



SC Annual School Report Card Summary

HIGH HILLS ELEMENTARY
Sumter 2

Grades: 4-5

Enrollment: 520

Principal: Elizabeth C. Compton

Superintendent: Randolph D. Bynum, Sr.

Board Chair: Mr. Larry Addison

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	Average	TBD	TBD	Not Met	NI
2010	Average	Good	Silver	N/A	Not Met	N/A
2009	Average	Average	N/A	N/A	Met	N/A

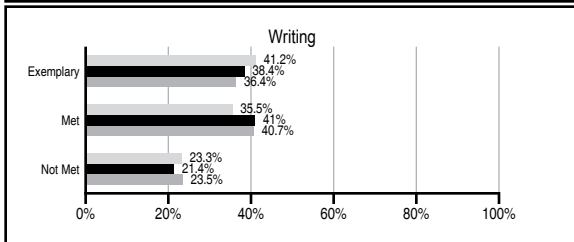
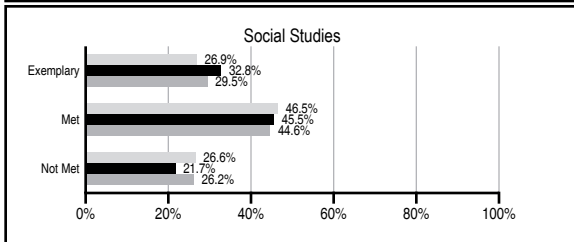
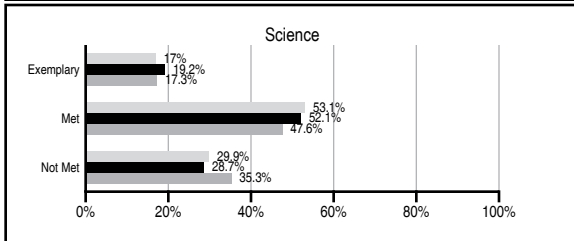
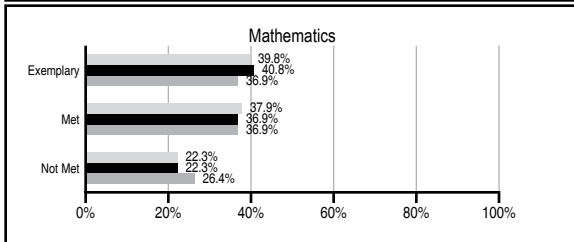
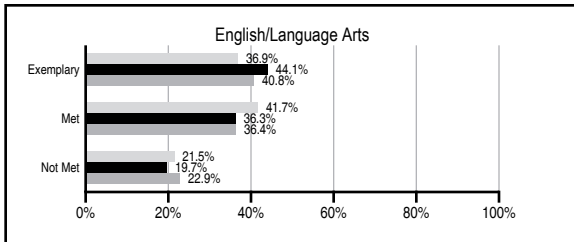
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
26	42	40	0	0

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

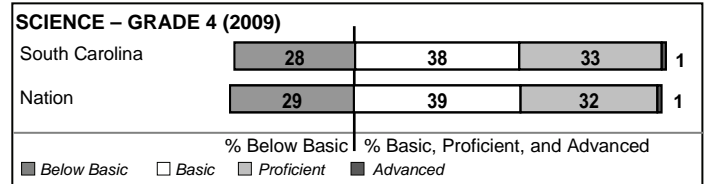
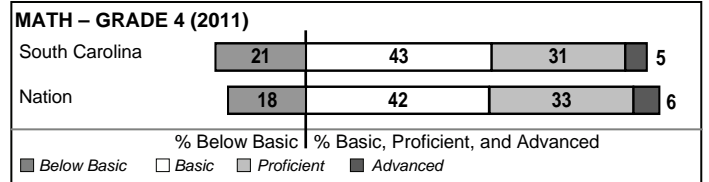
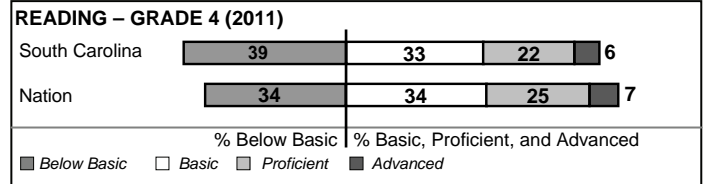
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

HIGH HILLS ELEMENTARY [Sumter 2]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=520)				
Retention rate	2.8%	Up from 0.2%	1.1%	1.1%
Attendance rate	96.5%	Up from 96.2%	96.1%	96.2%
Served by gifted and talented program	23.4%	Up from 20.5%	15.7%	13.4%
With disabilities other than speech	9.0%	Down from 10.5%	4.5%	4.1%
Older than usual for grade	1.7%	Up from 1.1%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	51.9%	Up from 50.0%	60.8%	62.5%
Continuing contract teachers	96.3%	Up from 70.0%	90.3%	88.2%
Teachers returning from previous year	88.1%	Up from 77.9%	88.4%	87.8%
Teacher attendance rate	95.9%	Down from 96.1%	95.3%	95.2%
Average teacher salary*	\$42,856	Up 1.0%	\$46,395	\$46,773
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	12.4 days	Down from 18.4 days	10.4 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	26.0 to 1	Up from 23.0 to 1	20.5 to 1	19.9 to 1
Prime instructional time	92.1%	Up from 90.6%	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 95.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,400	Down 12.3%	\$6,841	\$7,447
Percent of expenditures for instruction**	57.8%	Down from 62.7%	68.5%	68.4%
Percent of expenditures for teacher salaries**	56.8%	Down from 60.1%	65.9%	65.8%
% of AYP objectives met	95.2%	Up from 90.5%	94.1%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	30	209	117
Percent satisfied with learning environment	90.0%	88.5%	94.7%
Percent satisfied with social and physical environment	93.3%	88.5%	91.2%
Percent satisfied with school-home relations	82.8%	88.5%	87.7%

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

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, based on Balanced Literacy and Math Solutions. Our language arts teachers are in a literacy class, which offers various approaches to teaching reading strategies. 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. Child Study, 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 PASS 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

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