



HARDEEVILLE MIDDLE/HIGH

150 Hurricane Alley
Hardeeville, SC 29927

Grades	6-12 High School	
Enrollment	568 Students	
Principal	Ranell Williams	843-784-8600
Superintendent	Dr. Vashti Washington	843-717-1100
Board Chair	Michael Hubbard	843-784-2654

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	N/A
2009	N/A	N/A
2008	Excellent	N/A
2007	N/A	N/A
2006	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
1	5	18	3	4

* Ratings are calculated with data available by 03/24/2011.

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

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	67.1%	50.7%	56.3%	N/A	61.8%	69.2%
Passed 1 subtest (%)	18.4%	18.8%	21.1%	N/A	18.6%	16.3%
Passed no subtests (%)	14.5%	30.4%	22.5%	N/A	19.6%	14.5%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	78.1%	86.1%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	83	109	172	201
Number of Graduates in Cohort	60	63	122	139
Rate	72.3%	57.8%	69.0%	70.0%

*Used to calculate current AYP.

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	50.0%	62.7%
English 1	58.2%	58.7%
Physical Science	29.2%	43.3%
US History and the Constitution	6.8%	29.6%
All Tests	38.4%	48.2%

* 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=568)				
Retention rate	2.2%	Down from 2.8%	3.9%	3.7%
Attendance rate	96.6%	Down from 97.1%	94.4%	95.4%
Eligible for gifted and talented	6.8%	Up from 5.5%	6.9%	12.4%
With disabilities other than speech	11.0%	Down from 11.6%	14.3%	12.8%
Older than usual for grade	8.5%	No Change	11.2%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.1%	Down from 12.8%	0.9%	1.1%
Enrolled in AP/IB programs	0.0%	No Change	8.7%	13.1%
Successful on AP/IB exams	N/A	N/A	24.8%	50.4%
Eligible for LIFE Scholarship	29.2%	Down from 30.3%	27.8%	30.4%
Annual dropout rate	1.7%	Down from 3.2%	3.0%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	4.4%	2.2%
Enrollment in career/technology courses	235	Up from 130	320	424
Students participating in work-based experiences	6.0%	Up from 2.6%	9.5%	11.7%
Career/technology students attaining technical skills	88.0%	Up from 75.6%	72.2%	78.7%
Career/technology completers placed	100.0%	No Change	98.7%	98.5%
Teachers (n=43)				
Teachers with advanced degrees	65.1%	Up from 58.1%	57.9%	60.4%
Continuing contract teachers	65.1%	Up from 44.2%	68.7%	76.6%
Teachers with emergency or provisional certificates	14.3%	Up from 5.7%	11.9%	6.5%
Teachers returning from previous year	N/A	N/A	83.7%	86.8%
Teacher attendance rate	98.6%	Up from 94.6%	95.8%	95.8%
Average teacher salary*	\$49,573	Up 0.1%	\$46,472	\$47,390
Professional development days/teacher	9.6 days	Up from 7.5 days	10.1 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 20.4 to 1	22.7 to 1	25.8 to 1
Prime instructional time	94.1%	Up from 89.8%	88.4%	90.1%
Dollars spent per pupil**	\$8,704	Down 9.4%	\$8,704	\$7,974
Percent of expenditures for teacher salaries**	62.5%	Up from 54.6%	53.6%	55.4%
Percent of expenditures for instruction**	67.6%	Up from 60.0%	59.6%	60.4%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.7%	Up from 84.1%	96.0%	96.0%
Character development program	Below Average	Down from Average	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	73	78.1%	336	38.4%	109	57.8%	No
Gender							
Male	41	70.7%	173	28.3%	64	46.9%	N/A
Female	32	87.5%	163	49.1%	45	73.3%	N/A
Racial/Ethnic Group							
White	N/A	N/A	45	55.6%	10	30.0%	N/A
African American	49	75.5%	194	34.0%	64	62.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	19	89.5%	94	37.2%	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	N/A	N/A	44	22.7%	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	15	93.3%	89	38.2%	22	72.7%	N/A
Socio-Economic Status							
Subsidized meals	52	75.0%	232	40.1%	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

Hardeeville Middle/High School is located in Hardeeville, SC and is a part of the Jasper County School District. Our enrollment has grown from 474 students in grades seven through twelve in the 2007-2008 school year, to 581 students in grades six through twelve for our current school year.

Currently, the student population is made up of:

58% African American

27% Hispanic

12% Caucasian

3% other

The average attendance rate is 96.8%. The number of students classified as disabled is 11.2%. The percentage of students receiving free or reduced lunch is presently 76%.

Our faculty is composed of forty-three certified teachers and seven certified non-teaching faculty members. We operated this school year with one certified vacancy in mathematics. This vacancy was on our 8th grade team. While the instructor had not received certification, the substitute had a college degree in mathematics. As our enrollment percentages indicated we have a large population of students who speak English as a Second Language. We provide support to these students in the middle and high school with one certified (ESOL) English as a Second Language teacher for the middle school and 1 paraprofessional who supports the high school.

Based on state assessment scores our middle school was identified as a Palmetto Priority School (PPS) for the 2009-2010 school year. This determination was based on five years of cumulative test data. Two years of data submitted for our students was from their previous school (West Hardeeville). While our test scores over the past three years have risen incrementally, we still did not meet the expected progress established by the Annual Yearly Progress state guidelines. We began developing our Action Plan for 2009-2010 school year under the guidance of our assigned State Liaison, Mrs. Rachel Williams.

Spring 2010 Measures of Academic Progress (MAP) results as compared to the Fall 2009 MAP assessments indicate that 62% of our middle school met or exceeded their Target Growth Goals in mathematics and 60% in reading. Measures of Academic Progress assessments are considered excellent indicators for students' success on the State Assessments. We are proud of the efforts of both our students and our staff this academic year. We have successfully implemented all of our strategies set to reduce our student's achievement gaps.

We established a school-wide Literacy Across the Curriculum Campaign in both the middle and high schools. Our efforts included 15 minutes of mandatory reading time at the beginning of every class, and a minimum of one graded required writing assignment weekly. We also established a Principal's Book Club in the middle and high school. By participating students were required to read at least two books a month during a lunch meeting (lunch was provided by the principal) to discuss the selected book. This was initiated in hopes of encouraging students to develop a love for reading, rather than reading only for school assignments.

Another initiative that we are most proud of is our partnership with University of South Carolina at Beaufort. This year we were able to provide the opportunity for senior students to take a University 101 class through

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	37	23
Percent satisfied with learning environment	48.8%	45.9%	50.0%
Percent satisfied with social and physical environment	50.0%	56.8%	43.5%
Percent satisfied with school-home relations	53.7%	59.5%	72.7%

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

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School Adequate Yearly Progress	NO
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This school met 19 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
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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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.7%	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	74	95.9	31.8	37.9	22.7	7.6	43.9	41.3	65.9	Yes	Yes
Male	38	94.7	42.4	36.4	15.2	6.1	24.2	36.9	60.8	N/A	N/A
Female	36	97.2	21.2	39.4	30.3	9.1	63.6	46	71	N/A	N/A
White	12	91.7	10	50	20	20	70	60	77.5	I/S	I/S
African American	41	95.1	22.2	41.7	33.3	2.8	50	40.3	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	21	100	60	25	5	10	20	30.3	56.8	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.3	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	17	100	57.9	26.3	5.3	10.5	21.1	26.7	47.3	Yes	Yes
Subsidized meals	52	94.2	30.4	37	23.9	8.7	43.5	41.5	51.5	Yes	Yes

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

All Students	74	95.9	36.4	48.5	12.1	3	31.8	27.4	62.3	Yes	Yes
Male	38	94.7	42.4	45.5	9.1	3	27.3	24.4	61.7	N/A	N/A
Female	36	97.2	30.3	51.5	15.2	3	36.4	30.7	63	N/A	N/A
White	12	91.7	30	50	20	0	40	40	75	I/S	I/S
African American	41	95.1	33.3	55.6	8.3	2.8	30.6	24	44	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	21	100	45	35	15	5	30	34.4	56.7	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	22.6	22.1	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	17	100	42.1	36.8	15.8	5.3	31.6	34.5	52.6	Yes	Yes
Subsidized meals	52	94.2	28.3	54.3	15.2	2.2	34.8	25.7	48.1	Yes	Yes

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

All Students	72	84.7	83.6	13.1	3.3	0.0	3.3	N/A	N/A	N/A	N/A
Male	38	81.6	80.6	16.1	3.2	0.0	3.2	N/A	N/A	N/A	N/A
Female	34	88.2	86.7	10.0	3.3	0.0	3.3	N/A	N/A	N/A	N/A
White	11	72.7	62.5	37.5	0.0	0.0	0.0	N/A	N/A	N/A	N/A
African American	39	89.7	94.3	2.9	2.9	0.0	2.9	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	22	81.8	72.2	22.2	5.6	0.0	5.6	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	7	I/S	I/S	I/S	I/S	I/S	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	21	81.0	70.6	23.5	5.9	0.0	5.9	N/A	N/A	N/A	N/A
Subsidized meals	49	81.6	77.5	20.0	2.5	0.0	2.5	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

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	2009	71	100	35.4	43.1	15.4	6.2	33.8	36.6	61.8
	2010	74	95.9	31.8	37.9	22.7	7.6	43.9	41.3	65.9

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

All Students	2009	71	100	44.6	33.8	13.8	7.7	26.2	38.7	62.7
	2010	74	95.9	36.4	48.5	12.1	3	31.8	27.4	62.3

* Adjusted to account for natural variation in performance.