



## Howe Hall AIMS

115 Howe Hall Road  
Goose Creek, SC 29445

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	427 Students	
<b>Principal</b>	Marty French	843-820-3899
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Douglas Cooper	843-819-3320

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

## 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**

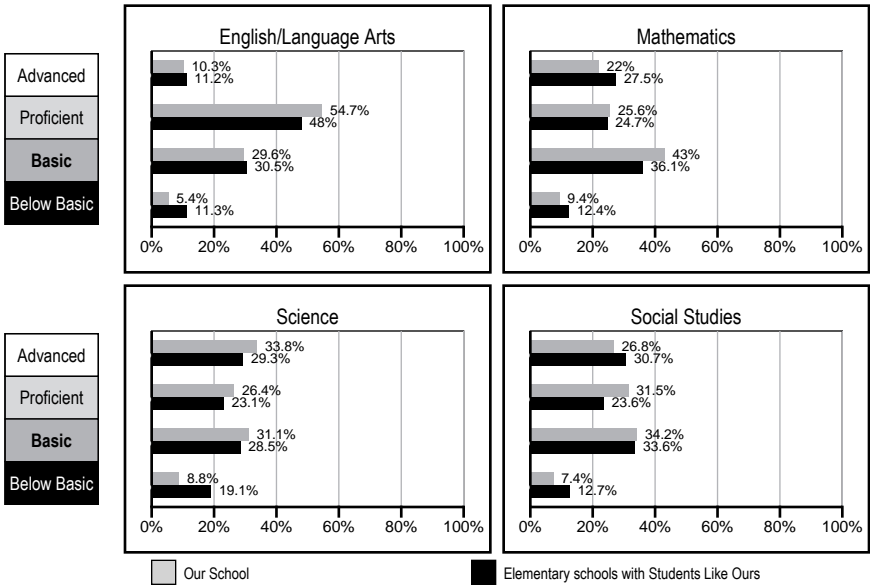
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.3%

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

Excellent	Good	Average	Below Average	At-Risk
7	24	7	2	0

\* 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=427)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.7%	1.6%	2.3%
Attendance rate	97.8%	Up from 97.3%	96.7%	96.3%
Eligible for gifted and talented	22.4%	Up from 21.7%	20.5%	10.4%
With disabilities other than speech	2.8%	Down from 5.5%	6.9%	7.5%
Older than usual for grade	0.5%	Down from 0.6%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	80.0%	Up from 46.2%	61.1%	56.7%
Continuing contract teachers	84.0%	Down from 84.6%	82.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.1%	Down from 91.9%	88.2%	86.4%
Teacher attendance rate	93.3%	Up from 92.5%	95.2%	94.9%
Average teacher salary	\$47,768	Up 7.8%	\$47,434	\$45,345
Professional development days/teacher	23.4 days	Up from 20.5 days	12.3 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 22.0 to 1	20.5 to 1	18.5 to 1
Prime instructional time	89.4%	Up from 87.9%	90.4%	89.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.4%	99.9%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$7,337	Up 24.2%	\$6,507	\$7,052
Percent of expenditures for instruction*	56.8%	Down from 58.3%	70.5%	69.1%
Percent of expenditures for teacher salaries*	53.2%	Down from 57.6%	65.7%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

We are so excited to be a part of the Howe Hall Family! Together we have a great success story with the exceptional creative staff, talented and imaginative students, and supportive and involved parent community. The philosophy that drives our curriculum to create standards-based lessons with infusion of the arts helps create the excitement that we see through the eyes of our students every day. As the 2007-2008 school year draws to a close, we reflect on all the wonderful events that have made our school unique. At the beginning of the school year, we were able to purchase new student furniture, install carpeting, and renovate the classroom storage cabinets and paint. This was made possible through district, school, and Parent Teacher Association funds.

We are able to continue our efforts with an emphasis on the arts as a result of the funding through the Distinguished Arts Program and Arts in Basic Curriculum Grant monies. These additional funds enabled us to provide monthly arts awareness performances, artist in residency programs, field experiences, and purchase arts instructional materials and supplies for our students.

Our school has participated in many community outreach programs such as the Grandparents Breakfast, Walk to School South Carolina, Veterans Day Celebration, Food Drive, Toys for Tots, Angel Tree, special packages for our soldiers in Iraq, Jump Rope for Heart, and Pennies for Patients just to name a few. This is a wonderful example of the loving school community we have at Howe Hall AIMS which is always ready to give, and extend a helping hand!

This school year we were recognized as one of the five winners of the Creative Ticket National Schools of Distinction Award, given by John F. Kennedy Center for the Performing Arts. Our school was represented by a group of the chorus members who traveled to Washington, D.C., to perform. This trip was made possible by the generous donations of our parents and the business community.

We will miss our fifth grade graduation class as they enroll in the middle school at the beginning of the 2008-2009 school year. We wish you well and it is our hope that you carry with you all the wonderful memories you have helped create at Howe Hall AIMS during the years.

Carolyn A. Morris, Principal  
Lori Hunter, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	75	37
Percent satisfied with learning environment	94.7%	100.0%	100.0%
Percent satisfied with social and physical environment	95.0%	97.3%	94.6%
Percent satisfied with school-home relations	100.0%	94.6%	91.9%

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

### Abbreviations for Missing Data

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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. Sanction: Implement the restructuring plan.
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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	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

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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	223	100	5.4	29.6	54.7	10.3	78.9	48.6	48.2	Yes	Yes
<b>Gender</b>											
Male	95	100	8.4	32.6	53.7	5.3	71.6	40.8	41.7	N/A	N/A
Female	128	100	3.1	27.3	55.5	14.1	84.4	56.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	159	100	6.3	27.7	55.3	10.7	78.6	55.4	60	Yes	Yes
African American	48	100	4.2	41.7	50	4.2	75	36.5	31.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	39.9	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	12	100	41.7	58.3	0	0	16.7	12.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	37.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	73	100	12.3	34.2	49.3	4.1	68.5	38.5	34	Yes	Yes

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

All Students	223	100	9.4	43	25.6	22	64.1	44.2	45.8	Yes	Yes
<b>Gender</b>											
Male	95	100	9.5	47.4	24.2	18.9	62.1	44.4	45.6	N/A	N/A
Female	128	100	9.4	39.8	26.6	24.2	65.6	43.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	159	100	6.3	41.5	27.7	24.5	69.8	52.8	59	Yes	Yes
African American	48	100	20.8	52.1	20.8	6.3	41.7	28.2	26.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	70.4	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	12	100	41.7	58.3	0	0	16.7	14.6	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	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	38.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	73	100	13.7	52.1	21.9	12.3	45.2	33.8	31.4	Yes	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	148	100	8.8	31.1	26.4	33.8	60.1	35.1	35.7	97.8	96.4
<b>Gender</b>											
Male	56	100	7.1	33.9	21.4	37.5	58.9	36.3	37.4	98	96.3
Female	92	100	9.8	29.3	29.3	31.5	60.9	33.9	33.8	97.7	96.5
<b>Racial/Ethnic Group</b>											
White	105	100	7.6	26.7	28.6	37.1	65.7	44.8	49.2	97.8	96
African American	32	100	12.5	50	15.6	21.9	37.5	18.5	17	98.3	96.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	98.2	97.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	26.8	24.9	97.6	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	91.8	95.2
<b>Disability Status</b>											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	9.8	14	98	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	24.3	24.4	95	96.9
<b>Socio-Economic Status</b>											
Subsided meals	48	100	14.6	33.3	29.2	22.9	52.1	23.7	21.1	97.4	96.1
<b>Social Studies</b>											
All Students	149	100	7.4	34.2	31.5	26.8	58.4	34.6	34	97.8	96.4
<b>Gender</b>											
Male	66	100	9.1	34.8	27.3	28.8	56.1	36.3	36.6	98	96.3
Female	83	100	6	33.7	34.9	25.3	60.2	32.8	31.3	97.7	96.5
<b>Racial/Ethnic Group</b>											
White	105	100	4.8	35.2	30.5	29.5	60	40.9	44.5	97.8	96
African American	33	100	15.2	42.4	27.3	15.2	42.4	22.7	19.1	98.3	96.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	98.2	97.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	31.3	27.5	97.6	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	91.8	95.2
<b>Disability Status</b>											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	11.8	14.4	98	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	29.6	27.3	95	96.9
<b>Socio-Economic Status</b>											
Subsided meals	49	100	14.3	36.7	26.5	22.4	49	25.5	21	97.4	96.1

\* 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	71	100	4.2	23.9	57.7	14.1	71.8	
	4	75	100	9.3	36	53.3	1.3	54.7	
	5	72	100	5.6	38	53.5	2.8	56.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	74	100	4.1	13.5	68.9	13.5	82.4	
	4	74	100	4.1	36.5	45.9	13.5	59.5	
	5	75	100	8	38.7	49.3	4	53.3	
	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	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	71	100	15.5	53.5	22.5	8.5	31	
	4	75	100	13.3	40	21.3	25.3	46.7	
	5	72	100	12.7	35.2	35.2	16.9	52.1	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	74	100	6.8	44.6	28.4	20.3	48.6	
	4	74	100	6.8	41.9	20.3	31.1	51.4	
	5	75	100	14.7	42.7	28	14.7	42.7	
	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	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	36	100	11.1	41.7	33.3	13.9	47.2	
	4	75	100	20	33.3	25.3	21.3	46.7	
	5	37	100	24.3	29.7	29.7	16.2	45.9	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	37	100	2.7	24.3	43.2	29.7	73	
	4	74	100	8.1	31.1	24.3	36.5	60.8	
	5	37	100	16.2	37.8	13.5	32.4	45.9	
	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	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	35	100	5.7	22.9	48.6	22.9	71.4	
	4	75	100	14.7	42.7	32	10.7	42.7	
	5	35	100	14.7	41.2	23.5	20.6	44.1	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	37	100	5.4	43.2	40.5	10.8	51.4	
	4	74	100	8.1	33.8	27	31.1	58.1	
	5	38	100	7.9	26.3	31.6	34.2	65.8	
	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	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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