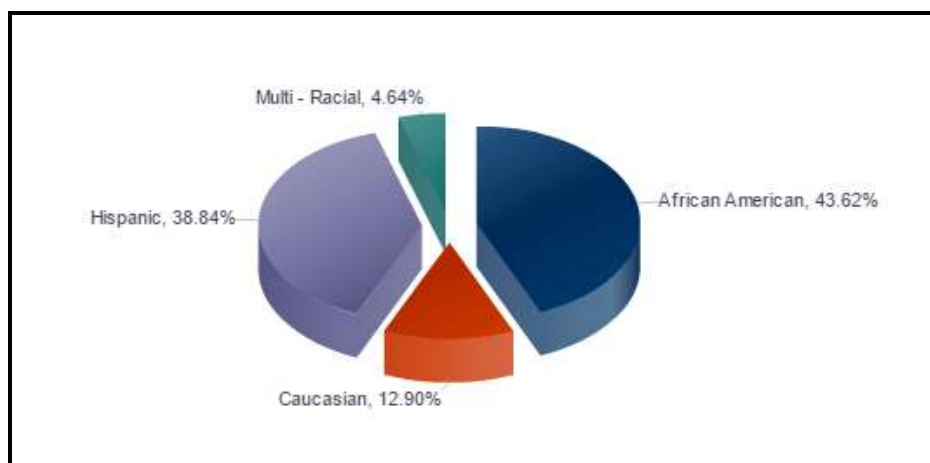
ESOL Students

The growing enrollment of Hispanic students has resulted in an increase of the number of students at Hollis receiving ESOL services over the last several years.
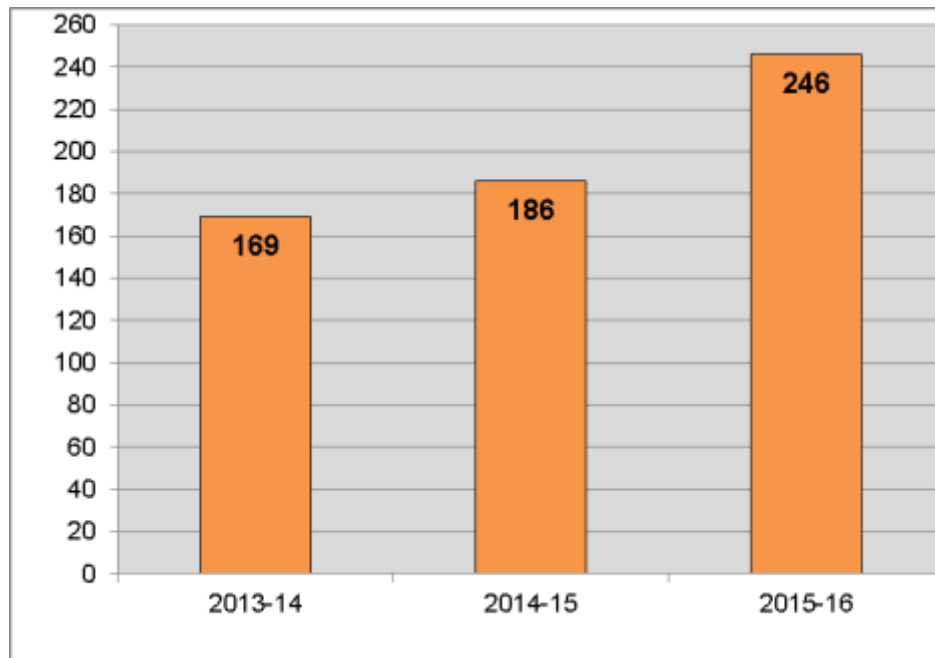
Languages Spoken at Home
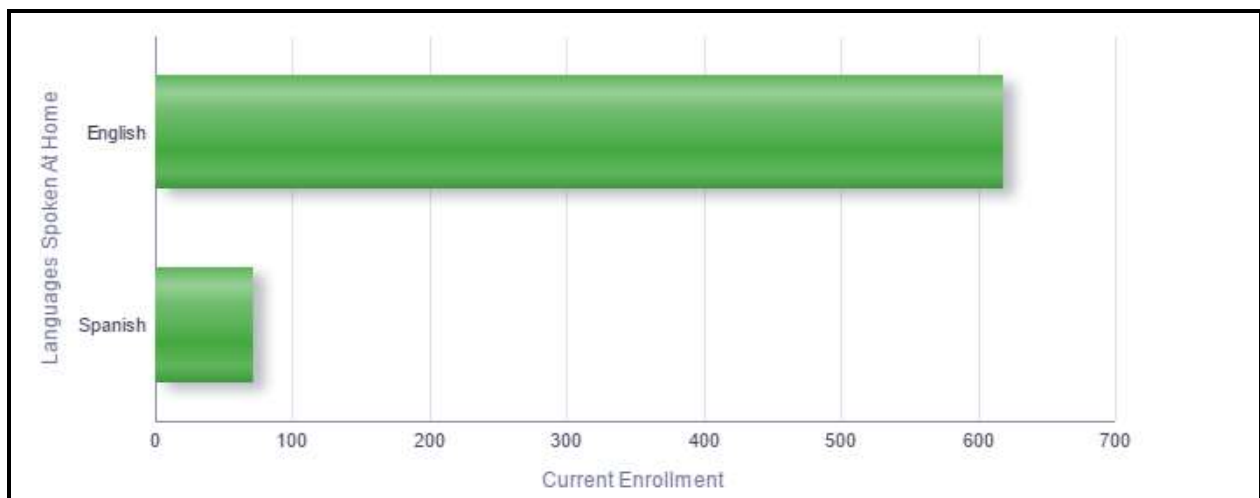
Students with Disabilities
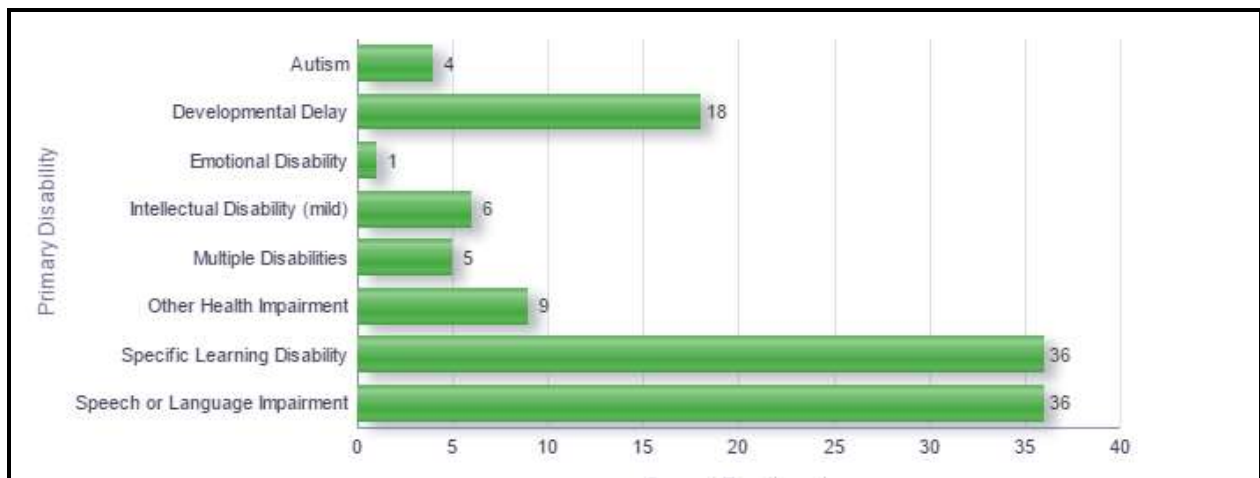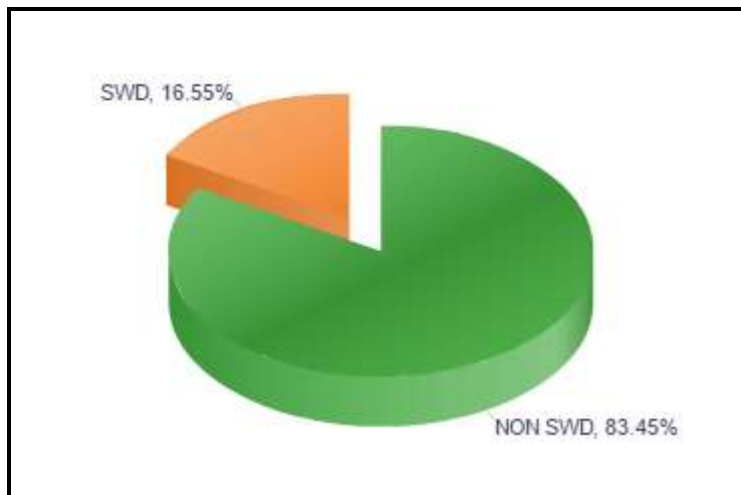
Student Population Data

- **Enrollment: 690 Students**

- **Poverty Index: 93.3%**

- **Subsidized Meals: 100%**

- **ESOL Program: 246 Students**

- **Special Education Students: 115**

School Report Card Data

Student attendance is encouraged through awards and school wide incentives. The students of Hollis have consistently stayed close to the district's attendance goal of 96% over the last 5 years.

This past year we have seen a decrease in the number of students eligible for Gifted and Talented as well as a slight decrease in the number of students with disabilities.

Source: SC School Report Cards	2010-11	2011-12	2012-13	2013-14	2014-15
Student Attendance Rate	96.2%	96.1%	96.0%	96.8%	95.9%
Students Eligible for Gifted and Talented	6.0%	N/AV	2.7%	2.5%	1.7%
Student Retention Rate	1.2%	1.3%	1.1%	1.6%	0.9%
Students with Disabilities	4.2%	N/AV	13.8%	14.9%	13.9%

Academic and behavioral features/programs/initiatives

Hollis Academy is helping all students develop world class skills and life and career characteristics of the Profile of the Graduate by providing a quality learning environment where students feel welcome and are eager to learn. Our students have access to a well-balanced, strategically planned curriculum based on best practices, instruction guided by ongoing assessments, and a faculty and staff knowledgeable in current instructional methodologies. We focus on a researched-based core curriculum aligned with State Standards and District Curriculum Maps.

Balanced Literacy

Balanced Literacy is a framework designed to help all students learn to read and write effectively. The program stands firmly on the premise that all students can

learn to read and write. This balance between reading and writing allows students to receive the individualized teaching appropriate to their strengths and needs in literacy. Balanced Literacy is a model for teaching children in a student-centered classroom, based on the research of Marie Clay, Irene Fountas, and Gay Su Pinnell. Balanced Literacy classrooms focus on different types of reading experiences: read-aloud, shared reading, guided reading, reading conferences, and independent reading. The types of writing experiences include shared writing, interactive writing, guided writing, writing conferences and independent writing. Additionally, during many daily reading and writing experiences, students are engaged in word study. Listening and speaking are also emphasized in this integrated language approach. Differentiated Instruction accommodates the needs of different reading ability levels and learning styles within the classroom.

Math Instruction and Number Talks

The math curriculum is based on South Carolina College- and Career-Ready Standards for Mathematics that represent a balance of conceptual and procedural knowledge and specify the mathematics that students will master in each grade level. Students are engaged in math activities for 60 minutes every day. In addition, teachers engage students in a number talk for 10-15 minutes each day. A Number Talk is a short, ongoing daily routine that provides students with meaningful ongoing practice with computation. A Number Talk is a powerful tool for helping students develop computational fluency because the expectation is that they will use number relationships and the structures of numbers to add, subtract, multiply and divide. Number Talks are structured as short sessions alongside (but not necessarily directly related to) our math curriculum. The primary goal of Number Talks is computational fluency.

Single-Gender Program

Hollis began a single-gender program in 2008-2009. Recent brain research shows that there are important differences between boys and girls that impact the way each learns.   Research also shows that Single-Gender classrooms increase students' ability to learn. Our students will learn the same content and standards, but will learn it in different ways. Hollis provides classes with all boys and all girls

at each grade level in grades K-5, as we continue to focus on providing the best and innovative education opportunities for our students.

Learning-Focused Program

This program is based on research from The Leadership and Learning Center on exemplary practices used in 90/90/90 schools, those in which 90% are eligible for free/reduced lunch, 90% are ethnic minorities, and 90% or more students are passing state tests. Hollis teachers are implementing this program and are using the Learning Focused units provided on the district website. The training that provides a framework for thinking about, planning, and delivering instruction using these exemplary practices with a focus on learning.

Technology Integration

Technology integration is an important aspect of the curriculum at Hollis. All of our classrooms are equipped with Promethean Boards, wireless internet and laptops, ipads, and document cameras.   Many classrooms have sets of ActivExpressions and ActiVotes to be used in conjunction with the ActivInspire software and Promethean Boards. Portable ipad and Chromebook carts are also available to all classes for technology integration. Hollis Academy also has a computer lab with 30 computers that is used by all students at least once a week. To enhance teaching and learning through technology, Title 1 funds allow our school to purchase student licenses for Starfall, Brainpop, and RAZ kids.

Raz-Kids is an online program developed to make reading easier and more fun for students by engaging them with animation and sound effects as they listen to fluent reading and take quizzes on what they read. Teachers can assess particular reading skills with online assessments. Students earn stars for reading and quiz activity to spend equipping their own Raz Rocket. A classroom management system gives teachers access to several detailed class and individual student reports so they can monitor students' reading and comprehension progress. Parent access to their child's report encourages participation between home and school as students improve their reading skills and advance through reading levels.

Our students also utilize Compass Learning Odyssey in the classroom and in the computer lab. The learning activities of the Compass Learning Odyssey program are engaging and enhanced with grade-appropriate content, animations, and audio and video instruction. The program also provides standards-aligned content, research-based curriculum, individualized learning and differentiated instruction, and dynamic management and assessment tools. The interactive content fosters an interest in learning, while helping students, educators, and parents in the ongoing pursuit of higher achievement.

Response to Intervention (RTI)

RTI is a method of academic intervention to provide early, systematic assistance to children who are having difficulty learning to read. RTI seeks to prevent academic failure through early intervention, frequent progress monitoring, and increasingly intensive research-based instructional interventions. Reading tools and strategies are taught so children can become independent and successful readers on or above grade level. A school-wide screening is done three times a year to qualify kindergarten and first grade students for the program.

Assistance Team

Students who experience difficulties after receiving interventions may be referred to the Assistance Team (A-Team), which includes the classroom teacher, the parents, assistant principal, the A-Team Coordinator, and the School Psychologist. This team identifies additional interventions designed to assist the student with achievement in the content area of need. If data indicates the student did not respond to the interventions, a referral for formal testing may occur.

Guidance Services

Our guidance teacher offers a comprehensible developmental program to all students bi-monthly focusing on character education and life skills. In addition, small group and individual counseling are available to students as needed. Our school also has a full time Mental Health Counselor as well as a Social Worker to serve our students and families.

Related Arts

The curriculum is enriched with related arts classes in physical education, art, and music. The Related Arts team collaborates with classroom teachers to incorporate grade level content and vocabulary into their classes as often as possible. Kindergarten through third grade students are scheduled for the media center once a week for lessons. Fourth and fifth grade students have access to the media center for research and lessons. All classes have access to the computer lab at least once a week.

ESOL (English Speakers of Other Languages)

Hollis has two ESOL teachers who help students grow in their language acquisition through small group lessons for Kindergarten through second grade students. The inclusion model is used to support students in grades 3-5. This program has been vital in sustaining the progress and achievements of our ESOL students.

Afterschool Smart Program

Hollis offers a low cost afterschool program for our students. This program provides supervised childcare and homework assistance from September through May from 2:30-5:30. The program supports students who need academic assistance and is sponsored by the Salvation Army Boys and Girls Club at the Kroc Center. Students have a structured daily schedule of a hot meal, homework, outdoor activities, creative playtime, snack, and games.

PLCs

All teachers serve on one of the school's five committees- Math, ELA, Science, Social Studies, and Arts integration. The committees meet monthly representing the entire faculty in decision making and problem solving for the school. In addition to professional development, discussions are held and center on curriculum, instruction, assessment, and data.

Additional Activities

- Virtual and Off-Site Field Trips
- Family Math and Reading Nights
- Black History Bowl
- Safety Patrols
- Chorus Program

- After School Tutoring
- Title 1 Summer Program
- Girl Scouts
- Good News Club
- Junior Beta Club

Classroom Discipline/Learning Climate

PBIS

Our administration, faculty, and staff follow a positive and constructive approach to discipline and work toward maintaining this positive learning climate. Classroom rules are regularly discussed and student discipline is the responsibility of all staff members. Our primary goal is to develop positive social behavior. Students have many opportunities for recognition of good behavior, including "Terrific Kids" assemblies. Hollis Academy implements the school-wide behavior incentive program called the Positive Behavior Intervention System (PBIS). Our purpose is to make positive behavior so inviting and rewarding that all students will want to participate. This positive outlook will help us achieve our goals, as well as help prepare our students for the future. The following descriptions identify our program incentives.

Individual Incentives: Bone Cards

When students are caught being responsible, respectful, or ready in any area of the school, they can be given a bone card. Any member of the Hollis staff may issue a bone card. The issuer should fill in the following information on the card: issuer's name, student's name, and expectation displayed.   The bones are

cumulative and every student has a chance to earn each prize. Once students meet the benchmarks they will be awarded the following prizes:

Every 10 bones = Weekly Prize

Every 25 bones = Lunch at the Husky Den (on the stage) with a buddy

Every 50 bones = Positive Statement Bracelet

Every 70 bones = Hollis Husky Dog tag

Every 100 bones = Positive Behavior Student T-Shirt

Once cards have been traded in for prizes the cards will be placed in a drawing. The drawing will be held at the end of each week. The cards will be used to draw for a teacher/issuer winner. The teacher will receive a special prize (ex: jean day, duty-free lunch, special parking space).

Bones will be displayed in the classroom using a doghouse pocket chart until the student chooses to trade them in for prizes.

Class Incentives: Hollis Huskies

When an entire class is caught being responsible, respectful, or ready in any area of the school, they can be given a Hollis Husky. The issuer should fill in the following information on the card; issuer's name, teacher's name, and expectation displayed.

After the teacher shares news of the Husky with the class, it will be placed in the doghouse in a designated location. The number of Huskies accumulated by each class will be tracked and displayed on a dog race display on the main floor hallway. One Husky will be added to the class sled for every ten Huskies that are accumulated.

Hollis Academy Code of Conduct

1) (T) I am responsible for myself, my actions, and my choices.

2) (H) I always come prepared to learn.

3) (I)   I will respect everyone in our school with my speech and actions.

4) (N) I will follow directions politely the first time they are given.

5) (K) I will keep my hands, feet, and all objects to myself.

Hollis PBIS Matrix

	Responsible	Respectful	Ready
Bathrooms	• Keep the mirror, sink, toilet, and floor clean	• Allow others privacy	• Use the bathroom only when necessary
Hallway/ Stairwell	• Walk quietly on the right side • Take one step at a time • Walk with one hand on rail in the stairwell.	• Speak only when given permission • Greet others silently with a wave • Keep hands, feet, and all objects to yourself	• Walk facing forward • Walk/stand in the 2nd tile from the wall
Cafeteria	• Walk in a line • Clean up after yourself (Place trays in the service window) (Pick up garbage and clean up spills) • Stand quietly behind your seat at lunch until directed by the teacher to sit down	• Greet & thank the staff • Silent during breakfast • Use inside voice during lunch • Keep your hands, feet and all objects to yourself	• Give lunch order • Get milk and utensils • Follow exiting procedures given by the teacher • Remain silent in the lunch line
Bus	• Board & exit safely • Sit where told • Walk in front of the bus (When Exiting)	• Greet bus driver • Use inside voice • Keep hands, feet, and all objects to yourself	• Keep aisle clear • Remain seated at all times • Be prepared to board and exit the bus at the appropriate time
Arrival Area	• Enter at the appropriate door • Walk directly to your holding area after breakfast	• Greet others silently with a wave • Follow directions of safety patrols and teachers	• Arrive between 7:15 & 7:55 • Arrive before 7:40 to eat breakfast
Playground	• Use playground equipment as it was intended • Bring in all items taken outside	• Take turns & include everyone • Keeps hands, feet and all objects to yourself	• When whistle blows stop, look & listen to your teacher • Stay focused & participate in organized activities • Line up when the teacher signals
Dismissal Area	• Gather all needed items from the classroom before go to holding area • Walk directly to your holding area • Sit silently in your holding area • Exit through the appropriate door	• Follow directions of safety patrols and teachers	• Come when your name or class is called the first time

Mission, Vision, and Beliefs

Our Mission

The mission of Hollis Academy is for students to be self-motivated problem solvers and lifelong learners who demonstrate mastery of all grade level standards. An exemplary faculty and staff will provide a safe, nurturing learning environment supported by parents and the larger community.

Goals:

- To improve student achievement
- To improve school climate
- To continue positive partnerships between the school and business community
- To improve overall student and teacher attendance

Vision

The vision of Hollis Academy is:

- All children will be exposed to a well-established curriculum that encompasses ongoing assessments that guide instruction.
- Students will learn in a safe, friendly, and nurturing environment where they feel welcome and eager to learn.
- The curriculum will be adapted to guide instruction, based on scientific research, and strategically planned.
- Faculty and staff will be trained on an ongoing basis to establish continuity of instruction throughout the school.
- Hollis Academy will address instruction in a hands-on, creative, and captivating approach.

Beliefs

We believe that all students can learn, and can reach their potential through research-based instructional strategies. In a culturally diverse environment, we must share our differences, as well as respect and encourage one another.

We believe:

- All students succeed when expectations are appropriately high.

- All students learn in different ways and at different rates. Instructional activities must take into account different learning styles.

- Parents, teachers, and the community must work cooperatively to ensure the success of all children.

- Education is a shared responsibility of students, parents, teachers, and administrators.

- All students benefit from community, health, and human services.

- Cultural diversity increases student understanding of different cultures.

- A safe and comfortable environment promotes student learning.

- Early childhood education provides a foundation for future school success.

- Exceptional children are unique, require special services and resources, and should be included with non-disabled students according to their individual strengths.

- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.

Data Analysis and Needs Assessment

Student Achievement

Hollis Academy sets high achievement expectations for our students. We rely on State Standardized Tests to assess student achievement. We strive to continually improve student performance in the classroom as well as on standardized assessments.

South Carolina State Report Card

Year	Absolute Rating	Growth Rating
2014	Average	Good
2013	Average	Average
2012	Average	Average
2011	Average	Average
2010	Below Average	Average

- **2015 SC Palmetto Silver Award for General Performance And Closing the Achievement Gap**
- **2013-14 Title 1 Reward School for Performance**
- **2012-13 Title 1 Reward School for Performance**
- **2011-2012 SC Palmetto Silver Award Winner**

ACT Aspire 2014-2015 Data

The ACT Aspire assessment was given to students in grades 3-5 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics, and Writing. The graph below shows the percentage of students scoring in the exceeding or ready ACT Readiness Levels for our district, school, and elementary schools with students like ours.

Legend: ■ District ■ Hollis ■ Elem Schools Like Ours

Subject	District	Hollis	Elem Schools Like Ours
English	72.8	53.3	51.7
Reading	44	18.4	16.6
Math	54	48.5	34.5
Writing	28.5	15.2	12.8

% Exceeding or Ready
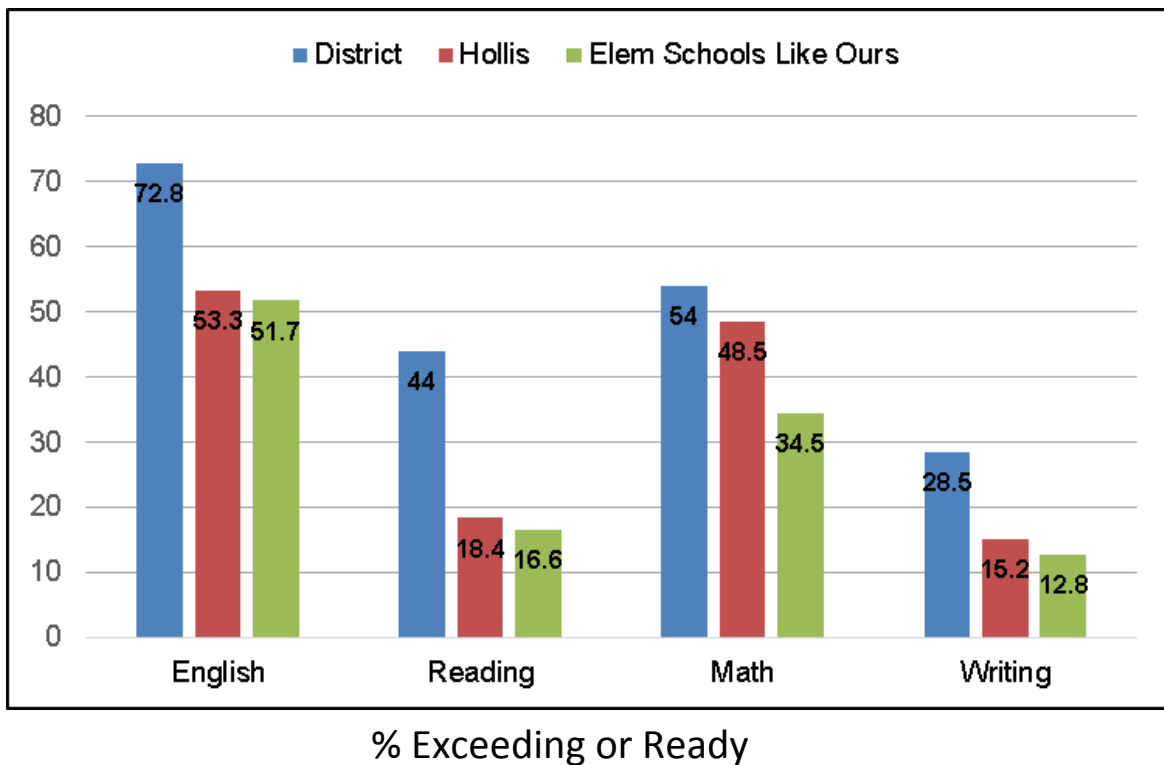
The 2014-15 school year was the first time ACT Aspire was given to students in grades 3-5 so we have no previous data to compare our achievement results. The state compares schools with similar poverty indexes to show how our students performed on the assessments in comparison with other schools like ours. Hollis Academy outperformed schools like ours in English, Reading, Math, and Writing. The data shows strengths in the areas of English and Math and weaknesses in the areas of Reading and Writing.

ACT Aspire 2014-15 Data by Grade Level
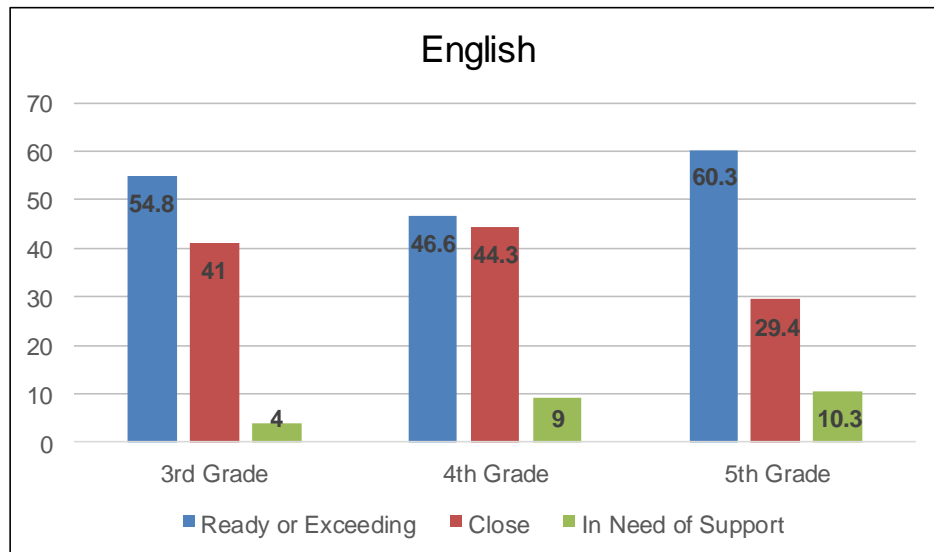
In English, 54.8% of 3rd graders scored ready or exceeding while 41% of students were close. Only 4% are in need of support. 46.6% of 4th graders scored ready or exceeding while 44.3% of students were close. In 5th grade, 60.3% scored ready or exceeding while 29.4% of students were close.
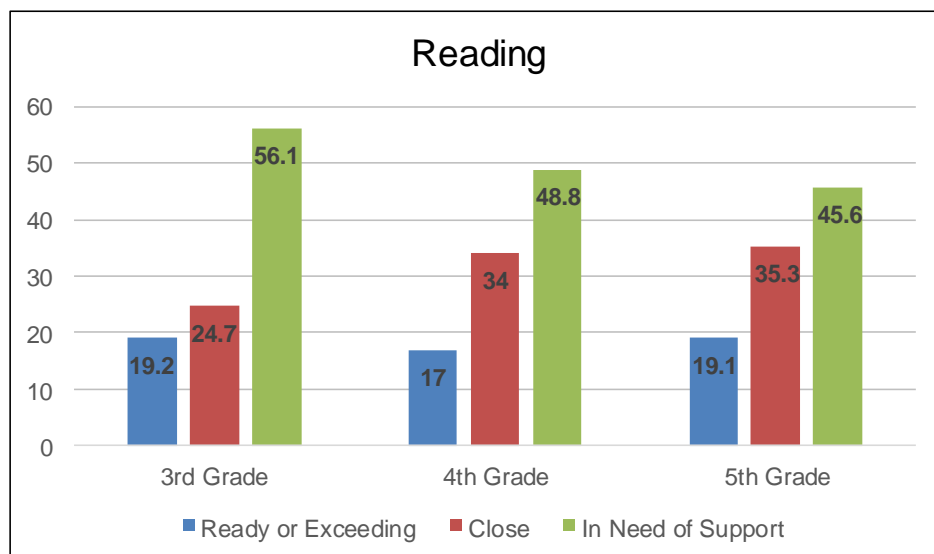
In Reading, less than 20% scored ready or exceeding at all three grade levels. Although, 24.7% of 3rd graders, 34% of 4th graders, and 35.3% of 5th graders were close. More than 45% of students are in need of support in 3rd, 4th, and 5th grades.
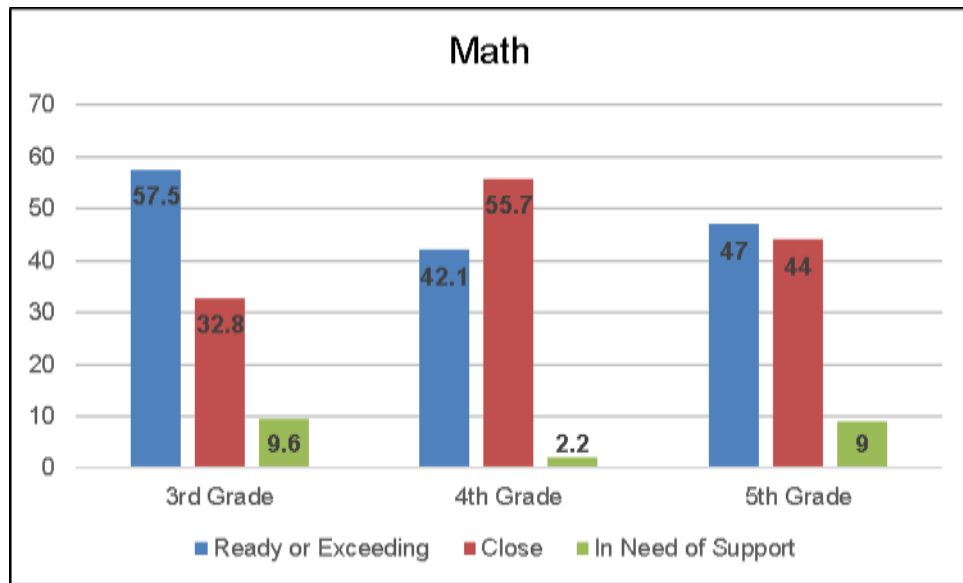
Math

In Math, 57.5% of 3rd graders scored ready or exceeding while 32.8% of students were close. 42.1% of 4th graders scored ready or exceeding while 55.7% of students were close. In 5th grade, 47% scored ready or exceeding while 44% of students were close. Less than 10% of students are in need of support in math.
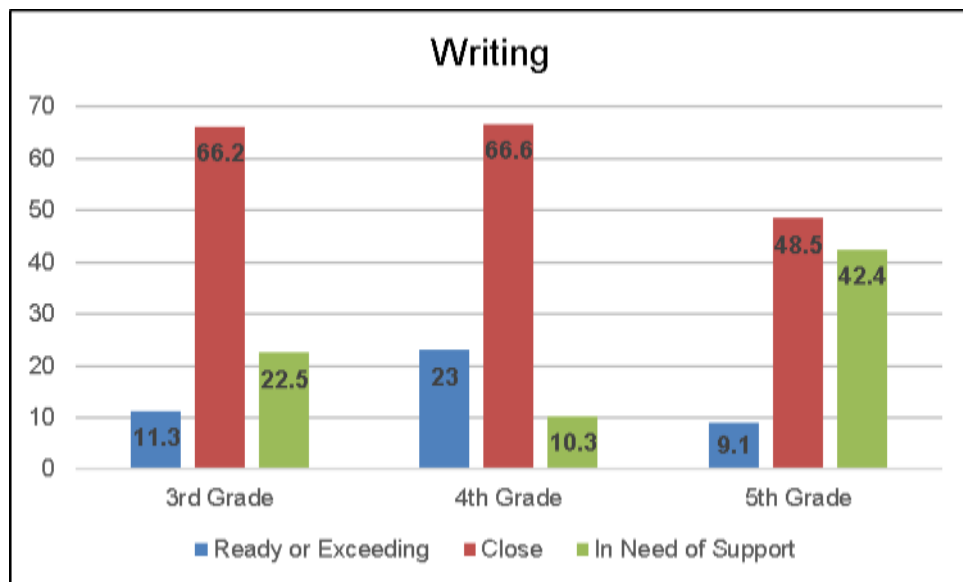
Writing

In Writing, less than 24% scored ready or exceeding at all three grade levels. Although, 66.2% of 3rd graders, 66% of 4th graders, and 48.5% of 5th graders were close. Students in 5th grade are most in need of support in writing.

SC PASS 2014-2015 Data

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 and 5 in Spring 2015. Students were assessed in the subject areas of Science and Social Studies. This assessment categorizes students into three areas: Exemplary, Met, and Not Met. The state compares our school with other elementary schools statewide as well as with schools with similar poverty indexes.
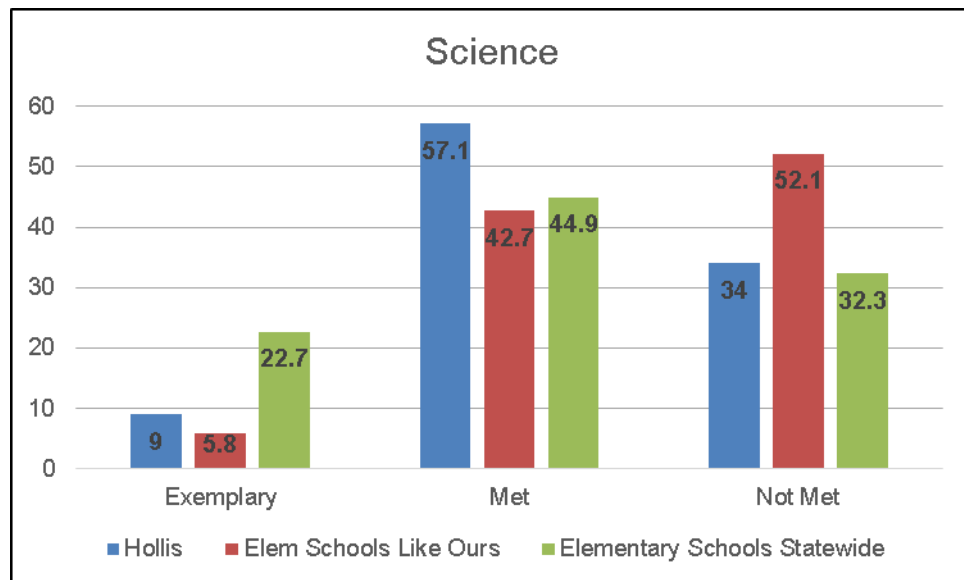
In Science, 66% of our students scored Met and above. Our students outperformed students in elementary schools like ours in the categories of both Exemplary and Met.
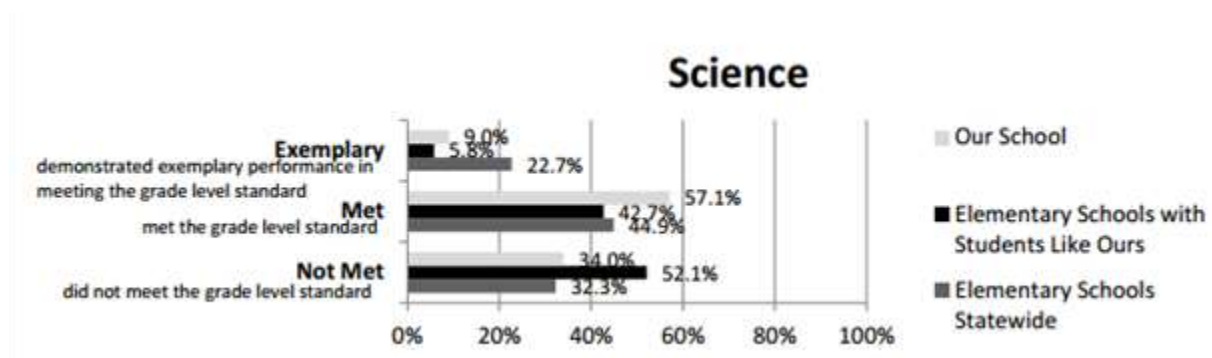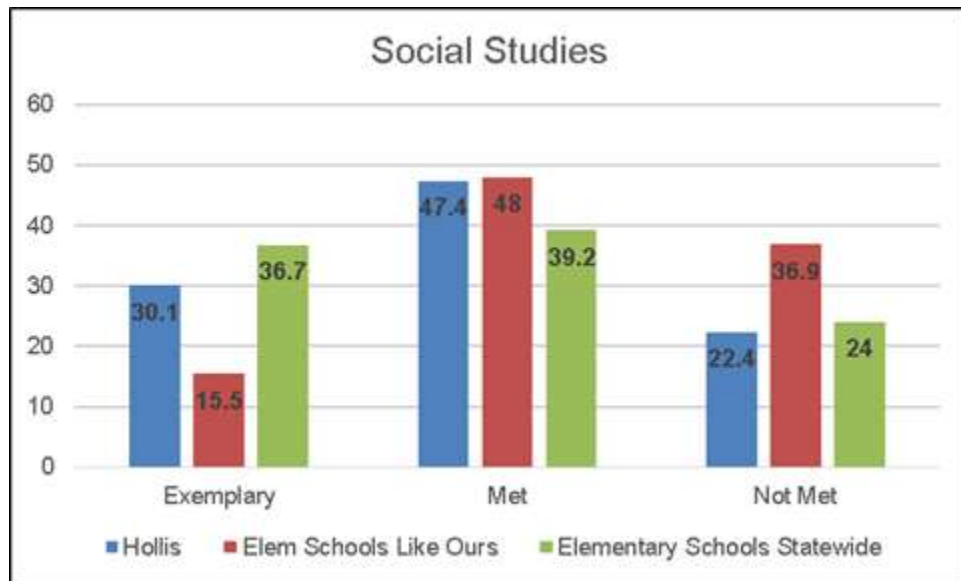
In Social Studies, 77.5% of our students scored Met and above. Our students outperformed students in elementary schools like ours as well as elementary schools statewide with the percentage of students scoring Met or above.
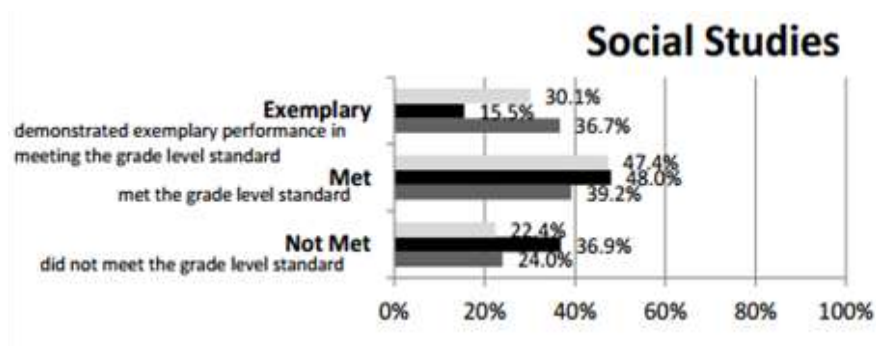
SCPASS 2014-15 Data by Grade Level

Science SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
63.6	69.1
Social Studies SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
80.7	73.5
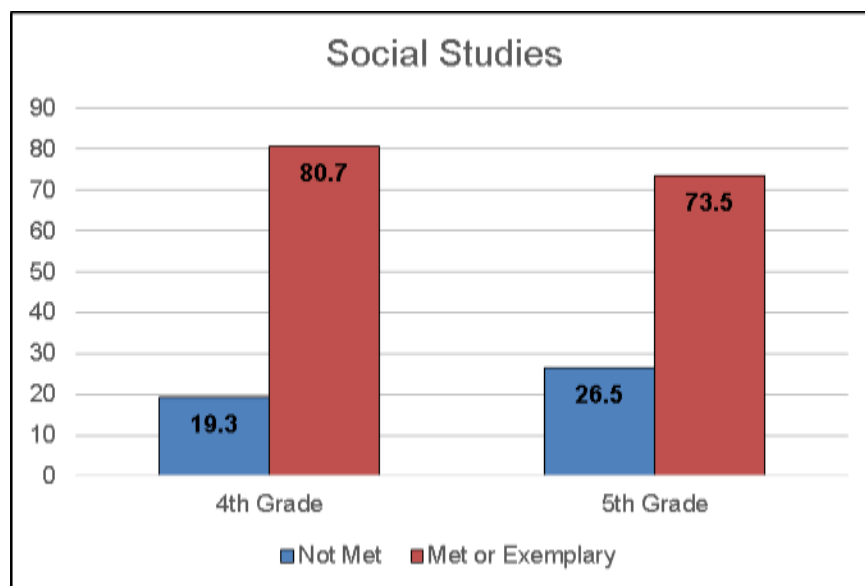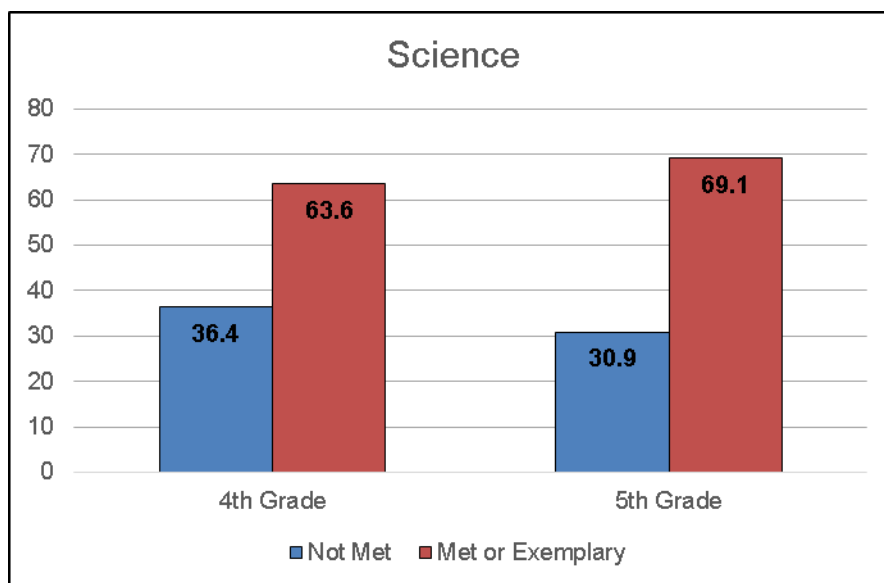
ITBS

The Iowa Test of Basic Skills is administered to all 2nd graders each year. The results of this test are used to determine student gifted/talented eligibility. In fall 2014, students began taking a new form of ITBS.

Percentile Rank of Average SS: National Student Norms

Subtest	2014	2015
Reading	44	37
Mathematics	38	30

The district goal is to annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2. The second graders at Hollis have fallen below the national norm of the 50th percentile in each subtest for the past 5 years.

IOWA Average scores in Reading
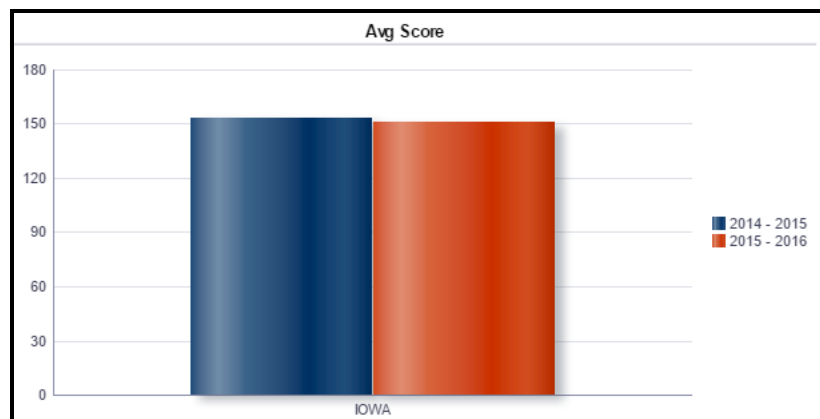
IOWA Average scores in Math
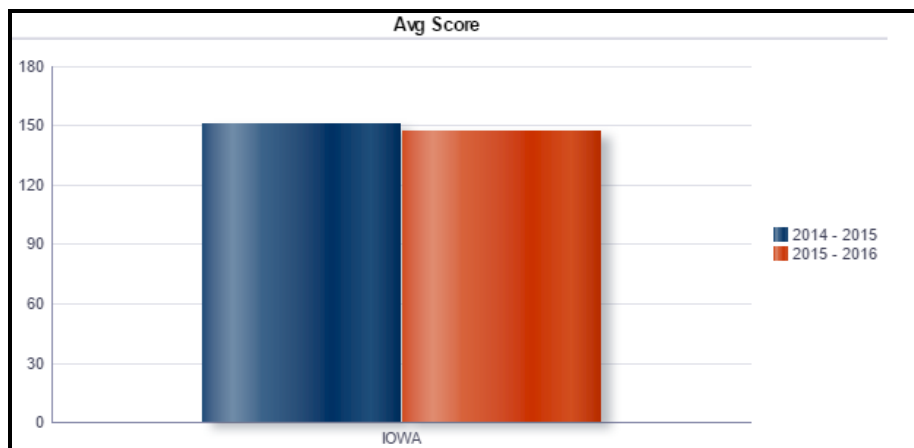
Teacher and Administrator Quality

Hollis Academy is committed to having a high quality instructional team that is certified and highly qualified as defined by NCLB. In order to improve student achievement, our school and district adheres to the following guidelines concerning teachers and administrators:

- Hire highly qualified personnel
- Provide mentors for first year teachers
- Provide on-going professional development opportunities
- Evaluate personnel according to state and district guidelines

All teachers must obtain 24 hours or more of professional development yearly with a minimum of 12 hours offered at the school level. Professional development days are provided to assist teachers in achieving their personal professional growth plan and to enhance delivery of instruction.

Our professional development plan is linked to action plan strategies, addresses teacher and student needs, and supports research-based teaching and learning elements. We have dedicated the third Wednesday of every month to professional development. Other opportunities may occur on other dates and in grade level and committee meetings. Teachers are encouraged to attend Summer Academy as well as the Upstate Technology Conference. In addition, Hollis Academy administration encourages staff members to attend workshops and conferences at the district, state, and national level.

Teachers meet and plan together weekly to determine student academic levels, align curriculum to standards, and analyze data. Teachers collaborate on ways to improve scores and share ideas on how to differentiate instruction.

Professional Development Calendar
Hollis Academy
2015-2016

All teachers must participate in a minimum of 24 hours of professional development during each school year. Professional development may include workshops, conferences, in-services, and coursework. At least 12 of these 24 hours will be offered by the school/principal. This is a minimum requirement and does not limit the authority of the principal to require additional training to meet individual and school needs.

Date	Title	Presenter(s)	Audience
August			
8/11/15	Orientation: Welcome Back-Review of procedures and handbooks	Miki Golden	All Staff
8/13/15	Various District Meetings	District Personnel	All Staff
8/14/15	PowerTeacher	A. Bradley M. Hubble	Classroom Teachers
8/17/15	Planning Math Instruction with SC Standards-Meet by grade level, 1 hour	Stephanie Burdette	K-5 Teachers
	Technology PD- Google Docs (K-1) (2-3) (4-5) Meets for 2 hours	Charlotte Sauls	K-5 Teachers
8/19/15	Transferring WoodPress to Google Sites	Stephanie Oliver Paige Myers	All Staff
8/26/15	Faculty Senate		Grade Chairs
September			
9/2/14	Faculty Meeting] SLO Professional Development	Allison Bradley Mindy Hubble	All Staff
9/9/14	PLCs		All Staff
9/16/15	Professional Development- Guided Reading	Allison Bradley Mindy Hubble	All Staff
9/23/15	Faculty Senate		Grade Chairs
9/28/15-9/30/15	Creating Math Assessments for the new SC Math Standards	Stephanie Burdette	K-5 Teachers
October			
10/7/15	Faculty Meeting Virtual Field Trips A-Team ESOL Challenge	Tim Van Heule Gee, Downer, Laird Davenport, Childers Satterfield	All Staff
10/14/15	PLCs Professional Development	Various	All Staff
10/21/15	Technology PD- Google Slides	Charlotte Sauls	
10/28/15	Faculty Senate		Grade Chairs
November			
11/4/15	Faculty Meeting	Mr. Golden	All Staff
11/11/15	PLCs	Various	All Staff
11/18/15	Technology PD- Google Forms	Charlotte Sauls	All Staff
December			

12/1/15-12/3/15	Creating Math Assessments for the new SC Math Standards	Stephanie Burdette	K-5 Teachers
12/2/15	Faculty Meeting- Student Centered Learning	Instructional Team	All Staff
12/9/15	PLCs Professional Development	Various	All Staff
12/16/15	Professional Development-Balanced literacy-Urgency in the Classroom	Shiree Fowler	All Staff
January			
1/6/16	Faculty Meeting	Mr. Golden	All Staff
1/13/16	PLCs	Various	All Staff
1/20/16	Technology PD-Plickers	Charlotte Sauls	All Staff
1/27/16	Faculty Senate		Grade Chairs
February			
2/3/16	Faculty Meeting	Mr. Golden	All Staff
2/10/16	PLCs Professional Development	Various	All Staff
2/17/16	Professional Development-Number Talks	Bradley/Hubble	
2/24/16	Faculty Senate		Grade Chairs
2/29/16	Creating Math Assessments for the new SC Math Standards	Stephanie Burdette	K-5 Teachers
March			
3/1/16-3/2/16	Creating Math Assessments for the new SC Math Standards	Stephanie Burdette	K-5 Teachers
3/2/16	Faculty Meeting	Mr. Golden	All Staff
3/9/16	PLCs	Various	All Staff
3/16/16	Professional Development-Balanced Literacy		All Staff
3/23/16	Faculty Senate		Grade Chairs
April			
4/6/16	Faculty Meeting	Mr. Golden	All Staff
4/13/16	PLCs Professional Development	Various	All Staff
4/20/16	Professional Development-Balanced Literacy		All Staff
4/27/16	Faculty Senate		Grade Chairs
May			
5/4/16	Faculty Meeting	Mr. Golden	All Staff
5/11/16	PLCs	Various	All Staff
5/18/16	Professional Development Planning		All Staff
5/25/16	Faculty Senate		Grade Chairs

Our 2016-2017 professional development priorities include:
- Writing Units of Study-Lucy Calkins
- Balanced Literacy Framework
- Math Units and Number Talks
- Technology Integration
- Using Data to Inform Instruction
- Student Centered Classrooms

School Climate

School climate is recognized as a significant factor related to student achievement. Detailed data on the status of client perceptions of climate are critical additions to the available information used by schools to determine appropriate ways to assure a safe, orderly, and supportive environment for learning and continued improvement of student achievement. Teachers, fifth grade students, and fifth grade parents are surveyed annually as part of the overall effort to provide valid, reliable, and comprehensive information regarding the school environment. Student attendance is essential for increasing student achievement. Daily attendance and arriving to school on time are encouraged through recognition at Award's Day and "No Tardy" parties. Student attendance for 2014-15 was 95.9%.

According to the School Report Card Survey, teachers, students, and parents are satisfied with the learning environment at Hollis and the majority feel safe while at school. However, less than 70% of teachers and parents are satisfied with school-home relations.

Student attendance

School Year	2010-11	2011-12	2012-13	2013-14	2014-15
Attendance Rate	96.2%	96.1%	96%	96.8%	95.9%

School Report Card Survey Data

Percentage Satisfied with Learning Environment	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	74.1%	88.9%	92.3%	91%	88%
Students	82.4%	89.1%	83.3%	97.1%	91%
Teachers	100%	97.2%	100%	100%	100%

School Report Card Survey Data

Percentage Satisfied with school-home relations	2010-11	2011-12	2012-13	2013-14	2014-15
Parents	88.5%	88.9%	*	79.5%	67%
Students	80.6%	92.1%	*	88.1%	89%
Teachers	66.7%	75%	75%	83.8%	69%

*Data not available

School Survey Responses

School Safety	2012-13	2013-14	2014-15
Percentage of Parents who indicated their child feels safe at School	96%	97.7%	87.7%
Percentage of Students who feel safe at School	90.8%	91.8%	87.9%
Percentage of Teachers who feel safe at School	100%	100%	100%

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in writing as measured by SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in writing as measured by SC READY.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2015-16	**2016-17**	**2017-18**
School Projected	X		
School Actual			
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

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☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in reading each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in English as measured by SC READY.

ANNUAL OBJECTIVE: Annually meet or exceed the standard in English as measured by SC READY.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2015-16	**2016-17**	**2017-18**
School Projected	X		
School Actual			
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in mathematics as measured by SC READY.

ANNUAL OBJECTIVE: Meet or exceed the standard in mathematics as measured by SC READY.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2015-16	**2016-17**	**2017-18**
School Projected	X		
School Actual			
District Projected	X		
District Actual			

Baseline data to be established in 2015-16.

☒Student Achievement ☐Teacher/Administrator Quality ☐School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% tested for all students and student subgroups tested on SC READY.

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

% Tested ELA – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested ELA – District Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested Math – School	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

% Tested Math – District – Grades 3-5	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students	*			
Male	*			
Female	*			
White	*			
African-American	*			
Asian/Pacific Islander	*			
Hispanic	*			
American Indian/Alaskan	*			
Disabled	*			
Limited English Proficient	*			
Students in Poverty	*			

SC SDE did not provide baseline data for 2014-15.

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in science as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual	66			
District Projected	X			
District Actual	72.9			

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

ANNUAL OBJECTIVE: Annually meet or exceed the standard in social studies as measured by the South Carolina Palmetto Assessment of State Standards (SCPASS).

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card

	Baseline 2014-15	**2015-16**	**2016-17**	**2017-18**
School Projected	X			
School Actual	77.6			
District Projected	X			
District Actual	81.2			

*Beginning in 2014-15, grades 4-8 will take Science **and** Social Studies.*

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☒Student Achievement   ☐Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including the Iowa Test of Basic Skills (ITBS).

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

ANNUAL OBJECTIVE: Annually meet or exceed the national norm of 50th percentile in each subtest of the Iowa Tests of Basic Skills (ITBS) in grade 2.

DATA SOURCE(S): Fall ITBS/CogAT report produced by Riverside Publishing

Reading	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	44th percentile	37th percentile		

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
School Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
School Actual Performance	38th percentile	30th percentile		

Fall 2014 students began taking a new form of the ITBS

Reading	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	60th percentile	62th percentile		

Fall 2014 students began taking a new form of the ITBS

Mathematics	2014-15	2015-16	2016-17	2017-18
District Projected Performance	50th percentile	50th percentile	50th percentile	50th percentile
District Actual Performance	52nd percentile	51th percentile		

Fall 2014 students began taking a new form of the ITBS

Student Achievement

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Develop and follow our school reading plan.	2016-18	Read to Succeed Literacy Leadership Team	n/a	n/a	Read to Succeed Literacy Leadership Team Classroom Teachers
Follow the District Primary and Intermediate Balanced Literacy Framework as a tool for organizing instruction.	2016-18	Teachers	n/a	n/a	Lesson Plans and classroom observations
Utilize The Reading Strategies Book by Jennifer Serravallo for strategies to help students reach literacy goals.	2016-18	Teachers	$1800.00	Title 1 Funds	Lesson Plans and classroom observations
Provide small group guided reading lessons on students' instructional reading levels.	2015-18	Teachers	n/a	n/a	Lesson Plans Classroom Observations
Progress monitor students in reading with running records and benchmark data.	2013-18	Teachers	n/a	n/a	Running Records Benchmark Data
Provide reading intervention for identified students in grades K-2 based on AIMSweb data and Fountas & Pinnell levels.	2013-18	Interventionist, ESOL Teacher, Resource Teacher, Literacy Specialist	Salary of Intervention Teacher	Title 1 Funds	AIMSweb Data F&P Data

Use Lucy Calkin's Writing Units of Study at all levels to develop a cohesive writing program.	2013-18	Teachers	n/a	n/a	Lesson Plans Observations Writing Benchmarks
Use technology equipment and software to support ELA and mathematics instruction within classrooms.	2013-18	Teachers	varies	Title 1 District	Lesson Plans Classroom Observations
Analyze test data in order to plan instruction to meet the needs of students.	2013-18	Teachers, IC's, Administration	None	n/a	Meeting Minutes Item Analysis Data Reports
Use Number Talks to increase number sense and computational fluency.	2014-18	Teachers, IC's Administration	None	n/a	Lesson Plans, Classroom Observations
Utilize ICs to improve instructional strategies through modeling, co-teaching, attending grade level meetings, and providing professional development.	2013-18	Instructional Coaches	n/a	n/a	PD Sign In Sheets, IC schedules, Grade level meeting minutes
Utilize virtual science lab and science kits for inquiry lessons and hands on science activities.	2013-18	Teachers Virtual Science Lab Teacher	n/a	District	Lesson plans, classroom observations
Provide reduced Class Size in grades 2-5 to facilitate differentiation of instruction.	2016-17	Title 1 Facilitator	Teachers' Salaries	Title 1 Funds	Test Data Lesson Plans Observations
Provide an additional part time ESOL teacher to work with students.	2016-17	ESOL Teacher	TBD	General Funds	Teacher Schedule

☐Student Achievement   ☒Teacher/Administrator Quality   ☐School Climate   ☐Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: One hundred percent of Hollis Academy teachers will be trained in **Balanced Literacy** by 2017-2018.

ANNUAL OBJECTIVE: The Greenville County School District and Hollis Academy will conduct a series of professional development opportunities during and/or after-school hours related to Balanced Literacy.

DATA SOURCE(S):   Hollis Academy Professional Development Calendars, District Professional Development Calendars, GCS Portal Attendance Records

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100%	100%	100%	100%	100%
Actual	Not Calculated	100%	100%	100%			

Teacher/Administrator Quality

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide writing, math and reading professional development training for teachers based on data and teacher needs.	2013-18	Title 1 Specialists ICs Teachers	Substitute Costs	Title 1 Funds	Professional Development Plan Portal Attendance
Continue training on Balanced Literacy model.	2014-18	District Personnel ICs	n/a	n/a	Professional Development Plan Portal Attendance
Complete a Book Study on The Literacy Teacher's Playbook by Jennifer Serravallo to learn how to use assessment data to set goals with students.	2016-17	ICs Teachers Administration	$1800.00	Title 1 Funds	Lesson Plans Observations Portal Attendance
Build a school framework to support Student Centered Learning	2016-18	All Staff District Personnel	n/a	n/a	Framework
Communicate district professional development opportunities to faculty.	2013-18	Administration, ICs	n/a	n/a	Monday Memo Grade Level Minutes Portal Attendance
Provide training to teachers to assist with integrating technology into the curriculum.	2013-18	Administration ICs District Personnel	n/a	n/a	Professional Development Plan Portal Attendance

Form PLCs for discussing research based best practices in academic areas.	2013-18	ICs Teachers Administration	n/a	n/a	Professional Development Plan Portal Attendance

<p align="right">STUDENT ATTENDANCE</p>

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.1	96.0	96.8	95.9			
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6			

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 88.9% in 2012 to 90.2% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.3 percentages point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): Report Card Survey results – Parent Survey item #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.2	89.3	89.6	89.9	90.2
School Actual	88.9	92.3	91.0	88.4			
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8			

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 89.1% in 2012 to 90% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentages point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88.0	88.5	89.0	89.5	90.0
School Actual	89.1	83.3	91.7	91			
District Projected (ES, MS, and HS)	X	X	83.5	84.0	84.5	85.0	85.5
District Actual (ES and MS)	83.8	82.7	81.6	83.9 (ES, MS, & HS)			

TEACHER SATISFACTION – LEARNING ENV.

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 97.2% in 2012 to 97.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentages point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.5	96	96.5	97	97.5
School Actual	97.2	100	100	100			
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3			

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 96.4% in 2012 to 96.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentages point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Parent Survey item #18

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	94.9	95.3	95.7	96.1	96.5
School Actual	96.4	95.9	97.7	87.7			
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5*	92.8	93.1	91.7			

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

☐Student Achievement   ☐Teacher/Administrator Quality   ☒School Climate   ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 87.9% in 2012 to 90% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentages point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Student Survey item #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	88	88.5	89	89.5	90.0
School Actual	87.8	90.8	91.8	87.9			
District Projected	X	X	91.9	92.3	92.7	93.1	93.5
District Actual	90.9	90.2	89.2	91.3			

☐Student Achievement ☐Teacher/Administrator Quality ☒School Climate ☐Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Teacher Survey item #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	100	100	100			
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3			

School Climate

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Provide rewards for students who are at school every day and on time.	2013-18	Title 1 Social Worker, Administration	$600 per year	PTA	Awards Day No Tardy Parties
Conduct attendance intervention conferences with parents regarding excessive absences.	2013-18	Title 1 Social Worker	n/a	n/a	PowerSchool Attendance Reports
Participate in district health and wellness initiatives: CATCH Program Culinary Creations	2013-18	Food Service Manager, PE Teacher	TBD	District	School Menus
Involve parents in decision-making through surveys, SIC, PTA, and Title 1 meetings	2013-18	Title 1 Facilitator, Administration	TBD	Title 1 Funds	Survey Results, Sign In Sheets
Employ a Bilingual Parent Involvement Coordinator to serve as a liaison between school and students' homes; to encourage parental involvement and participation in school programs; and to provide assistance to students' families in the area of school-related concerns in grades K-5th.	2013-18	Parent Involvement Coordinator	Coordinator Salary	Title 1 Funds	Newsletters, Conference logs

Provide parent trainings that focus on students' academic assistance in ELA and mathematics using manipulatives, make and take activities, homework assistance, explanations of achievement on state testing and parental skills supporting academic achievement and literacy.	2013-18	Title 1 Facilitator	TBD	Title 1 Funds	Title 1 Plan
Communicate with families through the marquee, newsletters, phone calls, notes, e-mail, conferences, and websites.	2013-18	All Staff	TBD	Title 1 Funds	School and teacher newsletters, Contact Logs
Implement PBIS school-wide to promote a positive learning environment.	2013-18	All Staff and Students	n/a	n/a	PBIS Report
Maintain 100% parent conference attendance	2014-18	Teachers, Social Worker, Parent Coordinator	n/a	n/a	Conference Logs
Maintain positive contact with parents on a regular basis.	2013-18	Teachers	n/a	n/a	Parent Contact Log
Provide classroom lessons that address bullying or low areas of student surveys by the guidance counselor.	2013-18	Guidance Counselor	n/a	n/a	Guidance Counselor Lesson Plans, Survey Results
Provide small group sessions for	2015-2018	Guidance	n/a	n/a	Guidance Schedule

students in need.		Counselor			
Watch safety videos yearly provided by the district.	2013-18	All Staff, Administrative Assistant	n/a	n/a	Certificates
Follow School Safety Plan: • Officers Walkthroughs • Locked doors • Visitor Sign-In • Lockdowns and Safety Drills • "Ignore the Door"	2013-18	All Staff Students Law Enforcement	n/a	District Funds	Computer log of visitors School report
Monitor safe arrival and dismissal of students.	2013-18	All Staff	n/a	n/a	Duty Schedule
Conduct annual PBIS Tours	2013-18	Teachers and Students	n/a	n/a	Schedules

2014-15 School Report Card

http://ed.sc.gov/assets/reportCards/2015/elem/c/e2301061.pdf

Hollis Academy Elementary
200 Goodrich Street
Greenville, SC 29611

South Carolina State Report Card

2015

State and federal laws require public schools to release report cards to the public each year. This year, the report card has been updated to reflect changes in reporting directed by the SC Education Oversight Committee. Schools will not be rated for state accountability purposes until Fall 2017 when the state will transition to a single accountability system. The following reports student performance in school year 2014-15.

Grades:	PK-5 Elementary	**Principal:**	Miki Edward Golden Jr.
Enrollment:	647 students	**Superintendent:**	Mr. W. Burke Royster
School Phone:	864-355-4800	**Board Chair:**	Mrs. Lisa Wells
School Website:	http://www.greenville.k12.sc.us/hollise/index.asp		

Profile of the SC Graduate

World Class Knowledge
- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences*

World Class Skills
- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics
- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

* 21st Century core courses in Social Sciences include History, Geography, Economics, Government and Civics.
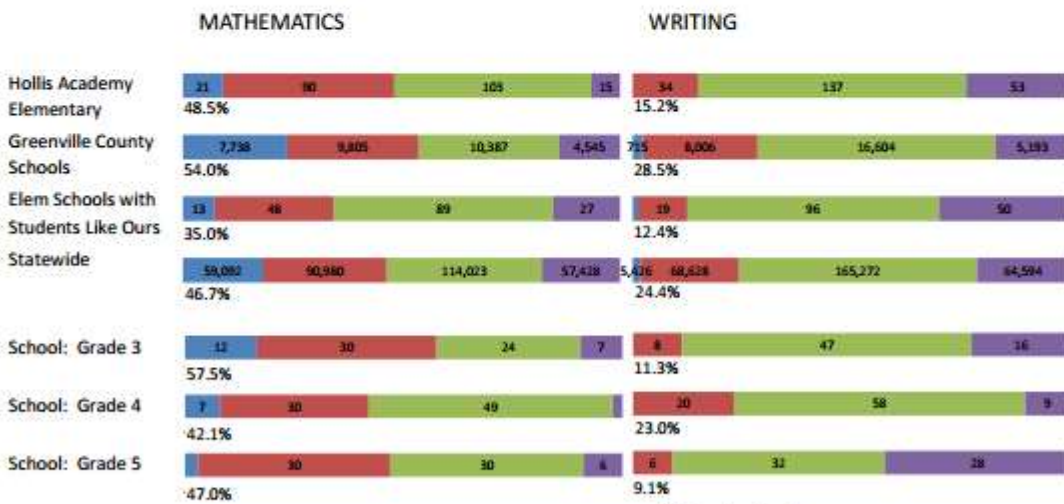
WORLD CLASS SKILLS & LIFE AND CAREER CHARACTERISTICS

Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by ...

Hollis Academy is helping all students develop world class skills and life and career characteristics of the Profile of the Graduate by providing a quality learning environment where students feel welcome and are eager to learn. As such, our school goals focus on academic achievement, professional development, technology integration, and community relations. Specific strategies are developed to support the attainment of each goal. Many hours are provided to enhance teaching skills through professional development that focuses on research-based best practices to improve teaching skills, knowledge, and instructional delivery. Our students have access to a well-established, strategically planned curriculum based on best practices, instruction guided by ongoing assessments, and a faculty and staff knowledgeable in current instruction methodologies. We believe students should be self-motivated problem solvers and lifelong learners who demonstrate mastery in all grade level standards. Therefore, we encourage students to set goals and implement a continuous improvement model while engaging in a variety of academic and enrichment activities, such as Junior Beta Club, student council, safety patrols, Writing Day, Science Fun Day, Math Night, and Reading Night. Technology integration is an important aspect of the elementary curriculum at Hollis. Both teachers and students utilize technology on a daily basis. Our school is equipped with a computer lab, multiple computers in each classroom, and ipad, Chromebook, and computer carts, all of which function through our wireless platform to ensure full technology integration in every classroom. Classrooms contain Promethean interactive white boards to maximize our students' level of engagement during instruction. Our students also utilize web-based computer programs such as Compass Learning and RAZ Kids that provide individualized instruction and practice. Our PTA continues to work toward improving membership and participation and actively supports our school through fundraising and volunteer efforts. Parents have a wide range of opportunities to be involved in their child's education, provide opportunities for input, and build strong home/school connections. Hollis Academy continues to strive toward providing a successful learning environment for all students. With the assistance of a dedicated staff and support of our community and stakeholders, we continue to care for children today in order to create leaders for tomorrow. Miki E. Golden Jr., Principal Brandi B. Massey, SIC Chairperson

KNOWLEDGE

The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing

ENGLISH

Group	Data
Hollis Academy Elementary	47, 75, 80, 18 — 53.3%
Greenville County Schools	11,427, 10,181, 6,761, 2,088 — 72.8%
Elem Schools with Students Like Ours	32, 58, 68, 18 — 51.6%
Statewide	112,368, 105,684, 78,337, 24,733 — 67.9%
School: Grade 3	18, 22, 30 — 54.8%
School: Grade 4	10, 31, 39, 8 — 46.6%
School: Grade 5	19, 22, 20, 7 — 60.3%

READING

Group	Data
Hollis Academy Elementary	13, 29, 72, 115 — 18.4%
Greenville County Schools	5,284, 8,488, 8,413, 9,161 — 44.0%
Elem Schools with Students Like Ours	8, 21, 45, 102 — 16.4%
Statewide	41,271, 75,070, 87,991, 108,107 — 37.2%
School: Grade 3	11, 18, 41 — 19.2%
School: Grade 4	11, 30, 43 — 17.0%
School: Grade 5	6, 7, 24, 31 — 19.1%

MATHEMATICS

Group	Data
Hollis Academy Elementary	21, 80, 105, 15 — 48.5%
Greenville County Schools	7,738, 9,805, 10,387, 4,545 — 54.0%
Elem Schools with Students Like Ours	13, 48, 89, 27 — 35.0%
Statewide	59,082, 90,980, 114,023, 57,428 — 46.7%
School: Grade 3	12, 30, 24, 7 — 57.5%
School: Grade 4	7, 30, 49 — 42.1%
School: Grade 5	30, 30, 6 — 47.0%

WRITING

Group	Data
Hollis Academy Elementary	34, 137, 53 — 15.2%
Greenville County Schools	715, 8,006, 16,604, 5,193 — 28.5%
Elem Schools with Students Like Ours	19, 96, 50 — 12.4%
Statewide	5,426, 68,628, 165,272, 64,594 — 24.4%
School: Grade 3	8, 47, 16 — 11.3%
School: Grade 4	20, 58, 9 — 23.0%
School: Grade 5	6, 32, 28 — 9.1%

ACT Readiness Levels

Results for groups with 4 or fewer students are not shown

Exceeding	Ready	Close	In Need of Support
	1872	342	256

76%
% Exceeding and Ready

Student Counts

Abbreviations for Missing Data

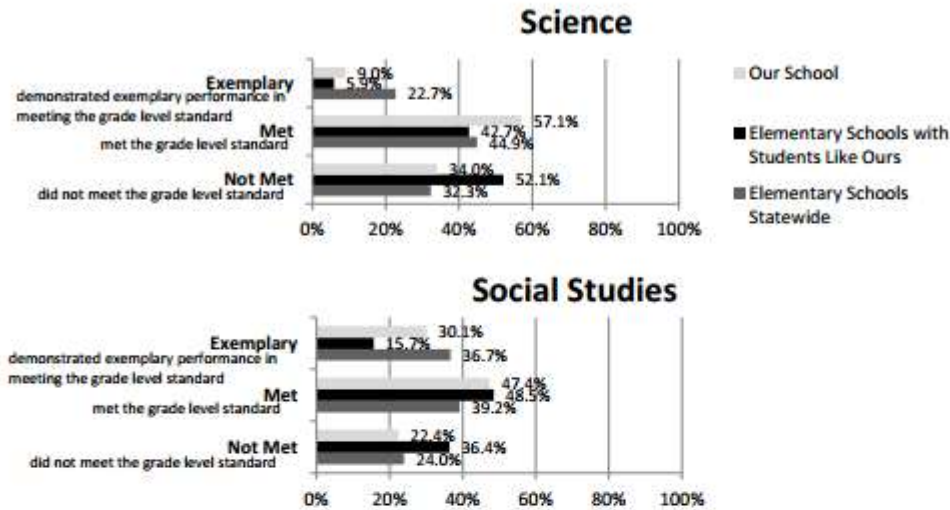N/A-Not Applicable   N/AV-Not Available   N/C-Not Collected   N/R-Not Reported   I/S-Insufficient Sample

KNOWLEDGE

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2015. Students were assessed in the subject areas of Science and Social Studies.

Science

Exemplary
demonstrated exemplary performance in meeting the grade level standard
9.0%
5.5%
22.7%

Met
met the grade level standard
57.1%
42.7%
44.9%

Not Met
did not meet the grade level standard
34.0%
52.1%
32.3%

Legend:
- Our School
- Elementary Schools with Students Like Ours
- Elementary Schools Statewide

Social Studies

Exemplary
demonstrated exemplary performance in meeting the grade level standard
30.1%
15.7%
36.7%

Met
met the grade level standard
47.4%
48.5%
39.2%

Not Met
did not meet the grade level standard
22.4%
36.4%
24.0%

Science SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
63.6	69.1
Social Studies SCPASS	
Our School: Percent Met and Above for each grade level	
4th grade	5th grade
80.7	73.5

Note: Results include SC-Alt assessment results.

Exemplary "Exemplary": student demonstrated exemplary performance in meeting the grade level standard.

Met "Met": student met the grade level standard.

Not Met "Not Met": student did not meet the grade level standard.

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.

Abbreviations for Missing Data

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

OPPORTUNITIES

For students to meet the profile of the SC Graduate

	Our School	Change from Last Year	Elementary Schools with students like ours
Students (n = 647)			
Percent of students participating in Medicaid, SNAP, or TANF; homeless, foster, or migrant students (poverty index)	93.3	Down from 98.7%	N/A
Attendance Rate	95.9	Down from 96.8%	95.2
With disabilities	13.9	Down from 14.9%	12.9
Out of school suspensions or expulsions for violent and/or criminal offenses	0.0	No change	0.0
Percentage of students served by gifted and talented programs	1.7	Down from 2.5%	2.6
Percentage of students retained	0.9	Down from 1.6%	1.4
Teachers (n = 46)			
Percentage of teachers with advanced degrees	52.2	Up from 48.9%	58.3
Percentage of teachers on continuing contract	69.6	Down from 71.1%	71.4
Teachers returning from previous year	85.6	Up from 83.7%	82.1
Teacher attendance rate	94.4	Down from 95.8%	95.0
Average teacher salary*	$44,074	Up 4.4%	$46,114
Professional development days / teacher	N/AV	N/A	10.4 days
Percentage of teacher vacancies for more than 9 weeks	0.0	N/A	1.9
School			
Principal's years at school	10.0	Up from 9.0	3.5
Student-teacher ratio in core subjects	17.0 to 1	Down from 17.4 to 1	18.7 to 1
Prime instructional time	89.1	Down from 91.9%	89.1
Opportunities in the arts	Good	No change	Good
Opportunities in foreign languages	Poor	N/A	Poor
AdvancEd (SACS) accreditation	Yes	No change	Yes
Parents attending conferences	100.0	No change	100.0
Character development program	Excellent	No change	Excellent
Avg. age of books / electronic media in the school library	16.0	N/A	15.8
Number of resources available per student in the school library media center	24.3	N/A	33.6
Bandwidth capacity per student	<25 Mbps	N/C	N/A
Percent of classrooms with wireless access	76-100%	N/C	N/A
District-issued learning devices per student	0.6	N/C	0.8
District-issued technology devices per teacher	1.1	N/C	2.1
Percentage of classes not taught by highly qualified teachers	0.0	No change	0.0
Dollars spent per pupil**	$7,373	Down 1.2%	$8,477
Percent of expenditures for instruction**	61.6	Up from 61.1%	64.8
Percent of expenditures for teachers' salaries**	63.1	Up from 61.7%	65.5

* Includes current year teachers contracted for 190 days or more.

** 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

OPPORTUNITIES

Evaluations by Teachers, Students, and Parents

Evaluations by Teachers, Students, and Parents	Teachers	Students*	Parents*
Number of surveys returned	39	66	43
Percent satisfied with learning environment	100.0	90.9	88.4
Percent satisfied with social and physical environment	97.4	87.9	82.9
Percent satisfied with school-home relations	69.2	89.1	66.7

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

State Ratings History of School

Year	Absolute Rating	Growth Rating
2014	Average	Good
2013	Average	Average
2012	Average	Average

Based on state law, schools will not be rated for state accountability purposes until Fall 2017.

Additional Resources

SC State Content Standards
Family-Friendly Guides to the SC Content Standards
2014-15 Accountability Manual
Report Card Data Files
ESEA Data Files

Abbreviations for Missing Data

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