



## Hillcrest Middle

510 Garrison Road  
Simpsonville, SC 29681

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,001 Students	
<b>Principal</b>	Keith Russell	864-355-6100
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# 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	At-Risk
2007	Average	At-Risk
2006	Average	Good
2005	Good	Below 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**

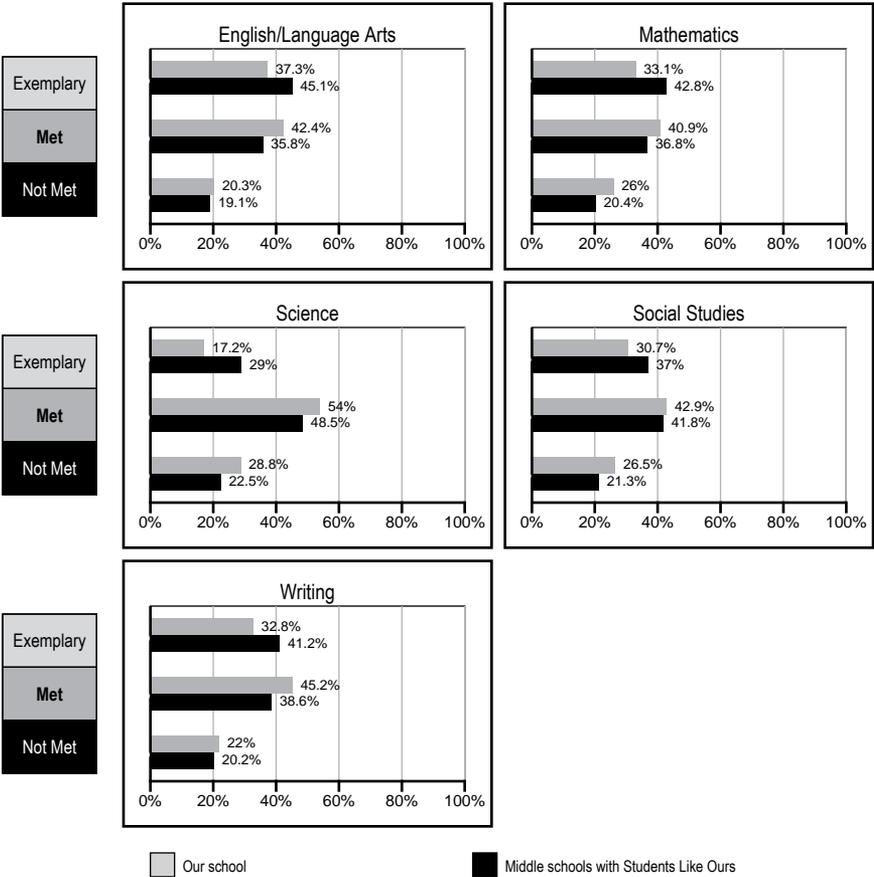
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.3%

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

Excellent	Good	Average	Below Average	At-Risk
4	8	3	0	0

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

**Palmetto Assessment of State Standards (PASS)**



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

**Definition of Critical Terms**

Exemplary	"Exemplary" means 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

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.7%
English 1	100.0%	97.8%
Physical Science	N/A	100.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.0%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=1,001)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	18.4%	Down from 45.0%	28.7%	21.6%
Retention rate	0.8%	Down from 1.6%	1.0%	1.2%
Attendance rate	96.8%	No Change	96.4%	95.9%
Eligible for gifted and talented	19.0%	Down from 22.9%	25.0%	14.8%
With disabilities other than speech	11.9%	Down from 12.8%	9.4%	12.6%
Older than usual for grade	0.9%	Down from 2.2%	0.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Up from 0.2%	0.9%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=63)</b>				
Teachers with advanced degrees	69.8%	Up from 61.6%	57.5%	56.9%
Continuing contract teachers	87.3%	Up from 76.7%	80.0%	72.7%
Teachers with emergency or provisional certificates	0.0%	Down from 1.6%	2.5%	5.3%
Teachers returning from previous year	87.7%	Up from 86.1%	83.8%	82.9%
Teacher attendance rate	95.6%	Up from 94.2%	95.2%	95.2%
Average teacher salary*	\$48,565	Up 7.0%	\$48,565	\$46,599
Professional development days/teacher	8.1 days	Down from 8.2 days	9.0 days	10.8 days
<b>School</b>				
Principal's years at school	19.0	Up from 18.0	8.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 25.9 to 1	22.4 to 1	20.1 to 1
Prime instructional time	92.1%	Up from 90.1%	90.5%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.6%	Down from 100.0%	96.0%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$5,741	Up 2.7%	\$6,693	\$7,645
Percent of expenditures for instruction**	67.0%	Down from 69.0%	63.3%	63.4%
Percent of expenditures for teacher salaries**	64.2%	Up from 61.5%	59.6%	57.0%

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

\*\* 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

**Report of Principal and School Improvement Council**

Hillcrest Middle School has completed our forty-fifth year and our ninth year in our renovated facility. Due to the construction of a new middle school and the re-zoning of some students, our population has decreased to 1005. This also caused a decrease in the number of our teaching staff. Despite these losses, we continue to offer PACT remedial classes and high school credit classes in four academic areas. We also offer summer school programs for PACT Below Basic students and our regular education students.

Since the PACT test has been discontinued, testing results are now based on MAP scores, and teachers are required to base their goals on end-of-year MAP progress. Students in all three grades and all areas tested met or exceeded their target goals. Disabled learners increased their scores significantly, and students in high school credit courses continue to score high in the tests required by the State.

Hillcrest Middle School has continued to receive outstanding support from our PTA and all interested parties. We continue to base our goals on the District's education plan. Our community has a good understanding of our mission, and ancillary support groups dedicate themselves to assisting and building a strong partnership to support the efforts of our school.

Keith Russell, Principal  
Sue Ann Scott, SIC

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	60	297	143
Percent satisfied with learning environment	93.3%	76.7%	82.3%
Percent satisfied with social and physical environment	100.0%	80.2%	81.4%
Percent satisfied with school-home relations	93.3%	86.2%	77.3%

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

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**School Adequate Yearly Progress**

NO

This school met 27 out of 29 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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

## 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	1004	99.7	20.9	44.5	34.6	85.1	84	82.8	Yes	Yes
<b>Gender</b>										
Male	533	99.8	23.7	42.9	33.4	82.7	80.8	79.3	N/A	N/A
Female	471	99.6	17.8	46.3	35.9	87.8	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	608	100	15.5	45	39.5	88.6	89.5	89.5	Yes	Yes
African American	279	99.3	32.7	45	22.3	78.5	72.7	73.7	Yes	Yes
Asian/Pacific Islander	31	100	10.3	44.8	44.8	96.6	93	92.3	I/S	I/S
Hispanic	67	98.5	27.4	37.1	35.5	74.2	74.8	76.5	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	124	98.4	67.9	27.7	4.5	42.9	52.5	52	No	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	70	98.6	30.8	40	29.2	75.4	74.5	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	312	99	34.4	41.7	23.9	74.3	74.4	75.5	Yes	Yes

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

All Students	1003	99.9	27.9	43.6	28.5	81.1	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	533	99.8	27.8	39.4	32.8	81.1	79.6	77	N/A	N/A
Female	470	100	28	48.2	23.8	81.1	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	608	100	20.1	44.1	35.8	87.9	87	87.2	Yes	Yes
African American	278	99.6	45	44.2	10.8	67.3	66.3	66.7	Yes	Yes
Asian/Pacific Islander	31	100	6.9	41.4	51.7	93.1	94.3	93	I/S	I/S
Hispanic	67	100	36.5	36.5	27	69.8	75.3	76	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	123	99.2	71.4	25.9	2.7	40.2	48.1	45.5	No	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	70	100	34.8	39.4	25.8	71.2	76.2	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	311	99.7	41.5	44.4	14.1	69.3	70.5	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	668	100	28.8	54	17.2	71.2	71.3	67.5
<b>Gender</b>								
Male	363	100	30.9	47.9	21.2	69.1	70.8	67
Female	305	100	26.3	61.1	12.6	73.7	71.8	68
<b>Racial/Ethnic Group</b>								
White	415	100	21.9	56.1	21.9	78.1	79.5	79.5
African American	183	100	43.1	50.3	6.6	56.9	53	50.3
Asian/Pacific Islander	13	100	9.1	63.6	27.3	90.9	86.9	84.3
Hispanic	43	100	43.9	41.5	14.6	56.1	61.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.4	71.2
<b>Disability Status</b>								
Disabled	93	100	69.3	27.3	3.4	30.7	39.1	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	44	100	42.9	52.4	4.8	57.1	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	211	100	39.8	49.7	10.5	60.2	57.5	55.1
<b>Social Studies</b>								
All Students	657	100	26.5	42.9	30.7	73.5	75.7	72.3
<b>Gender</b>								
Male	342	100	24.1	36.7	39.2	75.9	75.1	71.5
Female	315	100	28.9	49.3	21.7	71.1	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	399	100	22.7	39.7	37.6	77.3	81.7	80.7
African American	180	100	34.4	51.5	14.1	65.6	61.5	60
Asian/Pacific Islander	24	100	17.4	30.4	52.2	82.6	88	88.5
Hispanic	45	100	31.7	43.9	24.4	68.3	69	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	78	72.2
<b>Disability Status</b>								
Disabled	77	100	64.3	25.7	10	35.7	47.5	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	47	100	36.4	34.1	29.5	63.6	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	205	100	37.5	47.3	15.2	62.5	63.9	62.1

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	1006	99.2	21.8	45.3	32.9	78.2	72.9	70.2	96.8	96.5
<b>Gender</b>										
Male	531	99.1	26.7	45.3	27.9	73.3	66.4	63.2	96.8	96.4
Female	475	99.4	16.3	45.4	38.3	83.7	79.7	77.5	96.8	96.5
<b>Racial/Ethnic Group</b>										
White	612	99.4	15.4	45	39.6	84.6	80.5	79.1	96.6	96.3
African American	277	99.3	33.5	46.7	19.8	66.5	57.1	57.6	97.2	96.5
Asian/Pacific Islander	31	100	10.3	51.7	37.9	89.7	87.3	86.2	97.9	97.6
Hispanic	67	97	31.7	39.7	28.6	68.3	61.3	62.6	96.7	96.9
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	71.8	68.7	97.6	95.2
<b>Disability Status</b>										
Disabled	118	99.2	69	30.1	0.9	31	28.4	26.1	95.5	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	70	97.1	34.8	40.9	24.2	65.2	60.5	61.2	96.7	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	303	98.4	32.6	47.3	20.1	67.4	58.8	58.9	95.9	95.8

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>English/Language Arts</b>							
<b>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	340	100	20.4	42.6	37	79.6
	7	324	99.4	27	45.6	27.4	73
	8	340	99.7	15.6	45.4	39	84.4
<b>Mathematics</b>							
<b>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	340	100	28.4	44.1	27.5	71.6
	7	323	100	26	44.5	29.5	74
	8	340	99.7	29.2	42.2	28.6	70.8
<b>Science</b>							
<b>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	172	100	32.9	53	14	67.1
	7	323	100	27.6	59.7	12.7	72.4
	8	173	100	26.7	44.1	29.2	73.3
<b>Social Studies</b>							
<b>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	168	100	14.4	50	35.6	85.6
	7	323	100	35.4	36.4	28.2	64.6
	8	166	100	21.3	48.4	30.3	78.7
<b>Writing</b>							
<b>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	337	99.7	25	42.3	32.7	75
	7	326	99.4	24.4	44.9	30.8	75.6
	8	343	98.5	16	48.9	35.1	84

Abbreviations for Missing Data

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