



Howe Hall Arts Infused Magnet School (AIMS)

115 Howe Hall Road
Goose Creek, SC 29445

Grades	PK-5 Elementary School	
Enrollment	420 Students	
Principal	Christopher D. Swetckie	843-820-3899
Superintendent	Dr. Rodney Thompson	843-899-8600
Board Chair	Doug Cooper	

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

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

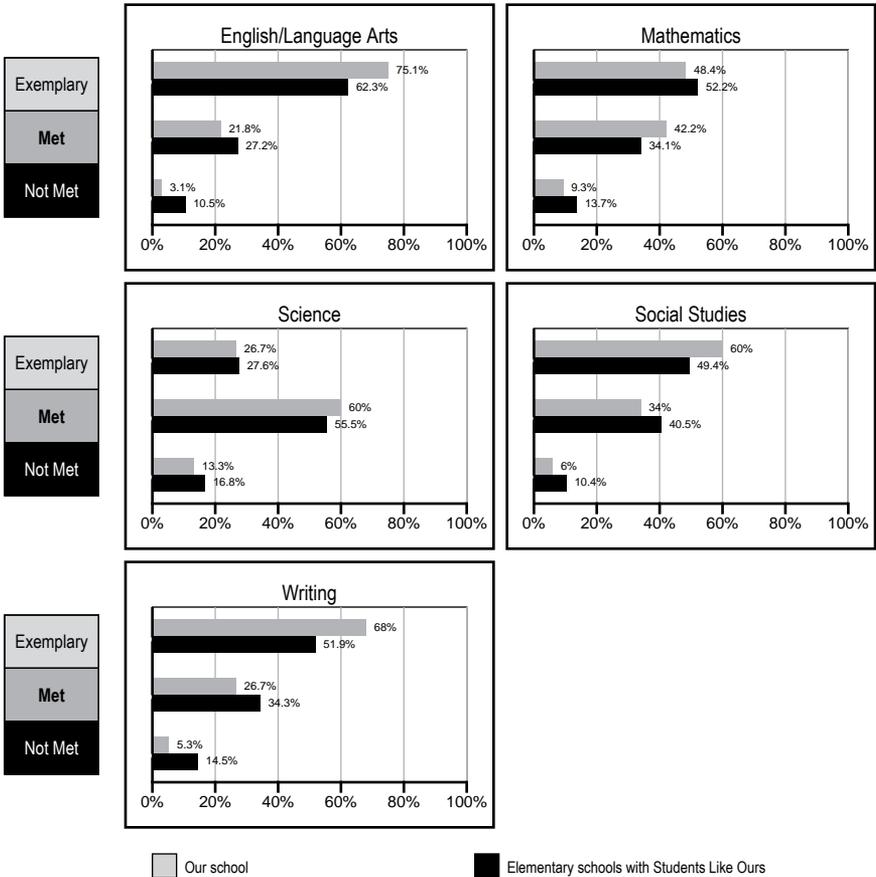
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	3	0	0	0

* Ratings are calculated with data available by 11/07/2012.

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
Students (n=420)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 0.0%	0.9%	1.0%
Attendance rate	97.8%	Up from 97.3%	97.0%	96.6%
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	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	84.6%	Up from 76.0%	68.4%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	91.9%	Up from 91.0%	91.3%	88.7%
Teacher attendance rate	96.3%	Up from 95.6%	96.1%	95.1%
Average teacher salary*	\$49,025	Up 3.9%	\$50,105	\$47,210
Professional development days/teacher	7.4 days	Down from 8.3 days	10.5 days	10.5 days
School				
Principal's years at school	1.0	Down from 3.0	6.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Up from 22.8 to 1	21.5 to 1	20.0 to 1
Prime instructional time	93.4%	Up from 91.8%	91.5%	90.5%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,061	Down 5.4%	\$6,863	\$7,247
Percent of expenditures for instruction**	51.2%	Down from 54.4%	69.0%	68.2%
Percent of expenditures for teacher salaries**	50.1%	Down from 51.8%	68.4%	65.7%

* 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 is a nationally recognized elementary school serving the Berkeley County community. Opening in 2002, HHA consistently offers children unparalleled instruction that addresses multiple intelligences by creating lessons that merge South Carolina arts and academic standards. The continued belief that success is obtainable by every student forces innovation and creativity in the introduction and re-enforcement of South Carolina elementary standards. Since the schools' inception, HHA has achieved Adequate Yearly Progress (AYP). Howe Hall AIMS consistently scores higher than district and state averages on the Palmetto Achievement of State Standards (PASS) and South Carolina Arts Assessment Program (SCAAP) tests.

There are two strategic plans in place at HHA that guide the direction of the school: the School Renewal Plan, an action plan to improve school wide academic performance, and the Fine Arts Strategic Plan, which maintains the focus on quality arts-infused lessons. The teachers and staff at this nationally acclaimed Creative Ticket Campus are equipped and motivated to keep the arts in the forefront as students are engaged in a rigorous academic curriculum.

Students at Howe Hall AIMS attend weekly classes for visual arts, music, drama, dance and Spanish. In addition, the fine arts and classroom teachers create and present arts-infused lessons with 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 unique feature is one of the many aspects that makes Howe Hall AIMS such a dynamic institution of learning.

Another unique feature of Howe Hall AIMS is the exploratory classes that students in grades 3-5 attend weekly. These classes, chosen by the student, provide for greater appreciation and enrichment of visual arts, media, and music. These classes include steel drums, ballet, chorus, clay, tap, modern dance, puppetry, costume design, digital media, and more. The campus curriculum is also supplemented by regular visits from artists-in-residence and performance groups that range from storytellers and folk singers to Chinese acrobats and puppeteers.

Attending Howe Hall AIMS offers opportunities for students to experience the thrill of performing for live audiences throughout the year. The school has two major performances, a spring and winter musical, with audience attendance ranging from 800 to 1100 and growing each year. Students also have smaller grade level and exploratory programs including dance, chorus, and steel drums. Participation in various community art shows, contests, and charitable organizations where not only students' artwork but civic responsibilities are featured is a tradition at Howe Hall AIMS.

The most valuable and unique aspect of Howe Hall AIMS includes the staff and parent body. Being a public school without attendance boundaries that gains its student body through a lottery process contributes to a culture of excellence. There are no auditions or prerequisites; it is simply the 'luck of the draw'. Each year, Howe Hall AIMS receives about 500 applications for only 40 to 50 openings. If selected to attend Howe Hall AIMS, transportation to and from school must be provided by the parents. This commitment fosters a family environment with mutual goals for student success.

The student scores at AIMS are among the highest in the state on both the PASS and SCAAP assessments. This year, AIMS was recognized with two Palmetto Gold Awards for both outstanding academic student

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	98.3
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Howe Hall Arts Infused Magnet School (AIMS) school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.4%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	700.2	670.0	644.0	671.6	100.0	100.0
Male	696.4	670.8	649.0	679.3	100.0	100.0
Female	703.7	669.2	640.3	664.3	100.0	100.0
White	706.1	677.3	652.3	677.7	100.0	100.0
African American	681.8	648.4	623.4	650.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	688.7	655.9	628.7	658.4	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	74	100	4.1	9.5	86.5	95.9
	4	74	100	6.8	29.7	63.5	93.2
	5	73	100	4.1	26	69.9	95.9
	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
2012	3	75	100	2.7	9.3	88	97.3
	4	75	100	2.7	29.3	68	97.3
	5	75	100	4	26.7	69.3	96
	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
Mathematics							
2011	3	74	100	8.1	33.8	58.1	91.9
	4	74	100	8.1	43.2	48.6	91.9
	5	73	100	1.4	35.6	63	98.6
	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
2012	3	75	100	10.7	30.7	58.7	89.3
	4	75	100	8	46.7	45.3	92
	5	75	100	9.3	49.3	41.3	90.7
	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
Science							
2011	3	37	100	2.7	43.2	54.1	97.3
	4	73	100	9.6	69.9	20.5	90.4
	5	37	100	13.5	54.1	32.4	86.5
	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
2012	3	37	100	21.6	48.6	29.7	78.4
	4	75	100	13.3	66.7	20	86.7
	5	38	100	5.3	57.9	36.8	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	37	100	2.7	27	70.3	97.3
	4	74	100	10.8	41.9	47.3	89.2
	5	36	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
2012	3	38	100	5.3	26.3	68.4	94.7
	4	75	100	6.7	38.7	54.7	93.3
	5	37	100	5.4	32.4	62.2	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
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	73	100	6.8	41.1	52.1	93.2
	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
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	75	100	5.3	26.7	68	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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