



## Hanahan Elementary

4000 Mabeline Road  
Hanahan, SC 29406

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	940 Students	
<b>Principal</b>	Thomas L. Sparkman	843-553-3290
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Douglas Cooper	843-819-3320

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Good*</b>
2007	Good	Good
2006	Good	Good
2005	Good	At-Risk
2004	Good	Below Average

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

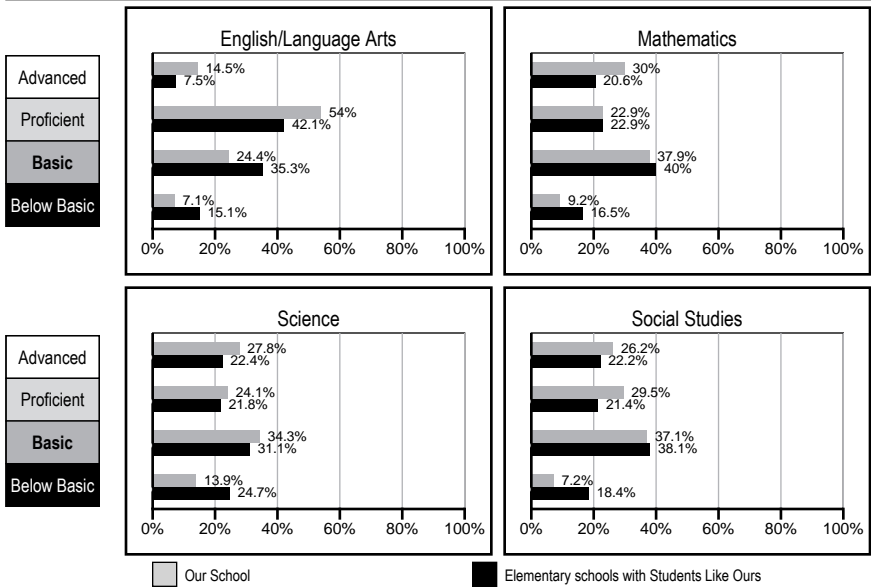
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.3%

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

Excellent	Good	Average	Below Average	At-Risk
1	28	56	4	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=940)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 96.6%	100.0%	100.0%
Retention rate	3.4%	Down from 3.8%	2.2%	2.3%
Attendance rate	96.8%	Up from 96.6%	96.4%	96.3%
Eligible for gifted and talented	17.6%	Up from 14.8%	13.1%	10.4%
With disabilities other than speech	8.7%	Up from 7.4%	7.3%	7.5%
Older than usual for grade	0.3%	Down from 1.4%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=54)</b>				
Teachers with advanced degrees	55.6%	Down from 61.1%	55.6%	56.7%
Continuing contract teachers	75.9%	Down from 87.0%	78.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.5%	Down from 88.4%	88.2%	86.4%
Teacher attendance rate	95.6%	Up from 95.0%	94.9%	94.9%
Average teacher salary	\$48,089	Up 1.2%	\$45,772	\$45,345
Professional development days/teacher	14.5 days	Up from 14.4 days	12.4 days	12.6 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	4.5	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 18.3 to 1	19.2 to 1	18.5 to 1
Prime instructional time	91.9%	Up from 91.3%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,269	Down 50.7%	\$6,405	\$7,052
Percent of expenditures for instruction*	70.3%	Down from 81.7%	69.7%	69.1%
Percent of expenditures for teacher salaries*	66.3%	Down from 77.8%	65.4%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Hanahan Elementary School is home to a diverse population of approximately 900 students in kindergarten through fourth grade. An outstanding PTA, a highly successful volunteer program, and approximately 30 active business partners are testimonies to the community's firm commitment to quality education. The energy, enthusiasm, and expertise of the faculty and staff are the backbone of our school's success.

A tradition of excellence has been established at Hanahan Elementary, as evidenced by receiving the Palmetto Silver Award for 2006 and 2007, twelve school incentive awards, and two honorable mentions from the State Board of Education. HES was recognized nationally with two prestigious awards in 2007, the highly acclaimed Blue Ribbon Lighthouse Award and the SMART Showcase School. The Blue Ribbon Lighthouse Award is based on key educational elements, sustained success, and effectiveness as a high performing school. SMART Showcase recognized HES as a leader in the adoption and integration of technology. We have been honored with the Red Carpet Award, the Exemplary Writing Program Hall of Fame Award, and also the Governor's Reading Honor Roll Award. Our school was named a finalist for the Palmetto's Finest Award in 2001, 2003, and again in 2004. The music department received a State Department of Education Distinguished Arts Program grant to introduce keyboard skills to third and fourth grade students. Fourteen teachers have received National Board Certification and two more teachers are actively pursuing this prestigious certification.

Our teachers combine traditional educational approaches with current research and innovative programs to provide a well-rounded education. Our School-wide reading program allows students and teachers to create individual reading goals determined by the student's independent reading level. The EAGLE (gifted and talented) curriculum challenges students in grades three and four. Junior Achievement and Kids Who Care are used to enrich the curriculum. Tools for Citizenship and Life, a character education program, has been implemented school-wide to emphasize valuable life skills. All students are exposed to the arts through the MOSAIC program (using arts to fight racism). At-risk students receive small group instruction in the areas of language arts through after-school tutorials taught by certified teachers. A Spanish interpreter assists in the classroom with our growing Spanish population. A Curriculum Specialist provides curriculum support to the faculty, as well as assisting with the school wide technology plan, which includes SMART Board technology in every classroom, two fully equipped computer labs, and a minimum of three networked computers in each classroom.

Hanahan Elementary School exemplifies quality education in South Carolina. As we face the challenges of the twenty-first century, we strive to educate each student to his maximum potential in an active learning environment supported by community involvement.

Thomas L. Sparkman, Principal  
Bridgett Mueller, SIC President

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	157	128
Percent satisfied with learning environment	100.0%	98.1%	92.9%
Percent satisfied with social and physical environment	96.3%	98.7%	93.6%
Percent satisfied with school-home relations	100.0%	99.4%	88.6%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 20 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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

\* Or greater than last year

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	347	99.7	6.8	24.5	54.2	14.6	78.9	48.6	48.2	Yes	Yes
<b>Gender</b>											
Male	177	99.4	9.2	29.4	50.3	11	73.6	40.8	41.7	N/A	N/A
Female	170	100	4.4	19.4	58.1	18.1	84.4	56.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	236	99.6	4.4	21.9	55.7	18	83.3	55.4	60	Yes	Yes
African American	64	100	6.8	35.6	50.8	6.8	72.9	36.5	31.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	37	100	30.8	19.2	42.3	7.7	53.8	39.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	57	100	30.8	50	19.2	0	36.5	12.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	37	100	25	25	46.4	3.6	57.1	37.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	146	99.3	14.1	31.3	50	4.7	64.8	38.5	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	347	100	8.3	38.3	23.1	30.2	67.6	44.2	45.8	Yes	Yes
<b>Gender</b>											
Male	177	100	9.8	35.4	24.4	30.5	71.3	44.4	45.6	N/A	N/A
Female	170	100	6.9	41.3	21.9	30	63.8	43.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	236	100	4.4	35.8	24	35.8	73.8	52.8	59	Yes	Yes
African American	64	100	16.9	50.8	18.6	13.6	47.5	28.2	26.9	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	70.4	71.3	I/S	I/S
Hispanic	37	100	26.9	34.6	23.1	15.4	53.8	38.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	57	100	26.9	53.8	15.4	3.8	36.5	14.6	17.1	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	37	100	21.4	35.7	25	17.9	60.7	38.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	146	100	17.1	41.1	22.5	19.4	55.8	33.8	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	258	100	13.2	34.6	24.3	28	52.3	35.1	35.7	96.8	96.4
<b>Gender</b>											
Male	134	100	12.7	33.3	21.4	32.5	54	36.3	37.4	97	96.3
Female	124	100	13.7	35.9	27.4	23.1	50.4	33.9	33.8	96.7	96.5
<b>Racial/Ethnic Group</b>											
White	172	100	8.3	30.4	26.8	34.5	61.3	44.8	49.2	97	96
African American	48	100	20.5	52.3	18.2	9.1	27.3	18.5	17	96.6	96.9
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	97.2	97.5
Hispanic	29	100	36.4	27.3	18.2	18.2	36.4	26.8	24.9	96.7	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	N/A	95.2
<b>Disability Status</b>											
Disabled	41	100	38.5	46.2	10.3	5.1	15.4	9.8	14	96.6	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	28	100	34.8	30.4	17.4	17.4	34.8	24.3	24.4	96.7	96.9
<b>Socio-Economic Status</b>											
Subsided meals	116	100	19.2	40.4	25	15.4	40.4	23.7	21.1	96.4	96.1
<b>Social Studies</b>											
All Students	255	100	7.2	37.1	29.5	26.2	55.7	34.6	34	96.8	96.4
<b>Gender</b>											
Male	131	100	5.8	35.8	29.2	29.2	58.3	36.3	36.6	97	96.3
Female	124	100	8.5	38.5	29.9	23.1	53	32.8	31.3	96.7	96.5
<b>Racial/Ethnic Group</b>											
White	174	100	5.4	32.1	32.1	30.4	62.5	40.9	44.5	97	96
African American	47	100	9.1	56.8	18.2	15.9	34.1	22.7	19.1	96.6	96.9
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	97.2	97.5
Hispanic	26	100	23.5	35.3	29.4	11.8	41.2	31.3	27.5	96.7	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	N/A	95.2
<b>Disability Status</b>											
Disabled	43	100	17.9	51.3	20.5	10.3	30.8	11.8	14.4	96.6	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	28	100	20	40	30	10	40	29.6	27.3	96.7	96.9
<b>Socio-Economic Status</b>											
Subsided meals	106	100	13	45.7	29.3	12	41.3	25.5	21	96.4	96.1

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	157	99.4	4.7	21.6	55.4	18.2	73.6
	4	163	99.4	8.6	31.8	45	14.6	59.6
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	181	99.5	7.8	19.2	51.5	21.6	73.1
	4	166	100	5.8	30.1	57.1	7.1	64.1
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	157	99.4	9.5	42.6	32.4	15.5	48
	4	163	99.4	14.6	32.5	20.5	32.5	53
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	181	100	9.5	48.8	20.2	21.4	41.7
	4	166	100	7.1	26.9	26.3	39.7	66
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	78	100	20.5	43.8	23.3	12.3	35.6
	4	163	99.4	18.5	25.8	29.1	26.5	55.6
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	92	100	12.6	35.6	32.2	19.5	51.7
	4	166	100	13.5	34	19.9	32.7	52.6
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	79	98.7	0	41.3	38.7	20	58.7
	4	163	99.4	11.9	47	23.2	17.9	41.1
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	89	100	7.4	42	29.6	21	50.6
	4	166	100	7.1	34.6	29.5	28.8	58.3
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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