



## HAMMOND HILL ELEMENTARY

901 West Woodlawn  
North Augusta, SC 29841

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	740 Students	
<b>Principal</b>	Janet Vaughan	803-442-6170
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Ms. Rosemary B. English	803-648-1126

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Average	Below Average
2007	Average	At-Risk

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

### SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

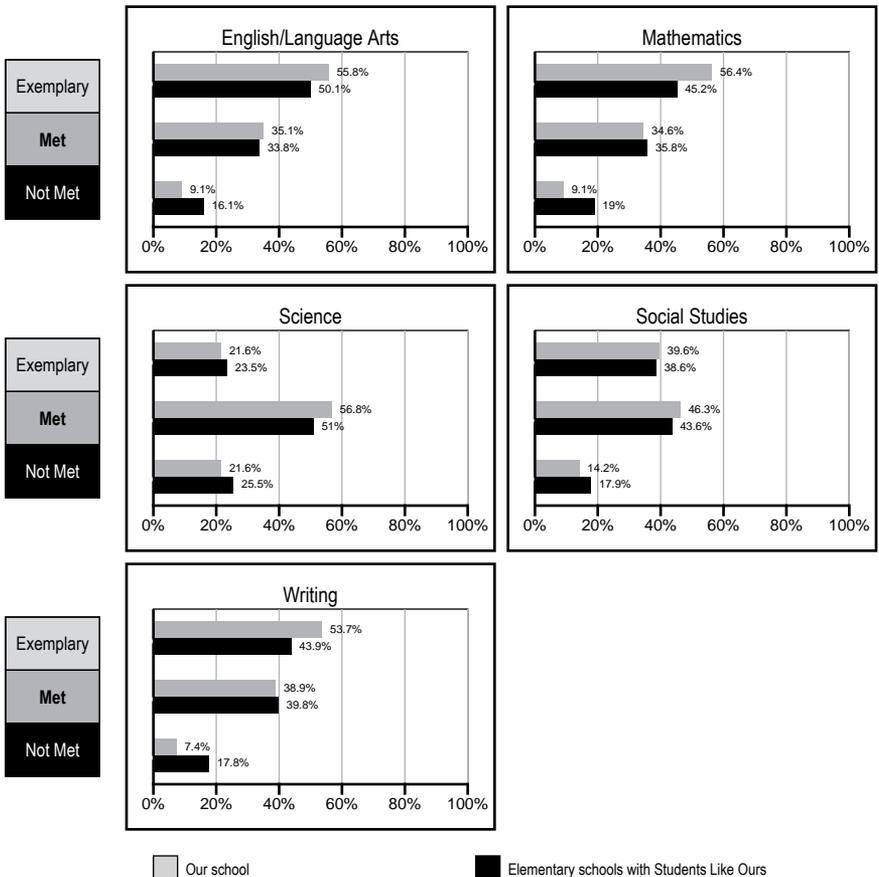
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
28	29	5	1	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=740)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	No Change	0.9%	1.1%
Attendance rate	96.3%	Down from 96.7%	96.5%	96.2%
Served by gifted and talented program	18.1%	Up from 16.3%	20.3%	13.4%
With disabilities other than speech	1.1%	Down from 6.0%	3.5%	4.1%
Older than usual for grade	0.5%	Down from 0.8%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	73.3%	Up from 71.1%	64.7%	62.5%
Continuing contract teachers	95.6%	Up from 88.9%	90.9%	88.2%
Teachers returning from previous year	91.3%	Down from 92.8%	89.6%	87.8%
Teacher attendance rate	92.8%	Down from 95.1%	95.1%	95.2%
Average teacher salary*	\$49,334	Up 3.1%	\$48,370	\$46,773
Professional development days/teacher	12.6 days	Up from 10.6 days	9.8 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Down from 22.3 to 1	20.9 to 1	19.9 to 1
Prime instructional time	88.1%	Down from 90.2%	90.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,727	Down 5.1%	\$6,881	\$7,447
Percent of expenditures for instruction**	77.4%	Up from 72.8%	69.5%	68.4%
Percent of expenditures for teacher salaries**	73.5%	Up from 68.6%	68.6%	65.8%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Hammond Hill Elementary is the recipient of the Palmetto Gold Award and Closing the Achievement Gap Award. Our Red Carpet school provides effective customer service and maintains a tradition of high academic standards. Situated in a residential section of the city of North Augusta, the school serves approximately 750 students in grades Pre-k through 5. Our teachers and students have been recognized for many outstanding accomplishments in local, regional, state and national competitions.

Hammond Hill Elementary provides a variety of activities, clubs and opportunities to enhance student learning such as Book-It, Kids Get Fit Day, Character Education, Science Day, Math Day, DARE, Field Day, Multicultural Month, Author Celebration, Career Day, Red Ribbon Week, Positive Office Referrals, Pep Squad, Double H Reading Club, Chorus, Running Club, Science Club, Literary Club, Accelerated Reader Program and our Gifted and Talented Program. Students also participate as television anchors on the WHHE Morning News Show. This show is broadcasted and viewed on classroom SMART Boards.

Each classroom at Hammond Hill sponsors a Classroom Service Learning Project that enriches learning by engaging students in meaningful ways that serve our community. Our students are very active by collecting toys for needy children, collecting canned goods for the Golden Harvest Food Bank and Community Ministries, and providing Easter baskets for homebound senior citizens. Hammond Hill parents are key partners in fostering an environment of excellence and personal achievement. Our School Improvement Council and Parent Teacher Organization were instrumental in the renovation of our kindergarten playground this past year.

A strong emphasis has been placed on writing at our school where students attend a computer writing lab to learn more about the Six Trait Writing process. An Author's Tea is held annually in the spring, where parents are invited to hear the writings of our students which have been published in a hard-bound book. With the bee as our mascot, Hammond Hill is buzzing with innovative vision and new projects that make HHE the place to BEE!

Janet Vaughan, Principal  
 Joye McCurry, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	40	106	51
Percent satisfied with learning environment	100.0%	88.7%	98.0%
Percent satisfied with social and physical environment	100.0%	82.7%	96.1%
Percent satisfied with school-home relations	100.0%	84.0%	98.0%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
<b>HOLD</b>	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	379	100	9.1	35.1	55.8	96.3	82.9	82.4	Yes	Yes
<b>Gender</b>										
Male	197	100	12	37.5	50.5	95.1	79.3	78.7	N/A	N/A
Female	182	100	5.9	32.5	61.5	97.6	86.9	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	257	100	5.7	28.6	65.7	98	87.5	88.9	Yes	Yes
African American	80	100	17.4	58	24.6	92.8	75.5	72.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	36	100	12.1	39.4	48.5	90.9	81.2	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.7	83	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	N/AV	N/AV	N/AV	63.6	43.7	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	33	100	12.9	38.7	48.4	90.3	79.5	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	175	100	14.9	45.5	39.6	92.9	76.8	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	379	100	9.1	34.6	56.4	95.2	80.6	81.9	Yes	Yes
<b>Gender</b>										
Male	197	100	9.2	36.4	54.3	95.1	79	79.9	N/A	N/A
Female	182	100	8.9	32.5	58.6	95.3	82.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	257	100	4.9	29.4	65.7	97.6	86	88.9	Yes	Yes
African American	80	100	23.2	44.9	31.9	87	71.7	71.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.5	94.6	I/S	I/S
Hispanic	36	100	12.1	48.5	39.4	93.9	78.5	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	91.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	N/AV	N/AV	N/AV	77.3	41.3	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	33	100	12.9	48.4	38.7	93.5	78.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	175	100	13.6	47.4	39	92.9	73.6	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	259	100	21.6	56.8	21.6	78.4	64.8	68.6
<b>Gender</b>								
Male	130	100	22.5	54.2	23.3	77.5	65.1	68.3
Female	129	100	20.7	59.5	19.8	79.3	64.4	68.9
<b>Racial/Ethnic Group</b>								
White	167	100	15.1	59.1	25.8	84.9	74.3	80.7
African American	58	100	42	48	10	58	49.3	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	84.6	85.3
Hispanic	28	100	23.1	61.5	15.4	76.9	59.8	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	83.3	70.8
<b>Disability Status</b>								
Disabled	18	100	N/AV	N/AV	N/AV	35.3	28.2	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	26	100	28	56	16	72	58.9	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	124	100	32.1	53.2	14.7	67.9	53.6	57.3
<b>Social Studies</b>								
All Students	259	99.6	14.2	46.3	39.6	85.8	66.7	72.5
<b>Gender</b>								
Male	131	100	14.8	47.5	37.7	85.2	67.1	72
Female	128	99.2	13.6	44.9	41.5	86.4	66.2	73.1
<b>Racial/Ethnic Group</b>								
White	181	100	8.8	43.3	48	91.2	72.6	81
African American	54	100	32.6	47.8	19.6	67.4	56.9	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.8	89
Hispanic	20	95	10.5	68.4	21.1	89.5	67	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.4	73.5
<b>Disability Status</b>								
Disabled	13	100	61.5	30.8	7.7	38.5	30.6	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	19	94.7	16.7	72.2	11.1	83.3	64.6	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	116	99.1	23.8	51.5	24.8	76.2	57.8	62.9

Abbreviations for Missing Data

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

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	118	100	7.4	38.9	53.7	92.6	76.1	73.2	96.3	95.9
<b>Gender</b>										
Male	61	100	11.9	44.1	44.1	88.1	71.4	67.2	96.5	95.9
Female	57	100	2	32.7	65.3	98	81	79.4	96.1	96
<b>Racial/Ethnic Group</b>										
White	79	100	5.2	33.8	61	94.8	82.3	81.5	96.1	95.8
African American	29	100	13	52.2	34.8	87	66.3	61.3	97.1	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.6	87	96.1	96.6
Hispanic	9	I/S	I/S	I/S	I/S	I/S	69.9	66.7	96.3	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	72.2	94.8	95.6
<b>Disability Status</b>										
Disabled	7	I/S	I/S	I/S	I/S	I/S	24.3	26	96.2	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.2
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	68.6	65.7	96.8	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	57	100	10.4	45.8	43.8	89.6	66.2	63.2	95.8	95.4

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	134	100	7.7	23.8	68.5	92.3
	4	110	100	7.4	35.2	57.4	92.6
	5	111	100	14	31.8	54.2	86
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	124	100	3.4	21.2	75.4	96.6
	4	139	100	12.5	39.8	47.7	87.5
	5	116	100	11.2	44.9	43.9	88.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2010</b>	3	134	100	18.5	34.6	46.9	81.5
	4	110	100	8.3	45.4	46.3	91.7
	5	111	100	14	33.6	52.3	86
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	124	100	11.9	22	66.1	88.1
	4	139	100	8.6	42.2	49.2	91.4
	5	116	100	6.5	39.3	54.2	93.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2010</b>	3	68	100	26.9	31.3	41.8	73.1
	4	110	100	18.5	62	19.4	81.5
	5	55	100	11.1	70.4	18.5	88.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	61	100	28.8	35.6	35.6	71.2
	4	139	100	18.8	69.5	11.7	81.3
	5	59	100	20.4	50	29.6	79.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	66	100	15.9	44.4	39.7	84.1
	4	110	100	10.2	62	27.8	89.8
	5	56	100	41.5	47.2	11.3	58.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	63	100	5.1	28.8	66.1	94.9
	4	139	100	15.6	57	27.3	84.4
	5	57	98.3	20.8	39.6	39.6	79.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2010</b>	3	135	100	19.8	34.4	45.8	80.2
	4	109	100	16.7	36.1	47.2	83.3
	5	110	100	15	20.6	64.5	85
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	118	100	7.4	38.9	53.7	92.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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