

## HOWE HALL AIMS SCHOOL

115 Howe Hall Road  
Goose Creek, SC 29445

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	419 Students	
<b>Principal</b>	Marty French	843-820-3899
<b>Superintendent</b>	Dr. Anthony Parker	843-899-8600
<b>Board Chair</b>	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
<b>2010</b>	<b>Excellent</b>	<b>Excellent*</b>
2009	Excellent	Excellent
2008	Good	Average
2007	Good	Average
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.

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

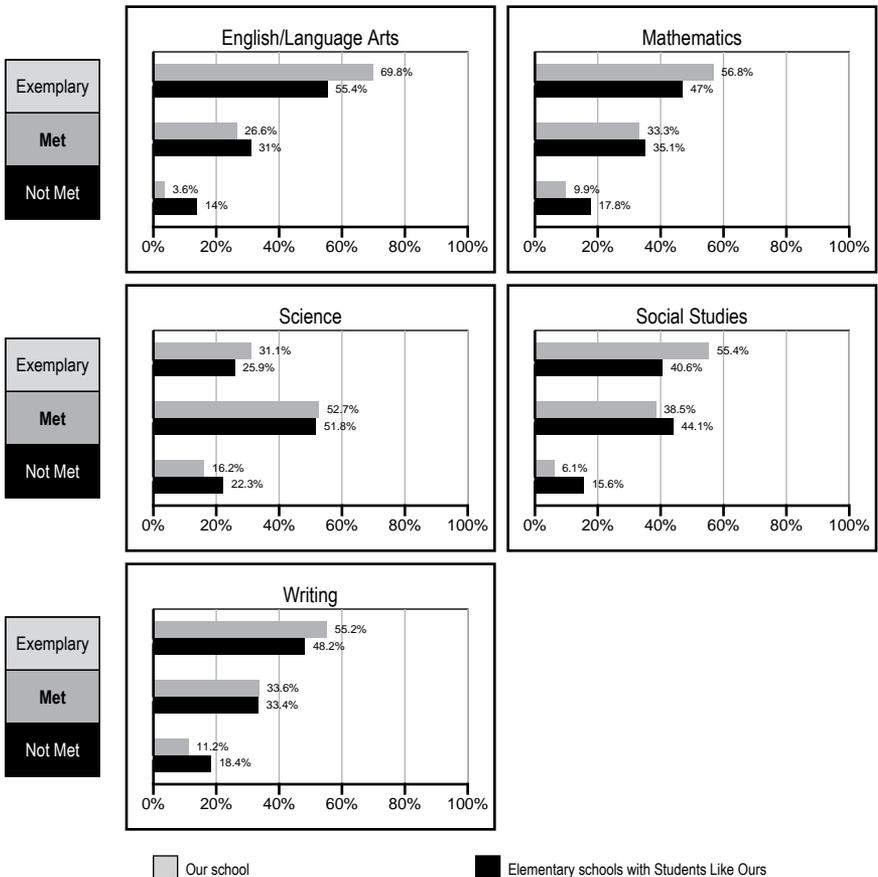
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
26	15	2	1	0

\* Ratings are calculated with data available by 03/09/2011.

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=419)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Up from 0.5%	0.9%	1.2%
Attendance rate	97.2%	Down from 97.5%	96.4%	96.1%
Eligible for gifted and talented	27.1%	Up from 20.0%	20.2%	11.7%
With disabilities other than speech	4.6%	Up from 4.0%	7.0%	8.0%
Older than usual for grade	0.5%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	72.0%	Down from 80.8%	64.4%	60.5%
Continuing contract teachers	84.0%	Down from 92.3%	88.9%	84.6%
Teachers with emergency or provisional certificates	4.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	88.5%	No Change	88.5%	87.0%
Teacher attendance rate	95.7%	Down from 95.9%	95.9%	95.4%
Average teacher salary*	\$48,629	Down 1.4%	\$48,629	\$47,288
Professional development days/teacher	8.0 days	Down from 22.2 days	9.9 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Down from 23.5 to 1	20.9 to 1	19.2 to 1
Prime instructional time	91.8%	Down from 92.5%	92.3%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,253	Up 10.8%	\$7,025	\$7,548
Percent of expenditures for instruction**	56.9%	Up from 55.8%	70.8%	68.7%
Percent of expenditures for teacher salaries**	53.4%	Up from 51.5%	68.5%	65.1%

\* 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

Howe Hall Arts Infused Magnet School (HHA) was opened in 2002, originally serving kindergarten through third grade students and adding one grade level each year to reach its current status as a K-5 school. Its goal at the time was to integrate the demographics of the community to provide diversity in the schools. The community embraced the arts-infused magnet school concept where the mission was to provide students an education that encompassed “the arts as an essential component of the curriculum to optimize student achievement.” To this day, HHA consistently offers children with diverse backgrounds unparalleled instruction that addresses multiple intelligences by creating lessons that merge arts and academic standards. The true essence of our success as defined by student learning is due to the innovation and creativity of our arts-infused lessons and the focus on academic achievement for every student.

The students participate weekly in classes for visual arts, music, drama, dance, and Spanish. In addition to these, the fine arts and classroom teachers deliver arts-infused lessons in a team-teaching approach. These lessons are based on South Carolina State Standards but are taught through the eyes of an artist. Students apply arts skills as they work to master the academic standards; this feature is what makes HHA a unique place to learn. Students in grades 3-5 are treated to a myriad of exploratory classes which they attend once a week. These classes include: steel drums, strings, chorus, clay, tap, puppetry, costume design, and more.

Howe Hall Arts Infused Magnet School stays focused on high standards and achievement for all. Our students scored among the highest in the state on the PASS. This accomplishment enabled Howe Hall AIMS to receive the 2009-2010 Gold Award for general performance and the 2009-2010 Gold Award for making substantial progress in closing achievement gaps. The most exciting news for HHA this school year was being nominated by the state as a National Blue Ribbon School. We pause to celebrate our success but look forward to a new year as we strive to improve our system to sustain high levels of achievement and provide a healthy and safe environment for students to learn.

Marty French, Principal  
 Michael Hazeres, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	75	64
Percent satisfied with learning environment	100.0%	92.0%	98.4%
Percent satisfied with social and physical environment	100.0%	89.3%	96.9%
Percent satisfied with school-home relations	100.0%	89.3%	92.2%

\* 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	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
Student attendance rate	97.2%	94.0%*	Yes

\* Or greater than last year

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*	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	4	26.5	69.5	97.3	85.9	83.5	Yes	Yes
<b>Gender</b>										
Male	122	100	5.7	33.6	60.7	95.1	81.9	80.1	N/A	N/A
Female	102	100	2	17.8	80.2	100	90.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	153	100	3.3	22.4	74.3	97.4	89.8	89.6	Yes	Yes
African American	52	100	5.8	40.4	53.8	96.2	79.3	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.4	92.7	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	82.4	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.4	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	26	100	19.2	57.7	23.1	88.5	57.2	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	83.3	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	79	100	2.6	39.7	57.7	97.4	81.2	76.9	Yes	Yes

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

All Students	224	100	9.9	33.6	56.5	96.4	83.5	80.4	Yes	Yes
<b>Gender</b>										
Male	122	100	10.7	36.1	53.3	95.9	81.1	78.4	N/A	N/A
Female	102	100	8.9	30.7	60.4	97	86	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	153	100	6.6	30.3	63.2	97.4	88	87.8	Yes	Yes
African American	52	100	21.2	48.1	30.8	92.3	75	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	83.4	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.6	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	26	100	38.5	38.5	23.1	80.8	50	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	85.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	79	100	16.7	42.3	41	96.2	78	72.8	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	16.2	52.7	31.1	83.8	69.8	67.3
<b>Gender</b>								
Male	80	100	18.8	55	26.3	81.3	69.3	66.9
Female	69	100	13.2	50	36.8	86.8	70.3	67.7
<b>Racial/Ethnic Group</b>								
White	105	100	12.5	49	38.5	87.5	78.8	79.6
African American	31	100	25.8	64.5	9.7	74.2	54.4	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	83	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	64.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65.4	69.5
<b>Disability Status</b>								
Disabled	14	100	N/A	N/A	N/A	57.1	35	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.8	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	48	100	29.8	55.3	14.9	70.2	60.2	55.4
<b>Social Studies</b>								
All Students	150	100	6.7	38.3	55	93.3	73.4	70.9
<b>Gender</b>								
Male	82	100	6.1	43.9	50	93.9	72.2	70.1
Female	68	100	7.5	31.3	61.2	92.5	74.7	71.7
<b>Racial/Ethnic Group</b>								
White	95	100	3.2	35.1	61.7	96.8	78.7	79.2
African American	41	100	14.6	48.8	36.6	85.4	63.8	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.3	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	72.9	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71	71.2
<b>Disability Status</b>								
Disabled	19	100	21.1	57.9	21.1	78.9	41.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	70.8	68
<b>Socio-Economic Status</b>								
Subsidized meals	58	100	12.3	47.4	40.4	87.7	66	60.8

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	225	99.1	10.8	33.8	55.4	89.2	72.9	72.1	97.2	96.2
<b>Gender</b>										
Male	122	99.2	15.7	40.5	43.8	84.3	65.6	65.2	97.1	96.1
Female	103	99	5	25.7	69.3	95	80.7	79.2	97.2	96.2
<b>Racial/Ethnic Group</b>										
White	153	100	9.9	27	63.2	90.1	78.3	80.8	96.9	95.7
African American	52	98.1	15.7	52.9	31.4	84.3	64	59.7	97.7	96.8
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.7	87	97.6	97.2
Hispanic	9	I/S	I/S	I/S	I/S	I/S	65.4	64.6	98.5	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.1	73.4	92.2	95.3
<b>Disability Status</b>										
Disabled	23	95.7	40.9	40.9	18.2	59.1	30.3	27.7	96.3	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	67.1	63.7	98	96.8
<b>Socio-Economic Status</b>										
Subsidized meals	80	98.8	15.4	47.4	37.2	84.6	65.2	61.9	96.9	95.9

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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>2010</b>	3	75	100	4	18.7	77.3	96
	4	75	100	5.4	39.2	55.4	94.6
	5	74	100	2.7	21.6	75.7	97.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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>2010</b>	3	75	100	16	29.3	54.7	84
	4	75	100	5.4	43.2	51.4	94.6
	5	74	100	8.1	28.4	63.5	91.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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>2010</b>	3	37	100	18.9	29.7	51.4	81.1
	4	75	100	16.2	63.5	20.3	83.8
	5	37	100	13.5	54.1	32.4	86.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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
<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>2010</b>	3	38	100	7.9	31.6	60.5	92.1
	4	75	100	5.4	50	44.6	94.6
	5	37	100	8.1	21.6	70.3	91.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
<b>2010</b>	3	75	97.3	8.2	39.7	52.1	91.8
	4	75	100	18.9	36.5	44.6	81.1
	5	75	100	5.3	25.3	69.3	94.7
	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

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