



Hemingway High

P. O. Drawer 1509
Hemingway, SC 29554

Grades	7-12 Middle School	
Enrollment	627 Students	
Principal	Levi Keith, II	843-558-9413
Superintendent	Linda B. Huell, Interim	843-355-5571
Board Chair	Rev. Norman Gamble	843-244-1676

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

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

SOUTH CAROLINA PERFORMANCE VISION

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

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

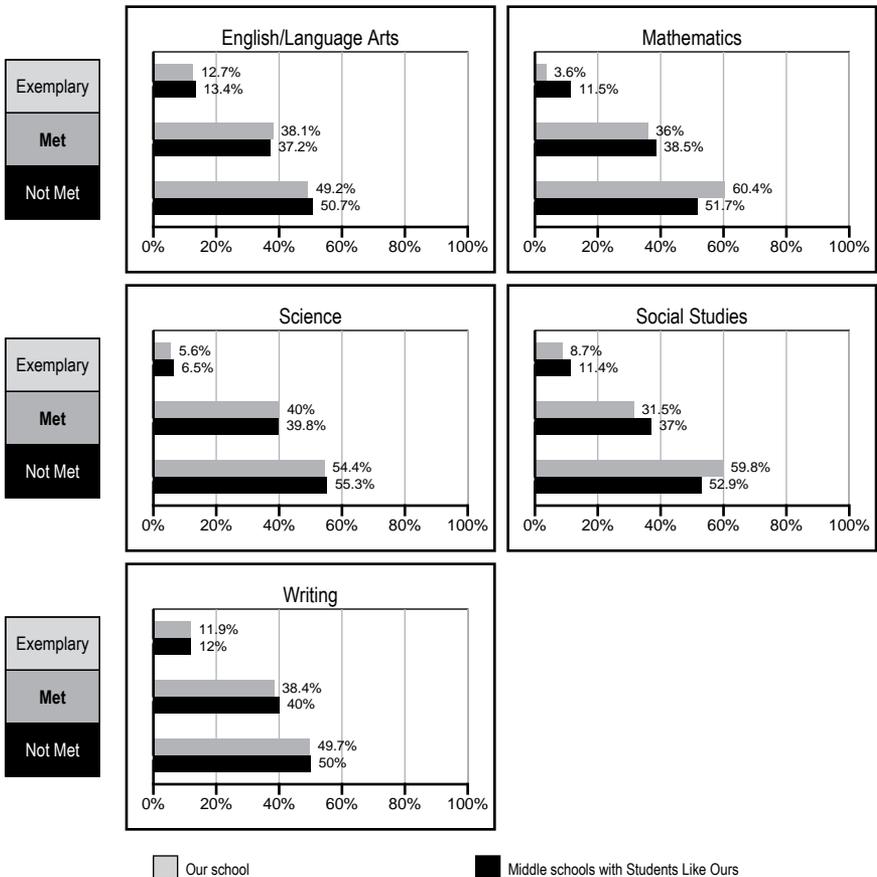
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	37	22

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	63.6%	88.2%
English 1	86.4%	84.9%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	75.0%	86.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=627)				
Students enrolled in high school credit courses (grades 7 & 8)	11.8%	Up from 9.3%	15.6%	21.6%
Retention rate	7.1%	Up from 4.2%	2.3%	1.2%
Attendance rate	96.2%	Up from 95.1%	95.5%	95.9%
Eligible for gifted and talented	6.8%	Up from 3.5%	5.4%	14.8%
With disabilities other than speech	23.2%	Up from 23.0%	14.1%	12.6%
Older than usual for grade	11.8%	Up from 8.9%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.4%	0.6%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	68.4%	Up from 57.8%	54.4%	56.9%
Continuing contract teachers	52.6%	Down from 53.3%	63.3%	72.7%
Teachers with emergency or provisional certificates	30.6%	Down from 35.7%	14.0%	5.3%
Teachers returning from previous year	75.9%	Down from 83.7%	76.4%	82.9%
Teacher attendance rate	97.2%	Up from 92.6%	94.8%	95.2%
Average teacher salary*	\$44,687	Up 3.8%	\$44,687	\$46,599
Professional development days/teacher	12.7 days	Up from 11.9 days	10.3 days	10.8 days
School				
Principal's years at school	1.0	Down from 4.0	2.0	3.0
Student-teacher ratio in core subjects	29.2 to 1	Down from 30.3 to 1	16.9 to 1	20.1 to 1
Prime instructional time	91.8%	Up from 86.2%	89.0%	89.9%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	69.0%	Down from 79.6%	95.9%	97.8%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$7,426	Up 14.7%	\$9,939	\$7,645
Percent of expenditures for instruction**	61.4%	Down from 62.4%	60.3%	63.4%
Percent of expenditures for teacher salaries**	57.7%	Down from 58.4%	53.3%	57.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

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 2008-2009 was 616 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 2008-2009 school year include continuation of the High Schools That Work/Making Middle Grades Work initiatives, participation in district's early college program, participation of all certified staff in professional development sessions and book studies, and providing incentives for student achievement.

Other strategies for increasing student achievement include the summer and afterschool transition program for 7th, 8th, and 9th grade students, afterschool tutoring sessions focusing on PASS and HSAP skills, intensive reviews for HSAP and PASS immediately preceding the state tests, and use of MAP (Measures of Academic Progress) data to drive instruction. 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 \$3.5 million.

We commend 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.

Levi Keith, II
Principal

Kelvin Washington
SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* 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 7 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

CA

School Improvement Key

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

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	13.6%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	N/A	N/A	N/A	N/A	N/A	N/A	76.3	82.8	No	Yes
Gender										
Male	N/A	N/A	N/A	N/A	N/A	N/A	71.8	79.3	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	81.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/A	N/A	N/A	N/A	N/A	76.7	89.5	I/S	I/S
African American	N/A	N/A	N/A	N/A	N/A	N/A	76.2	73.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	87.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	46.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	66.1	N/A	N/A						
English Proficiency										
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	N/A	N/A	N/A	N/A	N/A	N/A	75.5	75.5	No	Yes

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

All Students	N/A	N/A	N/A	N/A	N/A	N/A	69.4	78.9	No	Yes
Gender										
Male	N/A	N/A	N/A	N/A	N/A	N/A	64.7	77	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	74.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/A	N/A	N/A	N/A	N/A	64.7	87.2	I/S	I/S
African American	N/A	N/A	N/A	N/A	N/A	N/A	69.6	66.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	81.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	36.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	75.7	N/A	N/A						
English Proficiency										
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	N/A	N/A	N/A	N/A	N/A	N/A	68.7	70.2	No	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	N/A	N/A	N/A	N/A	N/A	N/A	48.4	67.5
Gender								
Male	N/A	N/A	N/A	N/A	N/A	N/A	49	67
Female	N/A	N/A	N/A	N/A	N/A	N/A	47.8	68
Racial/Ethnic Group								
White	N/A	N/A	N/A	N/A	N/A	N/A	58.6	79.5
African American	N/A	N/A	N/A	N/A	N/A	N/A	47.5	50.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	23.6	35.6
Migrant Status								
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	47.3	55.1
Social Studies								
All Students	N/A	N/A	N/A	N/A	N/A	N/A	56.4	72.3
Gender								
Male	N/A	N/A	N/A	N/A	N/A	N/A	55.2	71.5
Female	N/A	N/A	N/A	N/A	N/A	N/A	57.7	73.2
Racial/Ethnic Group								
White	N/A	N/A	N/A	N/A	N/A	N/A	59	80.7
African American	N/A	N/A	N/A	N/A	N/A	N/A	55.9	60
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	78.6	68
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	30.2	43.5
Migrant Status								
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	55.1	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	N/A	N/A	N/A	N/A	N/A	N/A	61.4	70.2	94.7	96.6
Gender										
Male	N/A	N/A	N/A	N/A	N/A	N/A	54.5	63.2	94.5	96.5
Female	N/A	N/A	N/A	N/A	N/A	N/A	68.5	77.5	94.8	96.6
Racial/Ethnic Group										
White	N/A	N/A	N/A	N/A	N/A	N/A	55.1	79.1	91.2	93.6
African American	N/A	N/A	N/A	N/A	N/A	N/A	61.9	57.6	95.1	96.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	I/S	86.2	96.1	97
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	50	62.6	95.5	96.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.1
Disability Status										
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	20	26.1	92.8	95.2
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	I/S	61.2	N/A	98
Socio-Economic Status										
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	60.3	58.9	94.9	96.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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