



Hannah-Pamplico Elementary/Middle School

2131 South Pamplico
Pamplico, SC 29530

Grades	PK-8 Elementary School	
Enrollment	872 Students	
Principal	Debbie M. Carter	843-493-2061
Superintendent	Robert E. Sullivan Jr.	843-493-2502
Board Chair	Raleigh O. Ward	843-493-9935

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Good
2011	Average	Good
2010	Average	Average
2009	Average	Average
2008	Below 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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

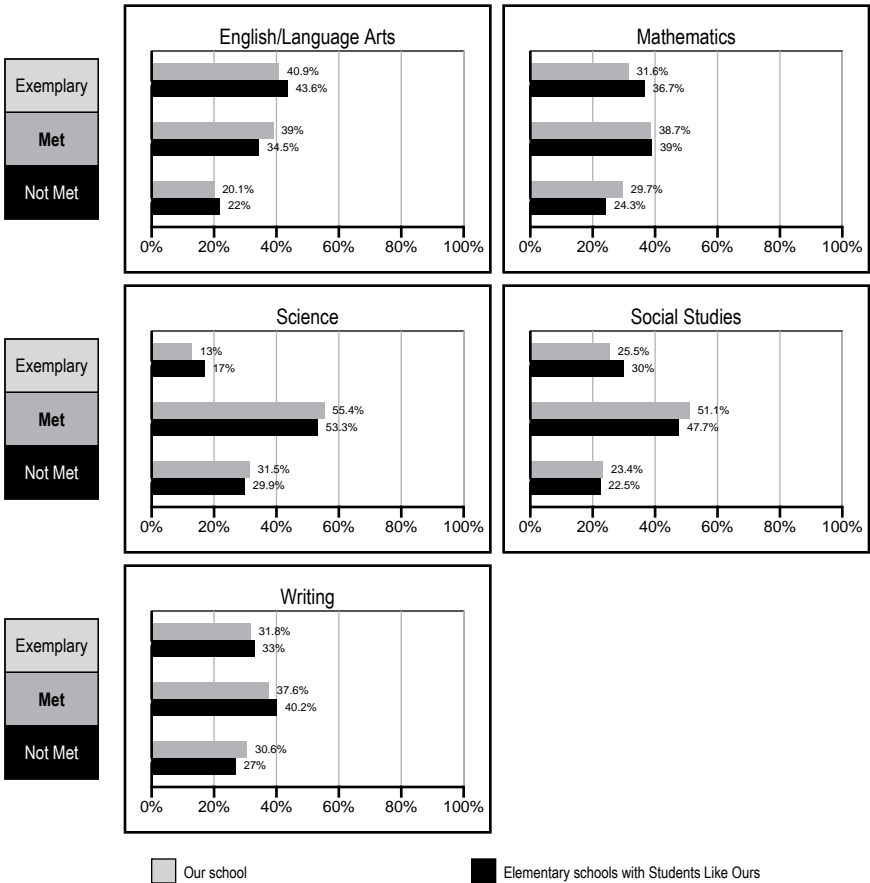
99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	46	51	3	0

* Ratings are calculated with data available by 11/07/2012.

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=872)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Down from 2.8%	1.2%	1.0%
Attendance rate	95.9%	Up from 95.7%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 0.8%	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	63.8%	Up from 62.5%	62.0%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.8%	Up from 86.2%	89.9%	88.7%
Teacher attendance rate	92.6%	Down from 95.1%	95.2%	95.1%
Average teacher salary*	\$43,435	Down 0.4%	\$47,400	\$47,210
Professional development days/teacher	7.6 days	Down from 7.9 days	11.0 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 23.5 to 1	19.9 to 1	20.0 to 1
Prime instructional time	88.0%	Down from 90.1%	90.3%	90.5%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,080	Down 12.1%	\$7,085	\$7,247
Percent of expenditures for instruction**	69.2%	Down from 69.4%	67.8%	68.2%
Percent of expenditures for teacher salaries**	67.4%	Down from 67.6%	66.1%	65.7%

* 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 2011-2012, our students, staff, and parents united to work toward improving student achievement, professional development, and parental involvement.

A comparison of HPEM's 2010-2011 PASS data to 2011-2012 PASS data shows consistency in the elementary grades. Third, fourth, and fifth grades maintained previous performance levels with 71% to 81% obtaining Met or Exemplary in ELA and math. There was a 15% improvement in the number of students reaching proficiency in science in third grade and a 7% improvement in fourth grade. In fifth grade, there was improvement in the number of students scoring Met or Exemplary in both ELA (7%) and social studies (6%). The middle grades showed less consistency with some improvements in sixth and seventh grades. Sixth grade showed significant improvement in math, doubling the number of students who scored Exemplary and increasing by 8% the overall number meeting proficiency. Students who participated in single-gender classes in sixth grade out-performed their co-ed counterparts in all subjects. Seventh grade showed significant growth in all tested areas. In ELA there was an 11% increase in the number scoring Exemplary and an 18% increase in the number scoring Met. There was a 15% increase in the number scoring Met in math, a 17% increase in the number scoring Met in science, and a 16% increase in the number scoring Met in social studies. There was no significant difference in single-gender class performance as compared to co-ed class performance. Eighth grade performance did not improve in any of the tested areas.

This year HPEM continued to focus on improving student achievement levels by maintaining effective initiatives such as inquiry-based instruction; 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 with one-to-one computing using iPads/iPods primarily in third through eighth grades; single-gender grouping; Soar to Success, a reading improvement program; Classworks, an individualized computer-assistance program aligned to reading and math MAP scores; Write from the Beginning/Write for the Future, the Thinking Maps writing companion piece; and SRA, a targeted reading and math intervention program. Professional development focused on data analysis, content area instruction using Common Core State Standards, standards-based assessments and curriculum alignment, and technology integration with iPads/iPods.

Our faculty, students, and parents have made significant accomplishments this year. Faculty members continued their educations and attained advanced degrees. Four eighth graders were named SC Junior Scholars, and a sixth grader participated in the regional spelling bee at Francis Marion University. Our eighth graders participated in Advanced Placement courses and B-Teams sports. The Jr. Beta Club inducted several new members and all students participated in our fine arts program, including holiday productions and a Broadway, Jr. production of Beauty and the Beast. Some of our special education students participated in Special Olympics. 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.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	88	53
Percent satisfied with learning environment	89.7%	90.8%	84.3%
Percent satisfied with social and physical environment	89.5%	88.6%	81.1%
Percent satisfied with school-home relations	92.3%	87.5%	75.5%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	78.6
Overall Grade Conversion	C

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Hannah-Pamplico Elementary/Middle School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	21.2%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	660.3	646.6	621.5	637.0	99.6	99.8
Male	656.4	648.0	625.4	640.9	99.7	99.7
Female	664.9	645.0	617.6	631.8	99.6	100.0
White	673.7	657.4	634.7	646.9	99.7	100.0
African American	640.6	631.0	601.4	621.8	99.6	99.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	620.1	610.2	593.8	600.1	98.0	99.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	649.2	636.2	610.7	624.5	99.5	99.7
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
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
2012	3	88	98.9	21.4	27.4	51.2	78.6
	4	105	100	17	43	40	83
	5	90	98.9	20.7	47.1	32.2	79.3
	6	98	100	36.6	34.4	29	63.4
	7	91	100	30.6	36.5	32.9	69.4
	8	90	100	56.5	27.1	16.5	43.5
Mathematics							
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
2012	3	88	100	44.7	29.4	25.9	55.3
	4	105	100	28	43	29	72
	5	90	98.9	18.4	42.5	39.1	81.6
	6	98	100	29	43	28	71
	7	91	100	23.5	49.4	27.1	76.5
	8	90	100	51.8	40	8.2	48.2
Science							
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
2012	3	42	100	41.5	46.3	12.2	58.5
	4	105	100	21	64	15	79
	5	45	100	47.7	43.2	9.1	52.3
	6	50	100	56.5	41.3	2.2	43.5
	7	91	100	43.5	50.6	5.9	56.5
	8	46	100	44.2	48.8	7	55.8

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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							
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
2012	3	46	100	36.4	45.5	18.2	63.6
	4	105	100	18	52	30	82
	5	44	100	23.3	55.8	20.9	76.7
	6	48	100	36.2	51.1	12.8	63.8
	7	91	100	41.2	38.8	20	58.8
	8	44	100	59.5	31	9.5	40.5
Writing							
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
2012	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	90	95.6	29.8	38.1	32.1	70.2
	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	91	100	34.1	42.4	23.5	65.9

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