



D R HILL MIDDLE

1303 Holly Springs Road
Lyman, South Carolina

Grades	7-8 Middle School	
Enrollment	553 Students	
Principal	Terry Glasgow	864-949-2370
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Steve Brockman	864-949-2350

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Good	Good
2009	Average	Average
2008	Below Average	At-Risk
2007	Below 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 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://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

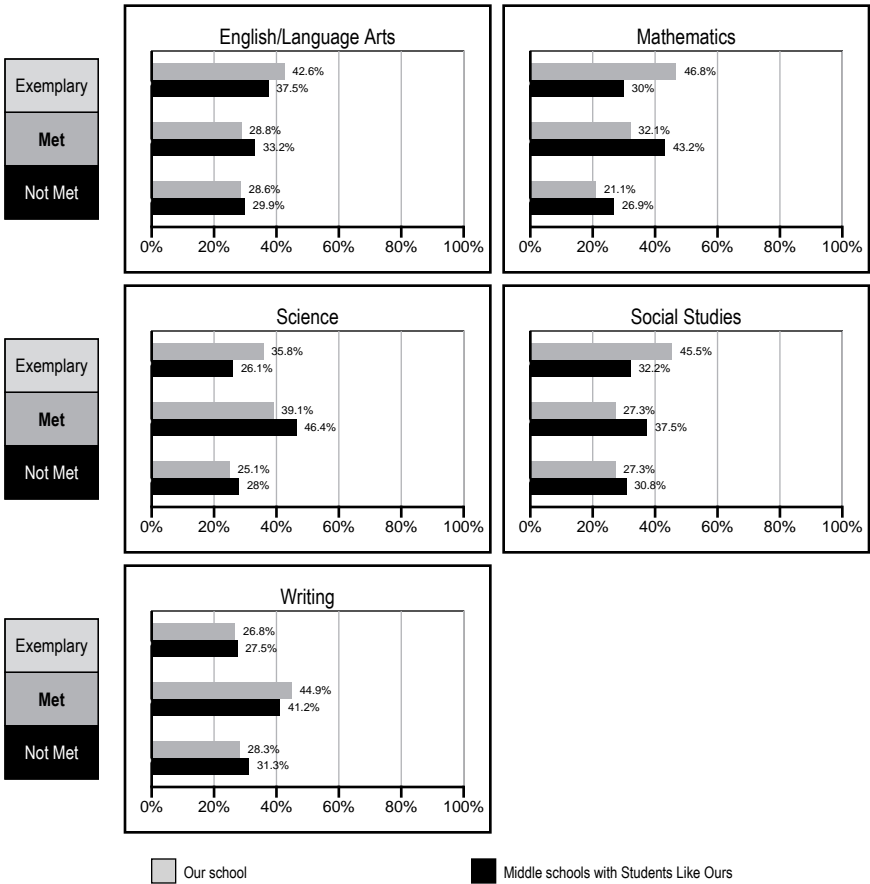
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	17	38	0	0

* Ratings are calculated with data available by 11/09/2011.

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	100.0%	97.4%
English 1	100.0%	96.5%
Biology 1/Applied Biology 2	N/A	86.3%
Physical Science	N/A	82.0%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=553)				
Students enrolled in high school credit courses (grades 7 & 8)	47.0%	Up from 44.3%	23.3%	24.5%
Retention rate	0.9%	Down from 1.9%	0.9%	0.7%
Attendance rate	95.6%	Down from 96.5%	95.8%	95.9%
Served by gifted and talented program	23.4%	Up from 21.8%	20.5%	17.8%
With disabilities other than speech	9.0%	Down from 11.9%	10.2%	9.2%
Older than usual for grade	1.1%	Down from 1.7%	1.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Down from 1.7%	0.5%	0.4%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	69.0%	Down from 69.8%	61.0%	60.0%
Continuing contract teachers	76.2%	Down from 76.7%	87.1%	82.6%
Teachers returning from previous year	86.0%	Up from 78.1%	86.9%	85.6%
Teacher attendance rate	92.6%	Down from 95.1%	94.9%	95.3%
Average teacher salary*	\$46,571	Down 0.7%	\$46,623	\$46,300
Professional development days/teacher	6.7 days	No Change	9.6 days	9.9 days
School				
Principal's years at school	4.5	No Change	4.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 22.2 to 1	21.6 to 1	21.5 to 1
Prime instructional time	87.0%	Down from 90.5%	89.9%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.6%	Up from 75.0%	98.3%	98.1%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	\$7,879	Up 1.1%	\$7,463	\$7,634
Percent of expenditures for instruction**	64.5%	Down from 66.3%	64.7%	64.0%
Percent of expenditures for teacher salaries**	62.4%	Down from 62.9%	62.7%	61.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The major goal of D. R. Hill Middle School is to create a safe and positive environment where students develop intellectually, physically, emotionally, and socially. This goal is achieved through a comprehensive curriculum and a variety of programs that meet the needs of the adolescent child. We offer an effective instructional program where research-based strategies are implemented in every classroom.

Many of our students participate in advanced courses, such as Honors Algebra 1, Honors Algebra 2, and Honors English 1, which allow them the opportunity to earn Carnegie units. We also provide programs such as our clubs, related arts, job shadowing, mentoring, and athletics that support learning. These programs also give students experiences that are relevant to middle school children. We have an after-school program that provides academic assistance to students in all of the core area subjects. Students are also rewarded for their performance through an incentive program that recognizes students monthly for a variety of accomplishments.

In an effort to meet the needs of the entire D. R. Hill Middle School community, we give our stakeholders the opportunity to participate in several school functions. These events include our Parent Breakfasts, Open House, sporting events, and various fine arts performances. We also work very closely with the Middle Tyger Community Center to provide additional assistance for families. We have also partnered with members of the local church community to provide religious instruction for our students through a Release Time program.

D. R. Hill Middle School has been recognized as one of the finest middle schools in the nation. It has received the Carolina First Palmetto's Finest Award, been awarded Hall of Fame status as an Exemplary Writing School, and also received the SCIRA Exemplary Reading Award. In 1997-1998, D. R. Hill Middle School was named a National Blue Ribbon Award winner. D. R. Hill Middle School has also been named a National Service-Learning Leader School, a Flagship School of Promise, and has received the International Inviting Schools Award, The Award of Excellence in Innovations and Technology, the Healthy Schools Award in all eight categories, and the Palmetto Silver Award.

The staff of D. R. Hill Middle School consists of a competent and experienced faculty with the common goal of working together to positively impact the lives of our students. Our students, our faculty, and our community are the foundation to our success. We are proud of what we have accomplished, but we have more goals to pursue and more achievements to be earned.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	239	73
Percent satisfied with learning environment	96.8%	82.4%	77.1%
Percent satisfied with social and physical environment	100.0%	82.4%	75.7%
Percent satisfied with school-home relations	80.0%	86.8%	70.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 21 out of 25 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

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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%**	Yes

* Or greater than last year

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 = 79.4% (Met or Exemplary)

All Students	548	99.3	28.2	29	42.9	80.3	86.9	82.4	Yes	Yes
Gender										
Male	296	99	33.1	29.5	37.4	76.3	83.1	78.7	N/A	N/A
Female	252	99.6	22.5	28.3	49.2	85	90.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	359	99.2	23.8	26.4	49.9	82.7	89.7	88.9	Yes	Yes
African American	129	100	39.2	35	25.8	75	78.6	72.9	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	95.6	93	I/S	I/S
Hispanic	52	98.1	34.7	34.7	30.6	73.5	79	79.3	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	57	98.3	82.4	13.7	3.9	27.5	46.5	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	47.2	33.3	19.4	69.4	79.1	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	331	99.1	32.9	31.9	35.2	76.2	80.9	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	548	99.5	20.7	32.2	47.1	87.5	87.3	81.9	Yes	Yes
Gender										
Male	296	99	22.3	30.6	47.1	86.3	85	79.9	N/A	N/A
Female	252	100	18.8	34.2	47.1	88.8	89.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	359	99.2	17.9	31.7	50.4	89.7	90.3	88.9	Yes	Yes
African American	129	100	25.8	40	34.2	83.3	78.5	71.4	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.4	94.6	I/S	I/S
Hispanic	52	100	30.6	20.4	49	79.6	79.9	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	57	98.3	60.8	35.3	3.9	52.9	46.5	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	34	100	36.1	27.8	36.1	75	81.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	331	99.4	26.1	34.5	39.4	83.7	81.4	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	418	99	24.6	39.4	36.1	75.4	75.4	68.6
Gender								
Male	229	98.7	26.9	36.3	36.8	73.1	74.4	68.3
Female	189	99.5	21.8	43	35.2	78.2	76.4	68.9
Racial/Ethnic Group								
White	276	98.9	20.4	36.5	43.1	79.6	81.2	80.7
African American	95	99	33.3	50.6	16.1	66.7	58.4	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.5	85.3
Hispanic	41	100	36.8	36.8	26.3	63.2	62.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	43	97.7	76.3	18.4	5.3	23.7	33.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	25	100	44.4	37	18.5	55.6	62.9	60.7
Socio-Economic Status								
Subsidized meals	254	98.8	31.9	41.4	26.7	68.1	65.9	57.3
Social Studies								
All Students	415	99	26.7	27.5	45.8	73.3	80.3	72.5
Gender								
Male	224	98.7	25.2	26.2	48.6	74.8	80	72
Female	191	99.5	28.4	29	42.6	71.6	80.7	73.1
Racial/Ethnic Group								
White	278	98.9	25.1	25.1	49.8	74.9	82.9	81
African American	96	99	32.6	33.7	33.7	67.4	71.9	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.1	89
Hispanic	34	100	25.8	35.5	38.7	74.2	71.9	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	45	97.8	85	7.5	7.5	15	36.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	23	100	34.8	26.1	39.1	65.2	75.2	69.7
Socio-Economic Status								
Subsidized meals	243	98.8	32.6	28.1	39.3	67.4	71.6	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	264	99.6	28.1	45.1	26.9	71.9	76.8	73.2	95.6	96.5
Gender										
Male	138	100	32.1	47.8	20.1	67.9	72.5	67.2	95.6	96.4
Female	126	99.2	23.5	42	34.5	76.5	81.5	79.4	95.7	96.6
Racial/Ethnic Group										
White	166	99.4	22.5	46.3	31.3	77.5	80.5	81.5	95.1	96.2
African American	66	100	36.1	45.9	18	63.9	67.8	61.3	96.9	97.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	76	87	97	97.4
Hispanic	29	100	41.4	34.5	24.1	58.6	66.7	66.7	95.9	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.8
Disability Status										
Disabled	26	100	N/AV	N/AV	N/AV	12.5	26.1	26	93.5	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	50	36.4	13.6	50	63.6	65.7	96.6	97.2
Socio-Economic Status										
Subsidized meals	167	99.4	35.2	43.4	21.4	64.8	68	63.2	95	96

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
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	271	100	25.9	37.8	36.3	74.1
	8	297	100	33.2	32.2	34.6	66.8
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	285	98.6	27.4	25.9	46.6	72.6
	8	263	100	29	32.1	38.9	71
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	271	99.3	19.7	31.3	49	80.3
	8	297	100	27.7	39.4	32.9	72.3
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	285	99	22.9	32	45.1	77.1
	8	263	100	18.3	32.5	49.2	81.7
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	269	100	17.8	48.6	33.6	82.2
	8	150	100	30.1	35.6	34.2	69.9
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	285	99	22.9	44	33.1	77.1
	8	133	99.3	28	29.6	42.4	72

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
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	269	100	30.1	36.7	33.2	69.9
	8	147	100	30.8	37.1	32.2	69.2
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	285	99	28.2	26.7	45.1	71.8
	8	130	99.2	23.6	29.1	47.2	76.4
Writing							
2010	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	273	98.2	29.7	47.3	23	70.3
	8	298	98.7	30	46.3	23.7	70
2011	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	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	264	99.6	28.1	45.1	26.9	71.9

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