



## Shaw Heights Elementary

5121 Frierson Road  
Shaw Air Force Base, SC

<b>Grades</b>	2-3 Elementary School	
<b>Enrollment</b>	542 Students	
<b>Principal</b>	Stella Hall	803-666-2335
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181



# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	Good	Excellent
2005	Good	Average
2004	Good	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

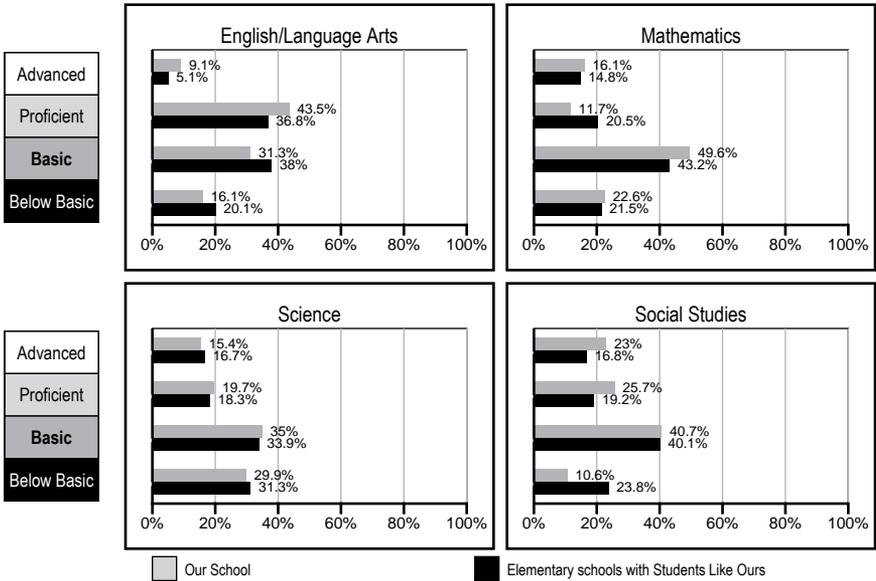
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

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

Excellent	Good	Average	Below Average	At-Risk
0	8	64	22	1

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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
<b>Students (n=542)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.1%	Down from 3.3%	2.3%	2.3%
Attendance rate	96.3%	Down from 96.4%	96.3%	96.3%
Eligible for gifted and talented	9.9%	Up from 8.9%	12.1%	10.4%
With disabilities other than speech	8.3%	Up from 6.1%	8.3%	7.5%
Older than usual for grade	1.5%	Up from 0.9%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	56.7%	Up from 50.0%	56.6%	56.7%
Continuing contract teachers	73.3%	Down from 80.0%	79.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.3%	Up from 86.5%	87.7%	86.4%
Teacher attendance rate	95.3%	Down from 95.6%	95.3%	94.9%
Average teacher salary	\$42,289	Down 0.9%	\$45,384	\$45,345
Professional development days/teacher	14.4 days	Down from 31.9 days	12.2 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 9.0	3.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 19.5 to 1	18.8 to 1	18.5 to 1
Prime instructional time	90.6%	Down from 91.0%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 59.1%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$5,822	Down 2.4%	\$6,630	\$7,052
Percent of expenditures for instruction*	62.1%	Up from 61.8%	69.0%	69.1%
Percent of expenditures for teacher salaries*	57.9%	No Change	65.3%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The children at Shaw Heights Elementary School have completed another exciting year. Our faculty and staff are committed to improving student achievement by holding high expectations for learning and social development. Through the use of instructional computer programs at school and at home, students in second and third grades gained knowledge in reading and math and the skills necessary for them to succeed in the 21st Century.

Our After-school ACES program offers students additional assistance in reading comprehension, in promoting inquiry learning, in encouraging higher level thinking skills, and in developing students' problem solving strategies. Our after-school PACT preparation program is designed to prepare students for the PACT.

Our school received the HUG Award from the State Department of Education in recognition of accomplishments to close South Carolina's achievement gap through the exemplary 2007 PACT performance. The programs we have implemented have been instrumental in our achievement of this honor.

Community members and parent volunteers spend a great deal of time and effort working with our teachers and students to provide for our needs. Our volunteers truly enrich many of the activities provided to our students. Shaw Heights (Home of the Flying ACES) is a magnificent educational atmosphere where learning is top priority, and we do our best to ensure that All Children Excel in School.

Stella Hall, Principal

Tina Pastore, School Improvement Council Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	30	215	102
Percent satisfied with learning environment	83.3%	85.5%	74.2%
Percent satisfied with social and physical environment	93.3%	85.2%	80.8%
Percent satisfied with school-home relations	76.7%	90.1%	71.1%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 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

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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	247	99.2	15.4	31.6	43.9	9.2	66.7	39.4	48.2	Yes	Yes
<b>Gender</b>											
Male	131	99.2	20.7	33.1	38.8	7.4	57	33.3	41.7	N/A	N/A
Female	116	99.1	9.3	29.9	49.5	11.2	77.6	45.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	111	100	13.1	22.2	47.5	17.2	75.8	48.5	60	Yes	Yes
African American	120	98.3	17.7	39.8	38.9	3.5	58.4	33.3	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	54.8	70.4	I/S	I/S
Hispanic	14	100	14.3	28.6	57.1	0	71.4	46.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.4	47	I/S	I/S
<b>Disability Status</b>											
Disabled	32	96.9	39.3	32.1	25	3.6	39.3	16.7	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	38.1	N/A	N/A						
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	34.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	158	98.7	15	40.1	36.7	8.2	61.9	35.3	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	247	100	22.6	49.6	11.7	16.1	47	38.2	45.8	Yes	Yes
<b>Gender</b>											
Male	131	100	23.8	49.2	11.5	15.6	47.5	38.6	45.6	N/A	N/A
Female	116	100	21.3	50	12	16.7	46.3	37.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	111	100	11.1	46.5	15.2	27.3	62.6	51.1	59	Yes	Yes
African American	120	100	33.9	53	7	6.1	33	29.7	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	48.4	71.3	I/S	I/S
Hispanic	14	100	7.1	50	21.4	21.4	50	43.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	32	100	51.7	34.5	3.4	10.3	27.6	17.1	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	48.5	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	158	100	26.8	51.7	9.4	12.1	39.6	33	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	124	100	29.9	35	19.7	15.4	35	30.8	35.7	96.3	96
<b>Gender</b>											
Male	63	100	33.3	28.3	21.7	16.7	38.3	33.3	37.4	96.5	95.8
Female	61	100	26.3	42.1	17.5	14	31.6	28.3	33.8	96.1	96.2
<b>Racial/Ethnic Group</b>											
White	52	100	14.3	38.8	20.4	26.5	46.9	44.9	49.2	95.9	95.5
African American	65	100	44.3	32.8	18	4.9	23	21.4	17	96.7	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.2	58	96.8	97.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.3	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	93.9
<b>Disability Status</b>											
Disabled	19	100	58.8	17.6	11.8	11.8	23.5	13.7	14	96	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.5
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	31.8	24.4	95.6	96.2
<b>Socio-Economic Status</b>											
Subsided meals	84	100	32.5	37.5	21.3	8.8	30	24.7	21.1	95.9	95.8
<b>Social Studies</b>											
All Students	123	100	10.6	40.7	25.7	23	48.7	25.8	34	96.3	96
<b>Gender</b>											
Male	68	100	14.5	37.1	24.2	24.2	48.4	27	36.6	96.5	95.8
Female	55	100	5.9	45.1	27.5	21.6	49	24.5	31.3	96.1	96.2
<b>Racial/Ethnic Group</b>											
White	59	100	8	26	38	28	66	33.9	44.5	95.9	95.5
African American	55	100	14.8	53.7	14.8	16.7	31.5	19.8	19.1	96.7	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	52.4	58.9	96.8	97.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	36.8	27.5	96.3	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.8	32.7	N/A	93.9
<b>Disability Status</b>											
Disabled	13	100	50	25	25	0	25	12.7	14.4	96	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.5
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	95.6	96.2
<b>Socio-Economic Status</b>											
Subsided meals	74	100	14.5	47.8	20.3	17.4	37.7	20.5	21	95.9	95.8

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	240	100	12.1	36.6	45.5	5.8	51.3	
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
<b>2008</b>	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	3	247	99.2	15.4	31.6	43.9	9.2	53.1	
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>2008</b>	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	<b>Mathematics</b>								
	<b>2007</b>	3	240	100	19.2	48.2	24.6	8	32.6
		4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
		5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
		6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
		7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	<b>2008</b>	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
3		247	100	22.6	49.6	11.7	16.1	27.8	
4		N/A	I/S	I/S	I/S	I/S	I/S	I/S	
5		N/A	I/S	I/S	I/S	I/S	I/S	I/S	
6		N/A	I/S	I/S	I/S	I/S	I/S	I/S	
7		N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>2008</b>	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	<b>Science</b>								
	<b>2007</b>	3	118	100	28.6	38.4	23.2	9.8	33
		4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
		5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
		6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
		7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	<b>2008</b>	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
3		124	100	29.9	35	19.7	15.4	35	
4		N/A	I/S	I/S	I/S	I/S	I/S	I/S	
5		N/A	I/S	I/S	I/S	I/S	I/S	I/S	
6		N/A	I/S	I/S	I/S	I/S	I/S	I/S	
7		N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>2008</b>	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	<b>Social Studies</b>								
	<b>2007</b>	3	122	100	13.4	36.6	33	17	50
		4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
		5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
		6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
		7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	<b>2008</b>	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
3		123	100	10.6	40.7	25.7	23	48.7	
4		N/A	I/S	I/S	I/S	I/S	I/S	I/S	
5		N/A	I/S	I/S	I/S	I/S	I/S	I/S	
6		N/A	I/S	I/S	I/S	I/S	I/S	I/S	
7		N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>2008</b>	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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