



Hillcrest High

3665 S. Industrial Drive
Simpsonville, South

Grades	9-12 High School	
Enrollment	2,142 Students	
Principal	Stephen A. Chamness	864-355-3500
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	7	13	0	0

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	74.7	82.1	73.0	83.0	85.8	81.0
Passed 1 subtest (%)	17.2	10.3	14.9	10.6	7.9	10.6
Passed no subtests (%)	8.1	7.6	12.1	7.2	6.3	8.4

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	92.1%	95.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	546	425
Number of Diplomas	444	319
Rate	81.3%	71.8%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	55.2	74.7
English 1	65.1	69.7
Physical Science	53.8	62.9
US History and the Constitution	48.5	49.3
All Tests	55.8	63.8

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=2,142)				
Retention rate	4.3%	Down from 5.6%	5.2%	4.8%
Attendance rate	93.7%	Down from 94.4%	95.8%	95.5%
Eligible for gifted and talented	13.8%	Down from 16.2%	13.1%	9.2%
With disabilities other than speech	11.5%	Down from 11.9%	10.2%	12.6%
Older than usual for grade	6.3%	Up from 5.9%	6.7%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	No Change	1.6%	1.2%
Enrolled in AP/IB programs	26.6%	Down from 34.7%	19.0%	13.2%
Successful on AP/IB exams	44.8%	Up from 44.0%	64.3%	55.6%
Eligible for LIFE Scholarship	28.0%	Up from 26.3%	31.5%	29.8%
Annual dropout rate	3.6%	Down from 3.7%	3.4%	3.5%
Career/technology students in co-curricular organizations	3.0%	Down from 5.7%	2.5%	3.0%
Enrollment in career/technology courses	1391	Up from 1370	963	523
Students participating in work-based experiences	11.0%	Up from 3.3%	17.6%	12.9%
Career/technology students attaining technical skills	84.4%	Down from 86.4%	79.3%	79.3%
Career/technology completers placed	97.8%	Down from 98.2%	99.6%	98.8%
Teachers (n=110)				
Teachers with advanced degrees	55.5%	Up from 53.0%	60.0%	58.6%
Continuing contract teachers	70.9%	Up from 70.4%	71.8%	71.6%
Teachers with emergency or provisional certificates	14.7%	Up from 8.9%	7.1%	8.1%
Teachers returning from previous year	81.4%	Down from 82.5%	86.3%	85.0%
Teacher attendance rate	95.2%	Down from 95.5%	95.3%	95.5%
Average teacher salary*	\$46,409	Up 5.2%	\$47,923	\$47,761
Professional development days/teacher	7.1 days	Down from 9.3 days	9.0 days	10.8 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	3.0
Student-teacher ratio in core subjects	31.0 to 1	Up from 29.4 to 1	27.0 to 1	26.1 to 1
Prime instructional time	88.6%	Down from 89.2%	90.0%	89.8%
Dollars spent per pupil**	\$5,406	Up 2.4%	\$6,573	\$7,883
Percent of expenditures for teacher salaries**	58.2%	Up from 56.9%	56.9%	54.1%
Percent of expenditures for instruction**	61.6%	Down from 62.2%	63.1%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 99.0%	97.7%	95.8%
Character development program	Good	No Change	Excellent	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	Good	Good

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	458	92.1%	2271	55.8%	546	81.3%	No
Gender							
Male	249	89.6%	1152	58.4%	289	79.9%	N/A
Female	209	95.2%	1119	53.2%	256	82.8%	N/A
Racial/Ethnic Group							
White	316	94.9%	1407	64.8%	365	81.4%	N/A
African American	116	86.2%	688	38.2%	142	81.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	21	85.7%	144	50.7%	31	83.9%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	62	61.3%	237	23.2%	66	77.3%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	15	80.0%	99	39.4%	21	81.0%	N/A
Socio-Economic Status							
Subsidized meals	132	83.3%	838	39.9%	160	73.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Hillcrest High School has been a source of pride for the Simpsonville-Fountain Inn Community for almost six decades. Hillcrest High is proud of the accomplishments of its students and of the programs offered here. Both the agricultural and business departments continue to offer some of the most diverse programs in the state, and the fine arts department was expanded this year. In addition, our career development facilitators have increased community and business support and provided students with opportunities to tour businesses, job shadow, and attend mini-seminars. Students learned about many job opportunities through a school-wide Career Day, and monthly Lunch and Learn sessions allowed teachers to bring entire classes to hear a wide variety of business people speak about their careers.

The Freshman Academy continues to positively impact our ninth graders. With common planning times, we have been able to increase collaboration among faculty members and strengthen our academic programs for our ninth grade students.

We are very fortunate to have access to a variety of technology for students and teachers. Over seventy-five percent of our classrooms have Promethean Boards, allowing teachers to create and use interactive lessons to teach content. Our teachers continue to seek means to improve their instruction through additional professional development and certifications. Sixteen teachers have received their National Board Certification and many others are pursuing this certification.

Hillcrest offers a variety of opportunities for student involvement. We field a complete selection of sports teams that recently has been expanded to include swimming and lacrosse. Our Youth in Government program has tripled in size over the past few years. In addition, students have the opportunity to participate in a wide variety of extracurricular clubs and organizations.

Hillcrest Greenhouse Industries opened its doors for business again this year, selling Christmas Trees and Wreaths during the winter months and selling flowers and vegetable plants in the spring.

Hillcrest continues to seek avenues in which students can exercise goodwill and leadership. This year the student body, staff and community raised over \$160,000 in one week in support of local charitable organizations. We also hosted the American Cancer Society's Relay for Life and sponsored several fundraisers throughout the year for March of Dimes.

The local community strongly supports Hillcrest High School. Both athletic and academic booster clubs are strong and actively involved in providing support in the form of time and money for our students. Hillcrest is dedicated to providing a safe, positive learning environment that brings together the resources of the staff, family, and community to create the best future possible for our students.

Lynn Tuten, SIC Chairperson
Stephen Chamness, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	99	410	135
Percent satisfied with learning environment	89.9%	69.9%	80.5%
Percent satisfied with social and physical environment	89.8%	74.1%	72.2%
Percent satisfied with school-home relations	73.7%	80.6%	75.8%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 13 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

N/A

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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	501	99	13.8	38.1	29.5	18.6	59.6	66.9	61.8	No	Yes
Male	239	98.7	14.5	40.8	29.4	15.4	57	62.9	57.4	N/A	N/A
Female	262	99.2	13.2	35.6	29.6	21.6	62	70.9	66.1	N/A	N/A
White	310	99.7	9	32	34.7	24.3	69.7	79	74.3	Yes	Yes
African American	150	98	22.7	49.6	21.3	6.4	41.1	42.9	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	79.2	77.4	I/S	I/S
Hispanic	36	97.2	18.8	46.9	15.6	18.8	43.8	52.3	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	59	100	44.6	48.2	7.1	0	19.6	21.3	19.4	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	13	100	16.7	54.2	16.7	12.5	45.8	44.3	38.5	I/S	I/S
Subsized meals	165	98.8	24.7	44.8	21.4	9.1	42.9	44.9	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	500	99.4	23.6	35.1	23.2	18	52.7	64.7	62.7	No	Yes
Male	238	99.6	21.8	34.9	24.9	18.3	54.6	64.5	61.8	N/A	N/A
Female	262	99.2	25.3	35.3	21.7	17.7	51	64.9	63.6	N/A	N/A
White	309	100	15	34	28.3	22.7	64	75.5	75.1	Yes	Yes
African American	150	98.7	41.1	35.5	14.2	9.2	30.5	39.8	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	86.1	83.8	I/S	I/S
Hispanic	36	97.2	28.1	43.8	15.6	12.5	40.6	59.4	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	59	100	69.6	19.6	8.9	1.8	14.3	20.7	21.8	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	13	100	16.7	62.5	12.5	8.3	41.7	56.1	52.3	I/S	I/S
Subsized meals	164	99.4	34.4	42.2	16.2	7.1	33.8	45.3	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	502	94.2	62.0	13.5	10.8	8.0	18.7	N/A	N/A	N/A	N/A
Male	239	92.9	57.3	13.4	12.1	10.0	22.2	N/A	N/A	N/A	N/A
Female	263	95.4	66.2	13.7	9.5	6.1	15.6	N/A	N/A	N/A	N/A
White	310	95.2	54.2	14.8	14.5	11.6	26.1	N/A	N/A	N/A	N/A
African American	151	93.4	75.5	13.2	3.3	1.3	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	36	88.9	72.2	5.6	8.3	2.8	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	59	74.6	66.1	5.1	1.7	1.7	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	26	96.2	80.8	3.8	7.7	3.8	I/S	N/A	N/A	N/A	N/A
Subsized meals	166	90.4	77.7	6.6	4.2	1.8	6.0	N/A	N/A	N/A	N/A

* 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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	516	99.4	9	28.3	38.7	24	72.7	75.2	69.7
	2009	501	99	13.8	38.1	29.5	18.6	59.6	66.9	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2008	516	99.4	15.3	33.6	36.5	14.7	64.6	67.4	67.2
	2009	500	99.4	23.6	35.1	23.2	18	52.7	64.7	62.7

* 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