



Hammond Hill Elementary

901 West Woodlawn

North Augusta, SC 29841

Grades	PK-5 Elementary School	
Enrollment	714 Students	
Principal	Janet Vaughan	803-442-6170
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	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 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

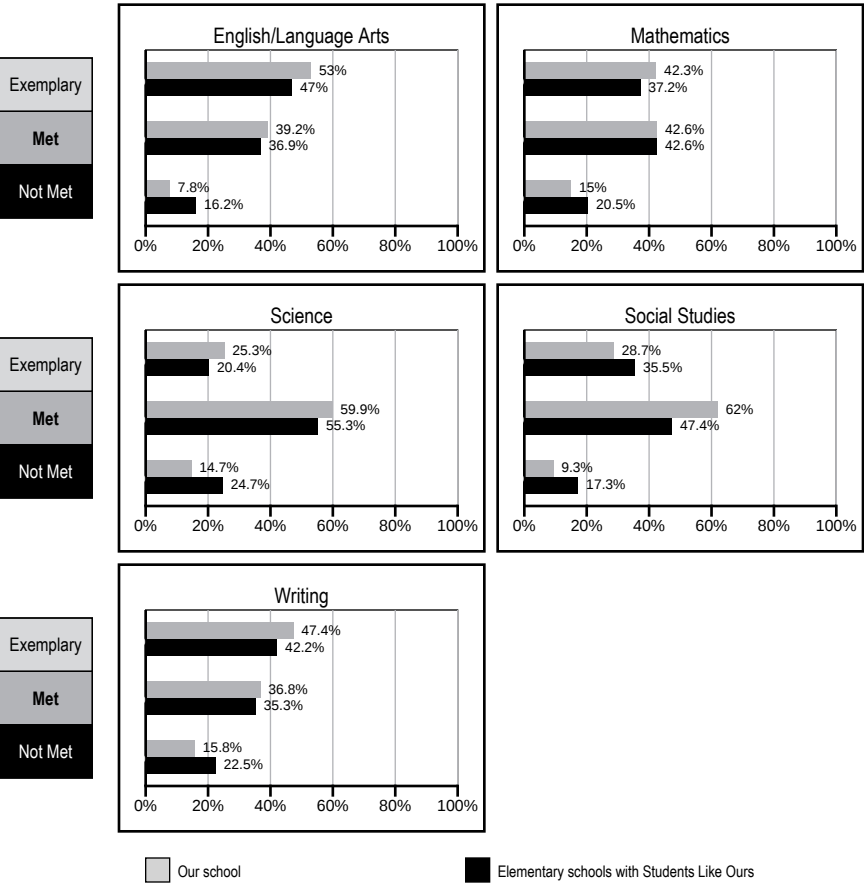
94%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	38	20	0	0

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

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
Students (n=714)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 2.5%	1.5%	1.9%
Attendance rate	97.0%	Up from 96.9%	96.6%	96.3%
Eligible for gifted and talented	15.4%	Down from 20.6%	15.8%	10.0%
With disabilities other than speech	5.4%	Down from 5.7%	6.8%	7.7%
Older than usual for grade	1.0%	Down from 2.5%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	71.1%	Up from 68.2%	61.4%	59.4%
Continuing contract teachers	86.7%	Down from 90.9%	84.6%	80.0%
Teachers with emergency or provisional certificates	2.4%	Down from 2.5%	0.0%	0.0%
Teachers returning from previous year	94.0%	Up from 85.5%	86.6%	85.9%
Teacher attendance rate	95.2%	Down from 95.3%	95.1%	95.1%
Average teacher salary*	\$48,430	Up 5.0%	\$48,308	\$47,149
Professional development days/teacher	9.0 days	Down from 9.6 days	11.3 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 19.3 to 1	19.3 to 1	18.8 to 1
Prime instructional time	91.7%	Up from 91.5%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,368	Down 0.1%	\$6,905	\$7,458
Percent of expenditures for instruction**	74.0%	Up from 71.2%	69.6%	68.8%
Percent of expenditures for teacher salaries**	58.2%	Down from 66.9%	61.1%	63.2%

* 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

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 716 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.

Hammond Hill Elementary teachers are the recipients of various monetary grant awards which enable our teachers to instruct in creative ways using a multitude of resources. This year Hammond Hill Elementary won a \$10,000 Cartoon Network Physical Education Grant which will supply our students with physical education equipment to help our students stay active and healthy. Our school was also the recipient of EIA teacher grants totaling \$28,000.

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, Lego League, Double H Reading Club, Chorus, Computer Club, Running 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. Parent supported fund-raisers 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. In addition, the Hammond Hill PTO was able to complete the project of supplying all classrooms with a SMART Board and a ceiling mounted projector. 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 hard-bound book. 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 Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	104	53
Percent satisfied with learning environment	100.0%	91.3%	96.2%
Percent satisfied with social and physical environment	100.0%	91.3%	95.9%
Percent satisfied with school-home relations	100.0%	89.4%	100.0%

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

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 Adequate Yearly Progress

YES

This school met 17 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

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	337	100	7.8	39.2	53	95.9	85.7	82.8	Yes	Yes
Gender										
Male	174	100	9.8	38.4	51.8	94.5	83.2	79.3	N/A	N/A
Female	163	100	5.8	40	54.2	97.4	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	236	100	4	33	63	98.7	90.8	89.5	Yes	Yes
African American	77	100	18.6	54.3	27.1	90	78.1	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.3	92.3	I/S	I/S
Hispanic	21	100	15.8	47.4	36.8	84.2	77.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	82.5	I/S	I/S
Disability Status										
Disabled	29	100	44.4	48.1	7.4	70.4	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	13	47.8	39.1	87	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	166	100	12.5	47.4	40.1	92.8	79.5	75.5	Yes	Yes

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

All Students	337	100	15	42.6	42.3	90.6	81.6	78.9	Yes	Yes
Gender										
Male	174	100	15.9	37.8	46.3	90.9	80.6	77	N/A	N/A
Female	163	100	14.2	47.7	38.1	90.3	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	236	100	7.5	43.2	49.3	96	87.6	87.2	Yes	Yes
African American	77	100	37.1	38.6	24.3	74.3	71.7	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.8	93	I/S	I/S
Hispanic	21	100	26.3	47.4	26.3	84.2	78.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	79.5	I/S	I/S
Disability Status										
Disabled	29	100	33.3	59.3	7.4	74.1	45.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	21.7	47.8	30.4	87	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	166	100	25	45.4	29.6	84.2	74.1	70.2	Yes	Yes

* 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

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
Science								
All Students	229	100	14.7	59.9	25.3	85.3	68.5	67.5
Gender								
Male	117	100	14.5	53.6	31.8	85.5	69.4	67
Female	112	100	15	66.4	18.7	85	67.6	68
Racial/Ethnic Group								
White	168	100	7.4	61.7	30.9	92.6	78.5	79.5
African American	48	100	39.5	51.2	9.3	60.5	52.3	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	84.3
Hispanic	11	100	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	71.2
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	59.1	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	14	100	23.1	69.2	7.7	76.9	61.3	59.6
Socio-Economic Status								
Subsided meals	102	100	21.5	62.4	16.1	78.5	56.9	55.1

Social Studies

All Students	227	100	9.3	62	28.7	90.7	69	72.3
Gender								
Male	114	100	8.3	60.2	31.5	91.7	69.3	71.5
Female	113	100	10.2	63.9	25.9	89.8	68.8	73.2
Racial/Ethnic Group								
White	156	100	6.6	59.6	33.8	93.4	76.5	80.7
African American	53	100	18.4	63.3	18.4	81.6	56.7	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.5	88.5
Hispanic	15	100	7.7	76.9	15.4	92.3	62.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	72.2
Disability Status								
Disabled	20	100	N/AV	N/AV	N/AV	68.4	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	19	100	5.9	76.5	17.6	94.1	63.8	67.9
Socio-Economic Status								
Subsided meals	119	100	12.8	67.9	19.3	87.2	59	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
Writing										
All Students	336	100	15.8	36.8	47.4	84.2	71.8	70.2	97	95.9
Gender										
Male	173	100	19.2	37.1	43.7	80.8	65.9	63.2	97.1	95.7
Female	163	100	12.2	36.5	51.3	87.8	78.1	77.5	97	96
Racial/Ethnic Group										
White	234	100	9.6	34.6	55.7	90.4	78.3	79.1	96.9	95.8
African American	78	100	31.1	43.2	25.7	68.9	61.4	57.6	97.3	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84	86.2	99.6	97.7
Hispanic	21	100	33.3	33.3	33.3	66.7	65.9	62.6	96.9	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60.9	68.7	N/A	96
Disability Status										
Disabled	28	100	57.1	32.1	10.7	42.9	23	26.1	96.7	94.9
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	25	100	27.3	36.4	36.4	72.7	64.9	61.2	97	96.4
Socio-Economic Status										
Subsidized meals	164	100	25	39.7	35.3	75	61.4	58.9	96.7	95.2

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	112	100	5.7	29.5	64.8	94.3
	4	119	100	12.3	36	51.8	87.7
	5	106	100	5	53	42	95
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
Mathematics							
2009	3	112	100	18.1	32.4	49.5	81.9
	4	119	100	17.5	48.2	34.2	82.5
	5	106	100	9	47	44	91
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
Science							
2009	3	57	100	15.1	45.3	39.6	84.9
	4	119	100	17.5	67.5	14.9	82.5
	5	53	100	8	58	34	92
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
Social Studies							
2009	3	55	100	7.7	51.9	40.4	92.3
	4	119	100	11.4	65.8	22.8	88.6
	5	53	100	6	64	30	94
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
Writing							
2009	3	114	100	20.4	28.7	50.9	79.6
	4	117	100	19.1	42.6	38.3	80.9
	5	105	100	7	39	54	93
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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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