



## HILLCREST SENIOR HIGH

3665 S. Industrial Drive  
Simpsonville, South

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	2,143 Students	
<b>Principal</b>	Stephen A. Chamness	864-355-3500
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Roger Meek	864-233-8587

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

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

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS**

Excellent	Good	Average	Below Average	At-Risk
14	7	6	0	0

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

**High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students**

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	73.0%	72.8%	79.3%	81.0%	80.5%	82.9%
Passed 1 subtest (%)	14.9%	17.2%	14.1%	10.6%	11.1%	10.3%
Passed no subtests (%)	12.1%	10.0%	6.6%	8.4%	8.4%	6.8%

**HSAP Passage Rate by Spring 2011**

Percent	Our High School	High Schools with Students Like Ours
	92.2%	93.2%

**Four-Year Cohort Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	592	578	421	402
Number of Graduates in Cohort	432	412	317	309
Rate	73.0%	71.3%	73.2%	77.4%

\*Used to calculate current AYP.

**Five-Year Graduation Rate**

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	591	N/A	426
Number of Graduates in Cohort	N/A	439	N/A	324
Rate	N/A	74.3%	N/A	76.8%

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	78.3%	79.4%
English 1	79.8%	70.8%
Biology 1/Applied Biology 2	64.0%	74.1%
Physical Science	61.6%	63.8%
US History and the Constitution	53.3%	55.3%
All Tests	66.4%	68.6%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this 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

## School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n=2,143)</b>				
Retention rate	3.9%	Down from 4.3%	2.4%	3.4%
Attendance rate	89.1%	Down from 93.9%	94.7%	95.0%
Served by gifted and talented program	16.1%	Up from 15.3%	17.9%	12.4%
With disabilities other than speech	8.4%	Up from 7.8%	8.7%	9.9%
Older than usual for grade	5.3%	Down from 8.0%	4.9%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.3%	0.9%	0.9%
Enrolled in AP/IB programs	32.2%	Up from 21.6%	20.2%	13.0%
Successful on AP/IB exams	43.6%	Down from 43.8%	56.6%	51.7%
Eligible for LIFE Scholarship	41.1%	Down from 52.1%	35.5%	30.1%
Annual dropout rate	2.2%	Down from 4.0%	2.6%	2.5%
Career/technology students in co-curricular organizations	4.0%	Up from 2.5%	2.7%	2.9%
Enrollment in career/technology courses	1250	Up from 1243	738	419
Students participating in work-based experiences	35.3%	Up from 28.5%	11.4%	7.2%
Career/technology students attaining technical skills	0.0%	Down from 85.6%	83.2%	83.0%
Career/technology completers placed	99.1%	Up from 97.6%	99.0%	98.4%
<b>Teachers (n=102)</b>				
Teachers with advanced degrees	60.8%	Up from 54.9%	63.3%	61.1%
Continuing contract teachers	81.4%	Up from 74.3%	83.4%	80.6%
Teachers returning from previous year	88.4%	Up from 85.0%	88.0%	86.5%
Teacher attendance rate	91.1%	Down from 97.4%	95.4%	95.5%
Average teacher salary*	\$46,760	Down 0.6%	\$48,319	\$46,884
Professional development days/teacher	6.3 days	Up from 6.1 days	11.4 days	10.0 days
<b>School</b>				
Principal's years at school	12.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	33.8 to 1	Up from 31.0 to 1	29.9 to 1	26.5 to 1
Prime instructional time	82.8%	Down from 91.4%	89.2%	89.3%
Dollars spent per pupil**	\$5,070	Down 4.6%	\$6,904	\$7,804
Percent of expenditures for teacher salaries**	60.7%	Up from 59.6%	61.0%	58.0%
Percent of expenditures for instruction**	62.5%	Up from 62.4%	62.8%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Up from 93.9%	97.8%	97.3%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	N/A	Good
Classical language program assessment	N/A	N/A	N/A	Good

\* 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

## Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	446	92.2%	2472	66.4%	592	73.0%	No
<b>Gender</b>							
Male	216	91.7%	1279	68.2%	286	70.3%	N/A
Female	230	92.6%	1139	64.6%	306	75.5%	N/A
<b>Racial/Ethnic Group</b>							
White	281	95.0%	1531	75.5%	372	76.1%	N/A
African American	128	85.2%	704	48.2%	173	64.2%	N/A
Asian/Pacific Islander	N/A	N/A	13	76.9%	N/A	N/A	N/A
Hispanic	32	93.8%	163	60.1%	37	81.1%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	53	64.2%	189	34.4%	39	38.5%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	23	95.7%	113	63.7%	24	79.2%	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	135	85.2%	999	56.0%	192	64.6%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

For almost sixty years, Hillcrest High School has been a source of pride for the Simpsonville-Fountain Inn Community. Hillcrest is proud of its students and faculty and their accomplishments. Through interest assessments, job shadowing, work-site visits, and career speakers, students evaluate their interests. The Career Development Facilitator provides various opportunities for students to explore their interests and develop their goals. Each student meets with their guidance counselor to determine which classes best suit the student’s needs and goals. Students have ample opportunity to investigate their interests through many outstanding classes at Hillcrest High.

The Freshman Academy is an exceptional feature that continues to positively impact our ninth graders. With common planning times, collaboration among faculty members increases and strengthens our academic programs for our ninth grade students. Teachers offer after school tutoring at least two days each week and regularly communicate student progress to parents.

Hillcrest offers a variety of opportunities for student involvement. Each year many of our teams compete for regional, as well as, state championships. In addition, students have the opportunity to participate in a wide variety of extracurricular clubs and organizations. Our agriculture department is considered a model program across the state and has been featured on South Carolina’s ETV. It boasts Hillcrest Greenhouse Industries, which is a student run enterprise from buying the seed to selling the products that operates a fall plant sale, Christmas tree sale, and spring plant sale each year. This department also supports several small animal care classes. Our business department and fine arts departments are also leaders in our district.

Hillcrest continues to seek avenues in which students can exercise goodwill and leadership. Once again, our student body in partnership with the community raised nearly \$100,000 in one week in support of a local charity and an underprivileged school. Students are also active in other charities such as hosting food drives and natural disaster relief for various areas in need. The local community strongly supports Hillcrest High School. Both athletic and academic booster clubs are strong and actively involved in providing support in the form of time and money for our students. Hillcrest is dedicated to providing a safe, positive learning environment which brings together the resources of staff, family, and our community to create the best future possible for our students.

Stephen Chamness, Principal  
 Lynn Tuten, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	58	362	30
Percent satisfied with learning environment	77.6%	78.1%	66.7%
Percent satisfied with social and physical environment	79.3%	81.6%	70.0%
Percent satisfied with school-home relations	77.6%	90.7%	56.7%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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No Child Left Behind

**School Adequate Yearly Progress** No

This school met 14 out of 21 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** N/A

**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 Data**

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.3%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	511	96.9	7.5	31.3	34.2	27.1	71.0	75.1	68.0	Yes	Yes
Male	253	97.6	8.7	34.4	32.0	24.9	66.8	70.3	63.1	N/A	N/A
Female	258	96.1	6.3	28.0	36.4	29.3	75.3	80.0	73.1	N/A	N/A
White	321	96.3	6.7	22.7	37.3	33.3	81.7	85.5	79.4	Yes	Yes
African American	149	97.3	9.2	46.8	27.7	16.3	51.8	54.2	51.7	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	86.3	83.2	I/S	I/S
Hispanic	35	100.0	9.1	42.4	33.3	15.2	57.6	65.7	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	72.7	66.4	I/S	I/S
Disabled	50	92.0	44.4	40.0	13.3	2.2	20.0	24.1	22.8	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	17	100.0	18.8	50.0	25.0	6.3	37.5	48.0	45.1	I/S	I/S
Subsidized meals	194	96.9	9.0	46.1	27.5	17.4	55.6	58.4	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	511	97.5	19.3	39.8	27.8	13.1	53.1	67.5	62.3	No	Yes
Male	253	98.4	20.6	39.1	28.0	12.3	52.3	66.2	61.4	N/A	N/A
Female	258	96.5	18.0	40.6	27.6	13.8	54.0	68.8	63.2	N/A	N/A
White	321	96.9	13.6	38.1	29.8	18.5	60.9	78.7	75.3	Yes	Yes
African American	149	98.0	30.5	42.6	23.4	3.5	39.0	42.6	42.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	88.5	84.3	I/S	I/S
Hispanic	35	100.0	24.2	42.4	30.3	3.0	42.4	60.2	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	90.9	64.1	I/S	I/S
Disabled	50	94.0	63.0	30.4	6.5	N/A	8.7	21.2	21.5	No	Yes
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	17	100.0	37.5	50.0	12.5	N/A	25.0	47.2	47.1	I/S	I/S
Subsidized meals	194	97.4	29.1	39.1	25.1	6.7	44.1	51.1	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	511	96.3	61.8	15.7	10.0	12.6	22.6	N/A	N/A	N/A	N/A
Male	253	96.0	61.7	13.6	9.1	15.6	24.7	N/A	N/A	N/A	N/A
Female	258	96.5	61.8	17.7	10.8	9.6	20.5	N/A	N/A	N/A	N/A
White	321	95.3	53.6	18.0	11.1	17.3	28.4	N/A	N/A	N/A	N/A
African American	149	97.3	75.2	11.7	9.0	4.1	13.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	35	100.0	74.3	14.3	5.7	5.7	11.4	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	50	72.0	88.9	11.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	17	100.0	88.2	5.9	5.9	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	194	97.4	72.0	16.4	5.3	6.3	11.6	N/A	N/A	N/A	N/A

\* 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

**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2010	567	98.2	11.3	32.8	31.8	24.1	67.0	71.3	65.9
	2011	511	96.9	7.5	31.3	34.2	27.1	71.0	75.1	68.0

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	2010	567	98.6	24.4	37.2	21.4	16.9	50.0	64.6	62.3
	2011	511	97.5	19.3	39.8	27.8	13.1	53.1	67.5	62.3

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data