



Hemingway High

P. O. Drawer 1509
Hemingway, SC 29554

Grades	7-12 Middle School	
Enrollment	643 Students	
Principal	Levi Keith, II	843-558-9413
Superintendent	Ralph C. Fennell, Jr.	843-355-5571
Board Chair	Mr. James Darby	843-387-5472

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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

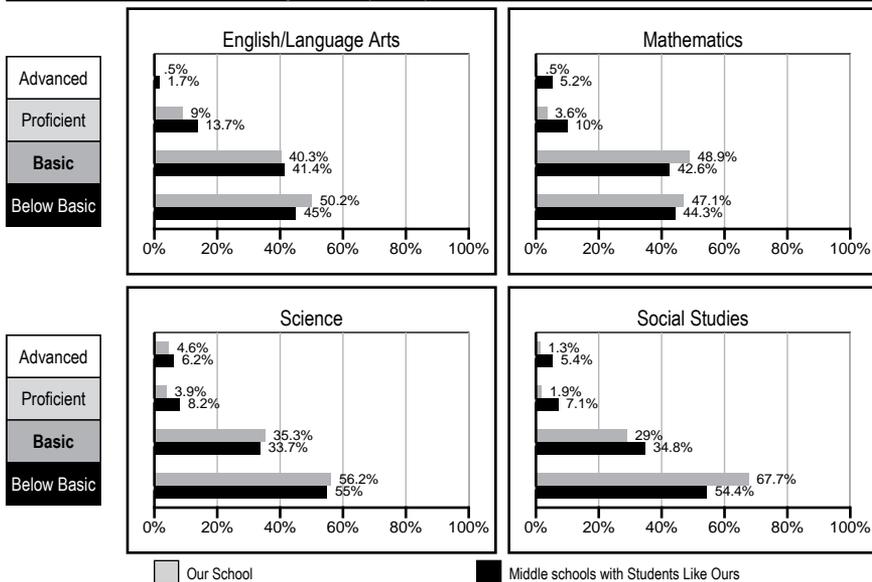
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	3	40

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	65.0	88.1
English 1	75.0	84.6
Physical Science	0	35.2
All Subjects	70.0	85.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=643)				
Students enrolled in high school credit courses (grades 7 & 8)	9.3%	N/R	11.8%	19.4%
Retention rate	4.2%	Up from 2.8%	2.6%	1.8%
Attendance rate	95.1%	Down from 95.7%	95.2%	95.8%
Eligible for gifted and talented	3.5%	Down from 5.1%	7.1%	15.3%
With disabilities other than speech	23.0%	No Change	13.8%	12.9%
Older than usual for grade	8.9%	Up from 3.8%	6.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 0.7%	0.5%	0.7%
Annual dropout rate	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	57.8%	Down from 64.1%	54.1%	55.0%
Continuing contract teachers	53.3%	Down from 59.0%	56.3%	70.6%
Teachers with emergency or provisional certificates	35.7%	Up from 29.7%	18.2%	5.4%
Teachers returning from previous year	83.7%	No Change	77.1%	83.4%
Teacher attendance rate	92.6%	Down from 94.4%	94.8%	94.9%
Average teacher salary	\$43,071	Up 2.4%	\$43,224	\$44,706
Professional development days/teacher	11.9 days	Down from 14.8 days	11.9 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	30.3 to 1	Down from 32.0 to 1	16.6 to 1	20.1 to 1
Prime instructional time	86.2%	Down from 88.8%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	79.6%	Up from 75.0%	95.7%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$6,476	Up 5.7%	\$8,140	\$7,097
Percent of expenditures for instruction*	62.4%	Up from 61.9%	63.9%	64.4%
Percent of expenditures for teacher salaries*	58.4%	Up from 55.0%	57.2%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Hemingway High School, located in the town of Hemingway in the Pee Dee region of South Carolina, serves grades seven through twelve. Student enrollment in 2007-2008 was 634 and included 87.5% African-American, 10.9% white, and 1.6% minority.

We continue our commitment to improve student achievement and to provide for our students the best education possible. Our accomplishments for the 2007-2008 school year include completion of the first phase of High Schools That Work/Making Middle Grades Work initiatives, renewal of SACS accreditation, election of one student as state FBLA president, participation in district's early college program, setting of new school records in track, participation of all certified staff in regular professional development sessions and professional learning communities, and providing incentives to students who met target growth on MAP.

Other strategies for increasing student achievement include the summer and after-school transition program for 7th, 8th, and 9th grade students, after-school tutoring sessions focusing on PACT and HSAP skills, intensive reviews for HSAP and PACT immediately preceding the state tests, use of MAP data to drive instruction, and the continuation of the dual-enrollment program with Williamsburg Technical College. In addition, Hemingway High students won recognition for regional athletic awards in basketball, football, track, and volleyball as well as for scholarship offers in excess of \$2.1 million.

We salute our students and staff for their hard work and dedication during the past year; however, we continue to face challenges in the areas of student achievement and parental involvement. By working together, students, teachers, parents, administrators, and community members strive to fulfill our mission to prepare all students for success.

Grady D. Richardson, Jr.
Principal

Loretta Graham
SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	89	80
Percent satisfied with learning environment	75.0%	59.6%	57.0%
Percent satisfied with social and physical environment	77.8%	57.3%	55.1%
Percent satisfied with school-home relations	48.6%	70.8%	71.8%

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

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School Adequate Yearly Progress

NO

This school met 11 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

- * Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Continuing School Improvement

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.9%	0.0%	No
Student attendance rate	95.1%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	212	99.5	49	42.6	7.9	0.5	14.9	36.2	48.2	Yes	Yes
Gender											
Male	108	99.1	62.4	33.7	3	1	8.9	30.4	41.7	N/A	N/A
Female	104	100	35.6	51.5	12.9	0	20.8	42.3	55	N/A	N/A
Racial/Ethnic Group											
White	21	100	35	40	25	0	40	47.1	60	I/S	I/S
African American	186	99.5	51.4	41.8	6.2	0.6	12.4	35.3	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	52	98.1	93.8	4.2	0	2.1	4.2	13.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	195	100	48.1	42.8	8.6	0.5	13.9	35	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	212	99.1	42.8	52.7	3.5	1	10.4	30.8	45.8	Yes	Yes
Gender											
Male	108	98.2	47	49	2	2	10	29.6	45.6	N/A	N/A
Female	104	100	38.6	56.4	5	0	10.9	32.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	21	100	25	55	15	5	35	36.4	59	I/S	I/S
African American	186	98.9	45.5	51.7	2.3	0.6	8	30.2	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	52	98.1	81.3	16.7	0	2.1	4.2	9.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	195	99.5	43	52.2	3.8	1.1	10.2	30.1	31.4	Yes	Yes

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

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	161	99.4	55.8	35.1	3.9	5.2	9.1	15.3	35.7	92.1	96.5
Gender											
Male	84	98.8	60	30	3.8	6.3	10	15.3	37.4	89.7	96.3
Female	77	100	51.4	40.5	4.1	4.1	8.1	15.4	33.8	94.6	96.8
Racial/Ethnic Group											
White	16	100	53.3	13.3	0	33.3	33.3	20.2	49.2	92.4	94.2
African American	140	99.3	57.5	37.3	3	2.2	5.2	14.7	17	91.9	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	93.9	94.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	33.3	24.9	97.2	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	95.3
Disability Status											
Disabled	39	100	91.7	5.6	0	2.8	2.8	6.1	14	89.3	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	92.7
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	97.8	97.4
Socio-Economic Status											
Subsided meals	150	100	54.9	36.8	3.5	4.9	8.3	14.3	21.1	91.7	96.5
Social Studies											
All Students	165	98.8	66.9	29.3	1.9	1.9	3.8	14.1	34	92.1	96.5
Gender											
Male	81	97.5	68.4	26.3	1.3	3.9	5.3	14.1	36.6	89.7	96.3
Female	84	100	65.4	32.1	2.5	0	2.5	14.1	31.3	94.6	96.8
Racial/Ethnic Group											
White	15	100	50	28.6	7.1	14.3	21.4	20.4	44.5	92.4	94.2
African American	147	98.6	70	27.9	1.4	0.7	2.1	13.4	19.1	91.9	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	93.9	94.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	41.7	27.5	97.2	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	95.3
Disability Status											
Disabled	39	100	89.2	8.1	0	2.7	2.7	4.5	14.4	89.3	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	97.8	97.4
Socio-Economic Status											
Subsided meals	152	99.3	66.2	29.7	2.1	2.1	4.1	13.2	21	91.7	96.5

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

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	117	100	46.8	38.7	14.4	0	14.4
	8	106	99.1	52.5	43.4	2	2	4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	113	99.1	44.3	46.2	9.4	0	9.4
	8	99	100	54.2	38.5	6.3	1	7.3
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	117	100	31.5	50.5	14.4	3.6	18
	8	106	100	49.5	45.5	3	2	5.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	113	99.1	34	59.4	5.7	0.9	6.6
	8	99	99	52.6	45.3	1.1	1.1	2.1
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	117	99.2	46.3	36.1	8.3	9.3	17.6
	8	53	100	66	29.8	4.3	0	4.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	113	99.1	48.6	41.1	4.7	5.6	10.3
	8	48	100	72.3	21.3	2.1	4.3	6.4
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	117	100	54.1	35.8	5.5	4.6	10.1
	8	55	100	59.2	38.8	2	0	2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	113	99.1	68.2	27.1	2.8	1.9	4.7
	8	52	98.1	64	34	0	2	2

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