

HARDEEVILLE MIDDLE/HIGH

150 Hurricane Alley
Hardeeville, SC 29927

Grades	6-12 High School	
Enrollment	526 Students	
Principal	Jamal Crawford	843-784-8600
Superintendent	Dr. Vashti K. Washington	843-717-1100
Board Chair	Kathleen Snooks	843-726-8063

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	Average
2010	At-Risk	N/A
2009	N/A	N/A
2008	Excellent	N/A
2007	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

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

SOUTH CAROLINA PERFORMANCE VISION

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

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
2	3	19	1	3

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

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	50.7%	56.3%	57.3%	61.8%	69.2%	66.2%
Passed 1 subtest (%)	18.8%	21.1%	30.7%	18.6%	16.3%	19.5%
Passed no subtests (%)	30.4%	22.5%	12.0%	19.6%	14.5%	14.4%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	82.5%	86.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	109	82	201	184
Number of Graduates in Cohort	63	57	139	135
Rate	57.8%	69.5%	70.0%	72.1%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	109	N/A	198
Number of Graduates in Cohort	N/A	64	N/A	139
Rate	N/A	58.7%	N/A	71.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	23.6%	67.1%
English 1	39.6%	53.9%
Biology 1/Applied Biology 2	23.9%	50.8%
Physical Science	18.3%	43.2%
US History and the Constitution	4.5%	32.3%
All Tests	23.2%	48.8%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=526)				
Retention rate	2.9%	Up from 2.2%	4.8%	3.4%
Attendance rate	99.9%	Up from 96.6%	94.8%	95.0%
Served by gifted and talented program	8.1%	Up from 6.8%	8.3%	12.4%
With disabilities other than speech	8.5%	Down from 11.0%	12.0%	9.9%
Older than usual for grade	8.9%	Up from 8.5%	9.7%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.5%	Up from 2.1%	0.9%	0.9%
Enrolled in AP/IB programs	0.8%	Up from 0.0%	10.3%	13.0%
Successful on AP/IB exams	N/A	N/A	19.4%	51.7%
Eligible for LIFE Scholarship	27.7%	Down from 29.2%	27.7%	30.1%
Annual dropout rate	1.9%	Up from 1.7%	2.5%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	5.4%	2.9%
Enrollment in career/technology courses	258	Up from 235	331	419
Students participating in work-based experiences	1.9%	Down from 6.0%	0.9%	7.2%
Career/technology students attaining technical skills	86.4%	Down from 88.0%	76.7%	83.0%
Career/technology completers placed	100.0%	No Change	100.0%	98.4%
Teachers (n=40)				
Teachers with advanced degrees	70.0%	Up from 65.1%	59.5%	61.1%
Continuing contract teachers	72.5%	Up from 65.1%	72.7%	80.6%
Teachers returning from previous year	82.1%	N/A	81.8%	86.5%
Teacher attendance rate	93.6%	Down from 98.6%	95.2%	95.5%
Average teacher salary*	\$52,501	Up 5.9%	\$46,024	\$46,884
Professional development days/teacher	13.3 days	Up from 9.6 days	9.8 days	10.0 days
School				
Principal's years at school	1.0	Down from 3.0	2.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 22.7 to 1	23.8 to 1	26.5 to 1
Prime instructional time	92.4%	Down from 94.1%	90.3%	89.3%
Dollars spent per pupil**	\$8,184	Down 6.0%	\$8,670	\$7,804
Percent of expenditures for teacher salaries**	63.5%	Up from 62.5%	56.3%	58.0%
Percent of expenditures for instruction**	66.4%	Down from 67.6%	59.9%	60.6%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.5%	Up from 86.7%	96.8%	97.3%
Character development program	Average	Up from Below Average	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	57	82.5%	427	23.2%	109	57.8%	No
Gender							
Male	32	87.5%	196	28.6%	64	46.9%	N/A
Female	25	76.0%	230	18.3%	45	73.3%	N/A
Racial/Ethnic Group							
White	N/A	N/A	60	30.0%	10	30.0%	N/A
African American	39	84.6%	256	18.4%	64	62.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	11	72.7%	110	30.0%	34	58.8%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	10	70.0%	34	8.8%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	11	72.7%	110	30.0%	22	72.7%	N/A
Socio-Economic Status							
Subsidized meals	35	82.9%	289	22.5%	66	65.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

The Hardeeville Middle High School campus is the home to 550 students collectively. The middle school constitutes approximately 300 students (6th – 8th grade) while the high school (9th – 12th grade) houses the remaining 250. The HMHS staff and community has put forth a lot of effort to change the course of Hardeeville Middle High School, in regards to student discipline, community involvement and considerable gains in the classroom and on the playing fields. We are vowing to continue in our upward migration to becoming a great school in Jasper County, the Lowcountry, the State and the Southeast, by encouraging our students and staff to push the envelope and challenge themselves daily.

1. The Mighty Hurricanes got off to a "Whirlwind" start by going to the 3rd round of the Class 1-A State Football Playoffs
2. Aaron Grant won runner-up in the State 110 meter hurdles and 400 meter hurdles
3. Carlos Morales – Allstate Soccer player Class 1-A
4. Jarrell Knighton, Jamal Kinlaw & Dominique Riley – Allstate Football Class 1-A
5. Jarrell Knighton & Jamal Kinlaw signed to play Football at North Carolina Tech
6. Soccer – Region Champs
7. Aaron Grant signed to run track for Savannah State University
8. Ajene Hilliard was named to the Governors School for the upcoming 2011-2012 SY
9. The Harmonizing Hurricanes performed in Myrtle Beach for the State School reps.
10. The first Parent Day was a huge success

At HMHS we offer our students a hands-on and rigorous blend of Honors and College Preparatory courses. This past school year our students were exposed to many electives that stimulated them physically and cognitively; while the core courses prepared them for post-secondary success. The goals of the School Improvement Grant (SIG) has energized the campus and powered classroom instruction. We had a very energetic PBIS committee that stood out as a true catalyst for the system and allowed it to take root and grow. Throughout this school year all academic decisions have been data driven. With the assistance of our instructional coaches, our teachers met weekly to discuss data, continue implementation of SIG goals and gain knowledge on continued instructional improvement. All stakeholders are now fully aware of MAP/PASS data and how to use it to improve student achievement. In the upcoming year, students will be required to keep data folders with their personal data.

The school implemented MAP RIT time to facilitate improvement in academic achievement for all students. Every student was scheduled to attend a reading or math RIT class at the end of the day. Students were placed in the classes according to their reading or math RIT scores from the previous MAP testing term. HMHS also used SIG funds to provide extended year Summer Enrichment classes for targeted students.

This upcoming school year we will instruct our students using a Four Block Schedule, which will be a challenge, but we will persevere and our students will soar.

At the close of this year our graduating seniors are prepared to explore many opportunities and meet the challenges of this global market.

Once again HMHS has weathered the past and is blazing a trail of success in the classroom and on the fields.
 Ranell Williams, Jr. Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	55	56
Percent satisfied with learning environment	41.7%	32.7%	66.1%
Percent satisfied with social and physical environment	45.7%	43.6%	66.1%
Percent satisfied with school-home relations	38.9%	76.4%	73.2%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 10 out of 21 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

N/A

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 Data

	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	5.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	79	97.5	13.7	43.8	30.1	12.3	49.3	49.7	68.0	No	Yes
Male	32	100.0	23.3	40.0	20.0	16.7	36.7	41.9	63.1	N/A	N/A
Female	47	95.7	7.0	46.5	37.2	9.3	58.1	56.2	73.1	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	I/S	61.5	79.4	I/S	I/S
African American	47	97.9	9.3	55.8	25.6	9.3	44.2	47.0	51.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	22	95.5	30.0	30.0	30.0	10.0	45.0	50.0	62.8	No	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	12.9	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	22	100.0	28.6	28.6	33.3	9.5	47.6	48.3	45.1	No	Yes
Subsidized meals	56	98.2	13.5	44.2	32.7	9.6	51.9	48.8	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	79	97.5	41.1	31.5	20.5	6.8	32.9	31.4	62.3	No	Yes
Male	32	100.0	40.0	23.3	30.0	6.7	36.7	34.9	61.4	N/A	N/A
Female	47	95.7	41.9	37.2	14.0	7.0	30.2	28.6	63.2	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	I/S	42.3	75.3	I/S	I/S
African American	47	97.9	41.9	37.2	14.0	7.0	27.9	28.4	42.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	22	95.5	45.0	25.0	25.0	5.0	35.0	33.3	59.4	No	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	9.7	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	22	100.0	42.9	23.8	28.6	4.8	38.1	34.5	47.1	No	Yes
Subsidized meals	56	98.2	34.6	38.5	21.2	5.8	32.7	28.7	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	79	96.2	90.8	6.6	2.6	N/A	N/A	N/A	N/A	N/A	N/A
Male	32	90.6	86.2	10.3	3.4	N/A	N/A	N/A	N/A	N/A	N/A
Female	47	100.0	93.6	4.3	2.1	N/A	N/A	N/A	N/A	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	47	95.7	95.6	2.2	2.2	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	22	95.5	90.5	9.5	N/A						
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	22	95.5	85.7	9.5	4.8	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	56	94.6	94.3	5.7	N/A						

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2010	74	95.9	31.8	37.9	22.7	7.6	43.9	41.3	65.9
	2011	79	97.5	13.7	43.8	30.1	12.3	49.3	49.7	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2010	74	95.9	36.4	48.5	12.1	3.0	31.8	27.4	62.3
	2011	79	97.5	41.1	31.5	20.5	6.8	32.9	31.4	62.3

* Adjusted to account for natural variation in performance.

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