



HANAHAN HIGH

6015 Murray Avenue
Hanahan, SC 29410

Grades	9-12 High School	
Enrollment	941 Students	
Principal	Glenda Levine	843-820-3710
Superintendent	Dr. Anthony Parker	843-899-8600
Board Chair	Kathy Schwalbe	843-573-7794

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	15	5	0	0

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	84.9%	84.2%	80.2%	84.9%	80.9%	81.0%
Passed 1 subtest (%)	10.5%	8.5%	12.2%	8.4%	10.6%	11.3%
Passed no subtests (%)	4.6%	7.3%	7.7%	6.7%	8.5%	8.6%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	92.5%	92.6%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	261	248	418	423
Number of Graduates in Cohort	178	188	313	316
Rate	68.2%	75.8%	71.8%	73.4%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	69.9%	77.8%
English 1	62.4%	74.6%
Physical Science	61.9%	66.6%
US History and the Constitution	49.4%	53.7%
All Tests	60.6%	67.5%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=941)				
Retention rate	0.5%	Down from 0.6%	3.5%	3.7%
Attendance rate	95.5%	Up from 94.8%	95.7%	95.4%
Eligible for gifted and talented	0.2%	Up from 0.0%	17.9%	12.4%
With disabilities other than speech	10.5%	Up from 10.2%	10.2%	12.8%
Older than usual for grade	5.5%	Up from 4.1%	7.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.9%	Up from 1.6%	0.7%	1.1%
Enrolled in AP/IB programs	13.8%	Up from 13.7%	19.9%	13.1%
Successful on AP/IB exams	70.8%	Down from 80.0%	58.3%	50.4%
Eligible for LIFE Scholarship	30.9%	Up from 26.4%	30.9%	30.4%
Annual dropout rate	3.4%	Down from 4.0%	2.9%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	2.1%	2.2%
Enrollment in career/technology courses	642	Down from 656	782	424
Students participating in work-based experiences	21.2%	Up from 10.9%	22.7%	11.7%
Career/technology students attaining technical skills	77.8%	Up from 73.6%	78.4%	78.7%
Career/technology completers placed	98.3%	Down from 100.0%	100.0%	98.5%
Teachers (n=60)				
Teachers with advanced degrees	61.7%	Up from 60.0%	60.0%	60.4%
Continuing contract teachers	83.3%	Up from 81.8%	78.2%	76.6%
Teachers with emergency or provisional certificates	1.8%	Down from 5.8%	5.0%	6.5%
Teachers returning from previous year	90.0%	Up from 85.4%	86.9%	86.8%
Teacher attendance rate	94.5%	Down from 95.2%	95.6%	95.8%
Average teacher salary*	\$46,778	Down 2.2%	\$48,040	\$47,390
Professional development days/teacher	12.9 days	Up from 8.4 days	9.9 days	10.0 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	28.2 to 1	Up from 27.8 to 1	28.7 to 1	25.8 to 1
Prime instructional time	89.3%	Up from 88.7%	90.6%	90.1%
Dollars spent per pupil**	\$7,995	Up 1.3%	\$6,931	\$7,974
Percent of expenditures for teacher salaries**	51.4%	Up from 50.7%	57.8%	55.4%
Percent of expenditures for instruction**	56.3%	Down from 56.8%	61.5%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.5%	Down from 100.0%	96.7%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	Good	Average

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	186	92.5%	917	60.6%	248	75.8%	No
Gender							
Male	102	91.2%	510	59.6%	143	71.3%	N/A
Female	84	94.0%	407	61.9%	105	81.9%	N/A
Racial/Ethnic Group							
White	119	96.6%	533	68.1%	156	80.8%	N/A
African American	53	84.9%	291	45.7%	70	67.1%	N/A
Asian/Pacific Islander	N/A	N/A	27	77.8%	N/A	N/A	N/A
Hispanic	N/A	N/A	60	58.3%	14	64.3%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	11	72.7%	76	38.2%	18	44.4%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	64	65.6%	10	70.0%	N/A
Socio-Economic Status							
Subsidized meals	48	89.6%	314	56.1%	67	64.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Hanahan High School (HHS) serves a diverse population from the Huger, Wando, Cainhoy, Daniel Island, and Hanahan communities. In conjunction with the School Improvement Council, PTSA, and Booster Clubs, the school's faculty and staff strive to help all students excel academically and build a legacy of success. Like all schools in Berkeley County School District, Hanahan High School has the vision of challenging and empowering our students to be successful in a highly competitive world.

Many accomplishments were noted during the 2009-2010 school year. These included continued increases in the number of career and technical education completers, greater parent/community involvement, a declining dropout rate, and higher Advanced Placement/High School Assessment Program scores. Increases were also noted in the number of students who were acknowledged through the school's Renaissance Program for good grades, attendance, and behavior.

A variety of Advanced Placement, Honors, Dual Credit, and Career and Technical Education courses are offered. The Career and Technical Education Program offers six on-site career majors, and students also take advantage of additional career majors that are offered on the campuses of other high schools located in the school district. The band, chorus, and JROTC programs complement course offerings. Students who need additional support receive it through a variety of programs. The Career Pathways Model was completely implemented as guidance and career counselors met with students and parents to discuss course selections based on student career interests.

HHS students continue to excel academically. Scholarships valued at 3.75 million dollars were awarded. Twelve graduating seniors were Palmetto Fellows recipients, and over thirty percent of seniors received Life Scholarships. Approximately sixty percent of faculty members have advanced degrees, and nearly twenty percent of teachers have achieved National Board Certification. Teachers are student centered and have high expectations for all students. Faculty and staff members met with students on a weekly advisement basis to discuss topics such as career choices, character education, course selections, and academic issues.

HHS students are very service oriented, participating in such efforts as blood drives, Meals for Seniors, Relay for Life, and tutorial programs. There are thirty-five clubs/organizations and twenty-three athletic teams available for student participation. Parents, faculty, staff, and the school communities continue to work together to secure a bright future for HHS students.

Glenda Levine, Principal
 Joyce Brinson, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	210	72
Percent satisfied with learning environment	89.8%	73.7%	83.1%
Percent satisfied with social and physical environment	98.0%	77.4%	80.6%
Percent satisfied with school-home relations	79.6%	79.2%	83.3%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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 Adequate Yearly Progress	NO
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This school met 11 out of 17 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	N/A
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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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	226	98.2	11.7	30	32.4	25.8	69	66.2	65.9	Yes	Yes
Male	117	98.3	13.8	30.3	32.1	23.9	65.1	60.1	60.8	N/A	N/A
Female	109	98.2	9.6	29.8	32.7	27.9	73.1	72.6	71	N/A	N/A
White	145	98.6	7.2	26.8	35.5	30.4	73.9	73.9	77.5	Yes	Yes
African American	64	96.9	25.9	32.8	25.9	15.5	55.2	55.2	49.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84	80.2	I/S	I/S
Hispanic	12	100	0	41.7	41.7	16.7	75	58.6	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	33	90.9	48.1	44.4	3.7	3.7	18.5	17.1	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	52.3	47.3	I/S	I/S
Subsidized meals	55	98.2	13.5	36.5	26.9	23.1	59.6	55.5	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	226	97.8	15.1	31.1	28.3	25.5	61.8	60.6	62.3	No	Yes
Male	117	98.3	18.3	25.7	33	22.9	62.4	60.8	61.7	N/A	N/A
Female	109	97.2	11.7	36.9	23.3	28.2	61.2	60.5	63	N/A	N/A
White	145	97.9	9.5	26.3	32.1	32.1	72.3	70.6	75	Yes	Yes
African American	64	96.9	31	41.4	19	8.6	36.2	46.3	44	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	78	85.5	I/S	I/S
Hispanic	12	100	8.3	33.3	25	33.3	66.7	58.2	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	33	90.9	40.7	40.7	18.5	0	29.6	21.2	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	51.8	52.6	I/S	I/S
Subsidized meals	55	98.2	19.2	42.3	19.2	19.2	50	49.4	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	226	91.6	59.9	18.4	16.4	5.3	21.7	N/A	N/A	N/A	N/A
Male	118	86.4	50.0	21.6	22.5	5.9	28.4	N/A	N/A	N/A	N/A
Female	108	97.2	69.5	15.2	10.5	4.8	15.2	N/A	N/A	N/A	N/A
White	145	90.3	48.9	24.4	19.8	6.9	26.7	N/A	N/A	N/A	N/A
African American	65	93.8	83.6	8.2	6.6	1.6	8.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	11	90.9	50.0	10.0	30.0	10.0	40.0	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	33	75.8	88.0	4.0	8.0	0.0	8.0	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	11	100.0	72.7	0.0	18.2	9.1	27.3	N/A	N/A	N/A	N/A
Subsidized meals	55	92.7	70.6	19.6	9.8	0.0	9.8	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	235	100	10.3	33.8	31.5	24.4	68.5	65.2	61.8
	2010	226	98.2	11.7	30	32.4	25.8	69	66.2	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	235	100	11.7	34.7	26.3	27.2	65.3	65.8	62.7
	2010	226	97.8	15.1	31.1	28.3	25.5	61.8	60.6	62.3

* Adjusted to account for natural variation in performance.