

D R Hill Middle

1303 Holly Springs Road
Lyman, South Carolina

Grades	7-8 Middle School	
Enrollment	586 Students	
Principal	Terry Glasgow	864-949-2370
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Butch Coan	864-949-2350

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	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 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.

http://ed.sc.gov
http://www.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

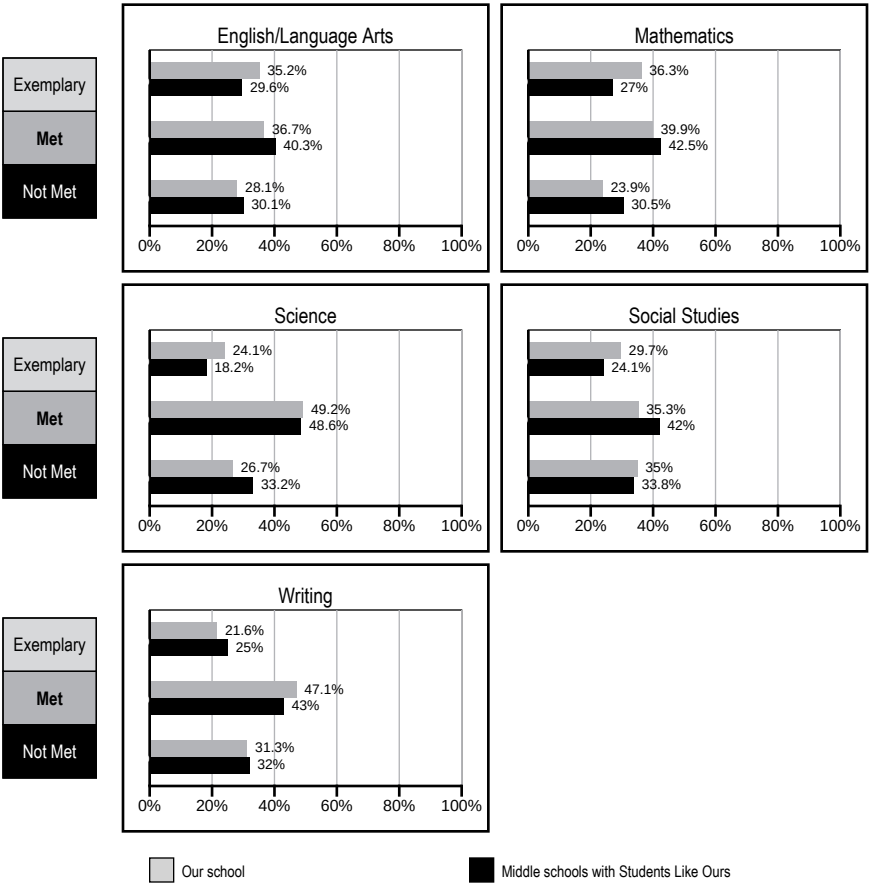
Percent of students tested in 2008-09 whose 2007-08 test scores were located	96.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	51	4	0

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	96.1%	97.2%
English 1	100.0%	94.6%
Physical Science	N/A	76.5%
US History and the Constitution	N/A	N/A
All Subjects	97.2%	96.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=586)				
Students enrolled in high school credit courses (grades 7 & 8)	48.6%	Down from 60.6%	22.1%	21.6%
Retention rate	1.9%	Down from 3.0%	1.3%	1.2%
Attendance rate	95.3%	Up from 95.1%	95.9%	95.9%
Eligible for gifted and talented	17.9%	Down from 18.0%	15.9%	14.8%
With disabilities other than speech	14.9%	Down from 17.8%	14.1%	12.6%
Older than usual for grade	0.9%	Down from 1.1%	2.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.9%	0.5%	0.6%
Annual dropout rate	0.2%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	68.2%	Up from 66.7%	55.6%	56.9%
Continuing contract teachers	75.0%	Down from 83.3%	76.3%	72.7%
Teachers with emergency or provisional certificates	0.0%	Down from 2.8%	3.9%	5.3%
Teachers returning from previous year	77.0%	Down from 80.1%	84.8%	82.9%
Teacher attendance rate	98.5%	Up from 94.2%	95.5%	95.2%
Average teacher salary*	$48,129	Up 5.4%	$46,565	$46,599
Professional development days/teacher	11.9 days	Up from 11.3 days	11.0 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.5	3.0	3.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 21.1 to 1	21.0 to 1	20.1 to 1
Prime instructional time	93.0%	Up from 87.9%	89.9%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 99.0%	97.4%	97.8%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	$8,426	Up 2.3%	$7,411	$7,645
Percent of expenditures for instruction**	63.9%	Down from 64.5%	63.6%	63.4%
Percent of expenditures for teacher salaries**	60.5%	Down from 61.1%	59.0%	57.0%

* 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

The major goal of D. R. Hill Middle School is to create a safe and positive environment where students develop intellectually, physically, emotionally, and socially. This goal is achieved through a comprehensive curriculum and a variety of programs that meet the needs of the adolescent child. We offer an effective instructional program where research-based strategies are implemented in every classroom.

Many of our students participate in advanced courses, such as Honors Algebra and Honors English, which allow them the opportunity to earn Carnegie units. We also provide programs, such as our clubs, related arts, job shadowing, mentoring, and athletics, that support learning and give students the opportunity to experience topics that are relevant to middle school children. Students are rewarded for their performance through an incentive program that recognizes students weekly for a variety of accomplishments.

In an effort to meet the needs of the entire D. R. Hill Middle School community, we give our stakeholders the opportunity to participate in several school functions. These events include our Parent Breakfasts, PTO Open House, sporting events, and various fine arts performances. We also work very closely with the Middle Tyger Community Center to provide additional assistance for families. We have also partnered with members of the local church community to provide religious instruction for our students through a Release Time program.

The staff of D. R. Hill Middle School consists of a competent and experienced faculty with the common goal of working together to positively impact the lives of our students. Our students, our faculty, and our community are the foundation to our success. We are proud of what we have accomplished, but we have more goals to pursue and more achievements to be earned.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	246	44
Percent satisfied with learning environment	75.9%	70.6%	79.1%
Percent satisfied with social and physical environment	96.6%	80.0%	86.4%
Percent satisfied with school-home relations	75.9%	82.9%	81.8%

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

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No Child Left Behind

School Adequate Yearly Progress	NO

This school met 19 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. 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

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D R Hill Middle										06/01/10-4205045
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	582	100	30	37.6	32.4	79.2	86.3	82.8	Yes	Yes
Gender										
Male	299	100	34.8	38	27.2	74.6	83.5	79.3	N/A	N/A
Female	283	100	25.1	37.1	37.8	83.9	89.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	369	100	25.1	37.9	37	82.4	89.1	89.5	Yes	Yes
African American	168	100	41.8	36.6	21.6	69.9	78.9	73.7	Yes	Yes
Asian/Pacific Islander	12	100	18.2	18.2	63.6	90.9	88.2	92.3	I/S	I/S
Hispanic	33	100	30.3	45.5	24.2	84.8	82.1	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	85	100	76.3	21.3	2.5	32.5	54.8	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	42.9	32.1	25	78.6	77.8	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	300	100	34.9	41.4	23.7	76.6	81.7	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	582	100	25.2	44.6	30.2	82.9	85.3	78.9	Yes	Yes
Gender										
Male	299	100	29.7	45.3	25	78.3	83.2	77	N/A	N/A
Female	283	100	20.6	43.8	35.6	87.6	87.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	369	100	19.7	43.1	37.3	86.7	88.6	87.2	Yes	Yes
African American	168	100	40.5	45.1	14.4	71.9	75.2	66.7	Yes	Yes
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	90.3	93	I/S	I/S
Hispanic	33	100	21.2	60.6	18.2	87.9	81.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	85	100	N/AV	N/AV	N/AV	42.5	48.8	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	21.4	53.6	25	85.7	75.8	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	300	100	29.8	50.2	20	77.6	79.2	70.2	Yes	Yes

***** Adjusted to account for natural variation in performance.

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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
Science								
All Students	442	100	26.7	49.2	24.1	73.3	75.1	67.5
Gender								
Male	230	100	32.2	46.9	20.9	67.8	74.8	67
Female	212	100	21.1	51.5	27.5	78.9	75.4	68
Racial/Ethnic Group								
White	279	100	22.7	47.7	29.5	77.3	80.5	79.5
African American	126	100	39.1	47.8	13	60.9	58.5	50.3
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	87.5	84.3
Hispanic	26	100	23.1	73.1	3.8	76.9	68.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	62	100	N/AV	N/AV	N/AV	35.5	36.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	21	100	20	64	16	80	64.6	59.6
Socio-Economic Status								
Subsized meals	228	100	32.6	50.4	17	67.4	65.7	55.1
Social Studies								
All Students	438	100	35	35.3	29.7	65	77.9	72.3
Gender								
Male	221	100	38.2	33.3	28.5	61.8	77.6	71.5
Female	217	100	31.9	37.3	30.9	68.1	78.2	73.2
Racial/Ethnic Group								
White	285	100	33.6	29.9	36.6	66.4	81.2	80.7
African American	118	100	43.1	44	12.8	56.9	66.7	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.8	88.5
Hispanic	26	100	26.9	53.8	19.2	73.1	72.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	60	100	74.5	21.8	3.6	25.5	45.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	18	100	19	57.1	23.8	81	76.5	67.9
Socio-Economic Status								
Subsized meals	229	100	41.2	38.5	20.4	58.8	69.9	62.1

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D R Hill Middle										06/01/10-4205045
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	579	99.8	31.1	47.1	21.8	68.9	75.1	70.2	95.3	96.5
Gender										
Male	296	99.7	42.4	43.5	14.1	57.6	68.5	63.2	94.8	96.3
Female	283	100	19.6	50.7	29.6	80.4	82.4	77.5	95.8	96.7
Racial/Ethnic Group										
White	368	100	27.2	47.3	25.5	72.8	79.1	79.1	94.7	96.3
African American	166	99.4	41.2	46.4	12.4	58.8	63.4	57.6	96.3	97.1
Asian/Pacific Islander	12	100	9.1	45.5	45.5	90.9	87.1	86.2	97.3	97.4
Hispanic	33	100	33.3	48.5	18.2	66.7	65.3	62.6	96.6	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	95.3
Disability Status										
Disabled	85	100	N/AV	N/AV	N/AV	14.8	27.8	26.1	93.9	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	35.7	53.6	10.7	64.3	64.9	61.2	96.5	96.9
Socio-Economic Status										
Subsized meals	301	99.7	36.4	48.1	15.5	63.6	66.1	58.9	95.1	96

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D R Hill Middle							06/01/10-4205045
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	298	100	29.3	35.3	35.3	70.7
	8	284	100	30.8	40	29.2	69.2
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	298	100	20.5	43.5	36	79.5
	8	284	100	30.4	45.8	23.8	69.6
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	298	100	24.4	50.2	25.4	75.6
	8	144	100	31.8	47	21.2	68.2
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	298	100	36	32.9	31.1	64
	8	140	100	32.8	40.6	26.6	67.2
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	300	100	27.7	47.7	24.6	72.3
	8	279	99.6	34.9	46.4	18.8	65.1

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