



High Hills Elementary School

4971 Frierson Rd
Sumter, SC 29152

Grades	4-5 Elementary School	
Enrollment	467 Students	
Principal	Dr. Maggie J. Wright	803-499-3327
Superintendent	Randolph D. Bynum, Sr.	803-469-6900
Board Chair	E. Keith Schultz	803-469-6900

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Below Average
2012	Good	Good
2011	Average	Average
2010	Average	Good
2009	Average	Average

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 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

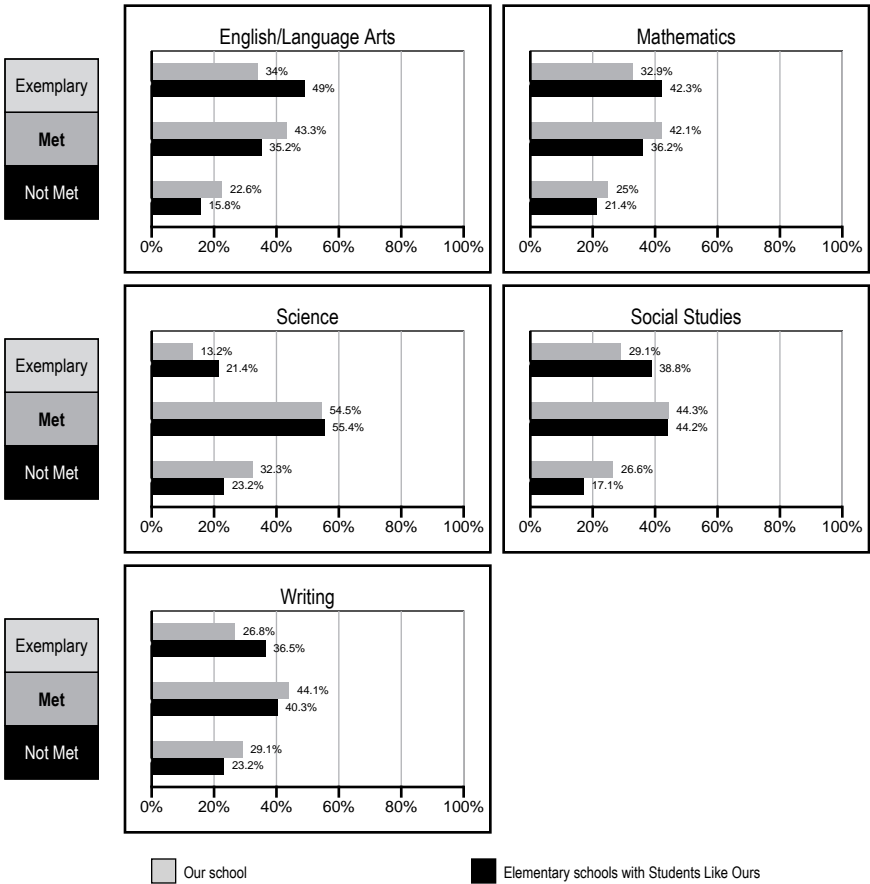
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 94.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
39	42	24	0	1

* Ratings are calculated with data available by 12/14/2013.

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 /S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=467)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	3.0%	Up from 1.7%	1.1%	0.9%
Attendance rate	96.8%	Down from 96.9%	96.3%	96.3%
Served by gifted and talented program	23.4%	N/A	9.1%	7.2%
With disabilities	15.5%	N/A	12.3%	12.4%
Older than usual for grade	4.9%	N/A	1.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	51.7%	Down from 53.6%	63.9%	62.5%
Continuing contract teachers	82.8%	Down from 89.3%	86.2%	83.3%
Teachers returning from previous year	80.2%	Down from 84.5%	89.2%	88.3%
Teacher attendance rate	94.3%	Down from 96.4%	94.9%	95.0%
Average teacher salary*	\$41,945	Up 7.4%	\$49,103	\$48,193
Professional development days/teacher	16.1 days	Up from 10.0 days	11.4 days	11.0 days
School				
Principal's years at school	1.0	Down from 8.0	6.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.9 to 1	20.8 to 1	20.1 to 1
Prime instructional time	90.7%	Down from 93.2%	90.2%	90.0%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$5,740	Up 7.2%	\$6,909	\$7,364
Percent of expenditures for instruction**	58.0%	Up from 56.5%	69.0%	68.0%
Percent of expenditures for teacher salaries**	57.0%	Up from 56.2%	66.5%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

High Hills Elementary School, a Palmetto Silver Award Recipient, strives to develop lifelong learners while also helping them grow socially and emotionally. 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 continue to use unit plans, which address state standards and provide students with critical thinking skills and problem solving activities. Our dedicated teachers meet weekly to plan instructional activities that correlate to our state standards. This year, our teachers have attended monthly Common Core In-services in preparation for next year. Our recent implementation of the Building Data Team (BDT) has played an intricate part in analyzing data to provide personal learning objectives and goals for our students. We utilize educational research and test data to focus on programs that will help to increase student achievement. We continue to work closely with the community in various ways. Community volunteers were involved by participating in various school activities such as Colonial Day, PASS monitoring, and Career Day. Parent involvement is strongly encouraged and supported. Our family involvement continues to flourish through involvement in activities such as serving on school committees, volunteering in the classroom, attending parenting workshops, assisting students with projects, and serving as chaperones for field trips.

Home/school relations were enhanced by way of weekly instructional newsletters, monthly school newsletters, teacher calls/notes, parent portal, home visits and weekly notices to parents of upcoming events utilizing EduLink.

At High Hills Elementary School, we continue to strive to provide a quality education for our children while creating a lifelong community of learners. We are confident that by the school and community working together, we truly can make a difference for the children whose lives we touch.

Dr. Maggie J. Wright, Principal
Mrs. Bertha King, School Improvement Council, Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	177	93
Percent satisfied with learning environment	68%	88.7%	88.2%
Percent satisfied with social and physical environment	88%	87.9%	92.4%
Percent satisfied with school-home relations	64%	88.8%	90.3%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	85.2
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

High Hills Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	14.2%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.3%	0.0%	No
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	657.4	651.6	622.5	637.7	100.0	100.0
Male	653.9	653.3	628.0	638.4	100.0	100.0
Female	660.6	649.9	617.5	637.0	100.0	100.0
White	675.0	665.8	640.1	654.5	100.0	100.0
African American	645.2	639.2	608.6	625.3	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	655.9	661.0	623.3	643.1	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	620.9	616.9	607.5	610.2	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	648.3	642.5	613.6	628.9	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	210	100	24.1	33	42.9	75.9
	5	247	100	20	42.2	37.8	80
	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
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	256	100	27	40.9	32.1	73
	5	205	100	16.3	44.7	38.9	83.7
	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							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	210	100	21.5	41.4	37.2	78.5
	5	247	100	21.8	42.7	35.6	78.2
	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
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	256	100	23.6	47.7	28.7	76.4
	5	205	100	25.8	33.7	40.5	74.2
	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							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	210	100	26.7	62.3	11	73.3
	5	123	100	25	44.6	30.4	75
	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
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	256	99.6	36.3	51.1	12.7	63.7
	5	100	99	20.2	59.6	20.2	79.8
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	210	100	18.3	46.6	35.1	81.7
	5	124	100	24.8	38.1	37.2	75.2
	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
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	256	100	25.3	47.3	27.4	74.7
	5	105	98.1	29.2	35.4	35.4	70.8
	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							
2012	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	247	99.6	17.3	41.2	41.6	82.7
	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
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	257	96.9	29.4	49.8	20.9	70.6
	5	207	98.1	27	38.1	34.9	73
	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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