

## HANAHAN MIDDLE

5815 Murray Drive  
Hanahan, SC 29406

<b>Grades</b>	5-8 Middle School	
<b>Enrollment</b>	778 Students	
<b>Principal</b>	Robin Rogers	843-820-3800
<b>Superintendent</b>	Rodney Thompson	843-899-8600
<b>Board Chair</b>	Kathy Schwalbe	843-797-5815

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Good
2008	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**

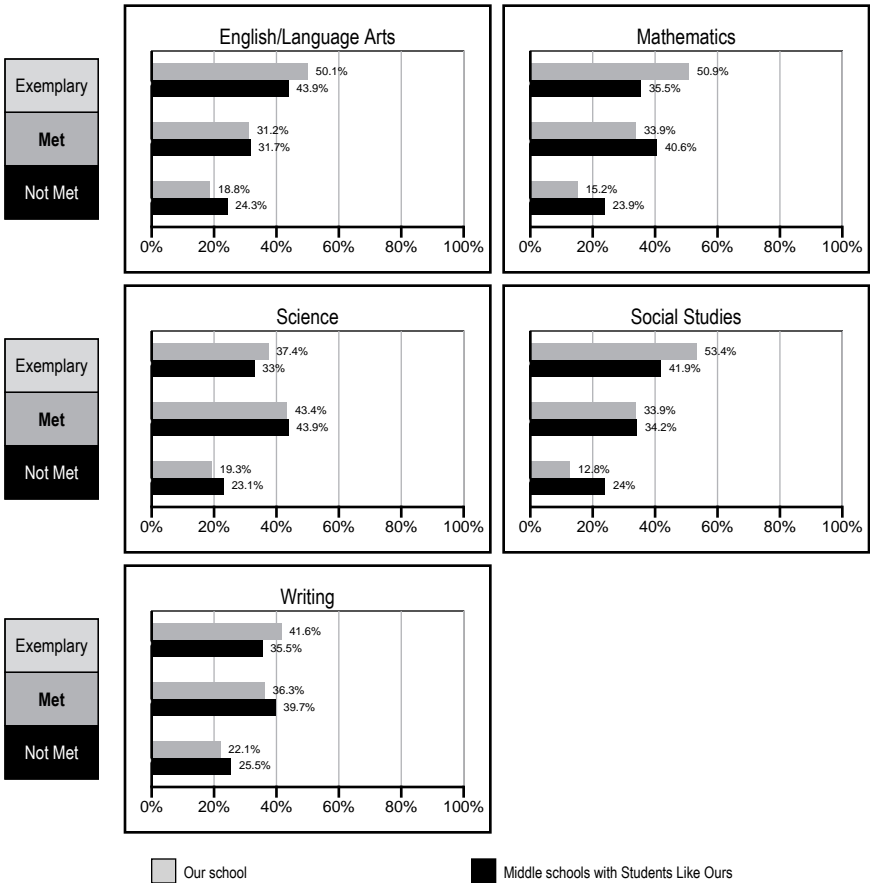
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.1%

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

Excellent	Good	Average	Below Average	At-Risk
13	20	7	1	0

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

**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**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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%	97.4%
English 1	96.1%	96.4%
Biology 1/Applied Biology 2	N/A	94.8%
Physical Science	N/A	24.5%
US History and the Constitution	N/A	100%
All Subjects	97.9%	96.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=778)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	29.7%	Down from 32.1%	32.3%	24.5%
Retention rate	0.4%	No Change	0.4%	0.7%
Attendance rate	96.6%	Up from 96.5%	96.2%	95.9%
Served by gifted and talented program	27.2%	Up from 27.1%	24.9%	17.8%
With disabilities other than speech	5.0%	Down from 10.7%	8.4%	9.2%
Older than usual for grade	0.7%	Down from 2.0%	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.4%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	59.6%	Down from 60.9%	60.9%	60.0%
Continuing contract teachers	72.3%	Up from 58.7%	82.9%	82.6%
Teachers returning from previous year	88.5%	Up from 83.0%	88.0%	85.6%
Teacher attendance rate	94.4%	Down from 97.4%	95.3%	95.3%
Average teacher salary*	\$46,347	Up 0.3%	\$46,877	\$46,300
Professional development days/teacher	10.8 days	Down from 15.7 days	10.0 days	9.9 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	5.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Up from 23.0 to 1	22.7 to 1	21.5 to 1
Prime instructional time	90.8%	Down from 93.5%	90.4%	90.1%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.2%	98.1%
Character development program	Excellent	Up from Good	Excellent	Good
Dollars spent per pupil**	\$6,530	Down 0.2%	\$7,026	\$7,634
Percent of expenditures for instruction**	66.1%	Up from 61.5%	65.1%	64.0%
Percent of expenditures for teacher salaries**	61.0%	Up from 57.8%	63.5%	61.2%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The 2010-2011 school year at Hanahan Middle School was an excellent year, full of school wide 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, 2011 Palmetto Gold School, and a 2011 National Recognized ASCA Model Program (RAMP) award winner. HMS successfully completed the fourth 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. As always, HMS continues to stress academic excellence as we "Soar to Success".

Our students' academic and extra-curricular 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 28 National Junior scholars and 7 Duke Tip Scholars; 31 All County, 16 All Region, and 1 State Band winners; 100% student participation in school Service Learning projects; second place in the Kids Who Care project; 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-sixth time; our ECO Challenge team won first place in regional (\$10,000 award) and national competitions (\$15,000 award); State Finalists in Math Counts and Legos Robotics; 2nd place in Quest Public Speaking; 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 in its second year of implementation in all EAGLE classes, providing a curriculum connection between Language Arts, Social Studies, and the Arts. Drug Abuse Resistance Education (DARE) was taught by the school SRO to all 5th graders. 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. In addition, a Distinguish Gentlemen's Club was created for at-risk students.

Angela Adams, a sixth grade science teacher, was honored as the 2011 HMS and Berkley County School District Teacher of the Year. We currently have 10 National Board Certified teachers, with Elizabeth Scarbrough being our newest recipient. These accolades validate that excellence and dedication continue to be the standard at HMS.

Mr. Robin Rogers, Principal

Ms Sandra Parker, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	201	120
Percent satisfied with learning environment	93.3%	78.0%	89.8%
Percent satisfied with social and physical environment	100.0%	77.6%	87.2%
Percent satisfied with school-home relations	95.6%	79.1%	81.4%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 27 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	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.0%	0.0%	No
Student attendance rate	96.6%	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
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	743	100	18.8	31.2	50.1	88.3	85.3	82.4	Yes	Yes
<b>Gender</b>										
Male	395	100	20.6	33.5	45.8	86.1	81.3	78.7	N/A	N/A
Female	348	100	16.7	28.5	54.8	90.9	89.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	492	100	14.5	29.3	56.2	90.2	89	88.9	Yes	Yes
African American	140	100	29.8	39.7	30.5	83.2	78.6	72.9	Yes	Yes
Asian/Pacific Islander	36	100	22.6	22.6	54.8	87.1	94.1	93	I/S	I/S
Hispanic	62	100	25	26.7	48.3	86.7	85	79.3	Yes	Yes
American Indian/Alaskan	13	100	23.1	53.8	23.1	84.6	87	83	I/S	I/S
<b>Disability Status</b>										
Disabled	79	100	60.3	23.3	16.4	52.1	54.4	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	56	100	27.5	26.1	46.4	84.1	84.6	78.3	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	319	100	27	33	40	82.3	80.4	75.4	Yes	Yes

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

All Students	743	100	15.2	33.9	50.9	91.2	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	395	100	17.4	31.1	51.5	87.9	82.7	79.9	N/A	N/A
Female	348	100	12.7	37	50.3	94.8	86.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	492	100	12	29.7	58.3	93.4	88.6	88.9	Yes	Yes
African American	140	100	24.4	47.3	28.2	84.7	77.1	71.4	Yes	Yes
Asian/Pacific Islander	36	100	6.5	16.1	77.4	96.8	94.2	94.6	I/S	I/S
Hispanic	62	100	23.3	45	31.7	85	83.3	81.1	Yes	Yes
American Indian/Alaskan	13	100	23.1	38.5	38.5	92.3	85.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	79	100	53.4	28.8	17.8	64.4	53	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	56	100	18.8	37.7	43.5	87	83.3	81.4	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	319	100	22.7	39	38.3	85.3	79.5	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	459	100	19.4	43.3	37.3	80.6	70.9	68.6
<b>Gender</b>								
Male	253	100	20	41.7	38.3	80	70.4	68.3
Female	206	100	18.8	45.3	35.9	81.3	71.4	68.9
<b>Racial/Ethnic Group</b>								
White	299	100	14.8	42	43.1	85.2	79.9	80.7
African American	88	100	31.3	52.5	16.3	68.8	56.5	51.4
Asian/Pacific Islander	20	100	16.7	22.2	61.1	83.3	85.1	85.3
Hispanic	44	100	23.3	46.5	30.2	76.7	64.3	61.6
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	67.4	70.8
<b>Disability Status</b>								
Disabled	53	100	48	40	12	52	39.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	40	100	22	42	36	78	65.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	202	100	24.9	50.3	24.9	75.1	61.8	57.3
<b>Social Studies</b>								
All Students	456	100	12.8	33.9	53.4	87.2	75.7	72.5
<b>Gender</b>								
Male	237	100	12.2	27.9	59.9	87.8	74.3	72
Female	219	100	13.4	40.2	46.4	86.6	77.1	73.1
<b>Racial/Ethnic Group</b>								
White	310	100	9.5	33.1	57.4	90.5	81.1	81
African American	83	100	16.9	45.5	37.7	83.1	66.4	60
Asian/Pacific Islander	23	100	10.5	21.1	68.4	89.5	90.7	89
Hispanic	32	100	32.3	25.8	41.9	67.7	73.2	69.6
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	77.5	73.5
<b>Disability Status</b>								
Disabled	46	100	46.5	25.6	27.9	53.5	43.5	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	27	100	25.7	22.9	51.4	74.3	73.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	190	100	21.9	37.6	40.4	78.1	68.4	62.9

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 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	410	100	22.1	36.3	41.6	77.9	73.5	73.2	96.6	96.3
<b>Gender</b>										
Male	218	100	26.3	41.1	32.5	73.7	66.8	67.2	96.5	96.3
Female	192	100	17.3	30.8	51.9	82.7	80.6	79.4	96.7	96.3
<b>Racial/Ethnic Group</b>										
White	265	100	19.7	32.7	47.6	80.3	78.5	81.5	96.3	95.9
African American	80	100	28.2	53.8	17.9	71.8	64.8	61.3	97.2	96.9
Asian/Pacific Islander	21	100	15.8	36.8	47.4	84.2	87	87	98	97.1
Hispanic	36	100	25.7	28.6	45.7	74.3	72.1	66.7	96.5	96.5
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	72.7	72.2	96.1	95.5
<b>Disability Status</b>										
Disabled	48	100	68.9	22.2	8.9	31.1	27.7	26	95.9	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
<b>English Proficiency</b>										
Limited English Proficient	31	100	24.3	37.8	37.8	75.7	69	65.7	97.2	97
<b>Socio-Economic Status</b>										
Subsidized meals	181	100	27.7	47.4	24.9	72.3	65.4	63.2	95.9	96

Abbreviations for Missing Data

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**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>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>2011</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	196	100	9.5	43.7	46.8	90.5
	6	165	100	16.7	28.2	55.1	83.3
	7	173	100	19.3	25.5	55.3	80.7
	8	209	100	29.1	26	44.9	70.9
<b>Mathematics</b>							
<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>2011</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	196	100	7.4	28.9	63.7	92.6
	6	165	100	9.6	37.8	52.6	90.4
	7	173	100	19.9	32.3	47.8	80.1
	8	209	100	23.5	36.7	39.8	76.5
<b>Science</b>							
<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
<b>2011</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	99	100	17.5	54.6	27.8	82.5
	6	80	100	13.3	46.7	40	86.7
	7	173	100	15.5	46	38.5	84.5
	8	107	100	32.3	25.3	42.4	67.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<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>2011</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	97	100	7.5	35.5	57	92.5
	6	85	100	7.4	42	50.6	92.6
	7	172	100	14.4	30.6	55	85.6
	8	102	100	19.6	30.9	49.5	80.4
<b>Writing</b>							
<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
<b>2011</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	201	100	18.4	38.3	43.4	81.6
	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	209	100	25.8	34.3	39.9	74.2

Abbreviations for Missing Data

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