



Hardeeville Middle/High

150 Hurricane Alley
Hardeeville, SC 29927

Grades	6-12 Middle 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	At-Risk	Below Average
2008	At-Risk	Below Average
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.

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

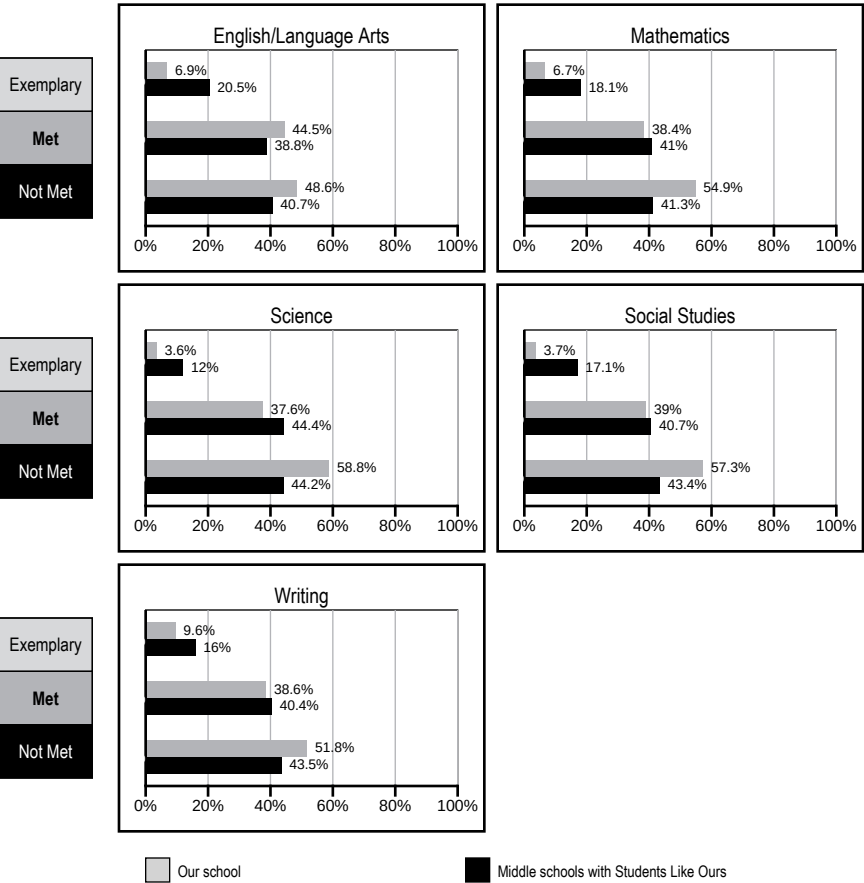
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 89.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	22	18	4

* 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	100.0%	91.3%
English 1	N/A	89.8%
Physical Science	N/A	92.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	91.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=588)				
Students enrolled in high school credit courses (grades 7 & 8)	4.2%	Up from 1.1%	15.6%	21.6%
Retention rate	2.8%	Down from 5.8%	1.8%	1.2%
Attendance rate	97.1%	Up from 96.7%	95.3%	95.9%
Eligible for gifted and talented	5.5%	Up from 5.1%	9.4%	14.8%
With disabilities other than speech	11.6%	Down from 13.8%	15.3%	12.6%
Older than usual for grade	8.5%	Down from 9.4%	4.3%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	12.8%	Down from 15.5%	0.6%	0.6%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	58.1%	Up from 40.7%	56.2%	56.9%
Continuing contract teachers	44.2%	Up from 18.5%	66.2%	72.7%
Teachers with emergency or provisional certificates	5.7%	Up from 5.6%	9.9%	5.3%
Teachers returning from previous year	N/A	N/A	81.3%	82.9%
Teacher attendance rate	94.6%	Up from 94.1%	95.1%	95.2%
Average teacher salary*	\$49,548	Up 2.9%	\$46,065	\$46,599
Professional development days/teacher	7.5 days	Down from 8.1 days	11.0 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	19.2 to 1	20.1 to 1
Prime instructional time	89.8%	Up from 89.0%	89.5%	89.9%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.1%	Up from 59.2%	96.8%	97.8%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$9,607	N/A	\$8,176	\$7,645
Percent of expenditures for instruction**	60.0%	N/A	62.7%	63.4%
Percent of expenditures for teacher salaries**	54.6%	N/A	55.2%	57.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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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	72	13
Percent satisfied with learning environment	56.0%	60.0%	69.2%
Percent satisfied with social and physical environment	57.1%	63.4%	69.2%
Percent satisfied with school-home relations	50.0%	71.4%	58.3%

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

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	10.9%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.4%	0.0%	No
Student attendance rate	97.1%	94.0%*	Yes

* Or greater than last year

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	272	96	47.7	45.3	7	64.6	65.1	82.8	No	Yes
Gender										
Male	145	96.6	47	43.2	9.8	61.4	59.7	79.3	N/A	N/A
Female	127	95.3	48.6	47.7	3.6	68.5	71.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	35	100	41.9	45.2	12.9	77.4	79.4	89.5	I/S	I/S
African American	147	98.6	50	44.2	5.8	60.1	60.7	73.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	83	91.6	47.8	44.9	7.2	66.7	71.6	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	29	96.6	85.7	10.7	3.6	25	39.4	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	82	89	47.1	45.6	7.4	66.2	71.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	218	96.8	50	44.6	5.4	63.9	64.3	75.5	No	Yes

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

All Students	272	98.9	56.3	38.5	5.3	55.1	51.9	78.9	No	Yes
Gender										
Male	145	97.9	55.6	36.8	7.5	54.1	50	77	N/A	N/A
Female	127	100	57	40.4	2.6	56.1	54	80.9	N/A	N/A
Racial/Ethnic Group										
White	35	100	45.2	51.6	3.2	58.1	68.1	87.2	I/S	I/S
African American	147	99.3	62.6	33.1	4.3	54	47.1	66.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	83	97.6	48.6	44.4	6.9	56.9	59.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	29	96.6	N/AV	N/AV	N/AV	21.4	25.2	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	82	97.6	47.9	43.7	8.5	56.3	58.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	218	99.1	57.4	37.3	5.4	53.9	50.8	70.2	No	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	184	97.8	57.9	38.4	3.7	42.1	37.7	67.5
Gender								
Male	96	96.9	54.7	40.7	4.7	45.3	39.1	67
Female	88	98.9	61.5	35.9	2.6	38.5	36.3	68
Racial/Ethnic Group								
White	27	96.3	N/AV	N/AV	N/AV	69.6	56.3	79.5
African American	96	100	64.4	34.4	1.1	35.6	33.3	50.3
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	56	94.6	59.6	29.8	10.6	40.4	42.8	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	19	100	N/AV	N/AV	N/AV	15.8	20.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	55	94.6	58.7	30.4	10.9	41.3	42.9	59.6
Socio-Economic Status								
Subsided meals	145	97.9	61.7	36.1	2.3	38.3	36	55.1

Social Studies

All Students	181	96.1	55.6	40.6	3.8	44.4	47.2	72.3
Gender								
Male	100	95	54.4	41.1	4.4	45.6	45.7	71.5
Female	81	97.5	57.1	40	2.9	42.9	49.1	73.2
Racial/Ethnic Group								
White	24	87.5	N/AV	N/AV	N/AV	47.4	55.2	80.7
African American	101	99	56.7	39.2	4.1	43.3	44.1	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	53	94.3	55.8	41.9	2.3	44.2	53.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	20	95	N/AV	N/AV	N/AV	21.1	26.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	53	94.3	54.8	40.5	4.8	45.2	53.7	67.9
Socio-Economic Status								
Subsided meals	142	97.2	55.7	41.2	3.1	44.3	46.7	62.1

Abbreviations for Missing Data

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

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	270	94.8	51.2	39.1	9.7	48.8	44.2	70.2	99.2	96.1
Gender										
Male	142	96.5	54.8	36.3	8.9	45.2	34.3	63.2	98.9	95.9
Female	128	93	46.9	42.5	10.6	53.1	55.1	77.5	99.4	96.4
Racial/Ethnic Group										
White	34	97.1	30	50	20	70	59.6	79.1	98	95.1
African American	144	97.2	55.1	37	8	44.9	40.6	57.6	99.2	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	86.2	99.9	96.2
Hispanic	85	92.9	53.9	36.8	9.2	46.1	47.3	62.6	99.4	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	99.9	92.9
Disability Status										
Disabled	29	89.7	N/AV	N/AV	N/AV	7.7	8	26.1	98.5	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	78	97.4	54.7	36	9.3	45.3	47.2	61.2	99.4	96.1
Socio-Economic Status										
Subsidized meals	219	95.4	51.9	39.3	8.7	48.1	43.4	58.9	99.2	96.2

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/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	85	96.5	44.6	41.9	13.5	55.4
	7	92	95.7	54.9	41.5	3.7	45.1
	8	95	95.8	43.7	51.7	4.6	56.3
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	85	98.8	40.5	45.9	13.5	59.5
	7	92	98.9	N/AV	N/AV	N/AV	37.3
	8	95	99	63.3	33.3	3.3	36.7
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	44	97.7	55.6	41.7	2.8	44.4
	7	92	96.7	53.1	42	4.9	46.9
	8	48	100	68.1	29.8	2.1	31.9
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	42	97.6	31.6	63.2	5.3	68.4
	7	92	96.7	75	22.5	2.5	25
	8	47	93.6	40.5	54.8	4.8	59.5
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	82	89	45.1	45.1	9.9	54.9
	7	91	98.9	58.8	31.8	9.4	41.2
	8	97	95.9	48.9	41.3	9.8	51.1

Abbreviations for Missing Data

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N/C--Not Collected

N/R--Not Reported

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