



HANNAH-PAMPLICO ELEMENTARY/MIDDLE

2131 South Pamplico
Pamplico, South Carolina

Grades	PK-8 Elementary School	
Enrollment	913 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 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	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 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://eoc.sc.gov>

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

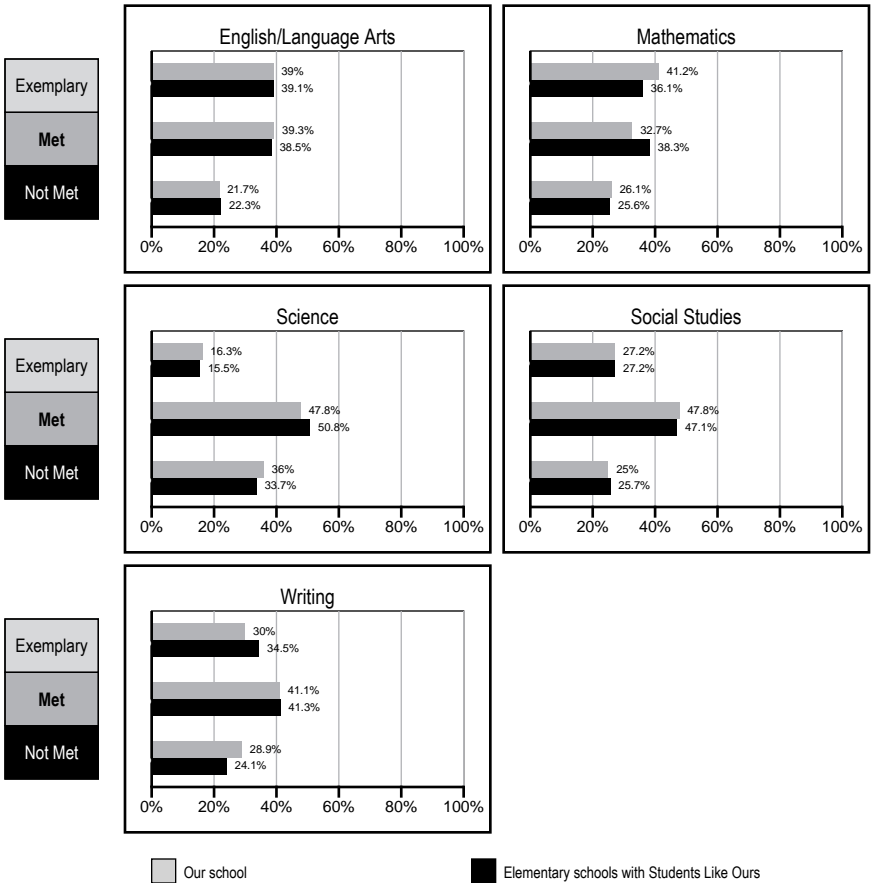
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	33	72	5	0

* Ratings are calculated with data available by 11/09/2011.

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=913)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Up from 1.9%	1.0%	1.1%
Attendance rate	95.7%	Up from 95.4%	96.0%	96.2%
Served by gifted and talented program	7.7%	Down from 7.9%	12.9%	13.4%
With disabilities other than speech	5.3%	Down from 11.4%	4.9%	4.1%
Older than usual for grade	3.1%	Up from 3.0%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 1.1%	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	62.5%	Up from 58.8%	61.5%	62.5%
Continuing contract teachers	87.5%	Up from 86.3%	90.9%	88.2%
Teachers returning from previous year	86.2%	Down from 86.3%	88.1%	87.8%
Teacher attendance rate	95.1%	Up from 94.0%	95.0%	95.2%
Average teacher salary*	\$43,604	Up 1.0%	\$46,613	\$46,773
Professional development days/teacher	7.9 days	Down from 12.8 days	11.1 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	23.5 to 1	Up from 23.3 to 1	19.7 to 1	19.9 to 1
Prime instructional time	90.1%	Up from 87.5%	90.2%	90.4%
Opportunities in the arts	Poor	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	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,777	Down 6.0%	\$7,307	\$7,447
Percent of expenditures for instruction**	69.4%	Down from 72.1%	67.9%	68.4%
Percent of expenditures for teacher salaries**	67.6%	Up from 66.1%	65.3%	65.8%

* 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 2010-2011, our students, staff, and parents united to work toward improving student achievement, professional development, and parental involvement.

According to 2010 PASS results, HPEM successfully met 19 of 21 objectives (90.4%) for Adequate Yearly Progress. The middle school advanced a level and the elementary school maintained its level on the EOC Report Card rating. Budget challenges in the 2010 -2011 school year resulted in fewer teachers and limited instructional opportunities in science, social studies, single-gender classes, etc. Although PASS results reflected these challenges, improvements were seen in some areas. 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; Thinking Maps, a visual teaching tool to focus and connect learning; Measures of Academic Progress testing; technology integration; single-gender grouping; Soar to Success, a reading improvement program; 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. The Special Education department implemented a new curriculum, SRA, to provide targeted reading and math intervention. Professional development focused on intensive data analysis, standards-based assessments and curriculum alignment, and technology integration. Teachers benefited from workshops and the support of consultants from the Pee Dee Center, the Educational Resources Group, and the FMU Center of Excellence.

Our faculty and students have made significant accomplishments this year. Several teachers attained advanced degrees and received grants. Eleven eighth graders were named SC Junior Scholars. A sixth grader participated in the regional spelling bee at FMU. The Jr. Beta Club inducted 50 students. All students participated in our fine arts program, which included productions of Seussical, the Musical, Holiday Zoobilee, Go West, and We're Making Music in our School. The Special Education and PE Departments sponsored Special Olympics which included thirty-six athletes from two schools. 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 a joint food drive with Jr. Beta which resulted in approximately 3,000 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 and H. Legrande Richardson, Principals
Greg Poston, SIC President

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 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 17 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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.6%	0.0%	No
Student attendance rate	95.7%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	591	99.2	33	35	32	78.3	78.3	82.4	No	Yes
Gender										
Male	332	99.1	36.2	34.9	28.8	76.3	76.3	78.7	N/A	N/A
Female	259	99.2	29	35.1	35.9	80.8	80.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	301	99	24.1	34.4	41.5	87.9	87.9	88.9	Yes	Yes
African American	259	99.2	42.2	36.5	21.3	67.2	67.3	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	30	100	40	30	30	80	80	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	104	95.2	66.3	22.1	11.6	50.5	51	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	39.1	39.1	21.7	78.3	78.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	411	99.3	39.2	37.7	23.1	73.5	73.6	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	591	99.5	33.3	38.3	28.4	79.4	79.5	81.9	Yes	Yes
Gender										
Male	332	99.7	34.7	35	30.3	78	78	79.9	N/A	N/A
Female	259	99.2	31.4	42.4	26.1	81.2	81.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	301	99.7	22.9	38.4	38.7	87.3	87.3	88.9	Yes	Yes
African American	259	99.2	45.5	37.7	16.8	70.5	70.6	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	94.6	I/S	I/S
Hispanic	30	100	30	43.3	26.7	76.7	76.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	104	97.1	67	25.8	7.2	55.7	56.1	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	39.1	43.5	17.4	69.6	69.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	411	99.5	40.2	40.4	19.4	75.1	75.2	74.9	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	99.5	43.3	44.7	12.1	56.7	56.6	68.6
Gender								
Male	228	100	41.4	43.3	15.3	58.6	58.6	68.3
Female	162	98.8	46	46.7	7.3	54	53.6	68.9
Racial/Ethnic Group								
White	191	100	27	52.8	20.2	73	73	80.7
African American	179	98.9	58.1	37.7	4.2	41.9	41.7	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	85.3
Hispanic	19	100	63.2	31.6	5.3	36.8	36.8	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	67	98.5	69.8	25.4	4.8	30.2	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	14	100	N/AV	N/AV	N/AV	28.6	28.6	60.7
Socio-Economic Status								
Subsidized meals	269	99.3	52.2	42.2	5.6	47.8	47.6	57.3
Social Studies								
All Students	387	99.5	36.4	43.8	19.8	63.6	63.7	72.5
Gender								
Male	210	99.5	38.4	38.9	22.7	61.6	61.6	72
Female	177	99.4	34.1	49.4	16.5	65.9	66.1	73.1
Racial/Ethnic Group								
White	192	99.5	27.5	45.1	27.5	72.5	72.5	81
African American	173	99.4	46.3	42.1	11.6	53.7	53.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	89
Hispanic	21	100	33.3	47.6	19	66.7	66.7	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	70	98.6	61.5	35.4	3.1	38.5	39.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	14	100	43.8	43.8	12.5	56.3	56.3	69.7
Socio-Economic Status								
Subsidized meals	281	99.3	41.7	43.2	15.2	58.3	58.5	62.9

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	204	100	34.2	43.2	22.6	65.8	65.8	73.2	95.7	95.7
Gender										
Male	114	100	38.7	41.4	19.8	61.3	61.3	67.2	95.5	95.5
Female	90	100	28.4	45.5	26.1	71.6	71.6	79.4	95.9	95.9
Racial/Ethnic Group										
White	104	100	21.6	51	27.5	78.4	78.4	81.5	95.4	95.4
African American	91	100	47.7	34.1	18.2	52.3	52.3	61.3	95.9	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	99.9	99.9
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	66.7	95.9	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	94.8	94.8
Disability Status										
Disabled	30	100	82.8	13.8	3.4	17.2	17.2	26	94.3	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	65.7	96.3	96.3
Socio-Economic Status										
Subsidized meals	130	100	41.3	46	12.7	58.7	58.7	63.2	95.5	95.5

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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							
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
2011	3	98	99	20.8	28.1	51	79.2
	4	97	96.9	15.3	47.1	37.6	84.7
	5	95	99	26.7	44.4	28.9	73.3
	6	95	100	37.1	31.5	31.5	62.9
	7	92	100	51.1	29.5	19.3	48.9
	8	114	100	45	31.2	23.9	55
Mathematics							
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
2011	3	98	99	41.7	28.1	30.2	58.3
	4	97	100	17	43.2	39.8	83
	5	95	99	18.9	26.7	54.4	81.1
	6	95	100	34.8	50.6	14.6	65.2
	7	92	98.9	40.2	36.8	23	59.8
	8	114	100	44	44	11.9	56
Science							
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
2011	3	49	100	54.2	29.2	16.7	45.8
	4	96	100	24.1	58.6	17.2	75.9
	5	47	100	38.6	47.7	13.6	61.4
	6	49	98	37.8	51.1	11.1	62.2
	7	91	98.9	59.3	39.5	1.2	40.7
	8	58	100	47.3	36.4	16.4	52.7

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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							
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
2011	3	49	100	44.9	38.8	16.3	55.1
	4	97	100	13.6	52.3	34.1	86.4
	5	47	100	28.3	47.8	23.9	71.7
	6	46	97.8	29.5	61.4	9.1	70.5
	7	92	98.9	57.5	31	11.5	42.5
	8	56	100	44.4	37	18.5	55.6
Writing							
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
2011	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	92	100	28.9	41.1	30	71.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	112	100	38.5	45	16.5	61.5

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