



## Shaw Heights Elementary School

5121 Frierson Road  
Shaw Air Force, SC 29152

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | 2-3 Elementary School  |              |
| <b>Enrollment</b>     | 524 Students           |              |
| <b>Principal</b>      | Dr. Melissa Morris     | 803-666-2335 |
| <b>Superintendent</b> | Randolph D. Bynum, Sr. | 803-469-6900 |
| <b>Board Chair</b>    | Larry D. Addison       | 803-469-6900 |

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING  | GROWTH RATING |
|-------------|------------------|---------------|
| <b>2012</b> | <b>Excellent</b> | <b>Good</b>   |
| 2011        | Excellent        | Excellent     |
| 2010        | Excellent        | Good          |
| 2009        | Average          | At-Risk       |
| 2008        | Average          | Below 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**

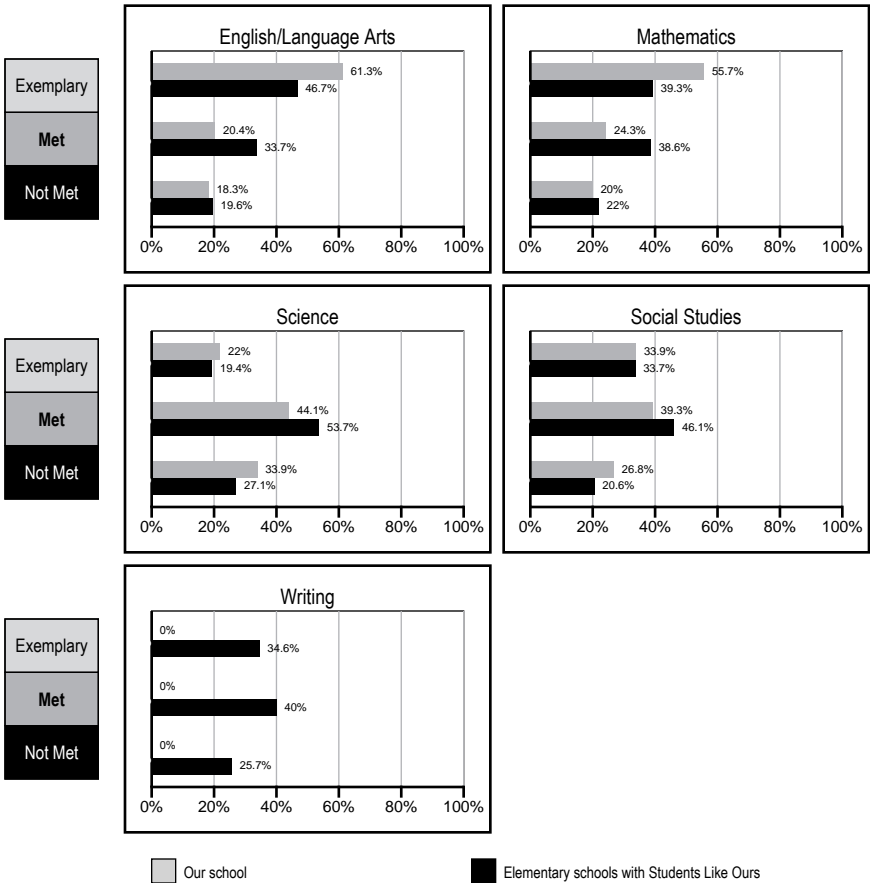
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 100%

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

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 31        | 42   | 29      | 1             | 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 |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=524)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | N/R        | N/R                   | 100.0%                                     | 100.0%                   |
| Retention rate   | 2.8%       | N/A                   | 1.1%                                       | 1.0%                     |
| Attendance rate  | 95.7%      | N/A                   | 96.5%                                      | 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%       | N/R                   | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=24)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 66.7%      | N/A                   | 61.8%                                      | 63.0%                    |
| Continuing contract teachers   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Teachers returning from previous year  | 83.8%      | N/A                   | 89.1%                                      | 88.7%                    |
| Teacher attendance rate  | 96.7%      | N/R                   | 95.2%                                      | 95.1%                    |
| Average teacher salary*  | \$45,546   | I/S                   | \$47,390                                   | \$47,210                 |
| Professional development days/teacher  | 10.1 days  | N/R                   | 11.3 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 1.0        | N/R                   | 5.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 24.0 to 1  | N/R                   | 20.2 to 1                                  | 20.0 to 1                |
| Prime instructional time   | 92.2%      | N/R                   | 90.3%                                      | 90.5%                    |
| Opportunities in the arts  | Good       | N/R                   | Good                                       | Good                     |
| SACS accreditation   | Yes        | N/R                   | Yes  | Yes                      |
| Parents attending conferences  | 96.5%      | N/R                   | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | N/R                   | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | N/A        | N/A                   | \$6,788                                    | \$7,247                  |
| Percent of expenditures for instruction**                                    | N/A        | N/A                   | 68.0%                                      | 68.2%                    |
| Percent of expenditures for teacher salaries**                               | N/A        | N/A                   | 66.1%                                      | 65.7%                    |

\* 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**

Shaw Heights Elementary is a Title I school providing students in grades two and three a great place to learn. Our School Improvement Council has made a commitment to provide support for the school's mission and performance goals, and to encourage the involvement of the community. We appreciate the support of parents and community members and see this support as an integral part of our success. We met AYP and earned the Palmetto Gold Award in 2010 and 2011 based on the results of our PASS scores. Our 2011 absolute performance rating was EXCELLENT and our improvement rating was EXCELLENT. We are pleased with our students' academic progress.

Our teachers continue to use standard based instructional plans, and provide students with critical thinking skills and problem solving activities. Our teachers utilize test data to focus on programs that will help to increase student achievement by reinforcing weak areas. We have a child study team, computer lab, accelerated reader, parent volunteers, parenting workshops and other programs in place to meet the needs of the students at Shaw Heights Elementary.

Our students participate in art, physical education, and music programs. The Shaw Heights chorus sings at a variety of school functions and community events. We will continue to utilize research, involve our parents and community members, and focus on appropriate academic planning and instruction to improve the achievement of each child attending Shaw Heights Elementary.

Allison Mathis, President School Improvement Council  
 Elizabeth Compton, Principal

**Evaluations by Teachers, Students and Parents**

|  | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--|-----------------|------------------|-----------------|
| Number of surveys returned                             | 28              | 212              | 135             |
| Percent satisfied with learning environment            | 92.9%           | 86.6%            | 80.8%           |
| Percent satisfied with social and physical environment | 96.4%           | 83.6%            | 81.2%           |
| Percent satisfied with school-home relations           | 77.8%           | 91.3%            | 74.2%           |

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

Abbreviations for Missing Data

**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.

|                                      |             |
|--------------------------------------|-------------|
| <b>Overall Weighted Points Total</b> | <b>96.1</b> |
| <b>Overall Grade Conversion</b>      | <b>A</b>    |

| 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**

Shaw Heights Elementary School 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**

|   | <b>Our District</b> | <b>State</b> |
|---|---------------------|--------------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.0%                | 2.6%         |
| Classes in high poverty schools not taught by highly qualified teachers | 4.9%                | 5.1%         |

|   | <b>Our School</b> | <b>State Objective</b> | <b>Met State Objective</b> |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 0.0%              | 0.0%                   | Yes                        |
| Student attendance rate                         | 95.7%             | 94.0%*                 | Yes                        |

\* Or greater than last year

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## Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| <b>Grades 3-5</b>                 |          |           |              |                     |              |               |
| All Students                      | 675.6    | 662.7     | 617.7        | 633.6               | 100.0        | 100.0         |
| Male                              | 669.7    | 662.1     | 619.6        | 628.1               | 100.0        | 100.0         |
| Female                            | 681.2    | 663.3     | 615.8        | 638.3               | 100.0        | 100.0         |
| White                             | 691.8    | 677.5     | 629.9        | 652.7               | 100.0        | 100.0         |
| African American                  | 661.7    | 650.0     | 609.3        | 619.2               | 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                 | 100.0        | 100.0         |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 663.4    | 653.4     | 610.2        | 623.4               | 100.0        | 100.0         |
| Annual Measurable Objective (AMO) | 630.0    | 630.0     | 630.0        | 630.0               | 95.0         | 95.0          |

Abbreviations for Missing Data

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

**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>2011</b>                  | 3     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>2012</b>                  | 3     | 257                           | 100      | 18        | 20.2  | 61.8        | 82                 |
|                              | 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>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 3     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>2012</b>                  | 3     | 257                           | 100      | 19.7      | 24.9  | 55.4        | 80.3               |
|                              | 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>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 3     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 4     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 5     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 6     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 7     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
|                              | 8     | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |
| <b>2012</b>                  | 3     | 130                           | 100      | 33.3      | 43.3  | 23.3        | 66.7               |
|                              | 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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N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Grade Level**

|                       | Grade          | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |     |
|-----------------------|----------------|-------------------------------|----------|-----------|-------|-------------|--------------------|-----|
| <b>Social Studies</b> |                |                               |          |           |       |             |                    |     |
| <b>2011</b>           | 3              | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |     |
|                       | 4              | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |     |
|                       | 5              | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |     |
|                       | 6              | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |     |
|                       | 7              | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |     |
| <b>2012</b>           | 8              | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |     |
|                       | 3              | 128                           | 100      | 26.3      | 39.5  | 34.2        | 73.7               |     |
|                       | 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                |     |
| <b>2011</b>           | 8              | N/A                           | N/AV     | N/A       | N/A   | N/A         | N/A                |     |
|                       | <b>Writing</b> |                               |          |           |       |             |                    |     |
|                       | 3              | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |     |
|                       | 4              | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |     |
|                       | 5              | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |     |
|                       | 6              | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |     |
|                       | 7              | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |     |
|                       | 8              | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |     |
|                       | <b>2012</b>    | 3                             | N/A      | N/A       | N/A   | N/A         | N/A                | N/A |
|                       |                | 4                             | N/A      | N/A       | N/A   | N/A         | N/A                | N/A |
|                       |                | 5                             | N/A      | N/A       | N/A   | N/A         | N/A                | N/A |
| 6                     |                | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |     |
| 7                     |                | N/A                           | N/A      | N/A       | N/A   | N/A         | N/A                |     |
| 8                     | N/A            | N/A                           | N/A      | N/A       | N/A   | N/A         |                    |     |

Abbreviations for Missing Data

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