



## High Hills Elementary

4971 Frierson Road  
Shaw AFB, SC 29152

<b>Grades</b>	4-5 Elementary School	
<b>Enrollment</b>	497 Students	
<b>Principal</b>	Elizabeth C. Compton	803-499-3327
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	Average

## DEFINITIONS OF SCHOOL RATING TERMS

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

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

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

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

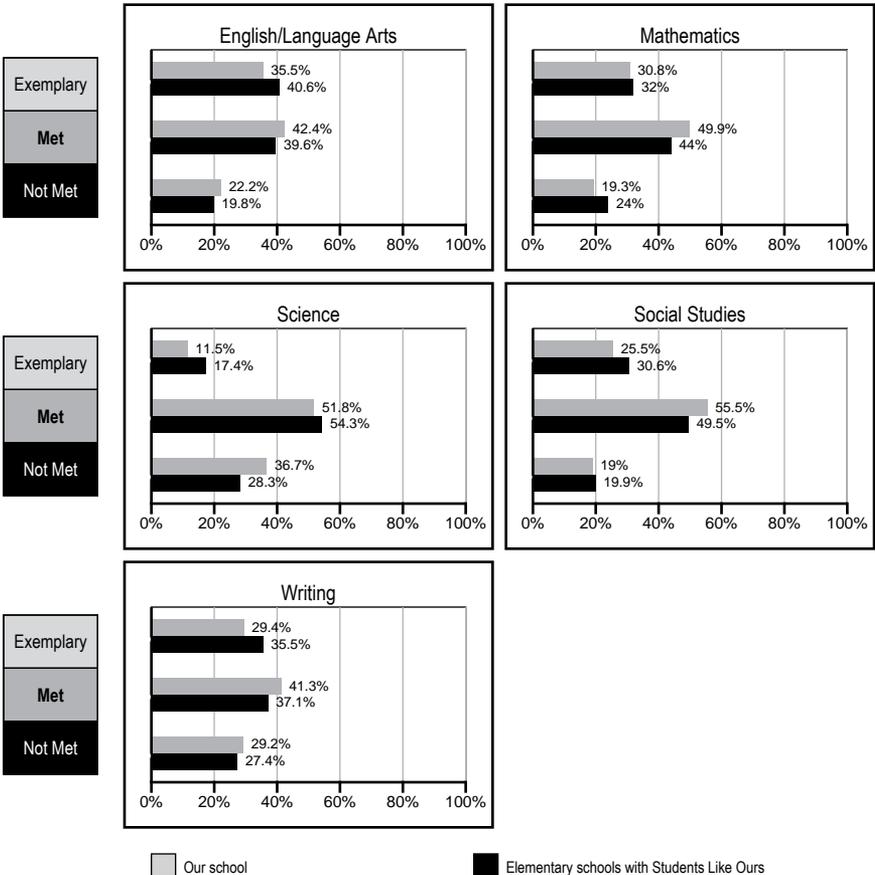
93.6%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
11	27	49	2	0

\* Ratings are calculated with data available by 06/01/2010.

**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=497)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.2%	Up from 1.0%	1.9%	1.9%
Attendance rate	96.2%	Down from 96.3%	96.2%	96.3%
Eligible for gifted and talented	17.4%	Up from 12.8%	11.9%	10.0%
With disabilities other than speech	8.2%	Down from 8.4%	7.9%	7.7%
Older than usual for grade	1.2%	Up from 0.9%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	45.2%	Down from 50.0%	58.8%	59.4%
Continuing contract teachers	64.5%	Up from 46.4%	84.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	64.0%	Up from 57.9%	88.0%	85.9%
Teacher attendance rate	96.3%	Down from 96.9%	95.3%	95.1%
Average teacher salary*	\$42,147	Up 3.7%	\$46,824	\$47,149
Professional development days/teacher	20.6 days	Up from 7.0 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 22.6 to 1	19.3 to 1	18.8 to 1
Prime instructional time	90.4%	Down from 90.7%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,483	Up 5.9%	\$6,977	\$7,458
Percent of expenditures for instruction**	63.9%	Up from 62.8%	69.5%	68.8%
Percent of expenditures for teacher salaries**	43.3%	Down from 57.6%	64.1%	63.2%

\* 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

High Hills Elementary, a Title I school, provides students in grades four and five a great place to learn. Our student enrollment is made up of military dependents from the nearby Air Force base and students from the surrounding rural community. We have a highly-transient population. However, our school and district personnel, parents, community members, and students work together effectively to create a positive and inviting learning environment.

Our teachers use district-wide unit plans, which address state standards and provide students with critical thinking and problem solving activities. This year, our teachers have attended a number of workshops, based on Connie Prevette's Balanced Literacy and Marilyn Burns' Math Solutions. Our Curriculum Co-ordinator led a book study, Practice with Purpose by Debbie Diller, to assist teachers in addressing the needs of their students. Our language arts teachers are also in a literacy class, which offers various approaches to teaching reading strategies, and our mathematics teachers work with the math coach for weekly planning. We continue to utilize educational research and test data to focus on programs that will help increase student achievement. We have an enrichment teacher to work with students in small groups to address our weaknesses in English/Language Arts. Our weekly schedule also includes programs such as Accelerated Reader and computer lab. The child study team, academic plans, volunteers, and parenting workshops are examples of other programs in place to meet the needs of students at High Hills.

Although our school goal of every child scoring proficient or advanced on the PACT has not yet been attained, our students have made progress in all subject areas. We will continue to utilize research, involve our parents and community members, and focus on appropriate academic planning and instruction to improve the achievement of each child attending High Hills Elementary School.

Elizabeth Compton, Principal

Brenda Witherspoon, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	211	108
Percent satisfied with learning environment	92.6%	88.0%	91.7%
Percent satisfied with social and physical environment	100.0%	86.7%	84.3%
Percent satisfied with school-home relations	88.9%	89.0%	78.1%

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

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## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 19 out of 19 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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 = 58.8% (Met or Exemplary)**

All Students	486	99.4	22.2	42.4	35.5	86.7	81.4	82.8	Yes	Yes
<b>Gender</b>										
Male	265	99.6	26.3	37.8	35.9	82.1	77.6	79.3	N/A	N/A
Female	221	99.1	17	48	35	92.5	85.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	204	99	8.4	41.4	50.3	95.8	87.7	89.5	Yes	Yes
African American	258	99.6	33.5	44.4	22.2	79.1	76.8	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.8	92.3	I/S	I/S
Hispanic	19	100	22.2	27.8	50	88.9	83.7	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	75	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	43	100	42.1	42.1	15.8	65.8	52.5	52	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	74.3	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	307	99.7	28.6	46.1	25.4	83.6	78.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	486	99.4	19.3	49.9	30.8	85.6	76.1	78.9	Yes	Yes
<b>Gender</b>										
Male	265	99.6	23.1	45.4	31.5	82.1	73.7	77	N/A	N/A
Female	221	99.1	14.5	55.5	30	90	78.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	204	99	6.8	48.7	44.5	95.8	83.5	87.2	Yes	Yes
African American	258	99.6	30.1	51	18.8	77	70.4	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.3	93	I/S	I/S
Hispanic	19	100	11.1	44.4	44.4	88.9	85.9	76	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	68.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	43	100	50	44.7	5.3	60.5	38.4	45.5	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	74.3	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	307	99.7	24.3	53.2	22.5	81.4	71.9	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	365	100	36.7	51.8	11.5	63.3	62.8	67.5
<b>Gender</b>								
Male	197	100	38.7	49.5	11.8	61.3	63.5	67
Female	168	100	34.2	54.6	11.2	65.8	62.1	68
<b>Racial/Ethnic Group</b>								
White	149	100	18.6	59.3	22.1	81.4	75.7	79.5
African American	196	100	52.2	43.9	3.9	47.8	52.8	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85	84.3
Hispanic	17	100	25	68.8	6.3	75	79.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	54.5	71.2
<b>Disability Status</b>								
Disabled	30	100	74.1	22.2	3.7	25.9	33.8	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	69.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	236	100	44.9	50	5.1	55.1	57.4	55.1
<b>Social Studies</b>								
All Students	363	99.7	18.8	55.7	25.6	81.3	68.5	72.3
<b>Gender</b>								
Male	197	99.5	22.8	47.8	29.3	77.2	67.5	71.5
Female	166	100	13.8	65.1	21.1	86.2	69.5	73.2
<b>Racial/Ethnic Group</b>								
White	151	99.3	10.6	52.5	36.9	89.4	74.4	80.7
African American	190	100	26.1	58	15.9	73.9	63.6	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	17	100	12.5	56.3	31.3	87.5	82.1	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	33	100	46.4	46.4	7.1	53.6	39.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	73.9	67.9
<b>Socio-Economic Status</b>								
Subsided meals	233	99.6	23.2	57.8	19	76.8	64.3	62.1

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	491	98.6	28.3	41.9	29.8	71.7	63.2	70.2	96.2	96
<b>Gender</b>										
Male	268	98.5	34.6	41.3	24	65.4	55.3	63.2	96.2	95.8
Female	223	98.7	20.3	42.6	37.1	79.7	71.6	77.5	96.3	96.1
<b>Racial/Ethnic Group</b>										
White	204	99	18.5	40.5	41	81.5	68.8	79.1	95.5	95.3
African American	262	98.1	38.1	42.3	19.7	61.9	58.6	57.6	96.9	96.5
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	79.4	86.2	95.4	97.1
Hispanic	19	100	11.1	55.6	33.3	88.9	77.2	62.6	95.2	95.5
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	56.3	68.7	99.9	95.7
<b>Disability Status</b>										
Disabled	54	100	62.7	29.4	7.8	37.3	21.1	26.1	95.8	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	68.4	61.2	94.1	95.9
<b>Socio-Economic Status</b>										
Subsidized meals	310	98.7	34.2	41.9	23.9	65.8	58.3	58.9	96	95.7

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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>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	245	100	29	39.7	31.3	71
	5	241	98.8	15.4	44.9	39.6	84.6
	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
<b>Mathematics</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	245	100	21.9	51.3	26.8	78.1
	5	241	98.8	16.7	48.5	34.8	83.3
	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>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	245	100	44.2	48.2	7.6	55.8
	5	120	100	21.9	58.8	19.3	78.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	245	99.6	20.2	57.8	22	79.8
	5	118	100	15.9	51.3	32.7	84.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	249	98.8	31.4	41.9	26.6	68.6
	5	242	98.4	25.1	41.9	33	74.9
	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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