



## PARK HILLS ELEMENTARY

301 Crescent Avenue  
Spartanburg, South

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	389 Students	
<b>Principal</b>	Donald Mims	864-594-4465
<b>Superintendent</b>	Dr. Thomas D. White, Jr.	864-594-4400
<b>Board Chair</b>	Sharon D. Porter	864-594-4400

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Below Average</b>
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	Below Average	Good

## 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

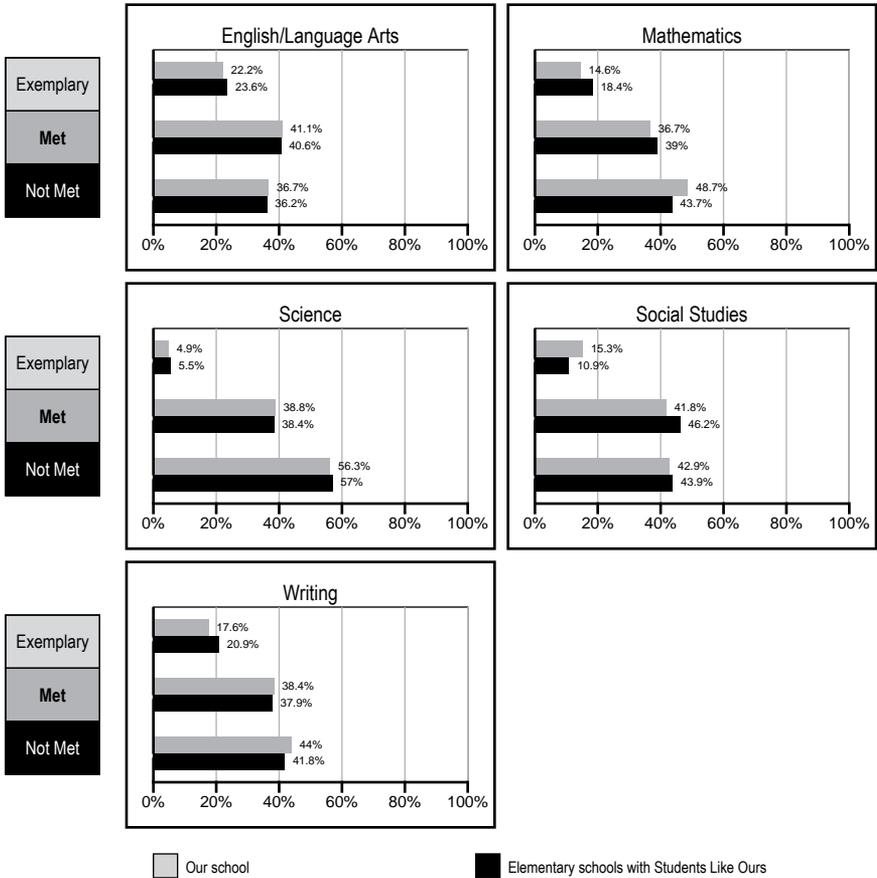
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	54	46	20

\* Ratings are calculated with data available by 03/09/2011.

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=389)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 2.0%	1.3%	1.2%
Attendance rate	95.2%	Down from 95.3%	95.9%	96.1%
Eligible for gifted and talented	5.3%	Up from 3.8%	4.1%	11.7%
With disabilities other than speech	11.9%	Up from 10.2%	8.5%	8.0%
Older than usual for grade	0.0%	Down from 0.3%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	66.7%	Up from 64.5%	59.5%	60.5%
Continuing contract teachers	60.0%	Up from 51.6%	78.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	74.0%	Up from 68.9%	82.2%	87.0%
Teacher attendance rate	94.7%	Down from 95.2%	95.2%	95.4%
Average teacher salary*	\$47,661	Up 2.0%	\$45,243	\$47,288
Professional development days/teacher	6.0 days	Down from 18.2 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 16.0 to 1	17.0 to 1	19.2 to 1
Prime instructional time	88.9%	Down from 89.4%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	62.1%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,661	Up 8.4%	\$8,940	\$7,548
Percent of expenditures for instruction**	61.7%	Down from 66.3%	67.8%	68.7%
Percent of expenditures for teacher salaries**	59.2%	Down from 63.9%	62.1%	65.1%

\* 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

At Park Hills Elementary, our focus is always on student achievement! This focus is evidenced in our ongoing emphasis on literacy, mathematics, and character education. In order to promote excellence, we are devoted to providing students with a well-rounded and challenging academic program. Administrators, faculty, and students continuously set high and rigorous achievement goals for academics. We are focused on making every day count academically. Therefore, we hold firm to our motto...Expecting Excellence Everyday from Everybody — No Excuses!

The 2009-2010 school year began our third year of the Teacher Advancement Program (TAP), which focuses on improving student achievement through the implementation of specific learning strategies. This program has been extremely successful, as reflected in our student achievement scores. We expect to continue to see even more student gains in achievement as we continue to maintain a clear focus on implementing effective instructional practices on a daily basis.

Park Hills proudly offers numerous student programs and initiatives which foster self esteem, develop character, promote social competencies, and challenge students academically and artistically. These outstanding programs include: Daily Balanced Literacy Programs, Single Gender Classes, Dress for Success School-Wide Uniforms, Technology Enhanced Instruction with White Boards, Academy of Reading (AOR), Book Clubs and Literature Circles, Accelerated Reading Program, Incentive Reward Programs, Boys and Girls Club, Panther Good News Assembly, Reader’s Theatre, Afterschool Tutorial Programs, and 4-6 Grade Chorus, Strings and Band.

Balanced Literacy, Four Square Writing, Book Clubs, Reader’s Theatre, Academy of Reading, and Mathematics Learning Centers are just a few of the programs that demonstrate our ongoing focus on academics and achievement. Students are engaged in instruction and activities that are tailored to meet their individual academic needs. At Park Hills, we believe that literacy is the key to academic success. We support that belief daily by utilizing a wide variety of instructional strategies and practices to ensure that every student is successful. We are proud of our annual Book Character Parade, Reader’s Theatre, Accelerated Reading, and intensive tutorial programs in mathematics.

Dress for Success is an initiative to support excellence in academics and promote school safety. Research supports the use of uniforms to create a school environment in which behavior and academic performance improve. School uniforms remove distractions caused by inappropriate school attire and help students focus on learning. Park Hills students may choose red, white, or navy shirts to wear with khaki pants or skirts. Dress for Success instills discipline and a sense of community while reducing distractions to the daily learning environment.

Park Hills offers Single Gender Classes in grades 4, 5, and 6. Single gender classes offer special instructional strategies which promote greater school success. Teachers in these classes receive professional training in the specialized strategies that help foster improved student achievement. Single Gender education helps increase attendance while decreasing discipline issues.

Don Mims, Principal, and Krystal Parker, SIC Co-Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	39	28
Percent satisfied with learning environment	92.7%	76.9%	81.5%
Percent satisfied with social and physical environment	87.8%	56.4%	75.0%
Percent satisfied with school-home relations	40.0%	61.5%	75.0%

\* 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 13 out of 13 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** RP-DELAY

**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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	5.6%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	3.1%	0.0%	No
Student attendance rate	95.2%	94.0%*	Yes

\* Or greater than last year

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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	181	100	36.7	41.1	22.2	77.2	79.3	83.5	Yes	Yes
<b>Gender</b>										
Male	80	100	46.4	37.7	15.9	69.6	75.6	80.1	N/A	N/A
Female	101	100	29.2	43.8	27	83.1	83.4	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	11	100	I/S	I/S	I/S	I/S	89.5	89.6	I/S	I/S
African American	161	100	37.8	43.4	18.9	76.2	72.3	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.1	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	73	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	73.1	19.2	7.7	46.2	41.9	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	79.6	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	177	100	36.8	41.9	21.3	77.4	72.5	76.9	Yes	Yes

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

All Students	181	100	48.7	36.7	14.6	63.3	76.1	80.4	Yes	Yes
<b>Gender</b>										
Male	80	100	50.7	39.1	10.1	62.3	73.2	78.4	N/A	N/A
Female	101	100	47.2	34.8	18	64	79.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	11	100	I/S	I/S	I/S	I/S	88.7	87.8	I/S	I/S
African American	161	100	52.4	36.4	11.2	60.1	67	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.4	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	75.9	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	90.9	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	N/A	N/A	N/A	26.9	36	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	84.1	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	177	100	49	37.4	13.5	63.2	68.7	72.8	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
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**Science**

All Students	116	100	56.3	38.8	4.9	43.7	64.3	67.3
<b>Gender</b>								
Male	51	100	N/A	N/A	N/A	43.2	62.8	66.9
Female	65	100	55.9	35.6	8.5	44.1	65.9	67.7
<b>Racial/Ethnic Group</b>								
White	8	I/S	I/S	I/S	I/S	I/S	84.4	79.6
African American	103	100	59.8	35.9	4.3	40.2	50.9	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	17	100	N/A	N/A	N/A	6.7	26.5	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	71.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	113	100	57	40	3	43	52.7	55.4

**Social Studies**

All Students	113	100	42.9	41.8	15.3	57.1	68.1	70.9
<b>Gender</b>								
Male	54	100	45.7	43.5	10.9	54.3	66.7	70.1
Female	59	100	40.4	40.4	19.2	59.6	69.7	71.7
<b>Racial/Ethnic Group</b>								
White	7	I/S	I/S	I/S	I/S	I/S	84.3	79.2
African American	101	100	45.6	41.1	13.3	54.4	56.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.3	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	20	100	N/A	N/A	N/A	40	31.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	74.8	68
<b>Socio-Economic Status</b>								
Subsidized meals	112	100	42.9	41.8	15.3	57.1	57.7	60.8

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	179	99.4	43.7	38.6	17.7	56.3	66.5	72.1	95.2	95.5
<b>Gender</b>										
Male	81	98.8	47.8	43.5	8.7	52.2	60.5	65.2	94.8	95.3
Female	98	100	40.4	34.8	24.7	59.6	73	79.2	95.6	95.7
<b>Racial/Ethnic Group</b>										
White	9	I/S	I/S	I/S	I/S	I/S	80.8	80.8	92.8	95.6
African American	161	99.4	45.5	38.5	16.1	54.5	56.6	59.7	95.3	95.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	78.5	87	98.9	96.7
Hispanic	8	I/S	I/S	I/S	I/S	I/S	62.2	64.6	94.5	95.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	92.2
<b>Disability Status</b>										
Disabled	31	96.8	N/AV	N/AV	N/AV	23.1	19.5	27.7	95.4	94.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	72.1	63.7	97.2	96.5
<b>Socio-Economic Status</b>										
Subsidized meals	174	99.4	43.9	39.4	16.8	56.1	56.1	61.9	95.2	95

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	55	100	23.5	54.9	21.6	76.5
	4	49	100	44.4	42.2	13.3	55.6
	5	57	100	26	66	8	74
	6	45	100	48.8	39	12.2	51.2
	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>2010</b>	3	44	100	13.5	48.6	37.8	86.5
	4	48	100	41.9	34.9	23.3	58.1
	5	41	100	47.2	33.3	19.4	52.8
	6	48	100	42.9	47.6	9.5	57.1
	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>Mathematics</b>							
<b>2009</b>	3	55	100	62.7	29.4	7.8	37.3
	4	49	100	55.6	33.3	11.1	44.4
	5	57	100	48	48	4	52
	6	45	100	39	58.5	2.4	61
	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>2010</b>	3	44	100	35.1	35.1	29.7	64.9
	4	48	100	53.5	39.5	7	46.5
	5	41	100	63.9	22.2	13.9	36.1
	6	48	100	42.9	47.6	9.5	57.1
	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>Science</b>							
<b>2009</b>	3	30	100	55.6	37	7.4	44.4
	4	49	100	N/AV	N/AV	N/AV	33.3
	5	29	100	N/AV	N/AV	N/AV	50
	6	21	100	N/AV	N/AV	N/AV	31.6
	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>2010</b>	3	23	100	60	25	15	40
	4	48	100	N/A	N/A	N/A	53.5
	5	21	100	63.2	31.6	5.3	36.8
	6	24	100	66.7	28.6	4.8	33.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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>2009</b>	3	25	100	29.2	54.2	16.7	70.8
	4	49	100	46.7	48.9	4.4	53.3
	5	28	100	N/AV	N/AV	N/AV	41.7
	6	24	100	45.5	50	4.5	54.5
	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>2010</b>	3	21	100	47.1	23.5	29.4	52.9
	4	48	100	51.2	39.5	9.3	48.8
	5	20	100	47.1	41.2	11.8	52.9
	6	24	100	19	61.9	19	81
	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>Writing</b>							
<b>2009</b>	3	53	98.1	38	40	22	62
	4	46	100	60	33.3	6.7	40
	5	59	96.6	52	30	18	48
	6	45	100	65.9	24.4	9.8	34.1
	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>2010</b>	3	45	97.8	32.4	29.7	37.8	67.6
	4	48	100	60.5	30.2	9.3	39.5
	5	39	100	41.7	47.2	11.1	58.3
	6	47	100	38.1	47.6	14.3	61.9
	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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