SC Annual School Report Card Summary

Hannah-Pamplico Elementary/Middle School
Florence Two
Grades: PK-8 **Enrollment: 872**
Principal: Debbie M. Carter
Superintendent: Robert E. Sullivan Jr.
Board Chair: Raleigh O. Ward

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

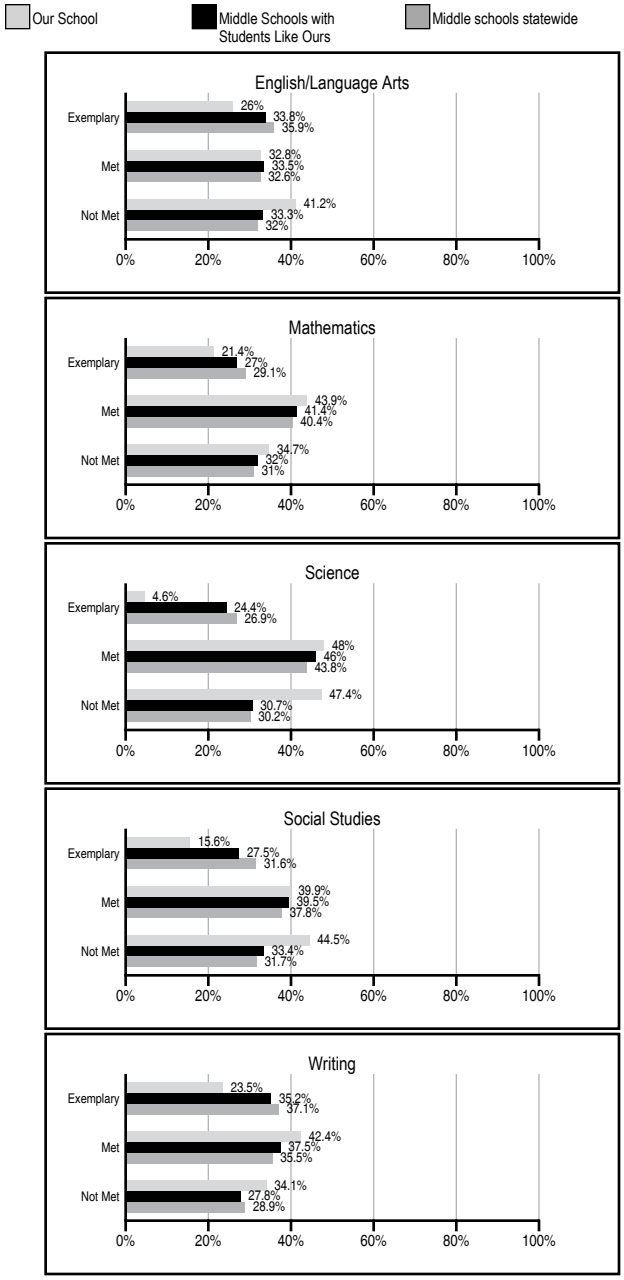
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Average	Average	TBD	TBD	C	N/A
2011	Below Average	Below Average	Silver	N/A	Not Met	N/A
2010	Average	Average	N/A	N/A	Not Met	N/A

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
6	10	41	4	2

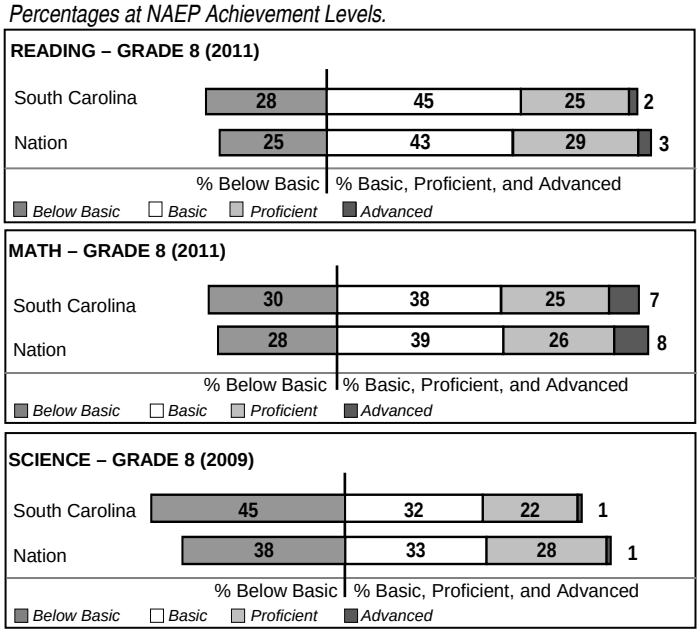
** Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.*

PASS PERFORMANCE



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



END OF COURSE TESTS - 2012

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	96.4
English 1	95.0	96.4
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	97.3	96.4

SC 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.

Abbreviations Key
N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample **TBD** To be determined

Hannah-Pamplico Elementary/Middle School [Florence

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=872)				
Students enrolled in high school credit courses (grades 7 & 8)	13.1%	Down from 16.2%	21.9%	22.9%
Retention rate	2.4%	Down from 2.8%	0.7%	0.8%
Attendance rate	95.9%	Up from 95.7%	95.9%	96.2%
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%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	63.8%	Up from 62.5%	60.0%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.8%	Up from 86.2%	87.2%	86.7%
Teacher attendance rate	92.6%	Down from 95.1%	95.3%	95.2%
Average teacher salary*	$43,435	Down 0.4%	$46,483	$46,422
Classes not taught by highly qualified teachers	21.2%	Up from 9.6%	1.1%	2.0%
Professional development days/teacher	7.6 days	Down from 7.9 days	9.9 days	10.0 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 23.5 to 1	21.7 to 1	22.0 to 1
Prime instructional time	88.0%	Down from 90.1%	89.9%	90.1%
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%	98.6%	98.8%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	$5,080	Down 12.1%	$7,120	$7,245
Percent of expenditures for instruction**	69.2%	Down from 69.4%	63.1%	63.1%
Percent of expenditures for teacher salaries**	67.4%	Down from 67.6%	60.8%	60.9%
ESEA composite index score	78.6	N/A	85.7	88.1

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	39	88	53
Percent satisfied with learning environment	89.7%	75.6%	84.3%
Percent satisfied with social and physical environment	89.5%	73.6%	81.1%
Percent satisfied with school-home relations	92.3%	78.2%	75.5%

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

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on **www.ed.sc.gov** and **www.eoc.sc.gov** as well as school and school district websites.

Printed versions are available from school districts upon request.

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 an11% increase in the number scoring Exemplary and an 18% increase in the number scoring Met. There was a15% increase in the number scoring Met in math, a17% increase in the number scoring Met in science, and a16% 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,

Abbreviations Key

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample **TBD** To be determined
NI Newly Identified **CSI** Continuing School Improvement **CA** Corrective Action **RP** Plan to Restructure **R** Restructure **DELAY** School Improvement Status **HOLD** School Improvement Status