

Hanahan Elementary

4000 Mabeline Road
Hanahan, SC 29406

Grades	PK-4 Elementary School	
Enrollment	993 Students	
Principal	Thomas L. Sparkman	843-553-3290
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Good	Good
2007	Good	Good
2006	Good	Good
2005	Good	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.

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

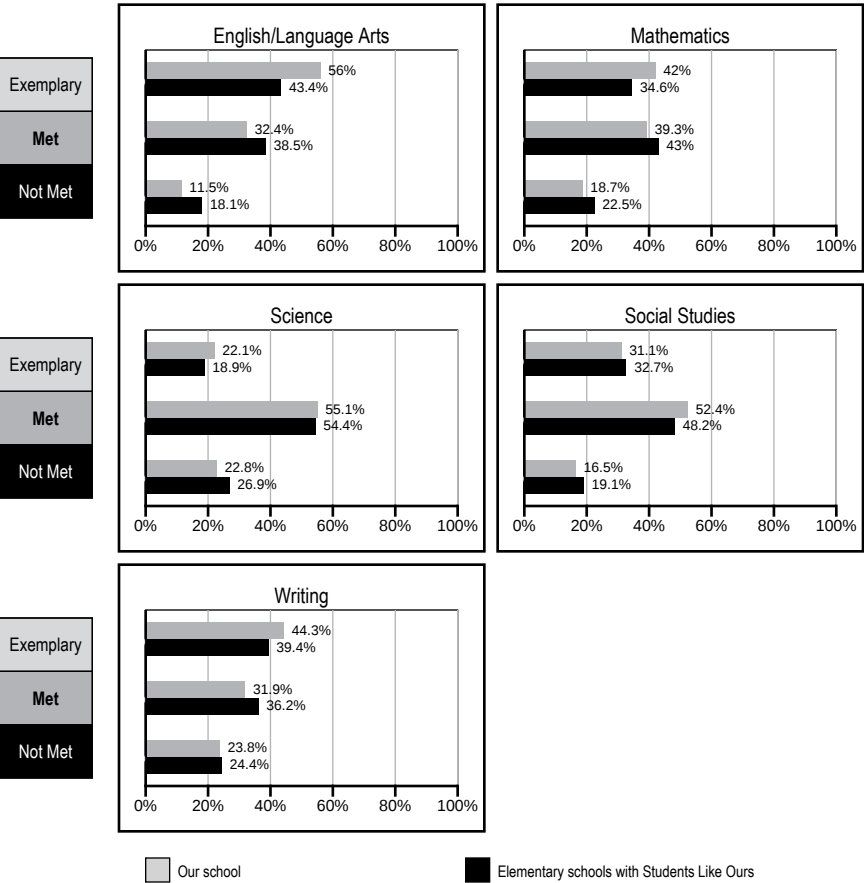
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	29	44	0	0

* Ratings are calculated with data available by 06/01/2010.

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=993)				
First graders who attended full-day kindergarten	98.1%	Down from 100.0%	100.0%	100.0%
Retention rate	3.9%	Up from 3.4%	1.9%	1.9%
Attendance rate	96.8%	No Change	96.3%	96.3%
Eligible for gifted and talented	15.2%	Down from 17.6%	14.1%	10.0%
With disabilities other than speech	9.5%	Up from 8.7%	7.4%	7.7%
Older than usual for grade	0.1%	Down from 0.3%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=60)				
Teachers with advanced degrees	55.0%	Down from 55.6%	61.3%	59.4%
Continuing contract teachers	81.7%	Up from 75.9%	82.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.5%	Up from 80.5%	88.5%	85.9%
Teacher attendance rate	94.5%	Down from 95.6%	95.3%	95.1%
Average teacher salary*	\$48,860	Up 1.6%	\$47,732	\$47,149
Professional development days/teacher	6.5 days	Down from 14.5 days	10.9 days	11.1 days
School				
Principal's years at school	15.0	Up from 14.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.9 to 1	19.1 to 1	18.8 to 1
Prime instructional time	91.4%	Down from 91.9%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,492	Down 14.1%	\$6,972	\$7,458
Percent of expenditures for instruction**	70.3%	No Change	69.2%	68.8%
Percent of expenditures for teacher salaries**	66.0%	Down from 66.3%	63.1%	63.2%

* 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

Hanahan Elementary School is home to a diverse population of approximately 1000 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 the school's success.

A tradition of excellence has been established at Hanahan Elementary, as evidenced by receiving the Palmetto Silver Award for 2006, 2007 and 2008, 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 three 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 area of reading through an intervention program 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 school improvement initiatives.

The school is equipped with 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	58	163	132
Percent satisfied with learning environment	98.3%	100.0%	96.9%
Percent satisfied with social and physical environment	100.0%	97.5%	94.6%
Percent satisfied with school-home relations	100.0%	97.5%	93.0%

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

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School Adequate Yearly Progress

YES

This school met 21 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. 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	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	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

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 = 58.8% (Met or Exemplary)

All Students	387	100	11.4	33	55.6	93.2	84.7	82.8	Yes	Yes
Gender										
Male	199	100	16	34.6	49.5	88.8	80.7	79.3	N/A	N/A
Female	188	100	6.7	31.3	62	97.8	89.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	266	100	7	29.3	63.7	96.5	88.5	89.5	Yes	Yes
African American	80	100	15.3	47.2	37.5	91.7	78.4	73.7	Yes	Yes
Asian/Pacific Islander	12	100	18.2	54.5	27.3	90.9	92.1	92.3	I/S	I/S
Hispanic	25	100	41.7	25	33.3	66.7	80.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	82.5	I/S	I/S
Disability Status										
Disabled	49	100	44.7	42.6	12.8	66	49.6	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	36	28	36	72	79.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	167	100	17.3	44.9	37.8	88.5	79.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	387	100	19.1	39.2	41.7	89.1	80.2	78.9	Yes	Yes
Gender										
Male	199	100	20.7	36.2	43.1	88.3	77.9	77	N/A	N/A
Female	188	100	17.3	42.5	40.2	89.9	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	266	100	12.5	36.7	50.8	92.2	85.4	87.2	Yes	Yes
African American	80	100	34.7	52.8	12.5	86.1	70.6	66.7	Yes	Yes
Asian/Pacific Islander	12	100	18.2	27.3	54.5	81.8	93.2	93	I/S	I/S
Hispanic	25	100	45.8	33.3	20.8	66.7	78.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.1	79.5	I/S	I/S
Disability Status										
Disabled	49	100	48.9	29.8	21.3	66	45.2	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	48	24	28	64	80.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	167	100	30.8	44.2	25	81.4	73.5	70.2	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
Science								
All Students	282	99.7	22.7	55.3	22	77.3	69.2	67.5
Gender								
Male	145	100	22.8	53.7	23.5	77.2	68.4	67
Female	137	99.3	22.7	57	20.3	77.3	70.1	68
Racial/Ethnic Group								
White	194	100	13.5	58.9	27.6	86.5	78.2	79.5
African American	57	98.3	48	46	6	52	53.6	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	19	100	44.4	50	5.6	55.6	62.2	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.4	71.2
Disability Status								
Disabled	34	100	N/AV	N/AV	N/AV	40.6	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	22	100	33.3	57.1	9.5	66.7	64.6	59.6
Socio-Economic Status								
Subsided meals	121	99.2	32.7	50	17.3	67.3	59.5	55.1

Social Studies

All Students	284	98.9	15.7	53.2	31.1	84.3	74.2	72.3
Gender								
Male	145	98.6	21.5	48.9	29.6	78.5	73.3	71.5
Female	139	99.3	9.8	57.6	32.6	90.2	75.1	73.2
Racial/Ethnic Group								
White	202	100	10.8	52.3	36.9	89.2	80.5	80.7
African American	52	98.1	28.3	60.9	10.9	71.7	62.9	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	21	90.5	38.9	33.3	27.8	61.1	69.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.6	72.2
Disability Status								
Disabled	40	100	38.5	53.8	7.7	61.5	42.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	19	89.5	31.3	31.3	37.5	68.8	70.7	67.9
Socio-Economic Status								
Subsided meals	122	98.4	26.8	60.7	12.5	73.2	66	62.1

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	392	99	23.6	32	44.4	76.4	69.4	70.2	96.8	96.3
Gender										
Male	200	99	28	31.2	40.7	72	61.4	63.2	96.7	96.3
Female	192	99	18.9	32.8	48.3	81.1	77.9	77.5	96.9	96.4
Racial/Ethnic Group										
White	270	99.6	17.3	31.5	51.2	82.7	74.6	79.1	96.8	95.9
African American	81	97.5	37.1	35.7	27.1	62.9	60.1	57.6	96.9	96.9
Asian/Pacific Islander	12	100	18.2	45.5	36.4	81.8	85.4	86.2	97.9	97.5
Hispanic	25	100	52	24	24	48	63.2	62.6	96.5	96.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	63.2	68.7	96.9	95.8
Disability Status										
Disabled	50	96	65.2	28.3	6.5	34.8	26	26.1	95.4	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	26	100	46.2	26.9	26.9	53.8	62.4	61.2	96.9	96.9
Socio-Economic Status										
Subsidized meals	170	98.8	32.9	33.5	33.5	67.1	61	58.9	96.3	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
English/Language Arts							
2009	3	208	100	9.5	32.8	57.7	90.5
	4	179	100	13.9	33.1	53	86.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	208	100	23.4	36.8	39.8	76.6
	4	179	100	13.9	42.2	44	86.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	103	99	29.6	51	19.4	70.4
	4	179	100	18.7	57.8	23.5	81.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	105	99.1	21.4	49.5	29.1	78.6
	4	179	98.9	12.2	55.5	32.3	87.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	209	98.6	29.5	30.5	40	70.5
	4	183	99.5	16.6	33.7	49.7	83.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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