

SC Annual School Report Card Summary

Hardeeville Middle/High
 Jasper
 Grades: 6-12 Enrollment: 588
 Principal: Dr. Carletha W. Youmans
 Superintendent: John Taylor
 Board Chair: Michael Hubbard

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		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	N/A	N/A	TBD	TBD	Not Met	N/A
2008	Excellent	N/A	N/A	Gold	Not Met	N/A
2007	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
3	5	10	6	9

*Ratings are calculated with data available by 03/23/2010. 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	
	2008	2009	2008	2009
Passed 2 subtests (%)	67.1%	50.7%	N/A	61.8%
Passed 1 subtest (%)	18.4%	18.8%	N/A	18.6%
Passed no subtests (%)	14.5%	30.4%	N/A	19.6%

HSAP PASSAGE RATE (%) BY SPRING 2009

	Our High School	High Schools with Students Like Ours
Passage Rate	N/A	90.1%

ON-TIME GRADUATION RATE

	Our High School	High Schools with Students Like Ours
Number of students	83	172
Number of Diplomas	60	122
Rate (%)	72.3%	69.0%

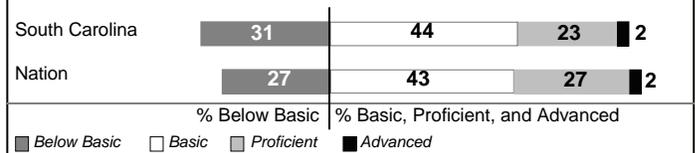
END OF COURSE TESTS - 2009

% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	47.9%	58.2%
English 1	48.3%	48.9%
Physical Science	19.0%	36.4%
US History and the Constitution	13.0%	21.2%
All Tests	35.4%	40.1%

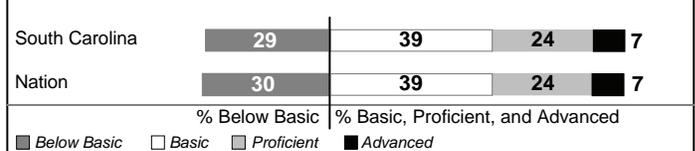
NAEP PERFORMANCE*

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

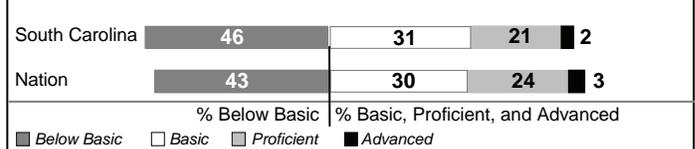
READING – GRADE 8 (2007)



MATH – GRADE 8 (2007)



SCIENCE – GRADE 8 (2005)



SC PERFORMANCE GOAL

2010 Goal:

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

2020 Vision:

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

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Hardeeville Middle/High [Jasper]

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=588)				
Retention rate	2.8%	Down from 5.8%	6.8%	4.8%
Attendance rate	97.1%	Up from 96.7%	94.7%	95.5%
Eligible for gifted and talented	5.5%	Up from 5.1%	5.7%	9.2%
With disabilities other than speech	11.6%	Down from 13.8%	14.1%	12.6%
Older than usual for grade	8.5%	Down from 9.4%	11.3%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	12.8%	Down from 15.5%	0.8%	1.2%
Enrolled in AP/IB programs	0.0%	No Change	5.3%	13.2%
Successful on AP/IB exams	N/A	N/A	31.5%	55.6%
Eligible for LIFE Scholarship	30.3%	Up from 14.0%	27.3%	29.8%
Annual dropout rate	3.2%	N/A	3.8%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	4.6%	3.0%
Enrollment in career/technology courses	130	Down from 190	433	523
Career/technology students attaining technical skills	75.6%	Up from 74.4%	75.6%	79.3%
Teachers (n=43)				
Teachers with advanced degrees	58.1%	Up from 40.7%	51.8%	58.6%
Continuing contract teachers	44.2%	Up from 18.5%	64.4%	71.6%
Teachers with emergency or provisional certificates	5.7%	Up from 5.6%	14.7%	8.1%
Teachers returning from previous year	N/A	N/A	79.4%	85.0%
Teacher attendance rate	94.6%	Up from 94.1%	95.3%	95.5%
Average teacher salary*	\$49,548	Up 2.9%	\$46,443	\$47,761
Classes not taught by highly qualified teachers	17.4%	Down from 32.2%	8.2%	3.5%
Professional development days/teacher	7.5 days	Down from 8.1 days	10.6 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 24.7 to 1	22.5 to 1	26.1 to 1
Prime instructional time	89.8%	Up from 89.0%	88.4%	89.8%
Dollars spent per pupil**	\$9,607	N/A	\$9,388	\$7,883
Percent of expenditures for teacher salaries**	54.6%	N/A	53.2%	54.1%
Percent of expenditures for instruction**	60.0%	N/A	60.0%	60.2%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.1%	Up from 59.2%	91.2%	95.8%
Character development program	Average	No Change	Good	Good
% of AYP objectives met	46.2%	Down from 53.8%	53.8%	64.7%

* Length of contract = 185+ days.

** Prior year audited financial data available.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hardeeville Middle/High School is in its second year of operation. We are pleased to share with our stakeholders that our 2008 data show a significant increase in the percentage of students passing the state of South Carolina middle and high school assessments. Our students and staff worked diligently to decrease the achievement gap of our students in both the middle and high school programs. We have also made application to and have been accepted in the High Schools That Work (HSTW) and the Making Middle Grades Work (MMGW) networks for the state of South Carolina. Both programs provide funding and training using research based instructional strategies to help schools improve student achievement. As a member of this network, we will be able to participate in state funded assessments that are used strictly for improving students' academic growth. In October 2009, we will host a Technical Assistance Visiting Team that will come in and assess our school and help us through the process of developing a quality HSTW/MMGW site. Our staff has also successfully implemented our district's first Math/Science and Engineering Academy. We began our implementation of the academy with a cohort of the 6th through 12th grades. The course offered was an Introduction to Science, Technology, Engineering, and Mathematics (STEM) Careers. A collaborative was developed between University of South Carolina at Beaufort (USCB) and Savannah State University (SSU) to provide professional development for teachers in the area of engineering instruction and to attract minority students into engineering programs at the post secondary level. STEM career students were provided field experiences inclusive of a trip to the College of Engineering at USC - Columbia, job shadowing at the SC Electric and Power plant, the Beaufort-Jasper Water and Sewage Authority (BJWSA), and the FIRST Robotics Competition held at Clemson University. Our engineering program also has two fully equipped math, science, and engineering computer labs. The computers are loaded with four engineering modules: Basic Electricity, Robotics and Automation, Research and Design, and Digital Audio Technology. These modules come equipped with simulators as well as assessments to measure students' progress. Another first for our school was the addition of sixth grade to our student population. We now serve 583 students in grades six through twelve. Currently, the student population is made up of 62% African American, 23% Hispanic, 14% Caucasian, and 1% other. The average attendance rate is 96.8%. The number of students classified as disabled is 13.2%. The percentage of students receiving free or reduced lunch is presently 80% for the middle school and 67% for the high school. Our faculty is composed of forty-four certified teachers and six certified non-teaching faculty members. Five of the certified teachers are International teachers who are highly qualified in their content areas. There are currently three certified vacancies on our staff, one in high school science, and two in mathematics; however, each class is being taught by a degreed instructor. Our classified staff consists of five clerical, seven custodial, seven paraprofessionals, and one hall monitor. The 2008-2009 school year is the first year for all grade levels to wear uniforms. While there are still students in the high school making the adjustment, we believe the uniform requirement is an asset and helps students to spend more time concentrating on their academics. Single-gender classes in the middle school began last year and are continuing in grades 6-8. Teachers and students indicate that they like the single-gender classes because they allow students to focus on course content and not on the social issues that come with adolescent group dynamics. Based on previous data and state assessment scores, our middle school and high school were identified to prepare a Focused School Renewal Plan facilitated by a state appointed External

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	50	36	13
Percent satisfied with learning environment	56.0%	44.1%	69.2%
Percent satisfied with social and physical environment	57.1%	62.5%	69.2%
Percent satisfied with school-home relations	50.0%	74.2%	58.3%

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

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