



Hanahan High

6015 Murray Avenue
Hanahan, SC 29410

Grades	9-12 High School	
Enrollment	894 Students	
Principal	Glenda Levine	843-820-3710
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Good	Excellent
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	Below Average

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
2	7	15	0	0

* Ratings are calculated with data available by 03/25/2010.

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	79.0	84.9	84.2	81.0	84.9	80.9
Passed 1 subtest (%)	14.4	10.5	8.5	11.4	8.4	10.6
Passed no subtests (%)	6.7	4.6	7.3	7.6	6.7	8.5

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	98.2%	95.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	261	418
Number of Diplomas	178	313
Rate	68.2%	71.8%

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	71.4	74.4
English 1	66.5	69.1
Physical Science	62.0	62.7
US History and the Constitution	53.3	49.1
All Tests	63.1	63.4

* 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=894)				
Retention rate	0.6%	Down from 2.1%	5.2%	4.8%
Attendance rate	94.8%	No Change	95.8%	95.5%
Eligible for gifted and talented	0.0%	No Change	13.2%	9.2%
With disabilities other than speech	10.2%	Up from 9.8%	10.2%	12.6%
Older than usual for grade	4.1%	Down from 4.2%	7.2%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.6%	Up from 1.1%	1.2%	1.2%
Enrolled in AP/IB programs	13.7%	Up from 11.1%	19.0%	13.2%
Successful on AP/IB exams	80.0%	Up from 69.6%	64.3%	55.6%
Eligible for LIFE Scholarship	26.4%	Down from 31.9%	31.7%	29.8%
Annual dropout rate	4.0%	Down from 6.3%	3.6%	3.5%
Career/technology students in co-curricular organizations	0.0%	Down from 1.9%	2.6%	3.0%
Enrollment in career/technology courses	656	Up from 640	912	523
Students participating in work-based experiences	10.9%	Down from 25.8%	14.6%	12.9%
Career/technology students attaining technical skills	73.6%	Down from 78.1%	79.3%	79.3%
Career/technology completers placed	100.0%	No Change	99.6%	98.8%
Teachers (n=55)				
Teachers with advanced degrees	60.0%	Up from 58.2%	61.1%	58.6%
Continuing contract teachers	81.8%	Up from 76.4%	73.6%	71.6%
Teachers with emergency or provisional certificates	5.8%	Down from 6.3%	6.9%	8.1%
Teachers returning from previous year	85.4%	Up from 83.1%	86.4%	85.0%
Teacher attendance rate	95.2%	Down from 96.0%	95.3%	95.5%
Average teacher salary*	\$47,817	Up 7.4%	\$48,055	\$47,761
Professional development days/teacher	8.4 days	Down from 9.4 days	9.0 days	10.8 days
School				
Principal's years at school	1.0	Down from 4.0	3.0	3.0
Student-teacher ratio in core subjects	27.8 to 1	Down from 30.0 to 1	27.8 to 1	26.1 to 1
Prime instructional time	88.7%	Down from 89.4%	90.0%	89.8%
Dollars spent per pupil**	\$7,892	Down 0.7%	\$6,565	\$7,883
Percent of expenditures for teacher salaries**	50.7%	Up from 48.3%	56.9%	54.1%
Percent of expenditures for instruction**	56.8%	Up from 52.5%	62.4%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.2%	97.7%	95.8%
Character development program	Excellent	No Change	Excellent	Good
Modern language program assessment	Excellent	N/A	Good	Average
Classical language program assessment	N/A	N/A	Good	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	163	98.2%	833	63.1%	261	68.2%	No
Gender							
Male	77	97.4%	454	65.4%	134	59.7%	N/A
Female	86	98.8%	379	60.4%	127	77.2%	N/A
Racial/Ethnic Group							
White	104	100.0%	508	72.2%	153	74.5%	N/A
African American	52	94.2%	245	45.3%	93	59.1%	N/A
Asian/Pacific Islander	N/A	N/A	22	54.5%	N/A	N/A	N/A
Hispanic	N/A	N/A	50	62.0%	13	61.5%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	12	91.7%	88	38.6%	21	52.4%	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	57	61.4%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	46	93.5%	261	51.3%	85	54.1%	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

Hanahan High School (HHS) is home to a diverse population serving the Huger, Wando, Cainhoy, Daniel Island, Tanner Plantation, and Hanahan communities. In conjunction with the School Improvement Council, PTSA, and Booster Clubs, the school's faculty and staff strive to make HHS the best school in the state by focusing on academic achievement, high expectations, a safe and caring environment, academic rigor/relevance, and positive student relationships.

Many accomplishments were noted during the 2008-2009 school year. These included an increase in the number of career and technical education completers, greater parent/community involvement, a declining dropout rate, an increase in the graduation rate (partly attributed to the success of the Ninth Grade Academy Program), increased Advanced Placement and High School Assessment Program scores, and SAT/ACT scores both exceeding state and national averages. HHS was recognized by the South Carolina Department of Education as a Palmetto Gold and Silver winner for closing the achievement gap in academic performance. Also, the Renaissance Program recognized a record number of students for good grades, attendance, and behavior.

A variety of Advanced Placement, Honors, Dual Credit, and Career and Technical Education courses (six on-site majors and additional majors on off-site campuses) serve diverse student needs. The band, chorus, and JROTC programs complement course offerings. The Career Pathways Model was completely implemented as guidance and career counselors met with students and parents to discuss course selections based on student career interests.

HHS students continue to excel academically. Scholarships valued at 3.7 million dollars were awarded to the Class of 2009. Eleven graduating seniors were Palmetto Fellows recipients, and thirty-one percent of the seniors received Life Scholarships. Approximately sixty percent of faculty members have advanced degrees, and nearly twenty percent of teachers have achieved National Board Certification. Teachers are student-centered and have high expectations for all students. Faculty and staff members met with students on a weekly advisement basis to discuss topics such as career choices, character education, course selections, and academic issues.

HHS students are service-oriented, participating in such efforts as blood drives, Meals for Seniors, Relay for Life, and tutorial programs. thirty-five clubs/organizations and twenty-three athletic teams are available for student participation. Parents, faculty, staff, and the school communities continue to work together to secure a bright future for HHS students.

Glenda Levine, Principal
Joyce Brinson, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	181	70
Percent satisfied with learning environment	98.0%	82.3%	84.3%
Percent satisfied with social and physical environment	97.9%	88.9%	83.8%
Percent satisfied with school-home relations	96.0%	79.4%	77.1%

* 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

This school met 11 out of 17 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	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.0%	0.0%	No

Abbreviations for Missing Data

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	235	100	10.3	33.8	31.5	24.4	68.5	65.2	61.8	Yes	Yes
Male	122	100	10.6	38.1	30.1	21.2	65.5	62.2	57.4	N/A	N/A
Female	113	100	10	29	33	28	72	67.9	66.1	N/A	N/A
White	138	100	8	28.8	29.6	33.6	75.2	73.2	74.3	Yes	Yes
African American	74	100	13.4	44.8	31.3	10.4	56.7	53.3	44.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	80.5	77.4	I/S	I/S
Hispanic	14	100	14.3	28.6	50	7.1	64.3	50	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	19	100	64.7	17.6	11.8	5.9	23.5	21.7	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	9	I/S	I/S	I/S	I/S	I/S	I/S	36.1	38.5	I/S	I/S
Subsized meals	78	100	18.6	40	31.4	10	58.6	56	45.6	No	Yes

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

All Students	235	100	11.7	34.7	26.3	27.2	65.3	65.8	62.7	No	Yes
Male	122	100	11.5	33.6	28.3	26.5	69	66.1	61.8	N/A	N/A
Female	113	100	12	36	24	28	61	65.5	63.6	N/A	N/A
White	138	100	7.2	31.2	28	33.6	72.8	72.7	75.1	Yes	Yes
African American	74	100	19.4	40.3	23.9	16.4	52.2	53.9	45.1	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	87.8	83.8	I/S	I/S
Hispanic	14	100	14.3	50	14.3	21.4	50	60.5	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	19	100	47.1	29.4	17.6	5.9	29.4	27.5	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	9	I/S	I/S	I/S	I/S	I/S	I/S	52.5	52.3	I/S	I/S
Subsized meals	78	100	21.4	42.9	22.9	12.9	48.6	55.9	47.9	No	Yes

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

All Students	235	93.6	58.7	17.4	11.5	6.0	17.4	N/A	N/A	N/A	N/A
Male	122	91.8	53.3	17.2	13.1	8.2	21.3	N/A	N/A	N/A	N/A
Female	113	95.6	64.6	17.7	9.7	3.5	13.3	N/A	N/A	N/A	N/A
White	138	92.0	48.6	20.3	15.9	7.2	23.2	N/A	N/A	N/A	N/A
African American	74	100.0	78.4	10.8	6.8	4.1	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	14	85.7	64.3	21.4	N/A	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	19	73.7	63.2	5.3	N/A	5.3	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	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	78	92.3	67.9	15.4	6.4	2.6	I/S	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	2008	221	99.1	5.9	27.8	40.5	25.9	78.5	70.1	69.7
	2009	235	100	10.3	33.8	31.5	24.4	68.5	65.2	61.8

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

All Students	2008	221	99.1	11.7	22.8	35	30.6	73.8	69.2	67.2
	2009	235	100	11.7	34.7	26.3	27.2	65.3	65.8	62.7

* 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