



## Hillcrest Middle

P. O. Box 151  
Dalzell, SC 29040

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	377 Students	
<b>Principal</b>	Robert Barth	803-499-3341
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Below Average
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.

**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

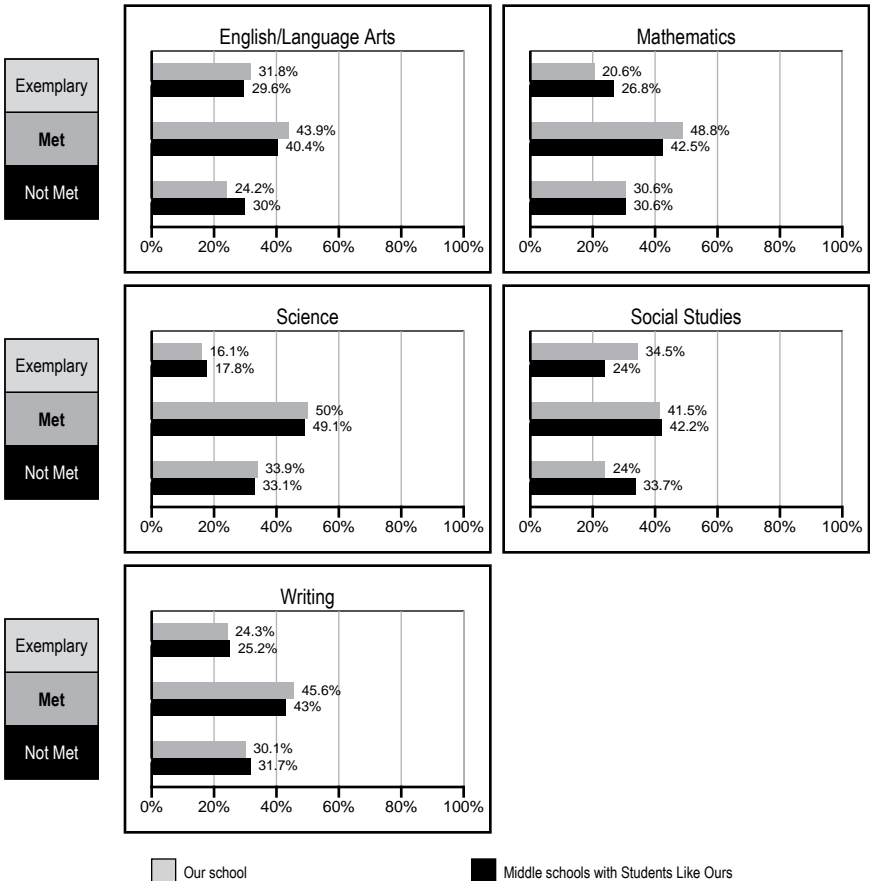
94.1%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	3	49	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	90.9%	96.6%
English 1	97.8%	94.3%
Physical Science	N/A	76.5%
US History and the Constitution	N/A	N/A
All Subjects	94.4%	95.9%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=377)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	50.2%	Down from 51.6%	22.1%	21.6%
Retention rate	1.3%	Up from 0.4%	1.3%	1.2%
Attendance rate	96.2%	Down from 96.7%	95.9%	95.9%
Eligible for gifted and talented	22.6%	Down from 23.3%	16.1%	14.8%
With disabilities other than speech	15.1%	Up from 14.2%	14.1%	12.6%
Older than usual for grade	1.6%	Down from 3.4%	2.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	60.9%	Down from 66.7%	56.2%	56.9%
Continuing contract teachers	52.2%	Down from 75.0%	76.6%	72.7%
Teachers with emergency or provisional certificates	15.8%	Up from 13.6%	3.6%	5.3%
Teachers returning from previous year	75.4%	Down from 83.4%	85.2%	82.9%
Teacher attendance rate	96.1%	No Change	95.5%	95.2%
Average teacher salary*	\$41,943	Down 0.9%	\$46,644	\$46,599
Professional development days/teacher	15.7 days	Down from 15.9 days	11.2 days	10.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 23.1 to 1	21.1 to 1	20.1 to 1
Prime instructional time	91.3%	Down from 91.9%	89.8%	89.9%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	97.2%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,694	Down 12.8%	\$7,387	\$7,645
Percent of expenditures for instruction**	55.2%	Down from 59.4%	63.2%	63.4%
Percent of expenditures for teacher salaries**	40.8%	Down from 56.4%	58.7%	57.0%

\* 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

## Report of Principal and School Improvement Council

This has been an exceptional year at Hillcrest Middle School, a school with a safe, structured, and nurturing environment that encourages excellence. Hillcrest offers a challenging, relevant, standards-driven curriculum supported by a highly effective faculty and staff. Our mission statement drives all that we do: "Believing, achieving, and succeeding through academics, citizenship, and service." Our focus is to teach the whole student.

Student achievement was addressed through designing and implementing four courses focused on improving reading, math, science, and social studies skills. EdVantage Reading and EdVantage Math offered students opportunities to improve their skills through a plethora of novels for reading and hands-on math activities, allowing student application of concepts to real-world problems. EdVantage Science offered students opportunities to research areas of interest and apply all areas of the curriculum to their learning. Activities included working with robotics through the Lego League and conducting a variety of scientific investigations. EdVantage Social Studies allowed involvement in government as well as an introduction to economics. The Youth Leadership Initiative provided an introduction to current political processes. The Office of Economic Education introduced economics and the study of how money works, with students participating in the Stock Market Game and winning at the state level.

Maintaining and increasing teacher quality was addressed by providing professional development and training based on research-supported standards. Courses offered included Assessment in the Classroom, book studies, workshop participation, and summer institutes to keep abreast of the current trends.

School climate was improved through continuing our student service learning projects, with students actively participating within the school and community. Involvement included Math-A-Thon, recycling, Relay for Life, Pennies for Patients, canned food drives, and helping with our local senior citizen center.

Honors for our school community include four SC Junior Scholars and five students who won awards at the Region II Science and Engineering Fair, along with many other academic and related arts awards. We were awarded the Teacher Technology Grant from Hewlett Packard, and Hillcrest was named a Solar Energy School, one of six in the state, by Santee-Cooper and Black River Electric Cooperative. Both programs were implemented during the 2008-09 school year.

We are very proud of all the accomplishments of our students. Our belief is that education is a team effort with teachers, parents, and students working together to make our school a great place to learn and grow.

Robert Barth, Principal  
Charles Geddings, School Improvement Council Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	105	33
Percent satisfied with learning environment	82.6%	60.0%	72.7%
Percent satisfied with social and physical environment	78.3%	65.4%	57.6%
Percent satisfied with school-home relations	78.3%	77.7%	69.7%

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

### Abbreviations for Missing Data

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## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 17 out of 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	24.3%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

\* Or greater than last year

## Abbreviations for Missing Data

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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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	375	99.7	24.8	43.3	31.9	84.2	81.4	82.8	Yes	Yes
<b>Gender</b>										
Male	181	99.5	29.6	40.9	29.6	76.1	77.6	79.3	N/A	N/A
Female	194	100	20.5	45.5	34.1	91.5	85.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	187	99.5	15.7	42.8	41.6	91.6	87.7	89.5	Yes	Yes
African American	173	100	34.8	42.6	22.6	76.1	76.8	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.8	92.3	I/S	I/S
Hispanic	12	100	27.3	45.5	27.3	81.8	83.7	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	62.5	33.3	4.2	50	52.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	74.3	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	216	100	30.3	45.7	23.9	80.9	78.4	75.5	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	374	100	30.4	50.4	19.1	80.3	76.1	78.9	Yes	Yes
<b>Gender</b>										
Male	180	100	33.3	47.2	19.5	77.4	73.7	77	N/A	N/A
Female	194	100	27.8	53.4	18.8	83	78.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	186	100	16.9	57.2	25.9	87.3	83.5	87.2	Yes	Yes
African American	173	100	44.5	43.9	11.6	72.3	70.4	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.3	93	I/S	I/S
Hispanic	12	100	27.3	45.5	27.3	81.8	85.9	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	75	20.8	4.2	29.2	38.4	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	74.3	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	216	100	39.4	46.8	13.8	73.9	71.9	70.2	Yes	Yes

\* 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

## 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
<b>Science</b>								
All Students	257	99.6	33.2	50.2	16.6	66.8	62.8	67.5
<b>Gender</b>								
Male	120	99.2	27.2	54.4	18.4	72.8	63.5	67
Female	137	100	38.1	46.8	15.1	61.9	62.1	68
<b>Racial/Ethnic Group</b>								
White	119	100	16.7	57.4	25.9	83.3	75.7	79.5
African American	127	99.2	49.1	42.7	8.2	50.9	52.8	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	79.7	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	54.5	71.2
<b>Disability Status</b>								
Disabled	24	95.8	66.7	27.8	5.6	33.3	33.8	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	158	99.4	37.8	50.4	11.9	62.2	57.4	55.1
<b>Social Studies</b>								
All Students	253	99.6	23.6	41.5	34.9	76.4	68.5	72.3
<b>Gender</b>								
Male	121	99.2	24.8	37.6	37.6	75.2	67.5	71.5
Female	132	100	22.5	45	32.5	77.5	69.5	73.2
<b>Racial/Ethnic Group</b>								
White	126	99.2	19.8	37.8	42.3	80.2	74.4	80.7
African American	116	100	27.8	45.4	26.9	72.2	63.6	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	82.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	19	100	73.3	20	6.7	26.7	39.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	73.9	67.9
<b>Socio-Economic Status</b>								
Subsided meals	143	100	27.9	46.5	25.6	72.1	64.3	62.1

Abbreviations for Missing Data

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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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	383	99.7	30.1	45.6	24.3	69.9	63.2	70.2	96.2	96
<b>Gender</b>										
Male	182	99.5	40.4	42.2	17.4	59.6	55.3	63.2	95.9	95.8
Female	201	100	21	48.6	30.4	79	71.6	77.5	96.5	96.1
<b>Racial/Ethnic Group</b>										
White	189	100	19.3	45	35.7	80.7	68.8	79.1	95.8	95.3
African American	176	99.4	41.3	45.2	13.5	58.7	58.6	57.6	96.5	96.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	79.4	86.2	98.3	97.1
Hispanic	12	100	36.4	54.5	9.1	63.6	77.2	62.6	96.8	95.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	56.3	68.7	97.8	95.7
<b>Disability Status</b>										
Disabled	33	97	N/AV	N/AV	N/AV	16.7	21.1	26.1	94	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	68.4	61.2	97.3	95.9
<b>Socio-Economic Status</b>										
Subsided meals	221	99.6	38	45.3	16.7	62	58.3	58.9	95.8	95.7

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	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	120	99.2	23.5	50	26.5	76.5
	7	136	100	24.2	36.3	39.5	75.8
	8	119	100	26.6	45	28.4	73.4
<b>Mathematics</b>							
<b>2009</b>	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	119	100	21.6	46.1	32.4	78.4
	7	136	100	34.7	55.6	9.7	65.3
	8	119	100	33.9	48.6	17.4	66.1
<b>Science</b>							
<b>2009</b>	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	61	98.4	28.8	63.5	7.7	71.2
	7	136	100	31.2	47.2	21.6	68.8
	8	60	100	42.3	44.2	13.5	57.7
<b>Social Studies</b>							
<b>2009</b>	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	58	98.3	14.6	75	10.4	85.4
	7	136	100	25.8	31.5	42.7	74.2
	8	59	100	26.3	35.1	38.6	73.7
<b>Writing</b>							
<b>2009</b>	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	122	100	32.4	43.8	23.8	67.6
	7	140	99.3	25.2	44.1	30.7	74.8
	8	121	100	33.6	49.1	17.3	66.4

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