



## Howe Hall AIMS

115 Howe Hall Road  
Goose Creek, SC 29445

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	423 Students	
<b>Principal</b>	Marty French	843-820-3899
<b>Superintendent</b>	Dr. Anthony L. Parker	843-899-8600
<b>Board Chair</b>	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
<b>2009</b>	<b>Excellent</b>	<b>Excellent</b>
2008	Good	Average
2007	Good	Average
2006	Good	Below Average
2005	Good	Average

## 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**

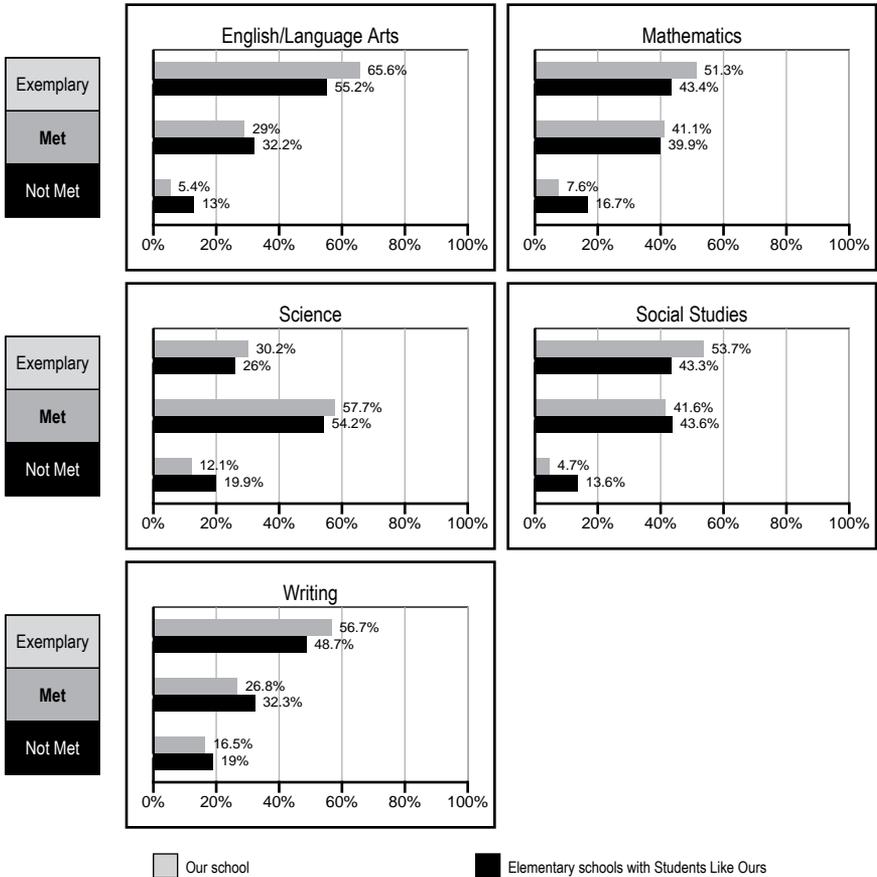
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99.3%

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

Excellent	Good	Average	Below Average	At-Risk
23	5	3	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
<b>Students (n=423)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 0.9%	1.5%	1.9%
Attendance rate	97.5%	Down from 97.8%	96.8%	96.3%
Eligible for gifted and talented	20.0%	Down from 22.4%	19.0%	10.0%
With disabilities other than speech	4.0%	Up from 2.8%	5.9%	7.7%
Older than usual for grade	0.5%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	80.8%	Up from 80.0%	61.9%	59.4%
Continuing contract teachers	92.3%	Up from 84.0%	81.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.5%	Down from 90.1%	86.7%	85.9%
Teacher attendance rate	95.9%	Up from 93.3%	95.6%	95.1%
Average teacher salary*	\$49,339	Up 3.3%	\$48,653	\$47,149
Professional development days/teacher	22.2 days	Down from 23.4 days	11.3 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	No Change	2.0	4.0
Student-teacher ratio in core subjects	23.5 to 1	Down from 23.7 to 1	20.0 to 1	18.8 to 1
Prime instructional time	92.5%	Up from 89.4%	91.6%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,544	Down 12.1%	\$6,785	\$7,458
Percent of expenditures for instruction**	55.8%	Down from 56.8%	69.8%	68.8%
Percent of expenditures for teacher salaries**	51.5%	Down from 53.2%	64.1%	63.2%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Howe Hall Arts Infused Magnet School (HHA) is a resilient, energetic and innovative campus that is focused on "Success for All". There are two strategic plans in place that guide the direction of our school. One is the School Renewal Plan which is an action plan to improve academic performance and the other is the fine arts strategic plan that is called "Arts for All"; it maintains our focus on the quality of arts infused lessons and the emphasis of arts integration. The teachers at this nationally acclaimed Creative Ticket Campus are equipped and motivated to keep arts in the fore front as our students learn.

Our school promotes the arts as a pathway for student success. It is highly motivating for students to be involved in the music, visual arts, drama and dance programs at HHA. The music and visual arts classes are scheduled weekly for all students; drama and dance classes are scheduled weekly for students in grades 3-5 and biweekly for students in grades K-2. The arts teachers integrate academic standards with the fine arts standards during the fine arts classes to encourage higher levels of thinking, an increase in understanding of the learning concepts and an opportunity for creative expression in the learning process.

The fine arts and classroom teachers also deliver arts infused lessons in a team teaching approach in each home room on a biweekly schedule. These are lessons that are based on the South Carolina State Curriculum but are taught through the eyes of an artist. This innovative approach to teaching state objectives and concepts is one of the features that make HHA a unique place to learn.

Being an arts school also brings opportunities for students to experience the thrill of performing for an audience. The school has two major performances per year along with choral performances and steel drum performances. The visual arts department is involved with several art shows in the community that display our students' art work.

Howe Hall AIMS is a public school that knows no boundaries – we gain our enrollment through an application and lottery process. We receive children from all over Berkeley County. Parents who bring their children to HHA provide daily transportation and are very committed to the learning process. Our parent body is one of the treasures of our campus, our parents support their children through homework and study help and they support the teachers with encouragement and a willingness to be involved.

HHA has been under renovation during the 2008-2009 school year but the faculty was extremely flexible in pursuing the campus goals. We look forward to 2009-2010 when we can gather as parents, students and faculty to strengthen our learning community. In the fall of 2009, we plan to have an open campus every Thursday night for family math nights, library nights, dinner theaters, parenting tips and many other reasons to gather for the sake of making a better future for the children.

Marty French, Principal  
Glenda Gillispie, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	75	66
Percent satisfied with learning environment	100.0%	93.3%	92.1%
Percent satisfied with social and physical environment	100.0%	92.0%	92.1%
Percent satisfied with school-home relations	100.0%	87.8%	93.8%

\* 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

YES

This school met 17 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. 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	97.5%	94.0%*	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	224	100	5.4	29	65.6	97.8	84.7	82.8	Yes	Yes
<b>Gender</b>										
Male	108	100	8.3	34.3	57.4	96.3	80.7	79.3	N/A	N/A
Female	116	100	2.6	24.1	73.3	99.1	89.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	160	100	5.6	22.5	71.9	97.5	88.5	89.5	Yes	Yes
African American	45	100	6.7	55.6	37.8	97.8	78.4	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.1	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	80.4	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.7	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	17	100	17.6	64.7	17.6	88.2	49.6	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	79.3	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	67	100	7.5	37.3	55.2	95.5	79.8	75.5	Yes	Yes

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

All Students	224	100	7.6	41.1	51.3	97.3	80.2	78.9	Yes	Yes
<b>Gender</b>										
Male	108	100	7.4	45.4	47.2	95.4	77.9	77	N/A	N/A
Female	116	100	7.8	37.1	55.2	99.1	82.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	160	100	5.6	36.9	57.5	98.1	85.4	87.2	Yes	Yes
African American	45	100	17.8	57.8	24.4	93.3	70.6	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.2	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	78.4	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.1	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	17	100	11.8	70.6	17.6	94.1	45.2	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	67	100	11.9	50.7	37.3	94	73.5	70.2	Yes	Yes

\* 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

**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
<b>Science</b>								
All Students	149	100	12.1	57.7	30.2	87.9	69.2	67.5
<b>Gender</b>								
Male	76	100	14.5	57.9	27.6	85.5	68.4	67
Female	73	100	9.6	57.5	32.9	90.4	70.1	68
<b>Racial/Ethnic Group</b>								
White	112	100	10.7	52.7	36.6	89.3	78.2	79.5
African American	25	100	24	68	8	76	53.6	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	62.2	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.4	71.2
<b>Disability Status</b>								
Disabled	11	100	N/AV	N/AV	N/AV	45.5	34	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	64.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	44	100	20.5	61.4	18.2	79.5	59.5	55.1
<b>Social Studies</b>								
All Students	149	100	4.7	41.6	53.7	95.3	74.2	72.3
<b>Gender</b>								
Male	72	100	4.2	45.8	50	95.8	73.3	71.5
Female	77	100	5.2	37.7	57.1	94.8	75.1	73.2
<b>Racial/Ethnic Group</b>								
White	108	100	4.6	42.6	52.8	95.4	80.5	80.7
African American	28	100	7.1	46.4	46.4	92.9	62.9	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.6	72.2
<b>Disability Status</b>								
Disabled	10	I/S	I/S	I/S	I/S	I/S	42.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	70.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	45	100	4.4	48.9	46.7	95.6	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
<b>Writing</b>										
All Students	224	100	16.5	26.8	56.7	83.5	69.4	70.2	97.5	96.3
<b>Gender</b>										
Male	108	100	24.1	29.6	46.3	75.9	61.4	63.2	97.5	96.3
Female	116	100	9.5	24.1	66.4	90.5	77.9	77.5	97.5	96.4
<b>Racial/Ethnic Group</b>										
White	160	100	14.4	28.8	56.9	85.6	74.6	79.1	97.2	95.9
African American	45	100	26.7	28.9	44.4	73.3	60.1	57.6	98.4	96.9
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	85.4	86.2	98	97.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	63.2	62.6	97.9	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	63.2	68.7	94.1	95.8
<b>Disability Status</b>										
Disabled	17	100	58.8	29.4	11.8	41.2	26	26.1	97.1	95.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	62.4	61.2	98.1	96.9
<b>Socio-Economic Status</b>										
Subsided meals	65	100	24.6	29.2	46.2	75.4	61	58.9	97.2	96

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**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	75	100	5.3	32	62.7	94.7
	4	74	100	9.5	24.3	66.2	90.5
	5	75	100	1.3	30.7	68	98.7
	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
<b>Mathematics</b>							
<b>2009</b>	3	75	100	10.7	44	45.3	89.3
	4	74	100	10.8	39.2	50	89.2
	5	75	100	1.3	40	58.7	98.7
	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
<b>Science</b>							
<b>2009</b>	3	38	100	15.8	47.4	36.8	84.2
	4	74	100	13.5	56.8	29.7	86.5
	5	37	100	5.4	70.3	24.3	94.6
	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
<b>Social Studies</b>							
<b>2009</b>	3	37	100	N/AV	N/AV	N/AV	100
	4	74	100	9.5	45.9	44.6	90.5
	5	38	100	N/AV	N/AV	N/AV	100
	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
<b>Writing</b>							
<b>2009</b>	3	75	100	24	26.7	49.3	76
	4	74	100	14.9	27	58.1	85.1
	5	75	100	10.7	26.7	62.7	89.3
	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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