



High Hills Elementary

4971 Frierson Road
Shaw AFB, SC 29152

Grades	4-5 Elementary School	
Enrollment	456 Students	
Principal	Elizabeth C. Compton	803-499-3327
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181



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	Average
2004	Good	Below Average

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

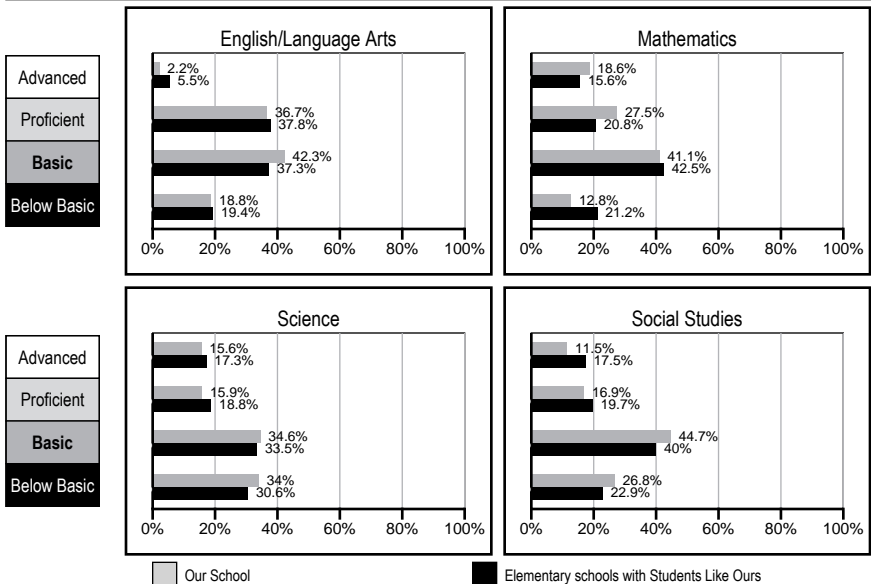
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 91.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	65	15	1

* 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=456)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.0%	Down from 1.5%	2.3%	2.3%
Attendance rate	96.3%	Down from 96.5%	96.3%	96.3%
Eligible for gifted and talented	12.8%	Down from 19.0%	12.3%	10.4%
With disabilities other than speech	8.4%	Up from 8.1%	8.0%	7.5%
Older than usual for grade	0.9%	Down from 2.2%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	50.0%	Up from 46.2%	56.0%	56.7%
Continuing contract teachers	46.4%	Down from 69.2%	79.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 5.0%	0.0%	0.0%
Teachers returning from previous year	57.9%	Down from 63.5%	87.8%	86.4%
Teacher attendance rate	96.9%	Up from 93.1%	95.1%	94.9%
Average teacher salary	\$40,633	Up 2.9%	\$45,039	\$45,345
Professional development days/teacher	7.0 days	Down from 17.2 days	12.0 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	22.6 to 1	Up from 19.9 to 1	18.9 to 1	18.5 to 1
Prime instructional time	90.7%	Up from 88.1%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,121	Down 0.5%	\$6,470	\$7,052
Percent of expenditures for instruction*	62.8%	Down from 66.4%	69.8%	69.1%
Percent of expenditures for teacher salaries*	57.6%	Down from 61.1%	65.5%	64.2%

* 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, including Connie Prevatte's Balanced Literacy, Marilyn Burns' Math Solutions, and Chris Tovani's Comprehending Content. Our curriculum coordinator led a book study, Building Academic Vocabulary by Robert Marzano, 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	30	192	154
Percent satisfied with learning environment	86.7%	88.5%	83.2%
Percent satisfied with social and physical environment	96.7%	83.7%	78.1%
Percent satisfied with school-home relations	90.0%	90.5%	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 21 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

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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.9%	0.0%	No
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	467	100	18.8	42.3	36.7	2.2	53.1	39.4	48.2	Yes	Yes
Gender											
Male	263	100	21.6	42.9	34.2	1.3	48.5	33.3	41.7	N/A	N/A
Female	204	100	15.3	41.5	39.9	3.3	59	45.9	55	N/A	N/A
Racial/Ethnic Group											
White	199	100	10.5	36.8	49.1	3.5	66.7	48.5	60	Yes	Yes
African American	248	100	25.9	45.1	27.7	1.3	43.3	33.3	31.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	54.8	70.4	I/S	I/S
Hispanic	15	100	14.3	64.3	21.4	0	42.9	46.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	21.4	47	I/S	I/S
Disability Status											
Disabled	61	100	43.4	37.7	18.9	0	28.3	16.7	16	Yes	Yes
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	8	I/S	I/S	I/S	I/S	I/S	I/S	34.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	298	100	24.7	43.2	30.9	1.2	45.9	35.3	34	Yes	Yes

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

All Students	467	100	12.8	41.1	27.5	18.6	58.7	38.2	45.8	Yes	Yes
Gender											
Male	263	100	14.3	36.4	27.3	22.1	58.9	38.6	45.6	N/A	N/A
Female	204	100	10.9	47	27.9	14.2	58.5	37.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	199	100	7	29.2	33.3	30.4	76.6	51.1	59	Yes	Yes
African American	248	100	17.9	50.4	21.9	9.8	44.2	29.7	26.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	48.4	71.3	I/S	I/S
Hispanic	15	100	7.1	50	28.6	14.3	57.1	43.9	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.6	46.2	I/S	I/S
Disability Status											
Disabled	61	100	34	45.3	11.3	9.4	34	17.1	17.1	Yes	Yes
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	8	I/S	I/S	I/S	I/S	I/S	I/S	48.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	298	100	15.1	47.1	26.3	11.6	51.7	33	31.4	Yes	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	358	100	34	34.6	15.9	15.6	31.4	30.8	35.7	96.3	96
Gender											
Male	205	100	32.4	34.1	16.8	16.8	33.5	33.3	37.4	96.1	95.8
Female	153	100	36	35.3	14.7	14	28.7	28.3	33.8	96.6	96.2
Racial/Ethnic Group											
White	156	100	17.9	30.6	26.1	25.4	51.5	44.9	49.2	95.9	95.5
African American	192	100	46.5	37.8	8.1	7.6	15.7	21.4	17	96.8	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	63.2	58	97.3	97.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	94.8	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.7	93.9
Disability Status											
Disabled	46	100	50	32.5	10	7.5	17.5	13.7	14	95.7	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.5
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	31.8	24.4	95.2	96.2
Socio-Economic Status											
Subsided meals	221	100	42.4	34.6	11.5	11.5	23	24.7	21.1	96.1	95.8
Social Studies											
All Students	356	100	26.8	44.7	16.9	11.5	28.4	25.8	34	96.3	96
Gender											
Male	204	100	22.9	45.8	17.3	14	31.3	27	36.6	96.1	95.8
Female	152	100	32.1	43.3	16.4	8.2	24.6	24.5	31.3	96.6	96.2
Racial/Ethnic Group											
White	153	100	19.4	40.3	23.3	17.1	40.3	33.9	44.5	95.9	95.5
African American	187	100	33.9	47.6	11.9	6.5	18.5	19.8	19.1	96.8	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	52.4	58.9	97.3	97.6
Hispanic	12	100	16.7	50	8.3	25	33.3	36.8	27.5	94.8	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	30.8	32.7	96.7	93.9
Disability Status											
Disabled	48	100	39	41.5	9.8	9.8	19.5	12.7	14.4	95.7	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.5
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	95.2	96.2
Socio-Economic Status											
Subsided meals	223	100	32.8	47.4	13.5	6.3	19.8	20.5	21	96.1	95.8

* 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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	227	100	13.9	36.1	46	4	50
	5	228	100	20.3	48.6	30.7	0.5	31.1
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	248	100	19.5	41.4	36.7	2.3	39.1
	5	219	100	18.1	43.2	36.7	2	38.7
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	227	100	17.3	39.1	25.7	17.8	43.6
	5	228	100	18.9	48.1	16	17	33
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	248	100	13	40.5	27.4	19.1	46.5
	5	219	100	12.6	41.7	27.6	18.1	45.7
	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	227	100	36.6	30.7	23.3	10.4	32.7
	5	116	100	33.6	40	10.9	15.5	26.4
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	248	100	33.5	37.2	16.3	13	29.3
	5	110	100	35	29	15	21	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
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	226	100	19.9	47.8	23.4	9	32.3
	5	113	99.1	29.7	39.6	18.8	11.9	30.7
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	248	100	26	47.9	17.2	8.8	26
	5	108	100	28.6	37.8	16.3	17.3	33.7
	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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