

HANNAH-PAMPLICO ELEMENTARY/MIDDL

2131 South Pamplico
Pamplico, South Carolina

Grades	PK-8 Elementary School	
Enrollment	919 Students	
Principal	Debbie M. Carter	843-493-2061
Superintendent	Robert E. Sullivan Jr.	843-493-2502
Board Chair	Mrs. Elleveen T. Poston	843-493-2437

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Average**	**Average**
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	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.

http://ed.sc.gov
http://www.eoc.sc.gov

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

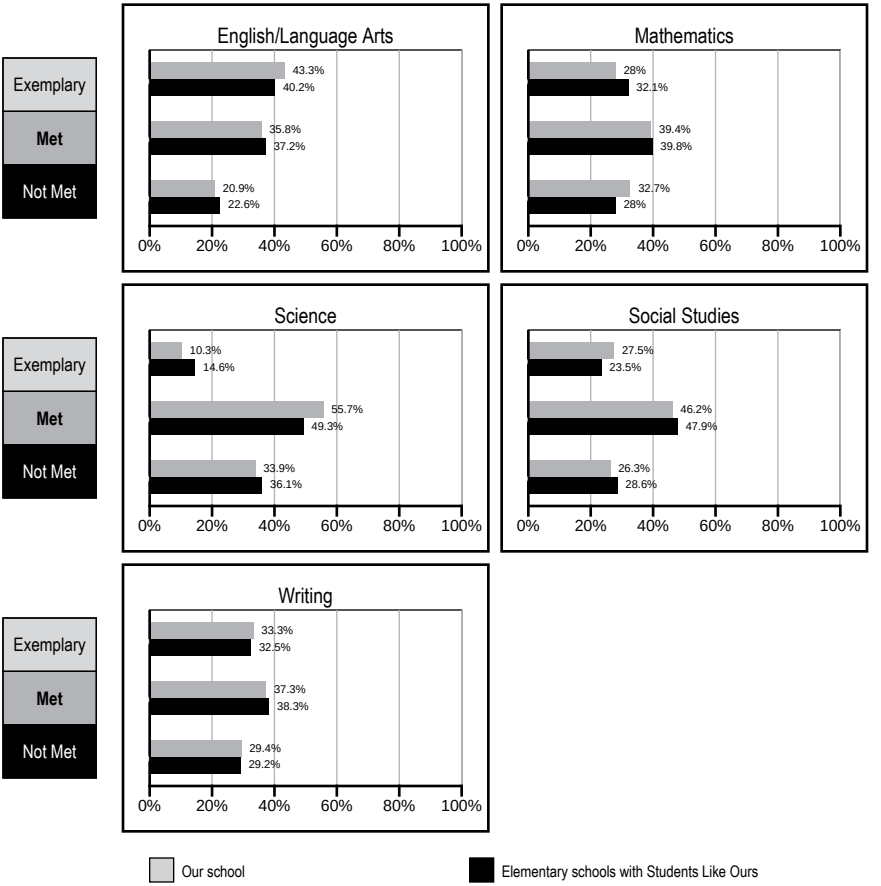
Percent of students tested in 2009-10 whose 2008-09 test scores were located	97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	25	88	2	0

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

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=919)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.9%	Down from 2.8%	1.2%	1.2%
Attendance rate	95.4%	Down from 96.1%	95.9%	96.1%
Eligible for gifted and talented	7.9%	Up from 6.4%	11.8%	11.7%
With disabilities other than speech	11.4%	Down from 12.2%	8.5%	8.0%
Older than usual for grade	3.0%	Down from 3.6%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Up from 0.9%	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	58.8%	Down from 60.7%	59.8%	60.5%
Continuing contract teachers	86.3%	Up from 82.1%	86.5%	84.6%
Teachers with emergency or provisional certificates	2.1%	Up from 1.9%	0.0%	0.0%
Teachers returning from previous year	86.3%	Down from 86.7%	88.9%	87.0%
Teacher attendance rate	94.0%	Down from 94.7%	95.5%	95.4%
Average teacher salary*	$43,186	Down 5.4%	$47,211	$47,288
Professional development days/teacher	12.8 days	Down from 13.8 days	10.2 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Up from 21.6 to 1	19.2 to 1	19.2 to 1
Prime instructional time	87.5%	Down from 89.5%	90.6%	90.8%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	$6,149	No Change	$7,479	$7,548
Percent of expenditures for instruction**	72.1%	Down from 72.7%	67.4%	68.7%
Percent of expenditures for teacher salaries**	66.1%	Up from 65.0%	63.8%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Hannah-Pamplico Elementary Middle is a child-centered, community school dedicated to providing a warm, friendly, and challenging environment in which all students are offered the educational opportunities to become productive, responsible citizens. We believe that all children can learn if all members of our educational family work closely together. During 2009-2010, our students, staff, and parents united to work toward improving student achievement, professional development, and parental involvement.

According to 2009 PASS results, HPEM successfully met 19 of 21 objectives (90.4%) for Adequate Yearly Progress (a 22.1% increase from 2008) and advanced a level on both the elementary and the middle school absolute ratings on the EOC Report Card. This year HPEM continued to focus on improving student achievement levels by maintaining effective initiatives such as inquiry-based instruction and authentic learning; Race to Read, a focused time devoted to reading/conferencing; Race to Achieve, an instructional class emphasizing skill attainment; Thinking Maps, a visual teaching tool to focus and connect learning; Measures of Academic Progress testing; technology integration; single-gender grouping; and Soar to Success, a reading improvement program. New initiatives included Classworks, an individualized computer-assistance program aligned to reading and math MAP scores, and Write from the Beginning/Write for the Future, the Thinking Maps writing companion piece. Professional development focused on intensive data analysis, content area instruction, standards-based assessments, professional book study, cognitive coaching, and single-gender instruction. Teachers attended professional workshops and benefited from the support of consultants from the Pee Dee Center, the Educational Resources Group, Education Consulting, Rockhouse Assoc., and the FMU Center of Excellence.
Our faculty and students have made significant accomplishments this year. Several teachers attained advanced degrees and received grants. Seven eighth graders were named SC Junior Scholars and twenty-four participated in Advanced Placement courses. An eighth grader participated in the regional spelling bee. Our Academic team finished first in the round-robin portion and advanced to the semi-final round of competition at FMU, six athletes received all-conference awards, and the cheerleaders received the Sportsmanship Award. The Jr. Beta Club raised $2,430 for the Red Cross to provide relief locally and in Haiti. All students participated in our fine arts program, which included productions of Alice in Wonderland, Snowbiz, Silly Spooky Songs, and We're Making Music. Our elementary students continued to break their own records by passing Accelerated Reader book tests. Parents, grandparents, and community members actively participated in Grandparents' Day, Field Day, Month of the Young Adolescent, Pastries for Parents, and other activities. Our PTO and School Improvement Council sponsored several activities to support HPEM, including the donation of picnic tables and a joint food drive with Jr. Beta which resulted in 2,800 canned goods for the Harvest Hope Food Bank.

As always, we are proud of our school and the community it represents. We anxiously await the opportunities and experiences of another great year at HPEM.

Debbie M. Carter, Principal
Greg Poston, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	81	57
Percent satisfied with learning environment	96.1%	90.1%	83.6%
Percent satisfied with social and physical environment	98.1%	81.5%	83.6%
Percent satisfied with school-home relations	90.4%	86.4%	73.2%

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

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No Child Left Behind

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	R

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	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

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HANNAH-PAMPLICO ELEMENTARY/MIDDL										03/09/11-2102028
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	568	99.3	33.7	32	34.3	80.2	80.1	83.5	Yes	Yes
Gender										
Male	310	99.4	35	32	33	78.6	78.6	80.1	N/A	N/A
Female	258	99.2	32.1	32.1	35.8	82.1	81.8	87	N/A	N/A
Racial/Ethnic Group										
White	280	98.9	25.6	29.6	44.8	85.2	84.9	89.6	Yes	Yes
African American	264	99.6	42.5	34.8	22.7	74.5	74.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	23	100	31.8	31.8	36.4	86.4	86.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	102	96.1	65.7	28.3	6.1	54.5	54.5	51.7	No	Yes
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	15	100	41.2	29.4	29.4	82.4	82.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	388	99.5	40.6	34.9	24.5	76	75.9	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	568	99.5	40.4	38.5	21.1	74.6	74.5	80.4	Yes	Yes
Gender										
Male	310	99.7	39.5	38.1	22.4	74.8	74.9	78.4	N/A	N/A
Female	258	99.2	41.5	39	19.5	74.4	74.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	280	98.9	26.7	42.2	31.1	84.8	84.5	87.8	Yes	Yes
African American	264	100	55.5	34	10.5	63.6	63.7	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	23	100	36.4	45.5	18.2	72.7	72.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	102	97.1	75.8	22.2	2	42.4	42.4	46.1	No	Yes
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	15	100	35.3	52.9	11.8	70.6	70.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	388	99.7	50.1	36	13.9	68.4	68.3	72.8	Yes	Yes

***** Adjusted to account for natural variation in performance.

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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	390	100	38.1	48.8	13.1	61.9	61.8	67.3
Gender								
Male	218	100	35.6	48.8	15.6	64.4	64.6	66.9
Female	172	100	41.4	48.8	9.9	58.6	58.3	67.7
Racial/Ethnic Group								
White	188	100	22.2	54.4	23.3	77.8	77.3	79.6
African American	184	100	55.9	41.8	2.4	44.1	44.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	18	100	29.4	58.8	11.8	70.6	70.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	62	100	N/A	N/A	N/A	26.2	26.2	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	12	100	N/A	N/A	N/A	71.4	71.4	58.6
Socio-Economic Status								
Subsidized meals	265	100	47.8	45.3	6.9	52.2	52.2	55.4
Social Studies								
All Students	384	99.5	32.1	44.3	23.6	67.9	67.9	70.9
Gender								
Male	205	99.5	30.1	43.4	26.5	69.9	69.9	70.1
Female	179	99.4	34.3	45.3	20.3	65.7	65.7	71.7
Racial/Ethnic Group								
White	194	99.5	24.1	47.1	28.8	75.9	75.9	79.2
African American	176	99.4	42.7	39.6	17.7	57.3	57.3	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	13	100	16.7	58.3	25	83.3	83.3	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	67	97	55.4	43.1	1.5	44.6	44.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	260	99.6	40.7	44.8	14.5	59.3	59.3	60.8

Abbreviations for Missing Data

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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	564	98.8	34	40.4	25.6	66	65.9	72.1	95.4	95.4
Gender										
Male	307	98.7	39.4	39	21.6	60.6	60.6	65.2	95.3	95.3
Female	256	98.8	27.5	42.1	30.4	72.5	72.2	79.2	95.5	95.5
Racial/Ethnic Group										
White	279	98.6	21.9	41.1	37	78.1	77.9	80.8	95	95
African American	259	98.8	47.6	39.4	13	52.4	52.4	59.7	95.9	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	96.3	96.3
Hispanic	22	100	27.3	45.5	27.3	72.7	72.7	64.6	95.7	95.7
American Indian/Alaskan	2	I/S	N/A	N/A	N/A	N/A	N/A	73.4	77.8	77.8
Disability Status										
Disabled	106	94.3	78.8	20.2	1	21.2	21.2	27.7	93.8	93.8
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	15	100	29.4	52.9	17.6	70.6	70.6	63.7	95.7	95.7
Socio-Economic Status										
Subsidized meals	385	99	42.8	39.2	18	57.2	57.1	61.9	95.1	95.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	90	100	27.1	32.9	40	72.9
	4	80	98.8	15.5	45.1	39.4	84.5
	5	85	100	29.6	50.6	19.8	70.4
	6	103	100	42.3	42.3	15.5	57.7
	7	105	100	47.5	31.7	20.8	52.5
	8	88	96.6	40.5	45.2	14.3	59.5
2010	3	93	98.9	14.8	38.6	46.6	85.2
	4	96	99	22.2	35.6	42.2	77.8
	5	85	98.8	25.6	33.3	41	74.4
	6	91	98.9	43.7	32.2	24.1	56.3
	7	111	100	40.6	28.3	31.1	59.4
	8	92	100	52.7	25.3	22	47.3
Mathematics							
2009	3	90	100	49.4	32.9	17.6	50.6
	4	80	98.8	23.9	53.5	22.5	76.1
	5	85	100	38.3	45.7	16	61.7
	6	103	100	32	58.8	9.3	68
	7	105	100	42.6	43.6	13.9	57.4
	8	88	97.7	37.6	51.8	10.6	62.4
2010	3	93	100	35.2	35.2	29.5	64.8
	4	96	99	27.8	40	32.2	72.2
	5	85	98.8	34.6	44.9	20.5	65.4
	6	91	98.9	51.7	33.3	14.9	48.3
	7	111	100	37.7	44.3	17.9	62.3
	8	92	100	54.9	33	12.1	45.1
Science							
2009	3	45	100	35.7	50	14.3	64.3
	4	80	98.8	28.2	66.2	5.6	71.8
	5	42	100	45	50	5	55
	6	50	100	50	43.8	6.3	50
	7	105	100	46.5	45.5	7.9	53.5
	8	43	100	57.1	35.7	7.1	42.9
2010	3	49	100	37	47.8	15.2	63
	4	96	100	33.3	56.7	10	66.7
	5	44	100	30.8	64.1	5.1	69.2
	6	45	100	59.5	35.7	4.8	40.5
	7	111	100	30.2	51.9	17.9	69.8
	8	45	100	54.5	25	20.5	45.5

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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	45	100	30.2	46.5	23.3	69.8
	4	80	98.8	12.7	62	25.4	87.3
	5	43	97.7	35	40	25	65
	6	53	100	12.2	65.3	22.4	87.8
	7	105	100	57.4	32.7	9.9	42.6
	8	43	100	51.2	37.2	11.6	48.8
2010	3	45	100	39.5	44.2	16.3	60.5
	4	96	100	22.2	48.9	28.9	77.8
	5	40	97.5	18.4	44.7	36.8	81.6
	6	45	100	20	55.6	24.4	80
	7	111	100	39.6	40.6	19.8	60.4
	8	47	97.9	50	32.6	17.4	50
Writing							
2009	3	89	100	40	32.9	27.1	60
	4	77	98.7	26.8	56.3	16.9	73.2
	5	83	98.8	46.3	36.3	17.5	53.8
	6	100	100	39.6	45.8	14.6	60.4
	7	102	97.1	32.7	39.8	27.6	67.3
	8	88	95.5	24.1	50.6	25.3	75.9
2010	3	92	97.8	27.9	37.2	34.9	72.1
	4	96	99	27.8	38.9	33.3	72.2
	5	82	98.8	32.9	35.4	31.6	67.1
	6	91	98.9	46	39.1	14.9	54
	7	111	99.1	36.4	47.7	15.9	63.6
	8	92	98.9	32.2	42.2	25.6	67.8

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