

Hillcrest High School

School Portfolio

20013/14 through 2017/18
2013-14 Update



Mr. Stephen Chamness, Principal
3665 South Industrial Drive
Simpsonville, South Carolina 29681
864-355-3500

Greenville County School District
Mr. Burke Royster, Superintendent

South Carolina Department of Education Cover Page

SCHOOL: Hillcrest High School

SCHOOL DISTRICT: Greenville County School District

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2013-14 (*one year*)

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Mark Drango		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Stephen Chamness		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 3665 South Industrial Drive, Simpsonville, SC 29681

SCHOOL'S TELEPHONE: (864) 355-3500

PRINCIPAL'S E-MAIL ADDRESS: schamnes@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

POSITION

NAME

- | | |
|---|--------------------|
| 1. PRINCIPAL: | Stephen Chamness |
| 2. TEACHER: | Virginia Doolittle |
| 3. PARENT/GUARDIAN: | Lynn Tuten |
| 4. COMMUNITY MEMBER: | Maria Bentley |
| 5. SCHOOL IMPROVEMENT COUNCIL: | Mark Drango |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

See School Improvement Committees and Members on the Next Page

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

Academic Assistance, PreK–3

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X Academic Assistance, Grades 4–12

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X Parent Involvement

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X Staff Development

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

X Technology

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

X Recruitment

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X Collaboration

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental

levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

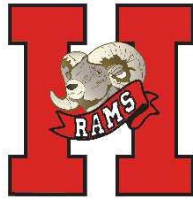
X Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

X Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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Introduction



Each school year, two goals are selected from Hillcrest High School's Action Plan goals for special emphasis over that school year. Progress toward all Action Plan goals is continually monitored and a strong effort for continuous improvement in all goal areas is made. For the 2013-14 year the goals selected for special targeting are 1) to raise the percentage of students passing the US History EOC by 5 percentage points from 72.7% in 2013 to 77.7% and 2) to increase the graduation rate by 5 percentage points from 79.5% in 2013 to 84.5%

The work to achieve the goal to increase the passage rate on the U.S. History EOC exam by 5 percentage points is a team effort. Careful selection of teachers for the U.S. History team was the first step in raising our EOC score. The 2013-14 team is comprised of Mr. Rion Hampton, Ms. Brittney Baker, Mr. Mark Drango, and Ms. Leah Cannon. All U.S. History classes at Hillcrest High School progress at the same pace, received common notes and lesson activities, and took common assessments. The teachers in the team give up their planning period to teach a colleague's classes if the colleague is absent so that no class gets behind. The U.S. History teachers use the New York Regent's released exams, released EOC exams from other states and USA TestPrep web based practice to give students test taking practice before the South Carolina EOC in U.S. History.

Mrs. Rhonda Orr, Assistant Principal of Instruction has taken the lead on raising the HHS graduation rate. Mrs. Orr has established a team to set, review and monitor procedures for reducing the graduation rate. The team has created a procedures manual for monitoring and obtaining documentation for the graduation rate. A list of current personnel and their roll in obtaining documentation for the graduation rate is outlined in the Graduation Rate Manual. We expect for our graduation rate to increase due to better accountability. In addition Mrs. Leigh Anne Terry, Assistant Principal over seniors, has worked diligently with seniors who are at risk of not meeting the requirements for graduation. Measures she has undertaken include use of credit recovery and virtual school for students needing to make-up credit, contracts with students who are experiencing grade or attendance difficulties, and careful monitoring of at risk students.

Hillcrest High School continues to strive toward meeting and exceeding the goals set for student achievement, teacher and administrator quality and school climate. Presentations for the purpose of information and discussion of school data are held at least annually for the faculty and administration, the SIC and district personnel.

School Portfolio Committees for 5 Year Plan

EOC Committees

Algebra 1	Biology 1	English 1	U.S. History
Crabtree, T.	Ferguson, S.	Bachman, J.	Bertollo, J.
Gilbert, P.	Jackson, L.	Colvin, C.	Cannon, L.
Nesmith, S.	Perrone, S.	Duncan, R.	Drango, M.
Oliveros, P.	Pouliot, S.	Smith, S.	Hampton, R.
Podgorski, C.	Wiser, D.	Walkup, A.	Wall, B.
		Wallace, S.	

Data Committees

HSAP ELA	HSAP Math	Graduation Rate	Percent Tested
Johnsen, Carolyn	Barrett, M.	Bobbitt, M.	Gahagan, A.
Lehman, L.	Griffin, S.	Burrage, L.	Johnson, Connie
McNabb, M.	Johnson, Connie	Chandler, M.	Sanchez, J.
Nickles, P.	Lancaster, B.	Earle, E.	Scott, L.
Vierow, L.	Salley, M.	Evans, B.	Walsh, J.
		Rewis, H.	
		Terry, L.	
		Young, E.	

Advanced Placement	SAT	ACT
Baker, B.	Crocker, M.	Brown, N.
Cuyar, A.	Gustafson, M.	Brown, P.
Doolittle, V.	Misanko, T.	Chambers, L.
Reule, S.	Plating, J.	Danigel, J.
Wall, B.	Tan, R.	Stinnett, H.
Waters, K.	Woods, G.	

School Purpose Review Committees

Mission, Vision, Beliefs, Tag Line	School Goals
Barker, A.	Benquet, S.
Bell, B.	Berg, E.
Brehmer, K.	Cox, A.
Davenport, D.	Holmes, B.
Keese, A.	Mastrokolas, O.
King, D.	Owen, R.
Porter, G.	Ramos, W.
Simpson, I.	

5 Year Plan Committee Members

Purpose and Direction	Governance and Leadership
Standard 1 – 3 Indicators	Standard 2 – 6 Indicators
Kluttz, B.	Ashworth, K.

Orr, R.	Chamness, S.
Acker, E.	Bell, T.
Bagnal, L.	Choplin, R.
Brooks, D.	Prince, M.
Freeman, J.	Scott, E.
Sanders, B.	
Tuten, L.	

Teaching and Assessing Team A	Teaching and Assessing Team B
Standard 3 – 12 Indicators	Standard 3 – 12 Indicators
Indicators 1 - 6	Indicators 7 - 12
Kidd, J.	Ashworth, K.
Kluttz, B.	Orr, R.
Brown, G.	Ball, J.
Conner, V.	Causey, A.
Freeland, T.	Earle, M.
Hallman, K.	Gibbs, H.
Lyda, N.	Jenkins, J.
Malcolm, K.	Lash, G.
Southers, J.	Mikol, L.
Woods, C.	Nelon, A.
	Ray, L.

Resources and Support	Continuous Improvement
Standard 4 – 7 Indicators	Standard 6 – 5 Indicators
Franks, L.	Chamness, S.
Terry, L.	Doolittle, V
Axson, E.	Franks, L.
Coyle, T.	Kidd, J.
Danigel, J.	Misanko, T.
Esrum, E.	Scott, E.
Gosnell, M.	Schweizter, J.
Griffin, S.	Windley, M.
Owen, M. G.	
Ray, K.	

School Profile Contributors:

Administration	Rhonda Orr
Ag Science	David Brooks, Mark Earle, Katie Moore
Athletics	Tommy Bell
Business	Jill Ball
Career Development	Lynn Tuten
English	Maureen Prince
ESOL	Carolyn Johnsen
Family Consumer Science	Georgia Lash
Fine Arts	Thom Freeland
Freshman Academy	Ken Ashworth
Guidance	Erica Scott
Math	Jennifer Southers
Media Center	Joy Danigel
Organizations	Lea Bagnal
PE	Lynn Avant
Science	Kristin Hallman
SIC	Mark Drango
Social Studies	Mark Drango
Special Education	Sandy Griffin
Speech and Debate	Bill Evans
Student Council	Georgia Lash
Technology	Misty Gosnell
World Languages	Anna Cuyar
Editor	Virginia Doolittle

Executive Summary



Hillcrest High School has been a source of pride for the Simpsonville-Fountain Inn Community for almost six decades. It is located just off of Interstate 385 South and can be viewed from the interstate. The school is one of the largest schools in the Greenville County School District and also the state. The student enrollment of approximately 2100 students in grades 9 through 12 is highly diversified economically, culturally, ethnically, and racially. About 23% of our student body is African American, 7% Hispanic and 4% of other ethnicity.

As the economy has slowed, Hillcrest High has experienced a lower teacher turn-over rate. Faculty demographics have remained fairly constant over the past three years. 64% of the faculty is female. HHS currently has eleven minority certified staff members (9.2%) which is disproportional to the 35% minority student population. Thirty-two teachers hold one or more Advance Placement certifications and thirty-three teachers are endorsed to teach gifted and talented students. In recent years the school has been able to employ more teachers completing accredited collegiate teacher preparation programs. All teachers are teaching within their areas of certification and most are highly qualified. Currently fourteen faculty members hold National Board Certification.

Hillcrest High is proud of the accomplishments of its students and of the programs offered here. 16.8% of our students participated in one or more Advanced Placement classes. The agricultural program is one of the largest and most successful in the state. The business department is viewed as a model for other schools throughout South Carolina as well as being the largest in Greenville County. Our Speech and Debate Team continues to be ranked nationally with students qualifying for national tournaments. We have one of the most highly decorated choral departments in the state, as well as an outstanding band program. Visual art students continue to win awards and participate in Artishpere. Hillcrest continues to have a very successful Freshman Academy. Hillcrest High has been a Palmetto Gold award recipient for outstanding achievement by our teachers and students in 2006, 2007, 2008, 2009 and 2011. In anticipation of implementing the Common Core Curriculum Hillcrest returned to a seven period school day schedule this year.

Hillcrest offers a variety of opportunities for student involvement. We field a complete selection of sports teams which expanded several years ago to include swimming and lacrosse. Our athletic accomplishments are numerous with our Boys' Basketball and Girls' Volley Ball teams being ranked among the top in the state. Hillcrest continues to utilize the Youth Court Program established several years back.

The physical facility at Hillcrest was completed in 1992. This makes it the oldest school in the district that has not had a major renovation to the original building. A new classroom wing with eight classrooms and two biology labs was added to Hillcrest and occupied for the first time at the beginning of the 2005-06 school year. A new multi-purpose gymnasium, renovated locker rooms and PE offices were completed in the spring of 2012. The agricultural department maintains two outdoor courtyards within the school facility and continually works to provide the school with the beauty of

nature. A greenhouse was constructed several years ago and it provides plants and Christmas trees for sale to both the faculty and community. Improvements have been made to the outdoor athletic facility, including a new baseball field, competition level track, and concession stands in 2009.

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. The school has a strong career education program which the community supports through student employment and job shadowing opportunities. Though Hillcrest is a large comprehensive public high school, it still maintains a hometown school atmosphere. Many parents and community members are Hillcrest High School graduates and continue to support the school long after graduation. Two of the school's administrators are graduates of Hillcrest as well as numerous faculty members. Hillcrest is dedicated to providing a safe, positive learning environment which brings together the resources of the staff, family and community to create the best future possible for our students.

Like all schools, Hillcrest High has its challenges. Over the past several years there has been a significant increase in the poverty index for the school, reaching 53.7% for the 2013-14 school year. The school currently has over 14 bus routes which makes after school tutoring difficult for students to access. Scheduling and remediation continue to be a challenge due to the large geographic area the school draws students from, the size of the school, and the transient nature of a segment of the student population.

Hillcrest High School continues to take steps to improve student achievement. These measures include better monitoring of student records and the impact of student matriculation on the graduation rate, being proactive in identifying students at risk for passing HSAP on their first attempt and including more preparation before they take the test the first time, and collaboration by faculty teaching EOC courses to improve EOC passage rate. The number of students taking the SAT has remained fairly stable the past several years. The number of students taking the ACT has risen.

Though Hillcrest refreshed its technology in February of 2013, the school continues to work to stay abreast of the latest technological advances. This year a group of over 20 teachers, led by Mr. Jay Freeman and Ms. Misty Gosnell, continued to explore using iPads in the classroom. The iPad team also pilots a "bring your own device" program. A cart of iPads that may be checked out for classroom use was added to our technology resources. To accommodate current technology a soft wireless overlay was placed throughout the building. The LD-Neuro class received 3 iPads for student use through a district grant and these devices have been routinely incorporated into classroom instruction. Funding for additional technology continues to be a challenge. In addition, the age of the main portion of the school creates a challenge in the installation of new technology. Through a district initiative all regular sized classrooms and the media center currently have Promethean Boards. Fourteen of these boards are a touch screen board. Multiple training sessions to accommodate the different levels of teacher proficiency in the use of Promethean Boards are held each school year allowing teachers to maximize the use of the boards in daily instruction. Monthly technology classes are offered to teachers on a wide variety of topics.

Hillcrest is also working to meet the challenge of being ready for Common Core State Standards coming in the near future. School based professional development has focused on rigor in the classroom and the difference between current state standards and CCSS. Teachers, department chairmen, the school principal, assistant principals, and the CRT have attended CCSS workshops held by the Teaching and Learning Department of the district office.

SCHOOL GOALS 2013 - 2018

Student Achievement Goal

Raise the academic challenge and test performance of each student in order to meet the state and federal accountability objectives for all students.

Teacher and Administrator Quality Goal

Ensure quality personnel in all positions.

School Climate Goal

Provide a school environment supportive of learning.

Hillcrest High School's Belief Statements

MISSION STATEMENT

The mission of Hillcrest High School is to educate all students to become positive, productive citizens equipped to meet the challenges of today's global society.

SCHOOL MOTTO

Honor • Truth • Loyalty

VISION

- Involve students in curricular and extracurricular activities that enhance social, physical, emotional, and intellectual well-being.
- Provide a wide variety of academically challenging experiences for all students
- Cultivate values of honesty, diligence, achievement, pride and highlight the importance of family and the significance of community service.
- Promote partnerships and community involvement with our school.
- Analyze relevant data concerning school processes and progress to make collective decisions for school improvement.

TAG LINE

Today's Learners; Tomorrow's Leaders

Hillcrest offers a wide spectrum of classes and programs that enable students to advance their education and become productive citizens. A strong emphasis in giving back to the community is created through Spirit Week's fund raising for a local charity, the annual canned food drive, plant sales and landscape projects both within HHS and at other local schools, and participation in local charity events as they arise. Collaborative projects and use of current technology allow our students to prepare for their future whether their immediate plans upon graduation are college, technical college, military service, or the workforce.

There have been many reasons for celebrating during the 2012-13 school year.

- Excellent Absolute Rating on the 2013 School Report Card
- Excellent Growth Rating on the 2013 School Report Card
- Over \$10 million in college scholarships
- Strong tradition of giving back to the community, raised over \$78,000 for the Greenville Hospital System Neuro Center during 2013-14 Spirit Week
- Advance Placement Scholars
- Speech and Debate State and National Awards
- 9 students from HHS were selected for the 2013 All State Chorus
- Undefeated Region 1 4A Football Conference Champions 2013
- Coach Greg Porter was named the Region 1 4A Football Coach of the Year, 2013
- State Volleyball Champions 2011, 2012, 2013
- Coach Lynn Avant was named SC Volleyball Coach of the Year 2012 and 2013
- Region 1 4A Wrestling Conference Champions 2013
- Region 1 4A Basketball Conference Champions 2013
- Student athletes signing to play their sport in college for Football, Lacrosse, Volleyball, Golf and Baseball.

Hillcrest High has made several modifications in instruction over the past three years to improve EOC test scores. EOC results for 2012 – 2013 improved in all subject areas. This improvement has truly been a team effort. Administrators have taken the following steps for improvement:

- Secured web based EOC test practice.
- Provided training and support in using test practice.
- Provided on-line credit recovery.
- Required teachers to have common pacing guides and common assessments.
- Selected teachers who are committed to teaching EOC courses for those classes.

Teachers have contributed greatly in making these changes. They have meet and worked collaboratively to create common lesson plans and assessments that engage students. They have embraced the use of the test practice web site and have provided support and remediation to struggling students.

The Graduation Rate rose for the 2013 school year. Mrs. Orr, Assistant Principal of Instruction refined the system used in 2012 to track students withdrawing from HHS. Under Mrs. Orr's guidance an

Graduation Rate manual has been created outlining the duties and responsibilities of those monitoring enrollments and withdrawals. Additionally, Mrs. Terry, the Assistant Principal for seniors, has carefully monitored students who were at risk of not graduating. She along with Elizabeth Earle, Guidance Counselor for seniors, mentored students, regularly contacted parents and had students sign contracts for improvement.

As faculty and staff positions become available, administration continues to hire quality personnel for all positions. This effort is also made for long term substitutes.

Hillcrest continues to work diligently to create a school environment supportive of learning. School safety is a priority and safety drills are held regularly according to district and state guidelines. Key card access monitors were added to several doors allowing controlled access to the building. All visitors check in through the front office before proceeding elsewhere in the building. HHS followed the GCSD's lead in teaching students not to open exterior doors in the "Ignore the Door" campaign. Parents are an integral part of the education process. HHS provides many opportunities for parents to participate in school events and stay current with their student's progress through:

- District, school and teacher websites
- School and teacher e-mail
- School information app
- Financial Aid and Scholarship Information Webpage
- School Marquee
- Parent portal access
- Phone messenger and e-mail messenger
- Quarterly progress reports and report cards
- IGP meetings and the IGP Parent Workshop Meeting
- PTA Newsletter
- School Athletic Website
- School concerts, athletic events, and open houses
- 8th Grade Parent Awareness Night for rising 9th grade students
- Curriculum Night for rising 9th grade students
- Orientation for freshman and their parents
- Senior Night for seniors and their parents
- Greenhouse plant and Christmas tree sales
- HHS Chili Cook Off
- Spirit Week events such as pancake breakfasts, auctions, yard sales, and golf outings

Hillcrest High School will continue to be a source of pride for the Simpsonville – Fountain Inn area through the combined efforts of parents, students, teachers, support staff and administrators.

Stephen Chamness, Principal

Virginia Doolittle, CRT

March 31, 2014

School Profile





Simpsonville High School
1886



Joseph R. Bryson High School
1954



Hillcrest High School
1957



Hillcrest High School
1992 to Present

HILLCREST HIGH SCHOOL HISTORY

The birth of organized, public education in the Simpsonville, Mauldin and Fountain Inn areas began in the mid to late 1800's. In Simpsonville, the first schoolhouse was built in 1882, followed by Simpsonville High School established in 1885. The high school was accredited in 1915 and one year later was the first school in Greenville County to add the 11th grade to its curriculum. By 1876 Mauldin students were attending the first "free school" in that area. The school was located in a pine log building near Poplar Springs Baptist Church. Students were expected to attend for five years, three months each year, where they learned spelling, reading and arithmetic. In that day all schools in the area evolved around the planting and harvesting seasons. A school for the Fountain Inn community was established in 1886.

These schools, as was the custom of the day, were open to whites only. Under the leadership of the Reedy River Baptist Association the Simpsonville High School for blacks began in 1886. It was

replaced by the Rosenwald School in 1923. In 1954 Bryson High School was built to replace the deteriorating Rosenwald School. After desegregation in 1970, the students from Bryson High School joined the enrollment at Hillcrest High School.

In the spring of 1957, a small group met to establish the foundation of a new high school to accommodate the Simpsonville, Mauldin, and Fountain Inn areas. A committee of nine, composed of three representatives from each area school, met to decide on a name for the new school. The committee made a community-wide request for name suggestions. The Tribune, the local newspaper, published the 78 suggestions sent to the committee. Among the suggestions were "Triangle," "Southern," "Hillcrest," "F.S.M. Consolidated," and "Quil-Ma-Ville High School." The last suggestion was an attempt to consolidate the three towns: "Quil" represented Robert Quillen, a famous author from Ft. Inn, "Ma" represented the Mauldin community, and the "Ville" was to represent Simpsonville. From that long list of names, the committee selected the name Hillcrest submitted by Miss Daisy Stone. The committee felt the word Hillcrest reflected the terrain of the landscape, an impressive 84-acre knoll, chosen as the building site. The name Hillcrest was appealing also because "of the poetic quality of the spoken word and its beauty in writing of print." The committee selected red and white as the school colors, and the "Ram" as the school mascot. Black was added as a school color in the 1970's.

On September 3, 1957, the school opened its doors to 1065 students from Simpsonville, Mauldin and Fountain Inn, grades 7-12. The school was built by Triangle Construction Company at the cost of \$1,050,000. The two-acre school building was built to serve 1400 students with 52 teaching stations.

Mr. Henry P. Bennett earned the distinction of being the first person to serve as principal of Hillcrest High School. The assistant principal was Mr. B.T. Julian. This first administration and staff faced the enormous task of unifying three communities who had been archrivals, especially in the world of athletics. The efforts of these adults paid off. Under the guidance of Mr. Bennett, the transition from three communities to one student body was successful. Mr. Bennett will long be remembered for his untiring efforts toward this goal.

On January 26, 1958, the school was dedicated "to the education of the young people in the community." The principal speaker, Dr. J.A. Barry, Jr., president of Coker College and graduate of Fountain Inn High School, dedicated the building "to the principles that ought and can mean the most to us tomorrow." W.E. Freeman, Jr., the architect, presented the keys to the building to Thomas K. Johnstone, Jr., chairman of the school board of trustees. In honor of this ceremony, Miss Pamela Koon, Hillcrest High School Choral Director, borrowed poetic words written by Mr. William Hickman, algebra teacher, about the school and set them to music. This song, applauded enthusiastically for its beautiful tune and stirring words, was accepted as the Hillcrest High School Alma Mater.

On June 5, 1958, Hillcrest High School awarded its first diplomas to 104 graduating seniors. In 1962, the school applied for accreditation. A committee from the Southern Association of Secondary Schools and Colleges evaluated the school. On November 27 Hillcrest High School became accredited. Hillcrest Middle School took the sub-freshman class in 1969 and a new Mauldin High School was built in 1972 to serve that community.

Thirty-five years later, in 1992, a new and larger Hillcrest High School, located adjacent to the original school, was built to accommodate overcrowding and expected growth in the Simpsonville and Fountain Inn areas. The former Hillcrest High School now serves as Bryson Middle School and is the

primary feeder to Hillcrest High School. An ongoing challenge of Hillcrest High School is to serve the diverse needs and interests of these communities while promoting commonality among the student body. To this end the school has experienced much success. Fountain Inn Police Chief A. Keith Morton states, "Hillcrest High School is the beginning of teenage transformation into adulthood. The school is a vital portion of our community and helps shape our future leaders." Today, the Golden Strip Community continues to grow at an amazing pace. Hillcrest High School has already outgrown its 1800 student capacity. The present enrollment is slightly less than 2100 students, making Hillcrest one of the largest high schools in Greenville County.

Principals of Hillcrest High School

Henry Bennett	1957/1958 – 1963/1964
Hugh Chastain	1964/1965 – 1971/1972
Bob Simmons	1972/1973
Max Looper	1973/1974 – 1976/1977
Dennis Varner	1977/1978 – 1979/1980
Leroy Hamilton	1980/1981
Bob Hayes	1981/1982 – 1982/1983
Leroy Hamilton	1983/1984 – 1986/1987
Keith Russell	1987/1988 – 1989/1990
Leroy Hamilton	1990/1991 – 1997/1998
Talmadge Gray	1998/1999 – 2002/2003
Stephen Chamness	2003/2004 – 2013/2014

School Personnel for 2012 - 2013

Teachers	
Agriculture	3
Business	6
English	17
Fine Arts	5.5
Family & Consumer Science	2
Foreign Language	6.5
Math	16
Physical Education	5
Science	14
Driver's Education Teacher	1
Social Studies	16.5
Special Education	9

English as a Second Lang.	.5
Administration	
Principal	1
Assistant Principals	5
Administrative Assistant	1
Curriculum Resource Teacher	1
Athletic Director	1
Support Staff	
Secretary	1
Career Development Facilitator	1
Office Clerks	2
Bookkeeper	1
Guidance Counselors	5.5
Guidance Clerks	2
In School Suspension	1
Hall Monitor	1
Resource Officers	2
Media Specialists	2
Media Center Clerks	1
Nurses	2
Attendance Clerks	2
Special Education Aides	4
Cafeteria Manager	1
Cafeteria Staff	15
Plant Engineer	1
Maintenance Staff	14

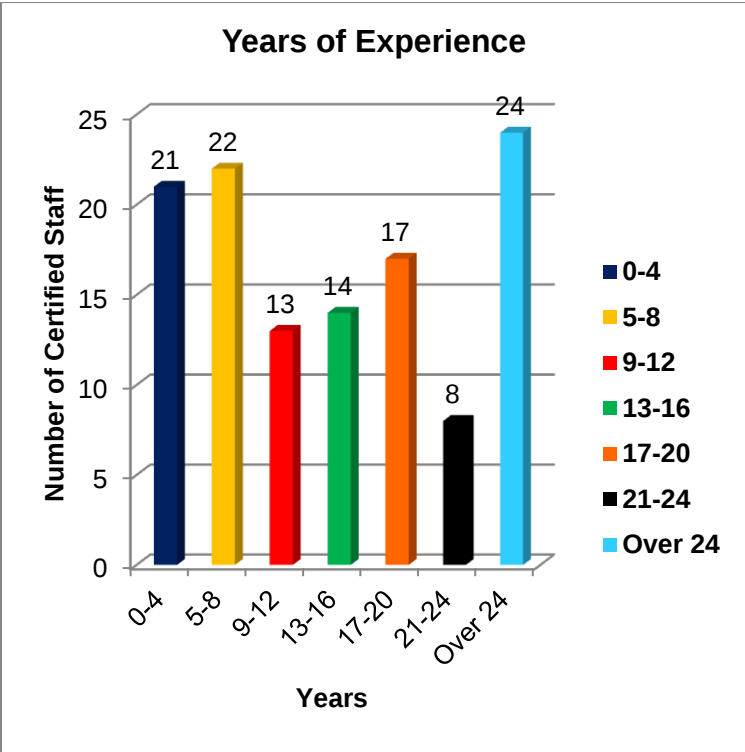
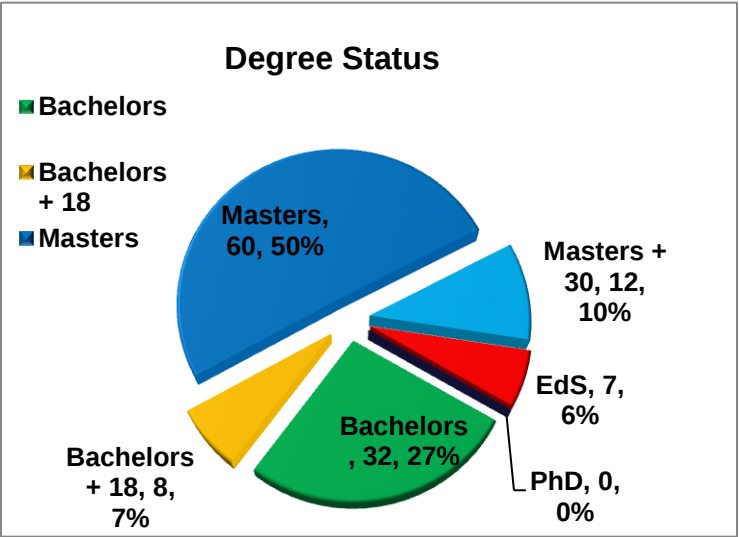
Certification Status	Initial Certificates PACE Teachers	Teachers Currently in ADEPT	Professional (Completed ADEPT)
		21	

Number of Teachers	11	6	98
Percentage	9.6%	5.2%	85.2%

Certification & Endorsement Areas	National Board	Advanced Placement	Gifted & Talented
Faculty and Staff	14	32	33
Percentage	12.1%	27.8%	28.7%

Faculty Ethnicity	
African American	7 = 6.1%
Caucasian (Non-Hispanic)	107 = 90.4%
Hispanic	2 = 1.7%
Other	2 = 1.7%
Faculty Gender	
Male	42 = 35.5%
Female	76 = 64.4%

The faculty ethnicity is disproportional to the student population and the ethnicity of the surrounding area. Emphasis should be placed on hiring more teachers with diverse backgrounds.



Student Demographics

Hillcrest High School is one of the two largest schools in the Greenville County School District.

Ethnicity				
Year	2013-14	2012-13	2011-12	2010-11
Total Population	2097	2069	2148	2187
African-American	486 = 23.2%	507 = 25%	602 = 28%	590 = 27%
Caucasian (Non-Hispanic)	1352 = 64.5%	1336 = 65%	1349 = 63%	1371 = 63%
Hispanic	166 = 7.9%	153 = 7%	131 = 6%	131 = 6%
Other	93 = 4.4%	73 = 4%	66 = 3%	95 = 4%
Gender				
Females	983 = 46.9%	967 = 47%	1054 = 49%	1053 = 48%
Males	1114 = 53.1%	1102 = 53%	1094 = 51%	1134 = 52%

Free and Reduced Lunch				
Year	2013-14	2012-13	2011-12	2010-11
Total Population	2097	2069	2148	2187
Free Lunch	631 = 30%	644 = 31%	703 = 33%	711 = 33%
Reduced Lunch	141 = 7%	140 = 7%	142 = 7%	145 = 7%

- Approximately 38% of the student body receives free or reduced lunch.
- **Currently HHS has a poverty index of 52.6%.** The poverty rate in 2011-12 was 51.3% and in 2010-11, 50.0%
- The increase in the poverty level may be partially attributed to the national, state, and local economy.

Students with Disabilities				
Year	2013-14	2012-13	2011-12	2010-2011
Autism	11	12	11	4
Educable Mentally Disabled - (EMD)	6	8	5	8
Emotionally Disabled (ED)	8	8	5	3
Other Health Impairment (OHI)	29	18	26	21
Learning Disability (LD)	191	150	155	160
Orthopedic Impairment (OH)	0	0	0	0
Total Students w/ Disabilities	245 = 11.7%	196 = 9%	202 = 9%	196 = 9%

Limited English Proficiency Students

2013-14	2011-12	2010-11	2012-13
158 = 6.1%	83 = 4%	105 = 5%	87 = 3%

- Students with Limited English Proficiency are identified and receive special instruction by our ESOL teacher either in a tutorial class or through itinerant individualized instruction.
- For the past 5 years our ESOL teaching position has been a half time position.

Instructional Schedule

Hillcrest High School has followed a block schedule for the past five years, moving from an A day/B day block schedule to the 4x4 block schedule in 2008-09. Teachers teach three 90 minute classes and have one 90 planning period. Teachers are assigned duties for 30 minutes of their planning periods every other day or perform a before or after school duty. Duties include, but are not limited to sweeper or hall duty, restroom duty, parking lot duty, bus duty, or cafeteria supervision. The school plans on returning to a seven period day schedule for the 2013-14 school year.

School Year	2013-14	2012-13	2011-12	2010-11
Schedule Type	7 Period Day	4x4 Block	4x4 Block	4x4 Block
Class Length	53 minutes	90 minutes	90 minutes	90 minutes

Department and Focus Area Reports

Administration 2013-14

The 2013-14 school year saw some changes in the Administration team. Administrative Assistant, Mrs. L'Adair Franks, moved to Greenville High School as an assistant principal and Ms. Jada Kidd,

Assistant Principal of Instruction, moved to Spartanburg High School as the Principal of their Freshman Academy. Mr. Ken Ashworth continued as the Assistant Principal of the Hillcrest High School Freshman Academy and Mr. James Sharpless, who joined Hillcrest High School as Administrative Assistant, aides him in his duties. Also new to the Hillcrest High School administrative team, Mr. Daniel Bruce, is now the tenth grade Assistant Principal, and Mr. Jay Freeman, is the eleventh grade Assistant Principal. Mrs. Leigh Anne Terry is the twelfth grade Assistant Principal, and Mrs. Rhonda Orr is the Assistant Principal of Curriculum and Instruction. Mrs. Virginia Doolittle continued to serve as the Curriculum Resource Teacher.

The Hillcrest High School Administrative Team continued to collaborate and embrace new technology and grew as "digital administrators". They use their iPads for classroom observations allowing them to give immediate feedback and support to teachers. Administrators also review student data and test scores to determine which students need additional support and to make teachers knowledgeable of student's strengths and weaknesses and to better equip teachers to meet individual student needs.

More teachers joined the iPad research team that was created last year. By using online blogs and training sites, teachers formed learning communities in which colleagues can collaborate and share information. In addition, the monthly training sessions are now designed to be subject specific providing another opportunity for planning and collaboration between members of individual departments. The administration also worked hard to improve the graduation rate. Senior students are given the attendance and academic expectations at the beginning of the year, and at every progress report, individual intervention conferences are held with each senior who is failing a class.

Administrators organized math tutoring sessions to help students prepare for the EOC and HSAP tests. In addition, Hillcrest High School held a motivational assembly for students, a night-time parent assembly called Test Prep Tuesday to educate parents on ways to help their child, and an in-house field trip that provided individual remediation, and EOC class competitions for students.

English 2013-14

The English Department has the largest teaching faculty of all the departments, with sixteen full-time and two part-time English teachers. The department offers a full complement of the required English courses at the college preparatory, honors, and Advanced Placement levels. Elective courses in the department include Creative Writing, Speech & Debate, SAT Preparation, Teacher Cadet and Yearbook.

The 2013-2014 Hillcrest H.S. Teacher of the Year is English teacher Sarah Reule. Our department has four National Board Certified Teachers and two Teacher Consultants for the Upstate Writing Project. Several English teachers attend the Common Core Consortium sessions at Furman University throughout the year.

The English department has embraces technology and utilizes it to engage students in 21st Century learning and to prepare them for college as well as careers. Four English teachers are members of the HHS ipad research team. Last year, they researched and used educational apps and the Bring Your Own Device policy in the classroom to access the Internet for immediate research and analysis. Students are able to use their personal devices to do group work and research assignments using the internet. The app Remind 101 is utilized by several English teachers to communicate with students via third-party text to remind them of upcoming due dates and assignments. Many teachers also

incorporate the use of websites like Edmodo.com and Moodle to incorporate the “flipped classroom” philosophy and to integrate technology into their lessons. The yearbook staff has moved to completely online, paperless yearbook production for the 2013-2014 school year. All layouts, deadlines, and submissions will be done over the Internet.

This year all English teachers are implementing the new Common Core English standards in their classes using the Atlas Rubicon curriculum tool and resources created by Greenville County School District English teachers under the supervision of ELA Academic Specialist, Debbie Barron. Utilizing USA TestPrep and Teengagement software as well as other print and digital media, English teachers are focused on helping their students acquire the necessary skills to meet the new challenges that the Common Core standards require in reading, writing, speaking, listening, and critical thinking.

In senior World Honors classes, students have been deliberating and prosecuting or defending a mock version of the Oscar Pistorius case as an ongoing experience in Argument. They are eager to follow the trial which is scheduled to begin in March. Also, this same group of students is working on a social injustice unit for research. They are each researching solutions to resolve the problem of child soldiers. They are planning to send their results to the White House at the conclusion of the project. In English 3 Honors classes, students have pen pals at Thomas E. Kearns Elementary. They have been writing back and forth to each other all year. The high school students taught the elementary students how to use rhetorical strategies, and the fifth graders had their essays edited by their pen pals. Then the fifth graders were interviewed by the high school students for their expository essay on a meaningful life, and then will also be creating a “monster” together for the novel *Frankenstein*.

In our Freshman Academy, the English teachers held a midterm exam review session open to all freshmen, which was very well-attended. All four Freshman Academy English teachers were there to answer students’ questions and guide them in their exam preparation. These teachers also routinely use test prep software over the course of the year with their students as well as provide remedial assistance to students who are identified as most at-risk. The Freshman Academy will hold its annual Poetry Slam assembly in the spring. Students in all English classes write original poems and hold classroom contests to choose a representative best poet from each class. Then these twenty poets compete by reading their work on stage in front of the freshman student body. Trophies and gift certificates are awarded for First Place, Second Place, Third Place, People’s Choice Award, and Honorable Mention.

The Teacher Cadet class, under the supervision of English teacher Lisa Vierow, painted a designated parking space for HHS’s Teacher of the Year, conducted in-house field trips for local day care and elementary school to enjoy Christmas picture books and a “winter wonderland” of decorated trees, and shared interactive Halloween picture books and crafts with first graders at Bryson Elementary. They repeatedly provided teacher appreciation treats for teachers and staff at HHS throughout the year, shared student-created electronic books with the students at Washington Center, and will conduct an Easter reading circle time and egg hunt for children from a local day care.

English field trips this year included trips to the Peace Center to see “The Tragedy of Julius Caesar,” and The Barter Theater Players performed the play “Macbeth” at Hillcrest H.S. on March 3rd for all English students. English 2 teachers are planning to a field trip to the Upstate History Museum in the spring to learn about the Civil Rights Movement in Greenville.

The HHS Speech & Debate team, led by teacher Bill Evans, who was awarded National Speech & Debate Teacher of the year in 2012, travels across the state and country to compete, and our team is one of the strongest in our state. Recent awards include:

Southside Tournament: two second place finishes, one fifth place, and one tenth place finish

Riverside Tournament: one second and one fourth place finish

Chase High School Tournament: two second place, one third place finishes, two fourth place finishes, one nine, and one tenth place finish.

Mathematics 2013-14

Hillcrest High offers a variety of mathematics courses beginning with Algebra 1A (which is a preparatory course for Algebra 1) through Calculus. It offers Advanced Placement Calculus AB and BC as well as Statistics. Classes are offered at the college preparatory, advanced and honors levels. Beyond the standard Algebra 1, Geometry, Algebra 2 and Pre-Calculus classes, the Math Department also offers College Prep Statistics, Discrete Math and Algebra 3.

During both semesters Math Strategies (an HSAP preparation class) was added for juniors and seniors who had not passed the math portion of HSAP. School wide afterschool tutoring sessions were offered twice per week during spring semester. One teacher offered Friday evening and Saturday tutorials for AP Calculus.

Algebra 1 teachers plan collaboratively in order to maximize EOC scores. Algebra 1 teachers also use USA Test Prep software for EOC practice. This year we are also using Catchup Math.com in an effort to differentiate the practice provided for each student based on their identified areas of weakness. Algebra 1 teachers have also established Tuesday Tutoring both before and after school for all Algebra 1 students. When we get closer to the EOC test date we will also offer Saturday EOC preparation sessions.

Technology usage pervades all math classrooms. All mathematics classrooms are equipped with Promethean ActivBoards. Several boards are equipped with multitouch functionality. These digital whiteboards provide the opportunity for teachers to create student centered interactive lessons and activities. The boards also allow teachers to use Activotes and ActivExpressions. These devices give every student the chance to participate and answer questions. Many of the mathematics teachers also use Texas Instruments' Smartview software which is a graphing calculator emulator. Geometer's Sketchpad and Geogebra are used for exploration and demonstration of geometry and trigonometry concepts. Several teachers are incorporating the flipped classroom concept where students view videos as their "homework" and then use class time to work practice problems with the teacher and classmates there to aide progress and understanding. Graphing calculators are used daily to explore concepts in depth. This year several teachers joined the Ipad team and are incorporating apps into their classroom.

Mathematics teachers at Hillcrest have been recognized by their colleagues having been named Teacher of the Month for the school and Teacher of the Year for Freshman Academy. This year the Hillcrest High School teacher of the year is a mathematics teacher.

We have started a Mathematics Club that meets weekly to explore interesting and fun math topics. A monthly math contest is offered for enrichment.

Statistics students participate in projects that involve collecting and analyzing data gathered from throughout the school. Our geometry teachers incorporate projects where students draw blue prints and then construct models of three-dimensional objects, bridges, kites, and more.

Social Studies 2013-14

The Hillcrest High Social Studies department offers a full contingent of classes to meet the requirements for the state diploma: Global Studies 1, Global Studies 2, U.S. History, Government and Economics. In addition, elective courses including Law Education, Sociology, Current World Issues, and Psychology are offered. The Social Studies Department offers more Honors and Advanced Placement classes than any other department at the school including U. S. History, Government, and Economics, AP European History, AP World History, AP Human Geography, and AP Psychology. There are also Honors levels in Global Studies I and Global Studies II which will better help our students in mastery of the Common Core Standards in Social Studies.

Over the past two years the U. S. History teacher team has placed a special emphasis on collaborative planning. They have created common unit concepts, common syllabus and pacing guides as well as assessments with similar concepts. The U. S. History EOC passage rate has shown a significant increase the past three years, which in the 2012-2013 school was a 73.2%. Similarly, teacher teams and team leaders are also implementing similar changes in Global Studies II, American Government, and Macroeconomics. Our goal was to ensure that the state standards for each course were being taught, pacing was age appropriate, common concepts were taught and tested, and that teacher teams would pace together as much as possible. Team leaders keep the group focused on its goals and make sure that the long range pacing guide is being followed.

Annually, our Social Studies department presents a senior student with the Lee Bradford Social Studies Award. This student is not limited to AP scholars. It also factors in school extracurricular activities and community involvement. Our past recipients usually have taken on average 5 social studies courses during their high school experience, maintaining not only an A average but also have to be civic minded and a quality person.

Our department boasts a strong cadre of teachers. Currently, we have one National Board Certified teacher, an AP US History test reader, and members involved on local and state curriculum planning teams. In 2011, our department had a member who helped to rewrite the state U.S. History and Constitution Standards, the new teacher support document for that subject, and was a member of the State Textbook Adoption Committee. Individual members of each teacher team are responsible for creating on average two units with the appropriate test bank of questions, common concepts matching appropriate standards, and also aligned with the English department as part of the Atlas Curriculum Planning tool under the Common Core Social Studies standards.

Several of our teachers serve as mentors to new teachers. Mentors work closely with our new department members and help them to improve classroom methodology and pedagogy. Each new teacher receives guidance creating an Assertive Discipline Plan, how to do parent communication and documentation, IEP/504 meetings, and to prepare for administration and third-evaluator teacher observations as well as unannounced walk through visits or practice PAS-T observations by their mentor or the department chair. Our goals for the next several years will be to align all assessments

whether traditional paper and pencil or project based assessments to both State Content Standards but also to Common Core Social Studies Standards and to use rubric based scoring.

Science 2013-14

Students must complete three units of science to meet the graduation requirement. Hillcrest offers science courses at the college preparatory, honors, and advanced placement levels. The building has modern labs for biology, chemistry and physics. Course offerings include Biology, Physical Science, Chemistry, Physics, Human Biology, Botany, Zoology, Marine Science, Earth Science, and AP courses in Environmental Science, Biology, and Chemistry. Several teachers have iPads provided by the school to increase student engagement in classes and they can check out class sets of iPads for student use as well. . They have incorporated technology into their lessons, to stimulate and motivate learning. The BYOD (Bring Your Own Device) Project allows students to creatively utilize their own technology, to perform scientific investigations, research topics and create presentations. It increases student engagement and allows teachers to differentiate instruction to meet the individual needs of students.

We have an active Science Club that participates in state level competitions and attends many local science events in the area.

World Languages 2013-14

In today's world, the benefits, importance and relevance of learning other world languages cannot be emphasized enough. Students in all world language courses communicate in the target language at the appropriate level, gain knowledge and understanding of other cultures, connect with other disciplines, and develop insight into the nature of language and culture. Students interact in the target language using the three modes of communication: interpersonal, interpretive and presentational.

Hillcrest offers two world languages – Spanish and French. Students begin the study of Spanish in Level 1 CP or Level 1 CP Advanced and may continue through AP Spanish Language. Advanced CP is also offered at Level 2 and honors courses are offered at Levels 3 and 4. French students begin their study with Level 1 CP and may continue through Level 2 CP and Level 3 Honors. An honors course in French is offered in Level 3.

In the area of technology, teachers utilize available audio and video resources, including the iPad and the Promethean Board, to incorporate authentic materials and experiences in the classroom. Our students are actively involved in activities that celebrate the learning of another language throughout the local community and around the world. Students from the Spanish III Honors, Spanish IV Honors and AP Spanish Language classes celebrated the Christmas holiday with students in the LD Neuro Class at Hillcrest High School, teaching Spanish, singing Christmas songs in Spanish and working on craft activities with the students in a cooperative class setting. Students in these same classes created children's storybooks that were sent to Nicaragua to be given to needy children. National Foreign Language Week 2014 was recognized with target language events throughout the department. Emphasis was placed school wide on the benefits of learning another language. Twenty two current and former students are members of Hillcrest High School's chapter of the Spanish National Honor Society, la Sociedad Honoraria Hispánica, Capítulo Jaime Escalante. Students who are selected to be members of the Spanish National Honor Society have taken Spanish

III, Spanish IV Honors and Spanish V Honors or AP Spanish Language and have maintained a cumulative "B" or "A" average in these courses. They have also demonstrated character, leadership, seriousness of purpose, and service and commitment to others. Mrs. Anna Cuyar, chapter founder and sponsor, is the State Director for South Carolina of the Spanish National Honor Society. Additionally, Mrs. Cuyar has been an AP Reader since 2008, participating in the reading and scoring of the Advanced Placement Spanish Language and Culture Exam. Ms. Landri Tripp, a 2013 graduate of Furman University, received the Furman Cervantes Award for Excellence in Spanish, an award given to the best Spanish major of the graduating class. Ms. Bianca Valencia received a full scholarship from the Greenville County School District and Clemson University and is currently pursuing additional certification at the graduate level in Teaching English to Speakers of Other Languages.

Agricultural Sciences 2013-14

The Agricultural Science Department offers courses in animal care, wildlife management, outdoor recreation, horticulture, greenhouse management and landscape technology. Completer certificates are offered to students who finish a minimum of four classes within a pathway in the department. The department works closely with outside organizations such as the Future Farmers of America, local animal rescue groups and the South Carolina Department of Natural Resources. The horticulture program maintains a greenhouse on campus and provides funding for their programs through their annual Fall Plant Sale, Christmas Tree Sale and Spring Plant Sale. The department also maintains an equipment barn and cares for two courtyards within the school and an outdoor classroom that are available for teachers to use as alternate locations for class.

Family and Consumer Sciences 2013-14

Family & Consumer Sciences (FCS) is the comprehensive body of skills, research and knowledge that helps people make informed decisions about their well-being. Hillcrest High School currently offers elective courses in Child Development 1 and 2; Foods & Nutrition 1 and 2 and Sports Nutrition. The department is comprised of two teachers. The department is pleased to include Georgia Lash as the 2013-14 Hillcrest PTSA Teacher of the Year.

The FCS classes participate in the iPad and Bring Your Own Device program which extends technology opportunities in the classroom. With parent permission and when it is curriculum-appropriate, students are able to use their own technology devices, including their phones and tablets.

The Department is fully committed to community outreach. The Child Development students created an onsite preschool learning experience for the Frazee Center. They chaperone the Meyer Center children at Special Olympics. The Foods classes complete a hunger unit in which they simulate world hunger issues.

Eighteen students graduating in 2014 will receive a Career Concentration certificate for completing two levels of FCS and an additional course.

Business 2013-14

The Business Department of Hillcrest High School is the largest in Greenville County. There are six full-time business teachers instructing over 1,000 students. Through guidelines set by the South Carolina State Department of Education, HHS offers complete certificates in Accounting, General Management, and Business Information Management. In order to receive a certificate, students must earn a total of four business units made up of the required courses and business electives in each certificate area. The students have a total of eleven business courses to pick from which include: Accounting 1 and 2, Business Law, Computer Applications, Computer Programming, Digital Desktop Publishing, Entrepreneurship, Integrated Business Applications, Keyboarding, Personal Finance, and Web Page Design. A number of HHS students earn a state certificate by the end of their senior year and some even earn certificates in more than one area of business. An awards ceremony and luncheon is provided by the department for seniors receiving certificates. Parents are invited and encouraged to attend. All of the Business Department teachers have a Master's Degree and one is currently working on a Doctorate. All of the business teachers take classes and/or professional development workshops to stay current on technology and software as these factors are constantly changing in the business world.

Fine Arts 2013-14

The Art Department works tirelessly instilling the principles and elements of design in young artists through Arts I, 2, 3, 4, Ceramics 1 and 2. Art Appreciation is offered for students who want to fulfill the Fine Arts unit requirement for entry into a four-year college in South Carolina. Exceptional 2-D work is displayed in the HHS main office and on hallway bulletin boards and ceramics is displayed in the Media Center.

Each year, Art 2 students participate in Artist for Hire, a program in which students are contracted by teachers and other school personnel to create specific works of art for educational purposes. This program simulates the consultation, drafting and performance standards that would be expected in the graphic design industry.

Since 2009-2010, advanced art students have been producing staff portraits which are unveiled each May and hung in the school in a permanent collection. Staff portraits honor those who have dedicated their careers to educating and supporting young people.

In 2012-2013, the Art Department pioneered classroom video conference calls through Skype at Hillcrest. Current HHS Art students are now able to see on the wall and speak with former Hillcrest Art students who have found success in art related careers. This interactive learning has proved to be stimulating and educational.

Recent art awards have included first and second place honors in ceramics at Congressman Trey Gaudy's Congressional Art Competition and a first place award in advanced art at The School District of Greenville County's High School Juried Art Competition at Artisphere 2013.

The Art Department also has a growing Ceramics program. Ceramics I and II are now offered. Ceramic planters were made and sold at the annual spring plant sale. Many ceramic students have been awarded cash prizes for their work this year and have work in the Artisphere every year. The program also creates the medals given out at the Roper Mountain Science Center TROAD run. Both art teachers are A.P. certified.

Hillcrest High School's Orchestra Program continues to grow with the number of students taking strings almost doubling in the 2012-2013 school year. At this point in time, the Strings Teacher is at Hillcrest High School 3 periods a day and is a member of the National Association for Music Education and the American String Teachers' Association. She wrote and received a \$1,000 grant in the Fall of 2012 from the Music Club of Greenville, which was used to purchase new school instruments. She also received new sets of violin, viola, cello, and bass strings from a project on

Donors Choose. Students in the program participate in four concerts a year as well as other school activities and both regional and state competitions. Select students participate in SC Region 2 Orchestra and SC All-State Orchestra. In the 2012-2013 school year, Hillcrest had a student place as Principal Second Violin in the SC Region 2 Orchestra and another student place within the top 20 violins in the SC All-State Orchestra. Both the Ninth Grade Orchestra and the Honors Orchestra participated in the SC Region 2 Concert Festival during the 2012-2013 school year. The Ninth Grade Orchestra received an overall grade of Excellent, and the Honors Orchestra received an overall grade of Superior. Select students also participate in the SC Region 2 Solo and Ensemble Festival. The Band Program offers Symphonic Band, Jazz Band, Guitar and Marching Band. The Marching band actively participates in performances for football games, marching band contest, and parades. The Marching band receives numerous awards each year for their quality performances. The Symphonic and Jazz bands perform 4 concerts a year, one each nine weeks. Many students audition and are selected to the Greenville All County Band, SC Region 1 Band, The All State Symphonic and Jazz Bands. Students also participate in Solo and ensemble receiving Superior awards for their solos and ensembles. The Band program performs many varieties of music from Big Band Swing to Contemporary Symphonic to Improvisation. Students in the Band program can receive Honors credit for their 3rd and 4th years in the program. The Chorus program consist of Honors Concert Choir Beginning Choir. The Chorus had 9 students make the All State Choir this year. The program puts on several concerts each year and participates in the Greenville Rotary Night of Singing as well as the Greenville County honors Choir. The program is under the leadership of Bruce McIntyre, who is the Greenville County Chorus Lead teacher. The Chorus also competes in state level and sponsored events.

Physical Education/Driver's Education 2013-14

Physical Education continues to strive to offer a wide variety of activities with an emphasis on meeting and maintaining the State Standards for Physical Fitness. We also endeavor to enhance the student's social skills, their team building skills and most importantly for each student to have FUN!

Freshmen make up the majority of our students and they are required to take and pass PE 1 to meet the requirements for graduation in South Carolina. Other students are offered electives which include Weight Lifting; Strength, Agility, and Plyometrics; Team Sports; Leisure Sports; and Driver's Education.

The addition of a PE Classroom and a Multi-Purpose Gym in the Spring of 2012 allows the department to meet the needs of all students that wish to participate in any of our class offerings.

English for Speakers of Other Languages 2013-14

HHS serves approximately 95 students yearly in the ESOL program. An additional 20 students who have been dismissed from ESOL are monitored regularly throughout the school year. Services include consultation with classroom teachers, providing accommodation and modification plans, as well as actual courses offered for credit. In addition, the school offers online programs including Rosetta Stone, USA TestPrep, and Aleks Math that can be accessed from the classroom or from the home to help build and support language acquisition.

Ms. Carolyn Johnsen is assigned to HHS as a .7 ESOL teacher. She teaches three periods of ESOL every afternoon. Student instruction is designed to directly assist students in the areas of reading, writing, listening, and speaking. Curriculum is designed for the individual student.

Many nations and languages are represented in the student body at Hillcrest High School. Students from Mexico, Colombia, Puerto Rico, Peru, Ecuador, Brazil, India, China, Egypt, Micronesia, Honduras, the Dominican Republic, Venezuela, Nicaragua, Guatemala, Guyana, India, Iraq, Germany, Greece, Kenya, Poland and Russia have participated and continue to participate in the program. Part of the curriculum includes studying American culture, as well as celebrating the cultures of the individual students.

ESOL students are well integrated into the student body. They participate in sports, clubs, drama, band, orchestra, and choir. Some ESOL students attend the Golden Strip Career Center for half a day. Many students are involved in business, art, agriculture, honors, and even advanced placement classes. Hillcrest High School welcomes and includes those students learning the English language.

Special Education 2013-14

Occupational Diploma Program

The Occupational Diploma program provides students with disabilities a curriculum with a focus on vocational and academic pursuits along with work experiences. This program provides skills training, job readiness, and employability skills.

The Occupational Diploma Program is an alternative curriculum that features functional academics that are aligned with state and federal academic standards. The IEP team determines the appropriateness of the Occupational Diploma program based on the individual needs of the student.

The Occupational Diploma program is comprised of 3 required components:

1. Academic Coursework (core classes are taught in special education classes and electives are taught in regular education classes)
2. Job Training / Employment: students must participate in 360 hours of documented employment and / or complete a Career and Technology Education (CATE) course.
3. Portfolio

Students are required to complete 24 units to graduate:

Occupational English 4

Occupational Math 4

Occupational Science/Health 4

Occupational Career Prep/Social Studies 4

Career/Technical Education 3
Physical Education 1
Electives 4

During 10th grade students take 2 special education classes at the career center

1. Career Development I and II: includes Work Keys Training, Serve Safe Certification, CPR and First Aide Certification, Goal Setting and Career Interest Planning
2. Career Rotation I and II: provides hands on training and shadowing in regular education classes such as culinary arts, welding, construction, and automotive repair.

Transition Services focus on academic and functional achievements to facilitate moving from school to post school life.

During 11th and 12th grades students participate in job training and employment or complete a 2 year career education course at the career center.

Supported Employment and Training Program (SET)

This gives realistic vocational training and employment opportunities to students. This prepares students for work and independent living. A transition specialist works with students in 11th and 12th grade. The transition specialist communicates with businesses to develop partnerships and employment opportunities for students.

Juniors are required to participate in non-paid training and job shadowing.

Seniors are required to successfully complete 360 hours of paid employment.

Students are provided transportation to job sites to receive job training and employment hours.

Students are working in the community in places such as: BiLo, Railhouse Restaurant, James Monroe Mission House, First Presbyterian Church Food Pantry, O'Charley's Restaurant, The Blazing Pot, Ross and Macy's Department stores, and North American Rescue.

Hillcrest High School Occupational Department was honored with a grant by The Center for Disability Resource at the University of South Carolina School of Medicine as the top high school in the state for providing transition services to students with intellectual disabilities.

Hillcrest High School has 3 occupational teachers and 2 aides.

Special Education Ld/Neuro Class

This program also provides students with disabilities a curriculum that focuses on vocational and academics along with work experiences. This program has students in the Occupational Program, Certificate Program and several are working on a state diploma. The self-contained students participate in community based instruction, where they are able to practice social, money skills, and behavioral skills in the community. In the classroom, the students practice academic skills concentrating on life and functional skills. The resource students who are on state diploma track use the LD/Neuro class as a tutorial setting for support of their academics, organizational skills, and behavioral and social skills.

The LD/Neuro class was selected to participate in the district wide IPAD Pilot Program. This classroom was one of twenty two special education classes in the district chosen. The district is using this pilot program to measure growth in students with disabilities using new age technology. All of the students are proficient at using the IPADs independently.

Resource Department State Diploma

The Resource Department provides academic support for students with disabilities who are working on a state high school diploma. Some students need daily support for academics, organization, and/or behavioral support. Others only need support weekly to maybe get help with writing research papers or to complete tests. Our goal is to assist our students in meeting their educational needs as identified in their IEP.

Most classrooms are equipped with a promethean board this year. Most teachers have already taken courses and in-services in Activinspire or other technology classes such as ALIVE. The district offers a Technology Conference during the summer that teachers attend also.

Awards

Amanda Walkup, resource teacher, was awarded the 2012 South Carolina Council for Exceptional Children's Exceptional Educator of the Year award. She was recognized at both the SCCEC annual conference and the national CEC convention in San Antonio, TX. She will be nominated for the Clarissa Hug Teacher of the Year award through national CEC in the coming year.

Freshman Academy 2013-14

The Hillcrest High School Freshman Academy has instituted new initiatives this year and has seen excellent results. We have a tutoring program for Algebra I students in the mornings and afternoons once a week. We have an APEX course for most of the repeating freshman. This has been a huge success so far and many of the students will now be on track with their graduating class. We will be having an EOC Blitz in which we have multiple activities. We begin the Blitz with a "Pep Rally" and will have a guest speaker talk about the importance of graduating. The same night we will have our EOC Parent Meeting. The teachers will have numerous competitions. The overall winning class receives a Bojangles Biscuit breakfast. We will have an in house field trip in which about 30 of our At Risk students from English, Math and Science will go to a 3 hour tutoring session. At the end of the semester we had an exam review session for each core subject. We averaged about 150 students at these sessions. A majority of the Math teachers from the upper grade levels volunteered their time to tutor as well. We had a meeting with about 40 of our At Risk students and discussed what is required to move on to the next grade level. Coach Porter then gave a motivational speech about being successful. Every Freshman Academy teacher that had planning attended the meeting to show the students that they care about them.

The Freshman Academy used technology in new ways this year as well. A few of our teachers are part of the ITeach in which they would research different Apps and discuss with the team. We have a few teachers who are part of the BYOD (Bring Your Own Device) team in which students are allowed to use their Smart Phones or bring in their IPADS. Many of the teachers use the computer labs to do USATestPrep to prepare for the EOC's.

The Hillcrest High School Freshman Academy staff has had numerous teachers win awards. Tammy Crabtree was voted by the Freshman Academy students as the Freshman Academy Teacher of the

Year. Christine Podgorski was Teacher of the Month for the entire school. She was also a finalist for Emerging Teacher of the Year for the county.

We offer many upper level classes in the Freshman Academy. The Math department offers Algebra I Honors and Geometry Honors. English offers English I Honors and English II Honors. Biology offers Biology I Honors and the Social Studies department offers Global Studies I Honors and AP Human Geography.

The Freshman Academy works with the community in numerous ways. Freshman Pride bought gifts for numerous families during the Christmas season. The teachers and students made a conscious effort with the Canned Food Drive for the local food pantry. We will do another Chili Cook-off in which we will have many community members who participate. The Freshman Academy does a Parent Orientation and Freshman Day for students before the school year starts. When any of our students go through tough times the teachers donate money or goods in support of their families. We had a young man whose house burned down. Teachers donated clothes, gift cards and money. Another girl's father passed away and the teachers donated money to help with the family. We have a compassionate group of teachers.

Guidance 2013-14

The mission of Hillcrest High School's counseling department is to provide a comprehensive program that assists all students in building their academic talents, preparing for their future careers, and achieving social responsibility. School counselors advocate, collaborate, and facilitate individual and systemic change to ensure all students have the knowledge and skills necessary to achieve academic success and personal growth. In collaboration with the faculty, parents or guardians, and the community, Hillcrest counselors assist students in finding their full potential while achieving their personal and academic ambitions.

There are four components to the Hillcrest High School Comprehensive Guidance Program:

- Guidance Curriculum
- Individual Planning
- Responsive Services
- Systems Support

Hillcrest High School counselors implement the state standards that address the four components through classroom guidance, small groups, and individual counseling.

The Hillcrest High School Guidance Department also provides many support areas:

- Student Enrollment
- Course Scheduling - changes and reviews
- Progress Reports and Report Cards
- Standardized Testing
- Student Record files for current and former students

- Parent Teacher Conferences
- College Research, applications, and scholarship information
- Financial Aid Information
- Information regarding the Military/Armed Services
- Beginner's Driving Permit Written Test
- Homework Assignments
- Transfer to Alternative Schools
- Career Exploration and Development

Each counselor completes Individual Graduation Plans each year with every student to discuss career aspirations, their schedule of classes for the next year, and any more information they may need to be successful throughout high school and beyond.

Hillcrest High Student Council 2013-14

The elected officers and representatives of Hillcrest High Student Council proudly lead the student body in activities throughout the year. The council is responsible for pep rallies, Homecoming, and Prom. The pinnacle event under their direction is Spirit Week, a time devoted to fundraising for a designated charity. The 2014 designated charity was Greenville Health System Neurological Institute. The Student Council Spirit Week calendar includes in-school, weekend and evening events for the enjoyment of our student body. It is a laudable effort that with their planning they yield a generous sum for the charity. This year the HHS Student Council raised \$78,246.50.

Our Student Body officers also participate in Greenville County Schools Interhigh Council, teaming together with leaders across the district to share ideas and create student incentives.

Technology 2013-14

Hillcrest High School has three desktop computer labs with thirty student stations and three mobile laptop labs with thirty computers each and one cart with 15. Working towards being fully wireless, the school purchased access points to be mounted throughout the building. The district received a grant to make all schools fully wireless. The school now has iPads for all administrators and purchased 17 additional teacher iPads bringing the total to 37. There are 17 student iPads for teachers to use in their classrooms. The school plans to purchase 18 more student iPads to create a full classroom set. We have also purchased 5 regularly used apps for student and teacher iPads. Special Education and Family Consumer Science departments have also purchased students iPads. Special Education now has 16 and FCS has 2. A grant through the district allowed us to put Promethean Boards in every full sized classroom, media center, and computer labs. This initiative provided us with 14 additional boards. The media center has added 35 Nooks with books used regularly by English department. Teachers were offered professional development opportunities each month.

Athletics 2013-14

The Hillcrest High School athletic department is a 4-A program located in Simpsonville, South Carolina. With our 22 varsity sports and 24 sub varsity programs, we are one of the largest athletic departments in the state with over 700 different students from Hillcrest High School competing for our teams. For the 2013-14 school year, Hillcrest had 14 students sign National Letters of Intent to play sports at the college level. Since 2011 our sports teams have won 6 State Championships and

finished as one of the top 10 schools in the Athletic Director's Cup standings for the first time in school history. Since 2011 Hillcrest has had 126 All Region Athletes and 6 individuals who were recognized as the Statewide Player of the Year in their respective sport.

Sports Teams Offered: Football, Boys' Basketball, Girls' Basketball, Volleyball , Baseball, Softball, Cheerleaders, Cross Country, Boys' Golf, Girls' Golf, Softball, Dance Team, Swim Team (Boys and Girls), Boys' Tennis, Girls' Tennis, Wrestling, Boys' Soccer, Girls' Soccer, Boys' Lacrosse, Girls' Lacrosse, Boys Track and Field, Girls Track and Field.

Speech & Debate 2013-14

The 2013-2014 Hillcrest Speech and Debate team consisted of 45 active members who had a 20-tournament schedule this year. The Hillcrest students garnered trophies in all tournaments entered and had 8 semi-finalists in the Wake Forest National Earlybird Tournament. Hillcrest had several students who qualified for national tournaments this year as their tradition of excellence continues. Hillcrest is home of the 2014 State Champion in Humorous Interpretation (Jarod Barksdale); the Novice State Champion in Dramatic Interpretation (Jessica Foster) and the Novice State Champion in Children's Literature (Ryan Miller). The team won the Third Place Overall Team Sweepstakes Trophy. Hillcrest's Speech and Debate coach, Bill Evans, served as the South Carolina Forensics Coaches Association President for 2014. The debate team is planning on competing in the NIETOC (National Individual Tournament of Champions) in St. Peter, MN in May, 2014 and the NFL (National Forensics League) National Tournament held in Kansas in June, 2014.

Organizations 2013-14

Academic Honor Societies

- National Honor Society
- National Beta Club
- Spanish Honor Society

Clubs

- Fellowship of Christian Athletes
- Solid Rock
- Future Farmers of America
- Drama
- Interact
- Juniorettes
- Common Ground
- Students Against Destructive Decisions (SADD)
- Freshman Pride
- Science Club
- Math Club

Governance

- Student Council
- Youth in Court
- Youth in Government

Academic Opportunities/Teams

- Academic Bowl Team
- Yearbook Staff
- Speech and Debate

School Facilities at a Glance 2013-14

- Located in the southeastern corner of Greenville County along I-385
- Built in 1992
- 108 classrooms
- Auditorium
- Rams Café
- Gymnasium with two auxiliary gyms
- Media center with wireless access to the internet.
- Three (3) computer labs for instructional use
- Tennis courts
- Football stadium with a rubberized competition track and new concession stands
- Baseball field
- Softball field
- Greenhouse
- Agriculture barn facility.
- Two (2) courtyards for instructional use and relaxation, maintained by the Hillcrest Future of Farmers of America.

School Improvement Committee Report to the Community 2013-14

For almost sixty years, Hillcrest High School has been a source of pride for the Simpsonville-Fountain Inn Community. Hillcrest is proud of its students and faculty and their accomplishments. Hillcrest High teachers are highly qualified in their subject area. Many of our teachers hold masters degrees, masters plus thirty, as well as additional degree certifications such as National Board, Advanced Placement, and Gifted and Talented. The quality of teachers at Hillcrest is shown in the increase of scores in 2012-13 Algebra I, Biology I, English I and US History End-of-Course passing rates. Algebra I, Biology I, and English I passage rates jumped into the high 80 percentages with English being the second highest passage rate in the district. In addition, the graduation rate rose to 79.3%. Hillcrest High School received an Excellent rating for both its Absolute Rating and Growth Rating on the 2013 School Report Card.

Hillcrest offers a continuum of opportunities for its students beginning with the Freshman Academy for first-year ninth grade students. The Academy offers a separate location for all freshmen core classes. For the second time, the Academy held a Freshman Day prior to the start of school. Approximately 400 of our new ninth grade students attended this event making it a great success. They toured the building, met their teachers, heard about clubs and athletic opportunities and even learned cheers. The teachers in the Academy meet regularly to plan activities and monitor the progress of our freshmen.

Hillcrest offers a variety of opportunities for student involvement. Hillcrest has a Speech and Debate program that continuously have district, state and national winners. Hillcrest's Fine Arts Department is also a leader in our school district. Nine of the eighteen Greenville County School District students chosen for All State Chorus came from Hillcrest High School. Hillcrest also has one of the top athletic programs in the state with 22 varsity and 24 Sub Varsity teams that are consistently some of the top athletic teams in our state. In addition, Hillcrest offers the following clubs to students: Academic

Team, Beta Club, Drama Club, Fellowship of Christian Athletes, National Honor Society, Freshman Pride and others.

Students at Hillcrest High have opportunities to demonstrate goodwill and leadership. Once again, our student body in partnership with the community raised nearly \$78,000 in one week in support the Neuro Center of the Greenville Hospital System. Students are also active in other charities such as hosting food drives and natural disaster relief for various areas in need. The local community strongly supports Hillcrest High School in these endeavors. The Greenhouse Industries program at Hillcrest sponsors plant sales throughout the year, offering student-grown plants and flowers to the public. The program has earned over \$20,000 since its inception and is recognized by the state as an exemplary program.

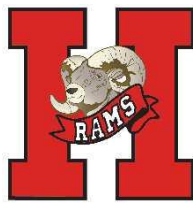
Our Guidance Department works with students and parents to ensure students' needs are met and that students are on track for graduation. Counselors meet annually with students to develop and review each student's Individual Graduation Plan. Through interest assessments, job shadowing, work-site visits, and career speakers, students evaluate their career interests. The Career Development Facilitator provides various opportunities for students to explore their interests and develop their goals. Each student meets with their guidance counselor to determine which classes best suit the student's needs and goals. Students have ample opportunity to investigate their interests through many outstanding classes at Hillcrest High.

Both academic and athletic booster clubs are strong and actively involved in providing support in the form of time and money for our students. Our PTSA offers grant opportunities to our teachers. Hillcrest is dedicated to providing a safe, positive learning environment which brings together the resources of staff, family, and our community to create the best future possible for our students.

Stephen Chamness, Principal

Mark Drango, SIC Chairperson

Mission, Vision, and Beliefs



MISSION STATEMENT

The mission of Hillcrest High School is to educate all students to become positive, productive citizens equipped to meet the challenges of today's global society.

SCHOOL MOTTO

Honor • Truth • Loyalty

VISION

- Involve students in curricular and extracurricular activities that enhance social, physical, emotional, and intellectual well-being.
- Provide a wide variety of academically challenging experiences for all students
- Cultivate values of diligence, honesty, pride, achievement, and the importance of family along with the significance of community service.
- Promote partnerships and community involvement with our school.

- Analyze relevant data concerning school processes and progress to make collective decisions for school improvement.

TAG LINE

Today's Learners; Tomorrow's Leaders

Data Analysis and Needs Assessment



THE STATE OF SOUTH CAROLINA		
2013 ANNUAL SCHOOL REPORT CARD		
RATINGS OVER 5-YEAR PERIOD		
YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Excellent*
2012	Good	Below Average
2011	Good	Below Average
2010	Good	At-Risk
2009	Good	Average

* The School's 2013 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.

ESEA/Federal Accountability Rating

Overall Weighted Points Total	71.1
Overall Grade Conversion	C

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

Graduation Rate

Year	2012-13	2011-12	2010-11	2009-10
% Graduated	79.4%	73.9%	71.3%	73.0%

Five Year Graduation Rate

Year	2012-13	2011-12	2010-11
% Graduated	77.1%	74.0%	74.3%

Hillcrest High School					12/14/13-2301012		
Performance By Group							
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
Grades 9-12							
All Students	237.0	227.7	78.5	73.0	99.2	98.7	73.9
Male	234.8	229.8	80.0	74.1	99.3	98.5	70.2
Female	239.5	225.5	77.1	72.0	99.2	98.8	77.7
White	240.7	232.0	82.1	74.8	99.4	98.5	73.3
African American	229.1	217.9	70.7	70.2	98.6	98.6	76.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	233.7	225.2	76.1	70.4	100.0	100.0	71.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	207.7	201.4	65.9	N/A	96.1	92.2	22.0
Limited English Proficient	230.8	223.5	74.4	N/A	N/A	N/A	77.8
Subsidized meals	230.2	220.7	72.3	70.8	99.0	98.6	75.4
Annual Measurable Objective (AMO)	226	223	77	73	95.0	95	74.1

HSAP First Attempt Data

English Language Arts

ELA	Level 1	Level 2	Level 3	Level 4
2012-13	6.9%	26.4%	34.1%	32.6%
2011-12	7.5%	34.2%	32.9%	25.3%
2010-11	7.5%	31.3%	34.2%	27.1%
2009-10	11.3%	32.8%	31.8%	24.1%

- 93.1% of HHS students passed the ELA subtest on HSAP on their first attempt in 2012-13.

- There was an increase in the number of students scoring at levels 3 and 4.

Areas of needed improvement for ELA of Level 1 students:

- Reading Process and Comprehension 36.2% (17 students)
- Analysis of Texts 42.6% (20 students)
- Word Study and Analysis 44.7% (21 students)
- Writing 80.9% (38 students)
- Research 31.9% (15 students)

Mathematics

Math	Level 1	Level 2	Level 3	Level 4
2012-13	16.6%	37.8%	27.6%	18.1%
2011-12	18.0%	36.0%	26.5%	19.5%
2010-11	19.3%	39.8%	27.8%	13.1%
2009-10	24.4%	37.2%	21.4%	16.9%

- 83.4% of HHS students passed the math subtest on HSAP on their first attempt in 2012-13.

Areas of needed improvement for Math of Level 1 students:

- Number and Operations 78.5% (95 students)
- Algebra 37.2% (45 students)
- Measurement and Geometry 56.20% (68 students)
- Data Analysis and Probability 36.4% (44 students)

Longitudinal HSAP

Year	2012-13	2011-12	2010-11	2009-10
% Passing	94.8%	91.2%	92.2%	88.5%

End of Course Examinations

	Algebra I	Biology 1	English I	Physical Science	US History
2012-13	88.6%	86.9%	86.6%	N/A	73.2%

2011-12	77.6%	70.5%	77.3%	N/A	63.5%
2010-11	77.1%	64.1%	77.3%	61.2%	53.0%
2009-10	74.4%	N/A	75.4%	65.9%	46.3%

SAT

	Critical Reading	Math	Writing	Composite	Gain or Loss
2012-13	465	447	435	1347	- 22
2011-12	468	456	445	1369	- 6
2010-11	471	455	448	1375	- 23
2009-10	472	471	452	1398	-13

ACT

	Reading	Math	English	Science	Composite	Gain or Loss
2012-13	20.5	19.1	18.9	20.1	19.8	-0.4
2011-12	20.8	19.7	19.6	20.3	20.2	+0.4
2010-11	20.3	19.2	19.3	19.9	19.8	-1.8
2009-10	22.1	21.4	21.2	21.0	21.6	+1.3

Advanced Placement Exams

	2012-13	2011-12	2010-11	2009-10
Numbers Enrolled	325	361	301	335

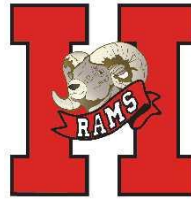
Number of Exams	534	557	468	442
Students Scoring 3 -5	244=46%	252	204	195

Hillcrest High School offered 14 different Advanced Placement courses. Emphasis is placed on student enrollment in AP classes for exposure. As a result enrollment is not limited to those few students who are so highly qualified that they are almost guaranteed a passing grade. Entrance into Hillcrest's AP program is based on student desire to succeed in the class, teacher recommendation, and success in pre-requisite courses.

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	27	70	147	194	96	534
Percentage of Total Exams	5	13	28	36	18	100
Number of AP Students	20	57	113	161	90	

Subject Totals	5	4	3	2	1	Total Exams
Music Theory		1				1
English Language and Composition	7	8	40	48	15	118
English Literature and Composition	2	6	14	23	5	50
Human Geography	1	1	5	7	1	15
Macroeconomics	2	2	2	4	4	14
Psychology	6	13	8	14	12	53
United States Government and Politics		3	6	12	9	30
United States History	2	16	27	33	18	96
World History		3	18	33	16	70
Calculus AB	1	2	6	3	4	16
Calculus BC	4	6	10	2	4	26
Statistics		1	4	8	8	21
Biology		5	7	7		19
Spanish Language	2	2				4
Spanish Literature and Culture		1				1

Action Plan



HSAP % ELA

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Level 2 and above) in English Language Arts on the High School Assessment Program (HSAP) 1st attempt from **92.5%** in 2012 to **95.0%** in 2018.

ANNUAL OBJECTIVE: Annually increase by **0.5** percentage point(s) students meeting standard in English Language Arts on the High School Assessment Program (HSAP).

DATA SOURCE(S): SDE School Report Card – last page

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.4	94.3	95.1	96.0	96.9
School Actual	92.5	93.1					
District Projected	X	X	92.9	93.9	94.9	95.9	96.9
District Actual	91.9	92.4					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from **77.3%** in 2012 to **80.0%** in 2018.

ANNUAL OBJECTIVE: Increase by **0.88** percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	78.1	78.9	79.7	80.5	81.3
School Actual	77.3	86.6					
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (HS only)	71.1	78.4					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics on the High School Assessment Program (HSAP) 1st attempt from **80.7%** in 2012 to **89.7%** in 2018.

ANNUAL OBJECTIVE: Increase by **1.0** percentage points annually students meeting standard in mathematics on the High School Assessment Program (HSAP).

DATA SOURCE(S): SDE School Report Card – last page

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	82.5	84.3	86.1	87.9	89.7
School Actual	80.7	83.4					
District Projected	X	X	85.7	86.7	87.7	88.7	89.7
District Actual	81.4	86.2					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ALGEBRA I

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from **77.6%** in 2012 to **83.0%** in 2018.

ANNUAL OBJECTIVE: Increase by 2.2 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	79.8	82.0	84.2	86.4	88.6
School Actual	77.6	88.6					
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (HS only)	78.0	83.2					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

HSAP % TESTED

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of **95%** of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of **95%** of students tested for all ELA and math tests and subgroups annually.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.3	99.2					
Male	99.7	99.3					
Female	98.8	99.2					
White	99.7	99.4					
African-American	98.8	98.6					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	100.0					
American Indian/Alaskan	N/A	N/A					
Disabled	100.0	96.1					
Limited English Proficient	N/A	N/A					
Subsidized Meals	99.6	99.0					

ELA – District - High School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.0	99.1					
Male	98.8	98.9					
Female	99.3	99.3					
White	99.0	99.2					
African-American	99.0	98.7					
Asian/Pacific Islander	99.3	100.0					
Hispanic	98.9	99.4					
American Indian/Alaskan	100.0	N/A					
Disabled	97.5	96.8					
Limited English Proficient	98.6	99.2					
Subsidized Meals	98.3	98.9					

Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.3	98.7					
Male	99.7	98.5					
Female	98.8	98.8					
White	99.7	98.5					
African-American	98.8	98.6					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	100.0					
American Indian/Alaskan	N/A	N/A					
Disabled	100.0	92.2					
Limited English Proficient	N/A	N/A					
Subsidized Meals	99.6	98.6					

Math – District	High School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
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Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	98.9	98.9					
Male	98.6	98.7					
Female	99.2	99.0					
White	98.8	98.9					
African-American	99.0	98.8					
Asian/Pacific Islander	99.3	100.0					
Hispanic	99.1	99.0					
American Indian/Alaskan	100.0	N/A					
Disabled	96.7	95.8					
Limited English Proficient	98.6	98.6					
Subsidized Meals	98.1	98.6					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from **70.5%** in 2012 to **85.7%** in 2018.

ANNUAL OBJECTIVE: Increase by **3.0** percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	73.7	76.7	79.7	82.7	85.7
School Actual	70.5	86.9					
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.7					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from **63.5%** in 2012 to **70.6%** in 2018.

ANNUAL OBJECTIVE: Increase by **1.5** percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

DATA SOURCE(S): SDE School Report Card

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	65.0	66.5	68.0	69.5	70.6
School Actual	63.5	73.2					
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.1					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including Advanced Placement (AP) exams, the Scholastic Aptitude Tests (SAT), and the ACT.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students scoring 3 or above (out of a possible 5) on all AP examinations from **46%** in 2011 to **61%** by 2018.

ANNUAL OBJECTIVE: Increase by **3** percentage points annually students scoring 3 or above (out of a possible 5) on all AP examinations.

DATA SOURCE(S): AP report produced by the College Board

School Name	Baseline 2010-11	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X		49	52	55	58	61
School Actual	44	45	46					
District Projected	X	X		57	58	59	60	61
District Actual	56	53	55					

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase to meet or exceed district goals on the mean scores on respective subtests and the mean composite score on the SAT.

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by the number of points needed to meet or exceed district goals.

DATA SOURCE(S): SAT report produced by The College Board

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	474.6	481.2	487.8	494.4	501
Critical Reading Actual	468	465					
Math Projected	X	X	465.6	475.2	484.8	494.4	504
Math Actual	456	447					
Writing Projected	X	X	452	459	466	473	480
Writing Actual	445	435					
Composite Projected	X	X	1392	1415	1438	1462	1485
Composite Actual	1369	1347					

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	493	495	497	499	501
Critical Reading Actual	491	496					
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492					
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474					
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462					

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase to meet or exceed the district goals for the mean scores on respective subtests and the mean composite score on the ACT.

ANNUAL OBJECTIVE: Annually increase the mean score on the ACT English, Math, Reading and Science subtests by the number of point(s) to meet or exceed district goals.

DATA SOURCE(S): ACT report produced by ACT

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
English Projected	X	X	21.0	21.2	21.4	21.6	21.7
English Actual	20.8	18.9					
Math Projected	X	X	20.2	20.7	21.2	21.7	22.1
Math Actual	19.7	19.1					
Reading Projected	X	X	20.2	20.8	21.4	22.0	22.6
Reading Actual	19.6	20.5					
Science Projected	X	X	20.7	21.1	21.5	21.9	22.1
Science Actual	20.3	20.1					
Composite Projected	X	X	20.6	21.0	21.4	21.8	22.2
Composite Actual	20.2	19.8					

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
English Projected	X	X	21.3	21.4	21.5	21.6	21.7
English Actual	21.2	21.6					
Math Projected	X	X	21.7	21.8	21.9	22.0	22.1
Math Actual	21.6	21.7					
Reading Projected	X	X	22.2	22.3	22.4	22.5	22.6
Reading Actual	22.1	22.8					
Science Projected	X	X	21.7	21.8	21.9	22.0	22.1
Science Actual	21.6	21.9					
Composite Projected	X	X	21.8	21.9	22.0	22.1	22.2
Composite Actual	21.5	22.1					

GRADUATION RATE

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (4 year cohort) student graduation rate by **1.3** percentage points each year, from **73.9%** in 2012 to **80.4%** in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by **1.3** percentage points annually.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	75.2	76.5	77.8	79.1	80.4
School Actual	73.9	79.4					
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Renew subscription to USATest Prep.	Annually	CRT	\$1400	Local Funds	Invoice
Teacher use of USATest Prep software	Ongoing	CRT, Department Chairs, Department Administrators	None	None	Lesson Plans Computer Lab Reservations Teacher Goals
HSAP Class in the Master Schedule	Ongoing	Principal, Head of Guidance	None	None	Master Schedule
Daily Review Test Questions	Ongoing	Administrators, CRT, Teachers	None	None	Lesson Plans
Parent Notification of Test Dates	Ongoing	Administrator over School Communications	None	None	Record of School Messenger Messages, School Marquee Record
Careful Selection of Teachers for High Stakes Classes	Ongoing	Principal	None	None	Master Schedule
Common Pacing Guides	Ongoing	Assistant Principal of Instruction, CRT	None	None	Copies of Teachers' Syllabi
Collaborative Planning Meetings	Ongoing	Assistant Principal of Instruction, CRT, Department Administrators and Chairmen	None	None	Record of Meeting Dates
Test Blitz and Practice	In the weeks just prior to testing	Assistant Principal of Instruction, CRT, Department Administrators and Chairmen	None	None	School Calendar

PROFESSIONAL DEVELOPMENT

☐ Student Achievement ☒ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Teachers will participate in professional development related to Common Core.

ANNUAL OBJECTIVE: 100% of HHS teachers will participate in professional development related to Common Core.

DATA SOURCE(S): Professional development records.

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100%	100%	100%	100%	100%
Actual	100%	100%					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Professional Development Related to Common Core will be offered at the building level	Ongoing Annually	Curriculum Resource Teacher	None	None	Professional Development Records
Professional Development related to Common core will be offered at the district level	Ongoing Annually	Teaching and Learning Dept.	None	None	Professional Development Records

STUDENT ATTENDANCE

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	92.9	92.9					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

STUDENT OSS OR EXPULSIONS FOR VIOLENT AND CRIMINAL OFFENSES

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a student OSS and expulsion rate below **0.5%** of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student suspension and expulsion rate below **0.5%** of the total school population.

DATA SOURCE(S): SDE School Report Card and GCS Incident Management System (IMS)

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	0.5%	0.7%					
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%					

PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from **79.5%** in 2012 to **91.0%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by **2.3** percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	81.8	84.1	86.4	88.7	91.0
School Actual	79.5	76.3					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Results are from 10-11.

STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from **65.5%** in 2012 to **85.5%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **4.0** percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	69.5	73.5	77.5	81.5	85.5
School Actual	65.5	80.3					
District Projected (ES, MS, and HS)	X	X	81.5	82.5	83.5	84.5	85.5
District Actual (HS only)	79.7	80.7					

TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from **81.0%** in 2012 to **94.5%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **2.7** percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	83.7	86.4	89.1	91.8	94.5
School Actual	81.0	73.5					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

PARENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from **69.2%** in 2012 to **95.5%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **5.3** percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	74.5	79.8	85.1	90.4	95.5
School Actual	69.2	67.2					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8					

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from **78.3%** in 2012 to **93.0%** by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **3.0** percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	81.3	84.3	87.3	90.3	93.0
School Actual	78.3	80.5					
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0	89.6					

TEACHER SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from **96.8%** in 2012 to **98.5%** by 2018.

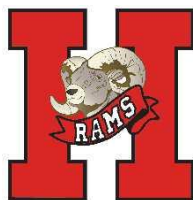
ANNUAL OBJECTIVE: Beginning in 2013-14, increase by **0.4** percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.2	97.6	98.0	98.3	98.5
School Actual	96.8	85.7					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.9					

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	Indicators of Implementation
Increase Student, Parent, and Faculty Awareness of School Safety Measures	Ongoing	Administrative Team	None	None	List of programs and notifications
Increase Student, Parent, and Faculty Awareness of Steps Taken to Create a School Environment that Enhances Learning	Ongoing	Administrative Team	None	None	List of programs and notifications

Professional Development Plan



Professional Development Overview 2013-14

Event	Day	Time	Location
Faculty Meetings	First Wednesday of the Month	3:55 pm	Media Center
Faculty Council Meetings	Second Wednesday of the Month	3:55 pm	Dept. Chairs' Classrooms
Department Meetings	Third Wednesday of the Month	Per Schedule Below	
Professional Development	Fourth Wednesday of the Month	4:00 pm	Media Center
Freshman Academy	Fourth Wednesday of the Month	4:00 pm	Room 253
Adept Group	As Needed	4:00 pm	Room 2P3
ASPIRE – Professional Development for Induction Contract Teachers	Second Tuesdays of the Month	4:00 pm	Media Center Conference Room A



Professional Development in Celebration of Teaching for Induction Teachers

Dates: Selected Tuesdays of the Month
Time: 7:45 – 8:30 AM
Location: Conference Room A of the Media Center

Date	Topic	Additional Information
August 27	Open House Goal Setting PS 7, PS 8	Bring your PAS-T Notebook
September 10	Instructional Expectations PS 2 Progress Reports PT Timelines	Bring your Laptop Bring your PAS-T Notebook
September 24	Spirit Week Instructional Delivery PS 3	Bring your Sanity
October 15	First Quarter Grades Grading Practices PS 4	Bring your Laptop
October 29	Student Survey PS 5	Bring your PAS-T Notebook
November 5	Communication PS 6	Bring your PAS-T Notebook
November 19	Midterm Exams	
December 10	Professionalism PS 7	Bring your PAS-T Notebook
January 14	Finishing Grades for First Semester	Bring your Laptop
January 28	Reflection of First Semester	Breakfast Provided
February 11	Student Registration for 2014-15	Bring your Laptop
March 12	Spring Testing Schedule	

April 8	Finishing up Goals PS 8	Bring your PAS-T Notebook
May 6	Reflection on the Year Second Semester Exams	Breakfast Provided



The ADEPT Group

ADEPT teachers will meet 2 times before the observation period begins.

We will continue to meet as needed either as a group or individually.

Meeting Record:

August – Session 1 – What to Put in your PAS-T

Notebook, Review of Orientation

September – Session 2 – Goal Writing Workshop

The HHS Professional Development Schedule for 2012-13



CSI – Creating Successful Instruction

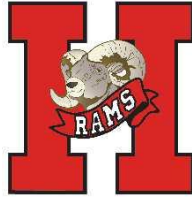


TWT – Teaching with Technology

Type of PD	Date	Title	Presenter(s)
	July 15, 2013	English Dept. Summer Seminar	Maureen Prince
	Aug. 13, 2013	FA Summer Institute	Ken Ashworth
	Aug. 15, 2013	Swinging into the 7 Period Day	Rhonda Orr, Virginia Doolittle
	Aug. 15, 2013	Acceptable Technology Usage	Misty Gosnell
	Aug. 15, 2013	Classroom Management	Ken Ashworth
	Aug. 18, 2013	Best Grading Practices	Virginia Doolittle
	Sept. 17, 2013	Using USA TestPrep	Christine Podgorski
	Sept. 25, 2013	Using Rubicon Atlas	Virginia Doolittle
	Sept. 25, 2013	World Language Roundtable	Debbie Carrero
	Sept. 26, 2013	Using iPads in the Classroom	Misty Gosnell
	Oct. 10, 2013	Social Studies Roundtable	Tami Finley
	Oct. 30, 2013	Edmodo	Avis Canty
	Oct. 30, 2013	Using iPads in the Classroom	Misty Gosnell
	Oct. 30, 2013	Close Reading Strategies	Nita Lyda
	Nov. 20, 2013	Jason Flatt Act Training	Erica Scott

	Nov. 21, 2013	Formative Assessment	Virginia Doolittle
	Dec. 11, 2013	Argument Writing	Maureen Prince, Sarah Reule
	Dec. 17, 2013	Requirements for Transition	SanDee Sheftall
	Jan. 17, 2014	Introduction to the iPad	Todd Janssen
	Jan. 23, 2014	iPad Teacher Academy	Misty Gosnell, Jay Freeman
	Jan. 23, 21013	Vertical Articulation Meeting	Erica Scott
	Feb. 10, 2014	Catch-Up Math	Jennifer Southers
	Feb. 26, 2014	Intervention Procedures for Children with Challenging Behaviors	James Sharpless
	Mar. 11, 2014	Edmodo	Avis Canty
	Mar. 11, 2014	Go Animate	Maureen Prince, Lisa Vierow
	Mar. 26, 2014	Informational Writing and Framework for 21st Century Learning	Virginia Doolittle
	Apr. 10, 2014	Advanced Edmodo	Avis Canty
	Apr. 10, 2014	The 1 iPad Classroom	Lance Curry
	Apr. 30, 2014	The Inclusion Model	SanDee Sheftall

Appendix A



SC Annual School Report Card Summary

Hillcrest High School
Greenville County
Grades: 9-12 Enrollment: 2,080
Principal: Stephen Chamness
Superintendent: Mr. Burke Royster
Board Chair: Mr. Chuck Saylor

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Excellent	Excellent	TBD	TBD	C	N/A
2012	Good	Below Average	N/A	N/A	C	N/A
2011	Good	Below Average	N/A	Gold	Not Met	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
25	2	0	0	0

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Passed 2 subtests (%)	80.4%	81.0%	84.4%	86.1%
Passed 1 subtest (%)	13.1%	14.0%	9.7%	9.4%
Passed no subtests (%)	6.5%	5.0%	6.1%	5.0%

HSAP PASSAGE RATE (%) BY SPRING 2013

	Our High School	High Schools with Students Like Ours
Passage Rate	94.8%	95.2%

ON-TIME GRADUATION RATE

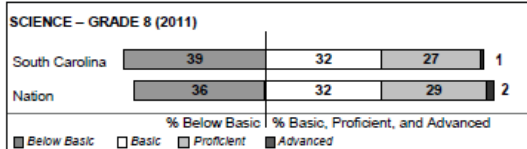
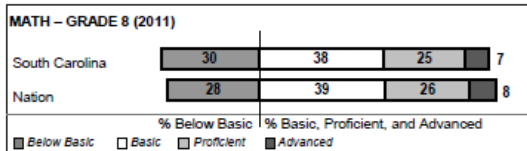
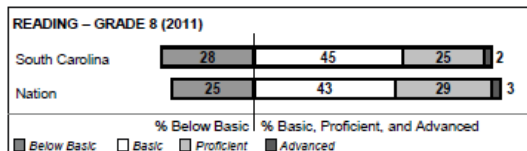
	Our High School	High Schools with Students Like Ours
Number of students	535	344
Number of Diplomas	425	279
Rate (%)	79.4%	81.4%

END OF COURSE TESTS - 2013

% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	88.6	79.3
English 1	86.6	76.2
Biology 1/Applied Biology 2	86.9	82.6
US History and the Constitution	73.2	67.6
All Tests	83.7	76.3

NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



Hillcrest High School [Greenville County]

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=2,080)				
Retention rate	4.2%	Up from 2.5%	2.1%	2.9%
Attendance rate	92.9%	No Change	95.5%	95.1%
Served by gifted and talented program	18.7%	N/A	24.7%	17.5%
With disabilities	9.7%	N/A	9.9%	11.9%
Older than usual for grade	6.6%	N/A	6.0%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.5%	0.9%	1.1%
Enrolled in AP/IB programs	35.4%	Up from 28.8%	25.1%	15.1%
Successful on AP/IB exams	46.0%	Up from 45.2%	52.5%	51.5%
Eligible for LIFE Scholarship	60.8%	Up from 37.0%	34.2%	30.6%
Annual dropout rate	3.2%	Up from 2.5%	2.1%	2.3%
Career/technology students in co-curricular organizations	N/A	N/A	N/A	N/A
Enrollment in career/technology courses	N/A	N/A	N/A	N/A
Career/technology students attaining technical skills	N/A	N/A	N/A	N/A
Teachers (n=104)				
Teachers with advanced degrees	64.4%	Up from 63.7%	66.7%	63.4%
Continuing contract teachers	88.5%	Up from 84.3%	78.6%	78.8%
Teachers returning from previous year	91.2%	Down from 92.1%	87.7%	86.2%
Teacher attendance rate	95.1%	Up from 95.0%	95.1%	95.2%
Average teacher salary*	\$48,885	Up 1.7%	\$48,888	\$48,699
Classes not taught by highly qualified teachers	2.9%	Down from 3.9%	1.6%	2.5%
Professional development days/teacher	10.0 days	Up from 9.7 days	10.8 days	9.8 days

School				
Principal's years at school	10.0	Up from 9.0	5.5	3.0
Student-teacher ratio in core subjects	31.9 to 1	Up from 31.2 to 1	27.8 to 1	26.9 to 1
Prime instructional time	87.2%	Down from 87.5%	88.9%	89.0%
Dollars spent per pupil**	\$5,336	Up 6.9%	\$6,723	\$7,919
Percent of expenditures for teacher salaries**	60.0%	Down from 62.0%	59.0%	57.0%
Percent of expenditures for instruction**	61.0%	Down from 62.7%	61.0%	60.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.6%	Up from 91.6%	98.0%	97.7%
Character development program	Average	No Change	Good	Good
ESEA composite index score	71.1	Down from 76.8	80.4	77.4

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	49	324	59
Percent satisfied with learning environment	73.5%	80.3%	76.3%
Percent satisfied with social and physical environment	85.7%	80.5%	67.2%
Percent satisfied with school-home relations	66%	89.1%	67.8%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

Printed versions are available from school districts upon request.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S In
 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructur
 11/07/15-03/01/012

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