



Hammond Hill Elementary

901 West Woodlawn
North Augusta, SC 29841

Grades	PK-5 Elementary School	
Enrollment	657 Students	
Principal	Janet Vaughan	803-442-6170
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	At-Risk
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

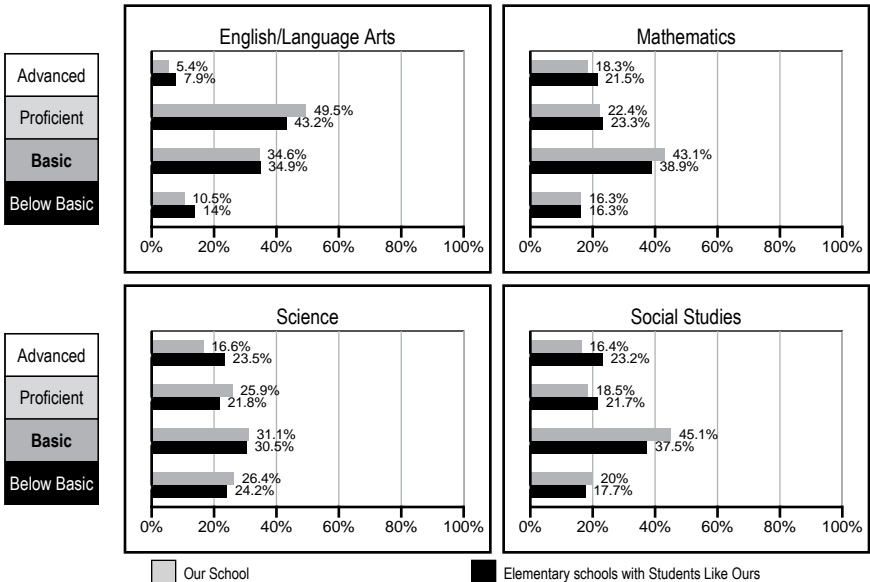
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	33	54	3	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=657)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 3.3%	1.8%	2.3%
Attendance rate	96.9%	Up from 96.5%	96.6%	96.3%
Eligible for gifted and talented	20.6%	Down from 23.2%	18.0%	10.4%
With disabilities other than speech	5.7%	Up from 4.0%	6.6%	7.5%
Older than usual for grade	2.5%	Up from 1.4%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	68.2%	Up from 50.0%	60.7%	56.7%
Continuing contract teachers	90.9%	Up from 81.8%	80.3%	77.3%
Teachers with emergency or provisional certificates	2.5%	Up from 2.4%	0.0%	0.0%
Teachers returning from previous year	85.5%	Up from 83.8%	88.0%	86.4%
Teacher attendance rate	95.3%	Up from 92.8%	94.9%	94.9%
Average teacher salary	\$46,118	Up 6.7%	\$46,845	\$45,345
Professional development days/teacher	9.6 days	Up from 9.2 days	13.0 days	12.6 days
School				
Principal's years at school	3.0	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 18.6 to 1	19.6 to 1	18.5 to 1
Prime instructional time	91.5%	Up from 88.6%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 99.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,374	Up 4.0%	\$6,547	\$7,052
Percent of expenditures for instruction*	71.2%	Up from 69.1%	69.9%	69.1%
Percent of expenditures for teacher salaries*	66.9%	Up from 65.3%	66.6%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Hammond Hill Elementary, a 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 660 students in grades Pre-K through 5. Hammond Hill's greatest strengths arise from its excellent student achievement and awards. Our teachers and students have been recognized for many outstanding accomplishments in local, regional, state, and national competitions. This past year, our very own Robin Patterson, a fifth grade teacher at Hammond Hill was recognized as the Aiken County Teacher of the Year.

Hammond Hill teachers are the recipients of various monetary grant awards which enable our teachers to instruct in creative ways using a multitude of resources. Hammond Hill's Palmetto Achievement Challenge Test scores have exceeded the district and state averages for the percentage of students meeting state standards for the last seven years with state recognition during three of those years. Because of this achievement, Hammond Hill Elementary has been a South Carolina Gold Certificate winner for three of the seven years.

Hammond Hill Elementary provides a variety of activities, clubs and opportunities to enhance student learning such as the After-School Tutoring Program, Great Leaps Reading for grades 3-5, 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, Character Parade, Art Club, Jump Rope Club, Double H Reading Club, Chorus, Computer Club, Science Club, Literary Club, Accelerated Reader Program, and our Gifted and Talented Program.

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 in these projects by participating in the collection of 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. During this past year, parents played a key role in helping to support fundraisers to provide an attractive mural highlighting a historical turn-of-the-century antebellum mansion located near our school. Parent-supported fundraisers have also provided Hammond Hill Elementary with a Computer Writing Lab, fully equipped with digital cameras, a SMART Board, Sympodium, airliner slate and thirty-one flat screen desktop computers. The primary focus of this lab is to instruct students utilizing the Six-Trait Writing Process. An Author's Tea is held in the spring, where parents are invited to hear the writings of our students which have been published in a hardbound book as a keepsake. 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
Cheryl Hooks, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	99	54
Percent satisfied with learning environment	97.6%	99.0%	94.3%
Percent satisfied with social and physical environment	100.0%	94.9%	98.1%
Percent satisfied with school-home relations	97.6%	97.0%	94.4%

* 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

NO

This school met 15 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

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	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.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	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."
HOLD	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	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	320	100	10.4	35.2	49	5.4	67.1	49.8	48.2	Yes	Yes
Gender											
Male	159	100	15	40.8	40.8	3.4	61.2	43.8	41.7	N/A	N/A
Female	161	100	6	29.8	57	7.3	72.8	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	230	100	5.9	32.9	54.1	7.2	75.2	59.8	60	Yes	Yes
African American	67	100	23.2	46.4	30.4	0	39.3	33.8	31.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	19	100	31.3	31.3	37.5	0	50	39.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	36	100	42.4	45.5	12.1	0	21.2	15.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	26	100	21.7	30.4	47.8	0	60.9	43	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	142	100	19.8	38	40.5	1.7	53.7	35.8	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	320	100	16.4	43.3	22.1	18.1	54	46.9	45.8	Yes	Yes
Gender											
Male	159	100	17.7	41.5	21.1	19.7	51	47.9	45.6	N/A	N/A
Female	161	100	15.2	45	23.2	16.6	57	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	230	100	9	42.8	25.2	23	63.5	57.2	59	Yes	Yes
African American	67	100	41.1	46.4	8.9	3.6	21.4	29.7	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	19	100	37.5	37.5	25	0	31.3	40.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	36	100	51.5	42.4	3	3	12.1	15.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	26	100	26.1	39.1	26.1	8.7	43.5	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	142	100	26.4	52.9	13.2	7.4	32.2	32.8	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	213	99.5	26.7	31.3	25.6	16.4	42.1	34.1	35.7	96.9	95.9
Gender											
Male	112	99.1	23.8	33.7	24.8	17.8	42.6	36.6	37.4	96.9	95.8
Female	101	100	29.8	28.7	26.6	14.9	41.5	31.3	33.8	97	96.1
Racial/Ethnic Group											
White	150	99.3	18.1	31.9	28.5	21.5	50	45.2	49.2	96.8	95.9
African American	50	100	57.5	27.5	15	0	15	16.4	17	97.5	95.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	97.7	97.6
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	96.6	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	87.9	95.8
Disability Status											
Disabled	25	96	45.5	40.9	13.6	0	13.6	12.8	14	96	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	15	100	23.1	30.8	38.5	7.7	46.2	28	24.4	96.5	96.5
Socio-Economic Status											
Subsided meals	93	100	40.3	36.4	15.6	7.8	23.4	20.4	21.1	96.6	95.2
Social Studies											
All Students	211	99.5	20.4	44.9	18.4	16.3	34.7	30.3	34	96.9	95.9
Gender											
Male	98	99	17.8	46.7	17.8	17.8	35.6	33.8	36.6	96.9	95.8
Female	113	100	22.6	43.4	18.9	15.1	34	26.5	31.3	97	96.1
Racial/Ethnic Group											
White	154	100	16.3	45.6	17.7	20.4	38.1	38.6	44.5	96.8	95.9
African American	39	100	29.4	44.1	26.5	0	26.5	17	19.1	97.5	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	97.7	97.6
Hispanic	16	100	35.7	42.9	7.1	14.3	21.4	20.3	27.5	96.6	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	87.9	95.8
Disability Status											
Disabled	19	100	35.3	47.1	11.8	5.9	17.6	10.7	14.4	96	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	20	95	35.3	35.3	17.6	11.8	29.4	23.9	27.3	96.5	96.5
Socio-Economic Status											
Subsided meals	100	99	26.7	51.2	17.4	4.7	22.1	18.6	21	96.6	95.2

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	100	100	7.6	28.3	58.7	5.4	64.1	
	4	95	100	15.2	37	43.5	4.3	47.8	
	5	108	100	13.5	44.2	40.4	1.9	42.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	115	100	7.5	24.3	57.9	10.3	68.2	
	4	103	100	5.3	38.3	52.1	4.3	56.4	
	5	102	100	18.6	44.3	36.1	1	37.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	100	100	12	47.8	30.4	9.8	40.2	
	4	95	100	17.4	37	27.2	18.5	45.7	
	5	108	100	12.5	45.2	26	16.3	42.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	115	100	15.9	43.9	20.6	19.6	40.2	
	4	103	100	10.6	44.7	22.3	22.3	44.7	
	5	102	100	22.7	41.2	23.7	12.4	36.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	52	100	25.5	31.9	34	8.5	42.6	
	4	95	100	30.8	36.3	22	11	33	
	5	56	100	30	32	12	26	38	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	59	98.3	28.3	22.6	35.8	13.2	49.1	
	4	103	100	19.1	37.2	26.6	17	43.6	
	5	51	100	39.6	29.2	12.5	18.8	31.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	49	100	13.6	56.8	29.5	0	29.5	
	4	95	100	29.7	42.9	18.7	8.8	27.5	
	5	55	100	34	28	14	24	38	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	56	100	9.4	60.4	15.1	15.1	30.2	
	4	103	99	19.4	44.1	18.3	18.3	36.6	
	5	52	100	34	30	22	14	36	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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