

Shaw Heights Elementary

5121 Frierson Road
Shaw Air Force Base, SC

Grades	2-3 Elementary School	
Enrollment	521 Students	
Principal	Stella Hall	803-666-2335
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**At-Risk**
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Excellent
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.

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

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

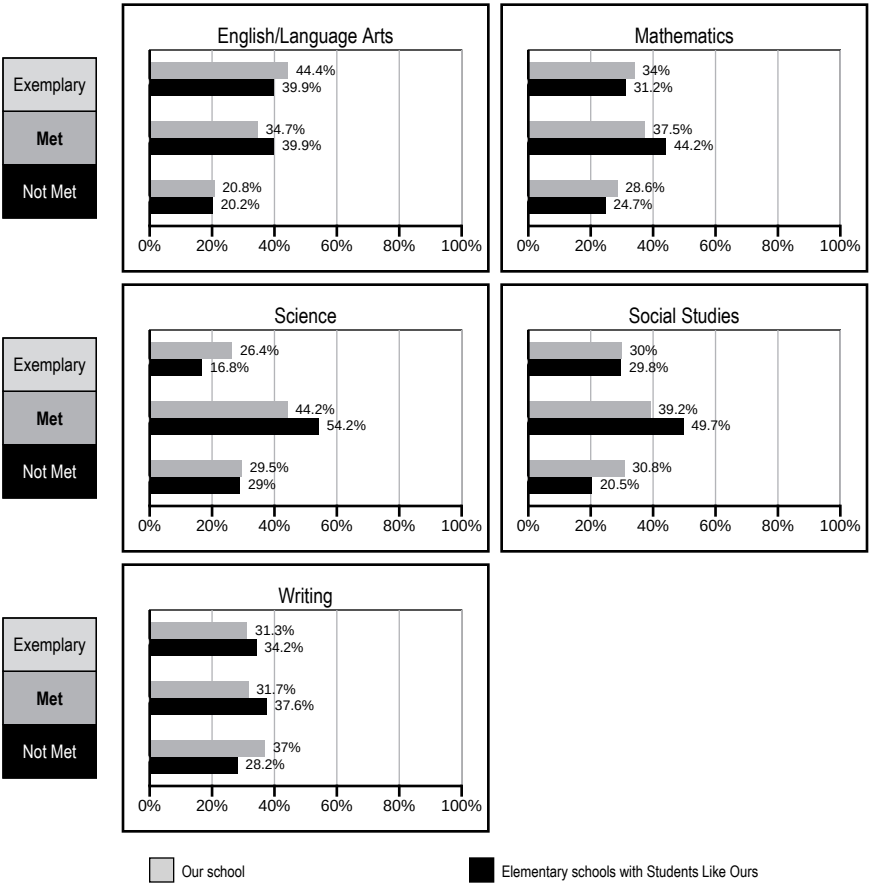
Percent of students tested in 2008-09 whose 2007-08 test scores were located	.%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	28	50	2	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
Students (n=521)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	3.0%	Up from 2.1%	1.9%	1.9%
Attendance rate	96.4%	Up from 96.3%	96.2%	96.3%
Eligible for gifted and talented	6.6%	Down from 9.9%	11.0%	10.0%
With disabilities other than speech	8.2%	Down from 8.3%	8.2%	7.7%
Older than usual for grade	1.7%	Up from 1.5%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.4%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	63.3%	Up from 56.7%	58.6%	59.4%
Continuing contract teachers	90.0%	Up from 73.3%	84.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.7%	Up from 88.3%	86.9%	85.9%
Teacher attendance rate	95.7%	Up from 95.3%	95.3%	95.1%
Average teacher salary*	$44,597	Up 5.5%	$46,824	$47,149
Professional development days/teacher	19.0 days	Up from 14.4 days	11.6 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 20.4 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.9%	Up from 90.6%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.5%	Down from 99.5%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	$5,925	Up 1.8%	$6,996	$7,458
Percent of expenditures for instruction**	60.9%	Down from 62.1%	68.5%	68.8%
Percent of expenditures for teacher salaries**	44.6%	Down from 57.9%	64.1%	63.2%

* 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

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, math, and the skills necessary for them to succeed in the 21st Century.

Our afterschool 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 afterschool PASS preparation program is designed to prepare students for the PASS.

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. Our school, Shaw Heights, is a magnificent educational atmosphere where learning is top priority, and we do our best to ensure that All Children Excel in School at the home of the Flying ACES.

Stella Hall, Principal
Tina Pastore, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	252	94
Percent satisfied with learning environment	68.8%	87.1%	88.3%
Percent satisfied with social and physical environment	96.8%	88.8%	89.4%
Percent satisfied with school-home relations	75.0%	92.4%	83.7%

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

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School Adequate Yearly Progress

NO

This school met 20 out of 21 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

NI

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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.2%	0.0%	No
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

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Shaw Heights Elementary										06/01/10-4302019
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	279	100	20.8	34.7	44.4	88.4	81.4	82.8	Yes	Yes
Gender										
Male	157	100	19.2	38.4	42.4	88.7	77.6	79.3	N/A	N/A
Female	122	100	23.1	29.6	47.2	88	85.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	129	100	16.7	35	48.3	92.5	87.7	89.5	Yes	Yes
African American	131	100	24.8	38.8	36.4	83.5	76.8	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96.8	92.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	83.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	82.5	I/S	I/S
Disability Status										
Disabled	54	100	48	36	16	66	52.5	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	74.3	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	174	100	24.5	36.2	39.3	85.9	78.4	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	279	100	28.6	37.5	34	78	76.1	78.9	Yes	Yes
Gender										
Male	157	100	29.1	39.7	31.1	76.8	73.7	77	N/A	N/A
Female	122	100	27.8	34.3	38	79.6	78.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	129	100	20.8	39.2	40	86.7	83.5	87.2	Yes	Yes
African American	131	100	38.8	36.4	24.8	67.8	70.4	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.3	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	85.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	79.5	I/S	I/S
Disability Status										
Disabled	54	100	64	24	12	40	38.4	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	74.3	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	174	100	33.7	36.8	29.4	72.4	71.9	70.2	Yes	Yes

***** Adjusted to account for natural variation in performance.

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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
Science								
All Students	142	97.9	29.5	44.2	26.4	70.5	62.8	67.5
Gender								
Male	78	98.7	24	42.7	33.3	76	63.5	67
Female	64	96.9	37	46.3	16.7	63	62.1	68
Racial/Ethnic Group								
White	69	97.1	26.2	45.9	27.9	73.8	75.7	79.5
African American	62	98.4	36.8	40.4	22.8	63.2	52.8	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	54.5	71.2
Disability Status								
Disabled	29	100	50	34.6	15.4	50	33.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69.6	59.6
Socio-Economic Status								
Subsized meals	89	98.9	32.5	43.4	24.1	67.5	57.4	55.1
Social Studies								
All Students	138	97.1	29.7	39.8	30.5	70.3	68.5	72.3
Gender								
Male	79	97.5	25.3	45.3	29.3	74.7	67.5	71.5
Female	59	96.6	35.8	32.1	32.1	64.2	69.5	73.2
Racial/Ethnic Group								
White	61	98.4	15.5	44.8	39.7	84.5	74.4	80.7
African American	69	95.7	44.4	34.9	20.6	55.6	63.6	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	82.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	25	96	60.9	21.7	17.4	39.1	39.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	73.9	67.9
Socio-Economic Status								
Subsized meals	85	96.5	35.9	38.5	25.6	64.1	64.3	62.1

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Shaw Heights Elementary										06/01/10-4302019
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
Writing										
All Students	281	100	37	31.7	31.3	63	63.2	70.2	96.4	96
Gender										
Male	159	100	40.8	33.6	25.7	59.2	55.3	63.2	96.5	95.8
Female	122	100	31.8	29.1	39.1	68.2	71.6	77.5	96.3	96.1
Racial/Ethnic Group										
White	128	100	33.1	33.1	33.9	66.9	68.8	79.1	95.9	95.3
African American	134	100	43.9	31.7	24.4	56.1	58.6	57.6	97	96.5
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	79.4	86.2	97	97.1
Hispanic	10	I/S	I/S	I/S	I/S	I/S	77.2	62.6	95.7	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	56.3	68.7	97.8	95.7
Disability Status										
Disabled	54	100	72	20	8	28	21.1	26.1	96.3	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	68.4	61.2	94.4	95.9
Socio-Economic Status										
Subsized meals	177	100	41.2	35.2	23.6	58.8	58.3	58.9	96.1	95.7

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Shaw Heights Elementary							06/01/10-4302019
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	279	100	20.8	34.7	44.4	79.2
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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							
2009	3	279	100	28.6	37.5	34	71.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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							
2009	3	142	97.9	29.5	44.2	26.4	70.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
Social Studies							
2009	3	138	97.1	29.7	39.8	30.5	70.3
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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							
2009	3	281	100	37	31.7	31.3	63
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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