

Park Hills Elementary

301 Crescent Avenue
Spartanburg, South

Grades	PK-6 Elementary School	
Enrollment	423 Students	
Principal	Debra Toney Waldron	864-594-4465
Superintendent	Dr. Thomas D. White, Jr.	864-594-4400
Board Chair	Conrad C. Hurst, III	864-594-4400

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**At-Risk**	**Below Average**
2007	At-Risk	Below Average
2006	Below Average	Good
2005	Below Average	At-Risk
2004	Below Average	Good

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.

http://ed.sc.gov
http://www.sceoc.org

Park Hills Elementary	02/16/09-4207081

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

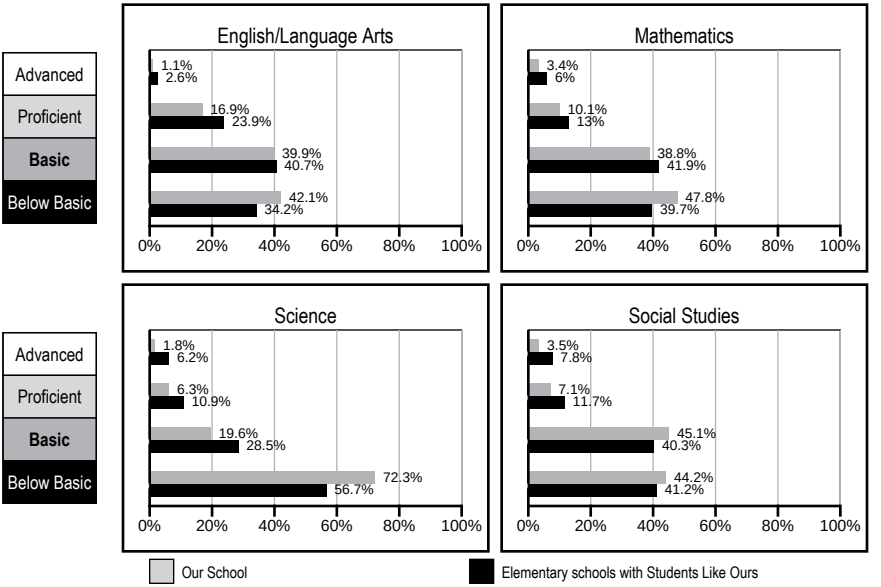
Percent of students tested in 2007-08 whose 2006-07 test scores were located	97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	37	57

* 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 I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=423)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.1%	Up from 2.4%	3.1%	2.3%
Attendance rate	94.6%	Down from 94.9%	96.0%	96.3%
Eligible for gifted and talented	5.2%	Down from 5.3%	2.7%	10.4%
With disabilities other than speech	9.7%	No Change	7.6%	7.5%
Older than usual for grade	0.3%	Down from 0.8%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	60.0%	Down from 62.5%	53.5%	56.7%
Continuing contract teachers	66.7%	Down from 75.0%	67.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	76.9%	Down from 85.1%	82.6%	86.4%
Teacher attendance rate	93.2%	Up from 93.1%	94.8%	94.9%
Average teacher salary	$44,080	Down 0.2%	$43,616	$45,345
Professional development days/teacher	13.3 days	Down from 16.1 days	13.4 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 17.6 to 1	16.4 to 1	18.5 to 1
Prime instructional time	86.3%	Up from 85.2%	89.2%	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	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	$7,642	Down 31.8%	$8,228	$7,052
Percent of expenditures for instruction*	68.8%	Up from 63.1%	68.3%	69.1%
Percent of expenditures for teacher salaries*	64.4%	Up from 56.4%	60.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Park Hills Elementary continues to be an innovative school in efforts to accelerate student achievement and the development of the whole child. We are putting supports in place to create a learning environment where all children are successful. Our newly formed Community Roundtable meets regularly in order to further our progress in our belief that "Failure Is Not an Option."

As a school of choice, our students are offered single gender classes and after-school enrichment clubs such as art, chorus, chess, gardening, Girl Scouts, and speech and debate. This is in addition to our Boys and Girls Club of America and our Junior Beta Club. Students are also engaged in extended day learning activities. In fall 2008, we will be one of the first schools in the district to "Dress for Success" by participating in a uniform style of dress throughout the school to minimize distractions. Our Good News Program recognizes achievements in academics, attendance, and exemplary behavior each six weeks.

Our students are taught by teachers engaged in on-going professional development structured around the specific needs of our children. The Teacher Advancement Program (TAP) is our initiative to further our efforts in reaching our goal of becoming an award-winning school. We use MAP, Dominie, and other test data to inform instruction. Throughout our school, research-based strategies are used to improve reading comprehension. Our students' MAP data showed gains as high as 75%. We are proud to say that at the end of the year, most students have made at least one year's growth, with many children making more than one year's growth, thanks to a philosophy of doing whatever it takes to educate our children. In addition to using "best practices" from Reading First, our school also used SRA direct instruction at grades 2-6 to remediate students in reading during, before, and after school. Our data-driven summer school's focus is on supporting students in the upcoming year. Ongoing assessment and interventions continue to move our students' achievement levels.

Our faculty also recognizes the need to educate the whole child while building positive relationships with students, their parents, and the community. Again this August, our school will continue to host events such as our back to school "Parents at Park Hills" event; An Evening with Rev. Jesse Jackson, with a focus on attendance and academics; and regular PTO and School Improvement Council meetings and workshops. We also involve and inform parents through "Parent Days" so parents take part in instructional activities. Regular newsletters are used to inform our school community. We are building a network of volunteers who are mentoring and tutoring students. Our loyal volunteers come from three churches, philanthropic organizations, and one major corporate level business partner.

Park Hills' faculty, staff, School Improvement Council, and business and community stakeholders are committed to working together to support our children now, in order to be successful through life.

Debra Waldron, Principal
Lisa Smith, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	53	42
Percent satisfied with learning environment	66.7%	81.1%	78.6%
Percent satisfied with social and physical environment	75.8%	78.8%	85.4%
Percent satisfied with school-home relations	29.4%	76.9%	80.5%

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

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School Adequate Yearly Progress	NO

This school met 7 out of 13 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	Corrective Action

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	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate	94.6%	94.0%	Yes

* Or greater than last year

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Park Hills Elementary											02/16/09-4207081
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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	215	100	41.7	40	17.2	1.1	25.6	46.5	48.2	No	Yes
Gender											
Male	95	100	45.7	39.5	13.6	1.2	24.7	42.8	41.7	N/A	N/A
Female	120	100	38.4	40.4	20.2	1	26.3	50.3	55	N/A	N/A
Racial/Ethnic Group											
White	12	100	37.5	25	37.5	0	50	69.9	60	I/S	I/S
African American	196	100	42.8	41.6	15.1	0.6	22.9	29.9	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	54.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	37	100	72.7	24.2	3	0	6.1	15.3	16	I/S	I/S
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	4	I/S	I/S	I/S	I/S	I/S	I/S	55.1	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	203	100	43.2	40.8	14.8	1.2	23.1	31.7	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	215	100	47.2	39.4	10	3.3	24.4	42.2	45.8	No	Yes
Gender											
Male	95	100	45.7	38.3	12.3	3.7	22.2	43.1	45.6	N/A	N/A
Female	120	100	48.5	40.4	8.1	3	26.3	41.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	12	100	12.5	50	25	12.5	62.5	69.6	59	I/S	I/S
African American	196	100	50	39.8	7.8	2.4	20.5	24.2	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	54.5	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	48.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	37	100	75.8	24.2	0	0	6.1	14	17.1	I/S	I/S
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	4	I/S	I/S	I/S	I/S	I/S	I/S	48.3	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	203	100	48.5	40.2	8.3	3	21.3	26.3	31.4	No	Yes

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

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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*	School Attendance Rate	District Attendance Rate
Science											
All Students	134	100	71.1	20.2	6.1	2.6	8.8	31.8	35.7	94.6	95.3
Gender											
Male	57	100	72	18	6	4	10	32.8	37.4	94.1	95.1
Female	77	100	70.3	21.9	6.3	1.6	7.8	30.8	33.8	95.1	95.5
Racial/Ethnic Group											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	58.9	49.2	93.5	95.5
African American	123	100	73.6	20.8	2.8	2.8	5.7	14.1	17	94.7	95
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	40	58	97	96
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	40.8	24.9	92.4	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.9
Disability Status											
Disabled	24	100	90.9	4.5	0	4.5	4.5	11	14	93.9	93.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	32.8	24.4	97.2	96
Socio-Economic Status											
Subsized meals	125	100	72.6	18.9	6.6	1.9	8.5	17.6	21.1	94.5	94.7
Social Studies											
All Students	137	100	43.5	45.2	7.8	3.5	11.3	31.3	34	94.6	95.3
Gender											
Male	62	100	44.2	44.2	9.6	1.9	11.5	34.8	36.6	94.1	95.1
Female	75	100	42.9	46	6.3	4.8	11.1	27.5	31.3	95.1	95.5
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	57.4	44.5	93.5	95.5
African American	124	100	44.3	45.3	7.5	2.8	10.4	14.3	19.1	94.7	95
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	39.7	58.9	97	96
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.5	92.4	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.9
Disability Status											
Disabled	25	100	76.2	19	4.8	0	4.8	11.2	14.4	93.9	93.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	97.2	96
Socio-Economic Status											
Subsized meals	133	100	44.1	45	7.2	3.6	10.8	17.7	21	94.5	94.7

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

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Park Hills Elementary 02/16/09-4207081

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	68	100	31	51.7	17.2	0	17.2
	4	52	100	40	48.9	11.1	0	11.1
	5	62	100	47.2	45.3	5.7	1.9	7.5
	6	51	100	39	48.8	12.2	0	12.2
	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	50	100	30.2	39.5	27.9	2.3	30.2
	4	56	100	40.8	44.9	12.2	2	14.3
	5	46	100	55.3	36.8	7.9	0	7.9
	6	63	100	42	38	20	0	20
	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	68	100	56.9	34.5	6.9	1.7	8.6
	4	52	100	35.6	48.9	8.9	6.7	15.6
	5	62	100	52.8	39.6	5.7	1.9	7.5
	6	51	100	29.3	46.3	22	2.4	24.4
	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	50	100	46.5	41.9	9.3	2.3	11.6
	4	56	100	53.1	34.7	8.2	4.1	12.2
	5	46	100	42.1	47.4	5.3	5.3	10.5
	6	63	100	46	36	16	2	18
	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	35	100	76.7	16.7	3.3	3.3	6.7
	4	52	100	62.2	26.7	8.9	2.2	11.1
	5	31	100	84.6	11.5	3.8	0	3.8
	6	27	100	59.1	36.4	4.5	0	4.5
	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	24	100	61.9	23.8	14.3	0	14.3
	4	56	100	73.5	18.4	4.1	4.1	8.2
	5	23	100	72.2	27.8	0	0	0
	6	31	100	73.1	15.4	7.7	3.8	11.5
	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	34	100	40.7	51.9	7.4	0	7.4
	4	52	100	28.9	51.1	15.6	4.4	20
	5	31	100	77.8	11.1	7.4	3.7	11.1
	6	24	100	31.6	47.4	15.8	5.3	21.1
	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	26	100	31.8	54.5	9.1	4.5	13.6
	4	56	100	40.8	51	6.1	2	8.2
	5	23	100	50	40	5	5	10
	6	32	100	54.2	29.2	12.5	4.2	16.7
	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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