

HARDEEVILLE MIDDLE/HIGH

150 Hurricane Alley
Hardeeville, SC 29927

Grades	6-12 Middle 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	Below Average	Average
2009	At-Risk	Below Average
2008	At-Risk	Below Average
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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

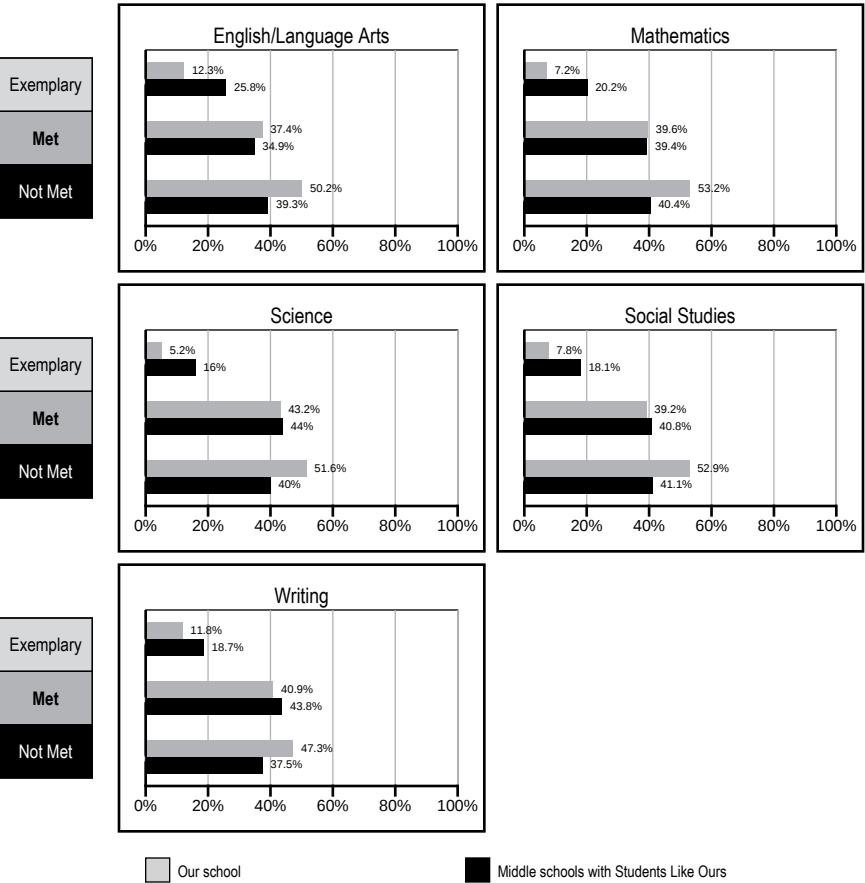
92.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	29	16	1

* Ratings are calculated with data available by 03/09/2011.

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	N/A	94.1%
English 1	N/A	96.8%
Physical Science	N/A	73.7%
US History and the Constitution	N/A	N/A
All Subjects	N/A	94.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=568)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 4.2%	18.9%	24.2%
Retention rate	2.2%	Down from 2.8%	0.8%	0.7%
Attendance rate	96.6%	Down from 97.1%	95.4%	95.9%
Eligible for gifted and talented	6.8%	Up from 5.5%	12.7%	16.4%
With disabilities other than speech	11.0%	Down from 11.6%	14.4%	12.0%
Older than usual for grade	8.5%	No Change	3.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.1%	Down from 12.8%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	65.1%	Up from 58.1%	57.4%	58.5%
Continuing contract teachers	65.1%	Up from 44.2%	75.0%	80.0%
Teachers with emergency or provisional certificates	14.3%	Up from 5.7%	5.0%	4.0%
Teachers returning from previous year	N/A	N/A	82.3%	84.6%
Teacher attendance rate	98.6%	Up from 94.6%	95.0%	95.4%
Average teacher salary*	\$49,573	Up 0.1%	\$45,613	\$46,561
Professional development days/teacher	9.6 days	Up from 7.5 days	10.9 days	10.2 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	20.0 to 1	21.1 to 1
Prime instructional time	94.1%	Up from 89.8%	89.7%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.7%	Up from 84.1%	96.6%	98.1%
Character development program	Below Average	Down from Average	Good	Good
Dollars spent per pupil**	\$8,704	Down 9.4%	\$8,618	\$7,802
Percent of expenditures for instruction**	67.6%	Up from 60.0%	62.2%	63.8%
Percent of expenditures for teacher salaries**	62.5%	Up from 54.6%	58.2%	60.0%

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

** Prior year audited financial data are reported.

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	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.

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 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

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	1.9%
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
Student attendance rate	96.6%	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	250	99.6	50	37.3	12.7	66.5	64.9	83.5	Yes	Yes
Gender										
Male	138	99.3	54.6	31.5	13.8	66.9	60.6	80.1	N/A	N/A
Female	112	100	44.3	44.3	11.3	66	69.7	87	N/A	N/A
Racial/Ethnic Group										
White	36	100	30.3	48.5	21.2	84.8	76.1	89.6	I/S	I/S
African American	142	99.3	53.7	37.3	9	63.4	61.1	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	69	100	51.5	31.8	16.7	65.2	70.3	79.6	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	15	100	73.3	13.3	13.3	40	27	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	69	100	52.2	31.3	16.4	62.7	69.5	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	200	99.5	52.4	35.4	12.2	65.1	63.7	76.9	Yes	Yes

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

All Students	250	99.6	53	39.8	7.2	62.7	53.5	80.4	Yes	Yes
Gender										
Male	138	99.3	50.8	39.2	10	60.8	51.1	78.4	N/A	N/A
Female	112	100	55.7	40.6	3.8	65.1	56.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	36	100	54.5	39.4	6.1	72.7	69	87.8	I/S	I/S
African American	142	99.3	58.2	34.3	7.5	56.7	47.5	69.3	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	69	100	40.9	51.5	7.6	71.2	62.5	78.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	15	100	N/A	N/A	N/A	33.3	28	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	69	100	41.8	50.7	7.5	68.7	62.3	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	200	99.5	51.9	40.7	7.4	60.8	52.6	72.8	Yes	Yes

* 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

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
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Science

All Students	163	99.4	51.3	43.6	5.1	48.7	36.3	67.3
Gender								
Male	87	100	45.2	47.6	7.1	54.8	36.8	66.9
Female	76	98.7	58.3	38.9	2.8	41.7	35.7	67.7
Racial/Ethnic Group								
White	21	100	21.1	73.7	5.3	78.9	56.6	79.6
African American	89	98.9	58.1	37.2	4.7	41.9	31.5	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	50	100	47.9	45.8	6.3	52.1	40.2	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	13	100	N/A	N/A	N/A	30.8	14.3	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	50	100	49	44.9	6.1	51	39.3	58.6
Socio-Economic Status								
Subsidized meals	130	99.2	53.2	41.9	4.8	46.8	35.3	55.4

Social Studies

All Students	161	100	53.2	39	7.8	46.8	45.4	70.9
Gender								
Male	94	100	51.1	37.5	11.4	48.9	42.2	70.1
Female	67	100	56.1	40.9	3	43.9	49.2	71.7
Racial/Ethnic Group								
White	24	100	40.9	40.9	18.2	59.1	57	79.2
African American	91	100	54	42.5	3.4	46	41.1	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	45	100	56.8	31.8	11.4	43.2	51.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	21.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	44	100	56.8	31.8	11.4	43.2	50.8	68
Socio-Economic Status								
Subsidized meals	132	100	55.6	37.3	7.1	44.4	42.8	60.8

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	250	98.4	46.8	41.3	11.9	53.2	46.9	72.1	96.9	99.5
Gender										
Male	138	97.8	54.3	38	7.8	45.7	38.4	65.2	96.2	99.4
Female	112	99.1	37.7	45.3	17	62.3	56.4	79.2	97.7	99.7
Racial/Ethnic Group										
White	36	91.7	33.3	40	26.7	66.7	59.6	80.8	95.4	99.3
African American	141	99.3	47.1	41.9	11	52.9	44.2	59.7	96.8	99.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	99.9	99.9
Hispanic	70	100	51.5	40.9	7.6	48.5	48.5	64.6	97.6	99.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	98.9	99.8
Disability Status										
Disabled	16	87.5	N/AV	N/AV	N/AV	7.1	10	27.7	96.3	99.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	70	100	52.2	40.3	7.5	47.8	48.5	63.7	97.6	99.6
Socio-Economic Status										
Subsidized meals	201	98.5	50.3	39.2	10.6	49.7	45.5	61.9	96.8	99.5

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	87	100	37.8	50	12.2	62.2
	7	77	100	54.7	28	17.3	45.3
	8	86	98.8	58.2	32.9	8.9	41.8

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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	87	100	31.7	59.8	8.5	68.3
	7	77	100	53.3	37.3	9.3	46.7
	8	86	98.8	74.7	21.5	3.8	25.3

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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	44	100	N/A	N/A	N/A	41.5
	7	76	100	41.9	51.4	6.8	58.1
	8	43	97.7	61	31.7	7.3	39

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
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	43	100	34.1	58.5	7.3	65.9
	7	76	100	62.2	29.7	8.1	37.8
	8	42	100	56.4	35.9	7.7	43.6
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
2010	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	87	98.9	52.4	39	8.5	47.6
	7	78	97.4	49.3	39.7	11	50.7
	8	85	98.8	38.8	45	16.3	61.3

Abbreviations for Missing Data

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