



## HANAHAN MIDDLE

5815 Murray Drive  
Hanahan, SC 29410

<b>Grades</b>	5-8 Middle School	
<b>Enrollment</b>	744 Students	
<b>Principal</b>	Robin Rogers	843-820-3800
<b>Superintendent</b>	Dr. Anthony Parker	843-899-8600
<b>Board Chair</b>	Kathy Schwalbe	843-573-7794

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
2009	Excellent	Good
2008	Average	At-Risk
2007	Average	At-Risk
2006	Good	At-Risk

## 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**

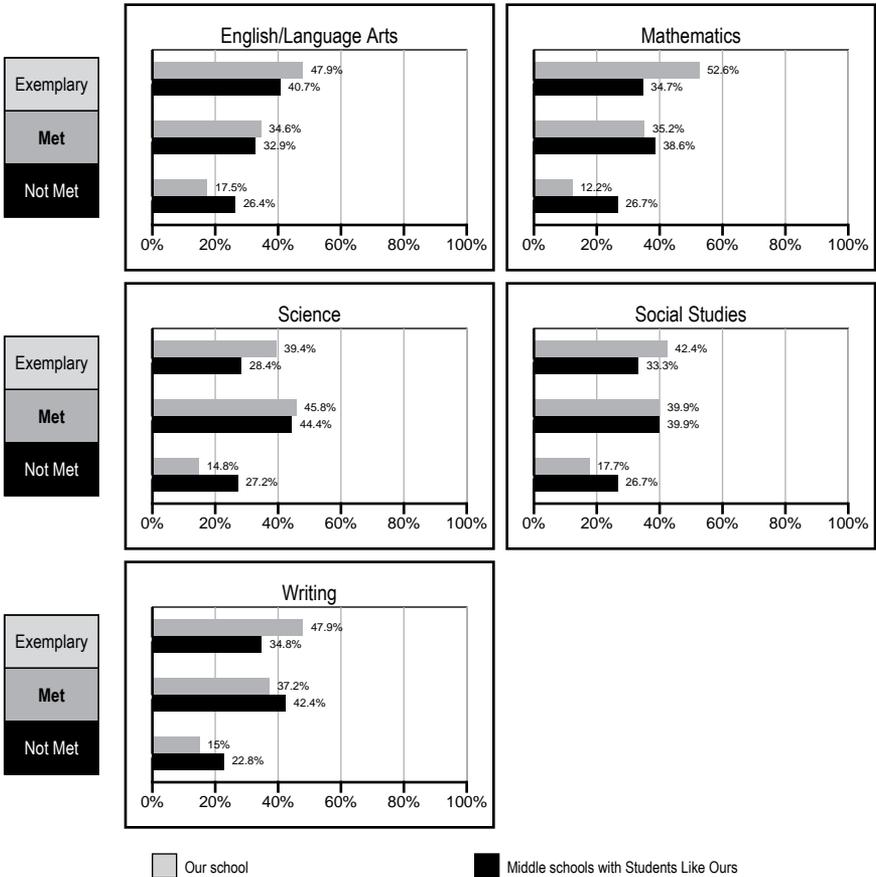
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.2%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
4	16	19	0	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	100.0%	98.5%
English 1	100.0%	96.7%
Physical Science	N/A	22.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.7%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=744)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	32.1%	Down from 33.2%	33.1%	24.2%
Retention rate	0.4%	Down from 1.6%	0.6%	0.7%
Attendance rate	96.5%	Down from 96.7%	96.0%	95.9%
Eligible for gifted and talented	27.1%	Up from 23.2%	21.2%	16.4%
With disabilities other than speech	10.7%	Up from 10.3%	11.2%	12.0%
Older than usual for grade	2.0%	Down from 3.4%	1.4%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	No Change	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	60.9%	Up from 51.1%	59.7%	58.5%
Continuing contract teachers	58.7%	Down from 63.8%	81.6%	80.0%
Teachers with emergency or provisional certificates	4.7%	Down from 7.1%	3.8%	4.0%
Teachers returning from previous year	83.0%	Up from 79.4%	86.7%	84.6%
Teacher attendance rate	97.4%	Up from 97.3%	95.4%	95.4%
Average teacher salary*	\$46,204	Up 4.1%	\$46,846	\$46,561
Professional development days/teacher	15.7 days	Up from 11.7 days	9.9 days	10.2 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 22.9 to 1	21.9 to 1	21.1 to 1
Prime instructional time	93.5%	Up from 93.3%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.8%	96.9%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,546	Up 15.7%	\$7,228	\$7,802
Percent of expenditures for instruction**	61.5%	Down from 66.0%	64.4%	63.8%
Percent of expenditures for teacher salaries**	57.8%	Down from 62.3%	61.2%	60.0%

\* 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

## Report of Principal and School Improvement Council

The 2009-2010 school year at Hanahan Middle School was an excellent year, full of schoolwide achievements and accomplishments. As always, learning remains our top priority, as reflected in our PASS scores. Hanahan Middle School is a National Blue Ribbon Lighthouse School and 2010 Palmetto Gold School. HMS successfully completed the third-year implementation of Making Middle Grades Work (MMGW). Making Middle Grades Work is a district-wide initiative that provides a comprehensive improvement framework focusing on ten key practices. The Books Rock Café and the Big Kuhuna, an end-of-the-year celebration, continue to be successful reading incentives for our students. As a result of these incentives, the number of students meeting their yearly Accelerated Reader goal surpassed gains experienced in previous years. As always, HMS continues to stress academic excellence as we "Soar to Success."

Our students' academic and extracurricular achievements continue to be among the best in the state. 125 HMS students took at least one of four high school credit courses: English 1, Spanish 1, Algebra 1, and Keyboarding. HMS is proud of our 19 National Junior scholars and 9 Duke Tip Scholars; 41 All County, 16 All Region, and 1 State Band winners; 100% student participation in school Service Learning projects; second place in "Group Performance" at the Junior Beta State Convention; first place in the Kids Who Care project; state finalist team in Mock Trial; 14 students in All-County Chorus and 1 National ACDA Chorus recipient. In addition, the HMS band was awarded the Outstanding Performance Award State Band Directors' (OPA) for the twenty-fifth time; our ECO Challenge team won first place in regional (\$10,000 award) and national competitions (\$15,000 award); and we received National recognition for our Pre-Engineering program from Project Lead the Way. The HMS faculty and staff continue to work closely with the community, parents, and businesses to provide students with every opportunity to learn and to succeed.

Humanities Academy with Leadership Opportunities (HALO) was piloted in all EAGLE classes, providing a curriculum connection between Language Arts, Social Studies, and the Arts. HMS stresses reading and writing across the curriculum, with monthly bulletin boards, a Principal's Pick display, the Writing Stick competition among grade levels, and faculty writings. The ASSIST computer lab provided content recovery to over 100 students. SPAWAR continues their services through the Lunch Buddy mentoring program, which has grown to over 100 participants. Measures of Academic Progress (MAP) test scores were used to form RIT Band classes that met for 40 minutes weekly to address specific needs in Math and ELA.

Danielle Reyna, a special education teacher, was honored as the 2009-2010 HMS Teacher of the Year. We currently have nine National Board Certified teachers, with Karen Stasio being our newest recipient. We currently have three more teachers applying for National Board certification, further validating that excellence and dedication continue to be the standard at HMS.

Mr. Robin Rogers, Principal  
Ms Carolyn Stewart, School Improvement Council Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	166	102
Percent satisfied with learning environment	100.0%	86.0%	94.0%
Percent satisfied with social and physical environment	100.0%	87.3%	90.1%
Percent satisfied with school-home relations	97.7%	88.6%	81.8%

\* 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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 29 out of 29 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	741	100	19	35.1	45.9	89.1	85.9	83.5	Yes	Yes
<b>Gender</b>										
Male	395	100	21.7	34.5	43.8	87.2	81.9	80.1	N/A	N/A
Female	346	100	16	35.6	48.3	91.2	90.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	516	100	16.9	32.1	51	91.7	89.8	89.6	Yes	Yes
African American	124	100	26.3	45.6	28.1	83.3	79.3	74.6	Yes	Yes
Asian/Pacific Islander	37	100	14.7	26.5	58.8	88.2	93.4	92.7	I/S	I/S
Hispanic	56	100	27.8	40.7	31.5	77.8	82.4	79.6	Yes	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	86.4	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	86	100	57.5	32.5	10	61.3	57.2	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	64	100	22.1	36.4	41.6	81.8	83.3	79	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	321	100	27.1	41	31.9	83.7	81.2	76.9	Yes	Yes

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

All Students	741	100	13.4	38.3	48.2	92.3	83.5	80.4	Yes	Yes
<b>Gender</b>										
Male	395	100	14.9	34.2	50.8	90.2	81.1	78.4	N/A	N/A
Female	346	100	11.8	42.9	45.3	94.6	86	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	516	100	11.6	35.2	53.3	92.9	88	87.8	Yes	Yes
African American	124	100	22.8	56.1	21.1	90.4	75	69.3	Yes	Yes
Asian/Pacific Islander	37	100	2.9	20.6	76.5	97.1	94.1	93.5	I/S	I/S
Hispanic	56	100	18.5	40.7	40.7	87	83.4	78.3	Yes	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	88.6	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	86	100	46.3	41.3	12.5	67.5	50	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	64	100	13	35.1	51.9	90.9	85.4	78.9	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	321	100	20	40.7	39.3	87.5	78	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
--	-------------------------------	----------	-----------	-------	-------------	---------------------------	-----------------------------	--------------------------

**Science**

All Students	481	100	15	45.7	39.3	85	69.8	67.3
<b>Gender</b>								
Male	260	100	14	41.2	44.9	86	69.3	66.9
Female	221	100	16.2	51	32.9	83.8	70.3	67.7
<b>Racial/Ethnic Group</b>								
White	325	100	14.1	41.5	44.4	85.9	78.8	79.6
African American	81	100	18.9	70.3	10.8	81.1	54.4	49.7
Asian/Pacific Islander	30	100	7.4	29.6	63	92.6	83	84.4
Hispanic	37	100	22.2	38.9	38.9	77.8	64.4	59.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	65.4	69.5
<b>Disability Status</b>								
Disabled	56	100	53.8	42.3	3.8	46.2	35	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	43	100	16.4	38.2	45.5	83.6	65.8	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	213	100	19.9	51.5	28.6	80.1	60.2	55.4

**Social Studies**

All Students	476	100	17.7	39.9	42.4	82.3	73.4	70.9
<b>Gender</b>								
Male	253	100	15.3	36	48.7	84.7	72.2	70.1
Female	223	100	20.5	44.2	35.3	79.5	74.7	71.7
<b>Racial/Ethnic Group</b>								
White	338	100	16.1	36.2	47.7	83.9	78.7	79.2
African American	79	100	22.2	56.9	20.8	77.8	63.8	58.4
Asian/Pacific Islander	19	100	17.6	29.4	52.9	82.4	83.3	86.8
Hispanic	36	100	25	41.7	33.3	75	72.9	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71	71.2
<b>Disability Status</b>								
Disabled	54	100	52	44	4	48	41.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	39	100	25	41.7	33.3	75	70.8	68
<b>Socio-Economic Status</b>								
Subsidized meals	205	100	23.8	44.4	31.7	76.2	66	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
<b>Writing</b>										
All Students	744	99.6	14.7	37.3	48	85.3	72.9	72.1	96.5	96.2
<b>Gender</b>										
Male	397	100	19.7	38.3	42	80.3	65.6	65.2	96.3	96.1
Female	347	99.1	9.1	36.2	54.7	90.9	80.7	79.2	96.7	96.2
<b>Racial/Ethnic Group</b>										
White	519	99.4	12.4	35.3	52.3	87.6	78.3	80.8	96.4	95.7
African American	125	100	19.3	47.4	33.3	80.7	64	59.7	96.5	96.8
Asian/Pacific Islander	35	100	11.8	29.4	58.8	88.2	88.7	87	98.3	97.2
Hispanic	56	100	27.8	38.9	33.3	72.2	65.4	64.6	96.6	96.5
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	84.1	73.4	95.9	95.3
<b>Disability Status</b>										
Disabled	85	100	56.3	37.5	6.3	43.8	30.3	27.7	95.2	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	64	100	22.1	37.7	40.3	77.9	67.1	63.7	97.3	96.8
<b>Socio-Economic Status</b>										
Subsidized meals	313	99.7	22.9	43	34.1	77.1	65.2	61.9	95.8	95.9

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
<b>English/Language Arts</b>							
<b>2009</b>	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	169	100	10.1	44.9	44.9	89.9
	6	193	99.5	19.3	35.2	45.5	80.7
	7	180	100	18.4	35	46.6	81.6
	8	186	100	27	42	31	73
<b>2010</b>	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	172	100	9.2	38	52.8	90.8
	6	179	100	15.5	45.2	39.3	84.5
	7	216	100	23.5	31.9	44.6	76.5
	8	174	100	26.8	25.6	47.6	73.2
<b>Mathematics</b>							
<b>2009</b>	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	169	100	9.5	47.5	43	90.5
	6	193	100	13.6	38.1	48.3	86.4
	7	180	100	16.6	33.7	49.7	83.4
	8	186	100	27	43.1	29.9	73
<b>2010</b>	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	172	100	2.5	41.7	55.8	97.5
	6	179	100	11.3	36.9	51.8	88.7
	7	216	100	22.5	30.4	47.1	77.5
	8	174	100	15.2	46.3	38.4	84.8
<b>Science</b>							
<b>2009</b>	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	86	100	14.5	67.5	18.1	85.5
	6	94	100	19.8	37.2	43	80.2
	7	180	100	10.4	52.8	36.8	89.6
	8	90	98.9	29.4	42.4	28.2	70.6
<b>2010</b>	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	87	100	12	55.4	32.5	88
	6	91	100	9.4	51.8	38.8	90.6
	7	216	100	18.6	41.2	40.2	81.4
	8	87	100	14.8	40.7	44.4	85.2

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
<b>Social Studies</b>							
<b>2009</b>	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	83	100	6.7	48	45.3	93.3
	6	99	100	7.7	53.8	38.5	92.3
	7	180	100	15.3	27	57.7	84.7
	8	95	100	23	34.5	42.5	77
<b>2010</b>	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	85	100	8.6	50.6	40.7	91.4
	6	88	100	10.8	56.6	32.5	89.2
	7	216	100	25.5	31.9	42.6	74.5
	8	87	100	14.5	32.5	53	85.5
<b>Writing</b>							
<b>2009</b>	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	172	100	17.4	44.7	37.9	82.6
	6	194	100	20.3	40.1	39.6	79.7
	7	181	100	16.1	47	36.9	83.9
	8	188	99.5	21.8	52.9	25.3	78.2
<b>2010</b>	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	171	100	11.5	36.4	52.1	88.5
	6	179	98.9	16.7	39.9	43.5	83.3
	7	215	100	17.6	36.3	46.1	82.4
	8	179	99.4	12.3	36.8	50.9	87.7

Abbreviations for Missing Data

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