



Hardeeville Middle/High

150 Hurricane Alley
Hardeeville, SC 29927

Grades	6-12 High School	
Enrollment	588 Students	
Principal	Dr. Carletha W. Youmans	843-784-8600
Superintendent	John Taylor	843-717-1100
Board Chair	Michael Hubbard	843-784-2654

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	N/A	N/A
2008	Excellent	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	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 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.

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 03/25/2010.

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	N/A	67.1	50.7	N/A	N/A	61.8
Passed 1 subtest (%)	N/A	18.4	18.8	N/A	N/A	18.6
Passed no subtests (%)	N/A	14.5	30.4	N/A	N/A	19.6

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	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

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	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

* 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=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
Students participating in work-based experiences	2.6%	Down from 13.1%	9.5%	12.9%
Career/technology students attaining technical skills	75.6%	Up from 74.4%	75.6%	79.3%
Career/technology completers placed	100.0%	N/A	99.8%	98.8%
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
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
Modern language program assessment	N/A	N/A	Excellent	Average
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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	N/A	N/A	260	35.4%	83	72.3%	No
Gender							
Male	N/A	N/A	137	29.9%	45	60.0%	N/A
Female	N/A	N/A	123	41.5%	38	86.8%	N/A
Racial/Ethnic Group							
White	N/A	N/A	39	38.5%	15	46.7%	N/A
African American	N/A	N/A	156	36.5%	53	79.2%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	64	31.3%	14	71.4%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	27	11.1%	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	N/A	N/A	62	30.6%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	174	38.5%	52	78.8%	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

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 Review Team Liaison (ERTL). Our liaison for the 2008-2009 SY is Dr. Harold McClain. The focus plan is designed to address student achievement and leadership from both the school and district level. Through the collaborative efforts of the School Leadership Team, faculty, staff, and Dr. McClain, we submitted a plan that was accepted by the state that we have been using in conjunction with data and the approved state curriculum to drive instruction for this academic year. The 2008 state report card indicates that we made academic progress in both the middle and high schools. The 2008

Evaluations by Teachers, Students and Parents

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

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 Adequate Yearly Progress NO

This school met 6 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 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	10.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.4%	0.0%	No

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	71	100	35.4	43.1	15.4	6.2	33.8	36.6	61.8	No	Yes
Male	38	100	29.4	50	14.7	5.9	35.3	37.8	57.4	N/A	N/A
Female	33	100	41.9	35.5	16.1	6.5	32.3	35.4	66.1	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	I/S	61.9	74.3	I/S	I/S
African American	50	100	31.3	47.9	14.6	6.3	33.3	34	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	12	100	58.3	25	8.3	8.3	33.3	28.6	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	15	100	71.4	21.4	0	7.1	14.3	16.7	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	12	100	58.3	25	8.3	8.3	33.3	25	38.5	I/S	I/S
Subsized meals	46	100	37.2	44.2	11.6	7	27.9	32.4	45.6	No	Yes

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

All Students	71	100	44.6	33.8	13.8	7.7	26.2	38.7	62.7	No	Yes
Male	38	100	35.3	38.2	17.6	8.8	29.4	35.7	61.8	N/A	N/A
Female	33	100	54.8	29	9.7	6.5	22.6	41.7	63.6	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	I/S	47.6	75.1	I/S	I/S
African American	50	100	43.8	37.5	14.6	4.2	25	36	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	12	100	50	25	8.3	16.7	25	52.4	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	15	100	78.6	14.3	7.1	0	14.3	13.3	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	12	100	50	25	8.3	16.7	25	50	52.3	I/S	I/S
Subsized meals	46	100	46.5	30.2	14	9.3	27.9	38.8	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	69	89.9	84.1	2.9	2.9	N/A	I/S	N/A	N/A	N/A	N/A
Male	38	89.5	81.6	5.3	2.6	N/A	I/S	N/A	N/A	N/A	N/A
Female	31	90.3	87.1	N/A	3.2	N/A	I/S	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	48	91.7	87.5	N/A	4.2	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	12	91.7	83.3	8.3	N/A	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	13	76.9	76.9	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	12	91.7	83.3	8.3	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	44	90.9	84.1	4.5	2.3	N/A	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	76	100	20.9	59.7	17.9	1.5	38.8	50	69.7
	2009	71	100	35.4	43.1	15.4	6.2	33.8	36.6	61.8

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

All Students	2008	76	100	28.4	52.2	17.9	1.5	28.4	37.7	67.2
	2009	71	100	44.6	33.8	13.8	7.7	26.2	38.7	62.7

* Adjusted to account for natural variation in performance.