



HOWE HALL AIMS ELEMENTARY

115 Howe Hall Road
Goose Creek, SC 29445

Grades	K-5 Elementary School	
Enrollment	421 Students	
Principal	Marty French	843-820-3899
Superintendent	Rodney Thompson	843-899-8600
Board Chair	Kathy Schwalbe	843-797-5815

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent*
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	Average
2007	Good	Average

* The School's 2011 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 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://eoc.sc.gov>

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

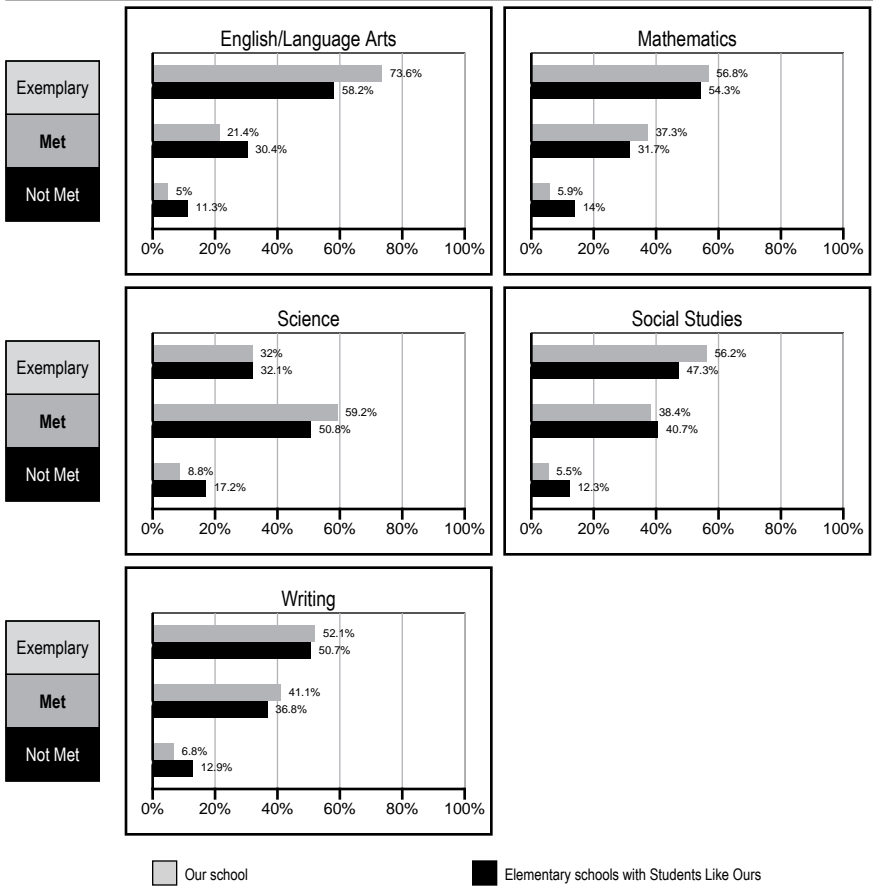
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	1	0	1	0

* Ratings are calculated with data available by 11/09/2011.

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
Students (n=421)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.7%	0.7%	1.1%
Attendance rate	97.3%	Up from 97.2%	96.5%	96.2%
Served by gifted and talented program	30.3%	Up from 27.1%	24.4%	13.4%
With disabilities other than speech	1.3%	Down from 4.6%	2.7%	4.1%
Older than usual for grade	0.2%	Down from 0.5%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	76.0%	Up from 72.0%	67.5%	62.5%
Continuing contract teachers	92.0%	Up from 84.0%	90.5%	88.2%
Teachers returning from previous year	91.0%	Up from 88.5%	89.4%	87.8%
Teacher attendance rate	95.6%	Down from 95.7%	95.6%	95.2%
Average teacher salary*	\$47,200	Down 2.9%	\$48,086	\$46,773
Professional development days/teacher	8.3 days	Up from 8.0 days	9.4 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	22.8 to 1	Down from 23.3 to 1	21.3 to 1	19.9 to 1
Prime instructional time	91.8%	No Change	91.8%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,463	Up 2.9%	\$7,118	\$7,447
Percent of expenditures for instruction**	54.4%	Down from 56.9%	69.7%	68.4%
Percent of expenditures for teacher salaries**	51.8%	Down from 53.4%	68.2%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Howe Hall Arts Infused Magnet School (AIMS) is a nationally recognized elementary school serving the Berkeley County community. Since its opening in 2002, AIMS has consistently offered students unparalleled instruction that addresses multiple intelligences while creating lessons that merge South Carolina arts and academic standards. The strong belief that success is attainable by every student forces innovation and creativity in the introduction and re-enforcement of South Carolina elementary standards. Since the school's inception Adequate Yearly Progress (AYP) has been achieved. 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.

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 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 and refine their artistic skills as they work to master academic standards. This unique feature is one of the many aspects that make 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 interests such as visual arts, media, and music. These classes include: steel drums, strings, 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.

One of the most valuable aspects of AIMS is the bond formed between staff and community. The commitment of families and teachers foster an environment with mutual goals for student success. The student scores are among the highest in the state on both the PASS and SCAAP assessments. In 2010 Howe Hall AIMS was selected as a National Blue Ribbon School of Excellence by the United States Department of Education. The campus earned the Palmetto Gold Award in 2009 and has been recognized for Closing Achievement Gaps for the past 6 years. In 2007, Howe Hall AIMS students performed at the Kennedy Center in Washington D.C. after receiving the State and National Kennedy Center Creative Ticket School of Excellence Award.

Michael Hazeres
School Improvement Council Chair

Marty French
Principal

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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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. 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	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.3%	94.0%**	Yes

* Or greater than last year

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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 = 79.4% (Met or Exemplary)

All Students	221	100	5	21.7	73.3	97.3	85.3	82.4	Yes	Yes
Gender										
Male	103	100	7.8	25.2	67	96.1	81.3	78.7	N/A	N/A
Female	118	100	2.5	18.6	78.8	98.3	89.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	139	100	4.3	21.6	74.1	97.1	89	88.9	Yes	Yes
African American	63	100	7.9	25.4	66.7	96.8	78.6	72.9	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	85	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87	83	I/S	I/S
Disability Status										
Disabled	29	100	24.1	34.5	41.4	82.8	54.4	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	78	100	7.7	23.1	69.2	96.2	80.4	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	221	100	5.9	37.6	56.6	96.4	84.4	81.9	Yes	Yes
Gender										
Male	103	100	5.8	37.9	56.3	95.1	82.7	79.9	N/A	N/A
Female	118	100	5.9	37.3	56.8	97.5	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	139	100	3.6	33.1	63.3	97.8	88.6	88.9	Yes	Yes
African American	63	100	12.7	50.8	36.5	92.1	77.1	71.4	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.2	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	83.3	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	85.7	84.4	I/S	I/S
Disability Status										
Disabled	29	100	27.6	51.7	20.7	79.3	53	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	83.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	78	100	10.3	48.7	41	93.6	79.5	74.9	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	147	100	8.8	59.2	32	91.2	70.9	68.6
Gender								
Male	76	100	11.8	59.2	28.9	88.2	70.4	68.3
Female	71	100	5.6	59.2	35.2	94.4	71.4	68.9
Racial/Ethnic Group								
White	96	100	6.3	51	42.7	93.8	79.9	80.7
African American	42	100	16.7	73.8	9.5	83.3	56.5	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.3	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	67.4	70.8
Disability Status								
Disabled	20	100	25	70	5	75	39.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.3	60.7
Socio-Economic Status								
Subsidized meals	47	100	14.9	68.1	17	85.1	61.8	57.3
Social Studies								
All Students	147	100	6.1	38.1	55.8	93.9	75.7	72.5
Gender								
Male	62	100	4.8	43.5	51.6	95.2	74.3	72
Female	85	100	7.1	34.1	58.8	92.9	77.1	73.1
Racial/Ethnic Group								
White	90	100	5.6	33.3	61.1	94.4	81.1	81
African American	42	100	7.1	47.6	45.2	92.9	66.4	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.7	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	73.2	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.5	73.5
Disability Status								
Disabled	21	100	28.6	42.9	28.6	71.4	43.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	73.4	69.7
Socio-Economic Status								
Subsidized meals	56	100	10.7	41.1	48.2	89.3	68.4	62.9

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
Writing										
All Students	73	100	6.8	41.1	52.1	93.2	73.5	73.2	97.3	96.3
Gender										
Male	37	100	13.5	45.9	40.5	86.5	66.8	67.2	97	96.3
Female	36	100	N/AV	N/AV	N/AV	100	80.6	79.4	97.5	96.3
Racial/Ethnic Group										
White	46	100	8.7	32.6	58.7	91.3	78.5	81.5	97	95.9
African American	20	100	5	65	30	95	64.8	61.3	97.8	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87	87	97.9	97.1
Hispanic	3	I/S	I/S	I/S	I/S	I/S	72.1	66.7	98.4	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.7	72.2	96.6	95.5
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	27.7	26	97	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69	65.7	95.6	97
Socio-Economic Status										
Subsidized meals	23	100	13	47.8	39.1	87	65.4	63.2	97.2	96

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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							
2010	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
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
Mathematics							
2010	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
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
Science							
2010	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
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

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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							
2010	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
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
Writing							
2010	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
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

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