



## SHAW HEIGHTS ELEMENTARY

5121 Frierson Road  
Shaw Air Force Base, SC

<b>Grades</b>	2-3 Elementary School	
<b>Enrollment</b>	470 Students	
<b>Principal</b>	Stella Hall	803-666-2335
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# 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>Good</b>
2009	Average	At-Risk
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	Excellent

## 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

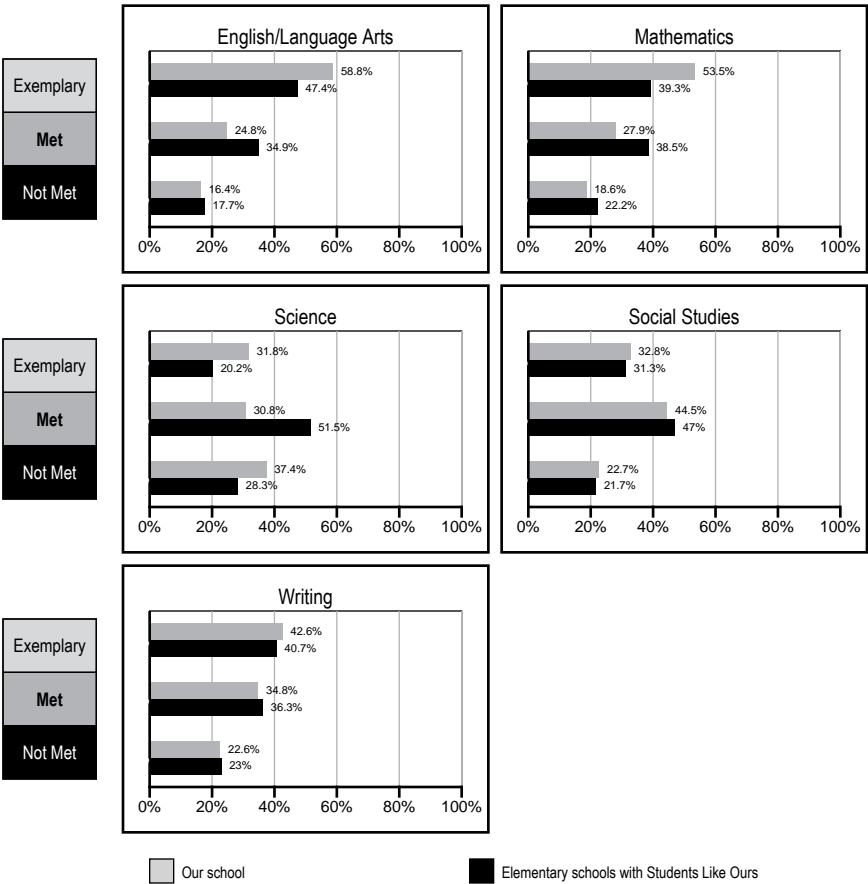
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
20	39	28	0	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=470)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.4%	Down from 3.0%	1.2%	1.2%
Attendance rate	96.6%	Up from 96.4%	96.2%	96.1%
Eligible for gifted and talented	9.6%	Up from 6.6%	15.8%	11.7%
With disabilities other than speech	6.5%	Down from 8.2%	7.9%	8.0%
Older than usual for grade	0.2%	Down from 1.7%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	59.3%	Down from 63.3%	61.1%	60.5%
Continuing contract teachers	77.8%	Down from 90.0%	87.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.1%	Down from 90.7%	89.1%	87.0%
Teacher attendance rate	95.1%	Down from 95.7%	95.5%	95.4%
Average teacher salary*	\$45,639	Up 2.3%	\$48,053	\$47,288
Professional development days/teacher	19.3 days	Up from 19.0 days	10.4 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 20.2 to 1	20.2 to 1	19.2 to 1
Prime instructional time	90.6%	Down from 90.9%	90.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 91.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,326	Up 6.8%	\$7,015	\$7,548
Percent of expenditures for instruction**	62.3%	Up from 60.9%	69.1%	68.7%
Percent of expenditures for teacher salaries**	58.6%	Up from 44.6%	65.8%	65.1%

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

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

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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 test.

We are proud to share that our school received the Red Carpet award for the 2009-2010 school year, which recognizes Shaw Heights for its family-friendly environment. 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. 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  
 Allison Mathis, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	211	133
Percent satisfied with learning environment	83.3%	92.8%	79.5%
Percent satisfied with social and physical environment	91.7%	90.9%	84.0%
Percent satisfied with school-home relations	82.6%	93.3%	69.0%

\* 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

NI-DELAY

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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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	248	100	16.3	24.7	59	92.1	82.1	83.5	Yes	Yes
<b>Gender</b>										
Male	115	100	17.1	22.9	60	90.5	77.7	80.1	N/A	N/A
Female	133	100	15.6	26.2	58.2	93.4	86.8	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	108	100	10.1	20.2	69.7	96	86.9	89.6	Yes	Yes
African American	125	100	22.4	26.7	50.9	88.8	78.3	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	96.4	92.7	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	88.9	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78.6	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	39	100	42.1	26.3	31.6	76.3	51.6	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	83.8	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	161	100	18.4	24.5	57.1	91.2	79.9	76.9	Yes	Yes

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

All Students	248	100	18.5	27.8	53.7	90.7	77.8	80.4	Yes	Yes
<b>Gender</b>										
Male	115	100	19	25.7	55.2	89.5	75.4	78.4	N/A	N/A
Female	133	100	18	29.5	52.5	91.8	80.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	108	100	16.2	16.2	67.7	90.9	83.5	87.8	Yes	Yes
African American	125	100	19.8	37.9	42.2	91.4	73.4	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.3	93.5	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	87.8	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	39	100	42.1	26.3	31.6	73.7	42.6	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	86.5	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	161	100	20.4	28.6	51	88.4	75	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	123	100	37	30.6	32.4	63	63.2	67.3
<b>Gender</b>								
Male	55	100	40.8	24.5	34.7	59.2	63.1	66.9
Female	68	100	33.9	35.6	30.5	66.1	63.3	67.7
<b>Racial/Ethnic Group</b>								
White	54	100	20.4	34.7	44.9	79.6	74.2	79.6
African American	61	100	52.8	26.4	20.8	47.2	54.9	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.5	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.6	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	58.3	69.5
<b>Disability Status</b>								
Disabled	20	100	70	15	15	30	28.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	55.6	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	79	100	43.5	30.4	26.1	56.5	58.4	55.4
<b>Social Studies</b>								
All Students	125	100	22.7	44.5	32.8	77.3	67.7	70.9
<b>Gender</b>								
Male	60	100	19.6	35.7	44.6	80.4	67.4	70.1
Female	65	100	25.4	52.4	22.2	74.6	68	71.7
<b>Racial/Ethnic Group</b>								
White	54	100	20	28	52	80	71.8	79.2
African American	64	100	25.4	55.6	19	74.6	63.8	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.2	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	19	100	50	27.8	22.2	50	34.6	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	62.5	68
<b>Socio-Economic Status</b>								
Subsidized meals	82	100	24.4	50	25.6	75.6	64	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	251	99.6	22.6	34.8	42.6	77.4	67.7	72.1	96.6	96.3
<b>Gender</b>										
Male	113	100	28.6	32.4	39	71.4	60.3	65.2	96.4	96.1
Female	138	99.3	17.6	36.8	45.6	82.4	75.6	79.2	96.7	96.4
<b>Racial/Ethnic Group</b>										
White	108	100	18.2	32.3	49.5	81.8	73.1	80.8	96.3	95.8
African American	126	99.2	28.2	33.3	38.5	71.8	62.8	59.7	96.9	96.6
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	96.6	87	97	97.2
Hispanic	9	I/S	I/S	I/S	I/S	I/S	85.4	64.6	95.1	96.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	66.7	73.4	99.3	94.9
<b>Disability Status</b>										
Disabled	39	97.4	47.2	36.1	16.7	52.8	24	27.7	96.4	96
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	99.9
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	73	63.7	94.8	97.1
<b>Socio-Economic Status</b>										
Subsidized meals	165	99.4	25.3	35.3	39.3	74.7	64.5	61.9	96.3	96.1

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>English/Language Arts</b>							
<b>2009</b>	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
<b>2010</b>	3	248	100	16.3	24.7	59	83.7
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	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
<b>2010</b>	3	248	100	18.5	27.8	53.7	81.5
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	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
<b>2010</b>	3	123	100	37	30.6	32.4	63
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	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
<b>2010</b>	3	125	100	22.7	44.5	32.8	77.3
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	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
<b>2010</b>	3	251	99.6	22.6	34.8	42.6	77.4
	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

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