



Joseph S. Shanklin Elementary

121 Morrall Drive

Beaufort, South Carolina

Grades	PK-5 Elementary School	
Enrollment	492 Students	
Principal	Mark Mansell	843-466-3400
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	Below Average	Average
2007	Below Average	Good
2006	Average	Good
2005	Average	At-Risk

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 2008-09 whose 2007-08 test scores were located

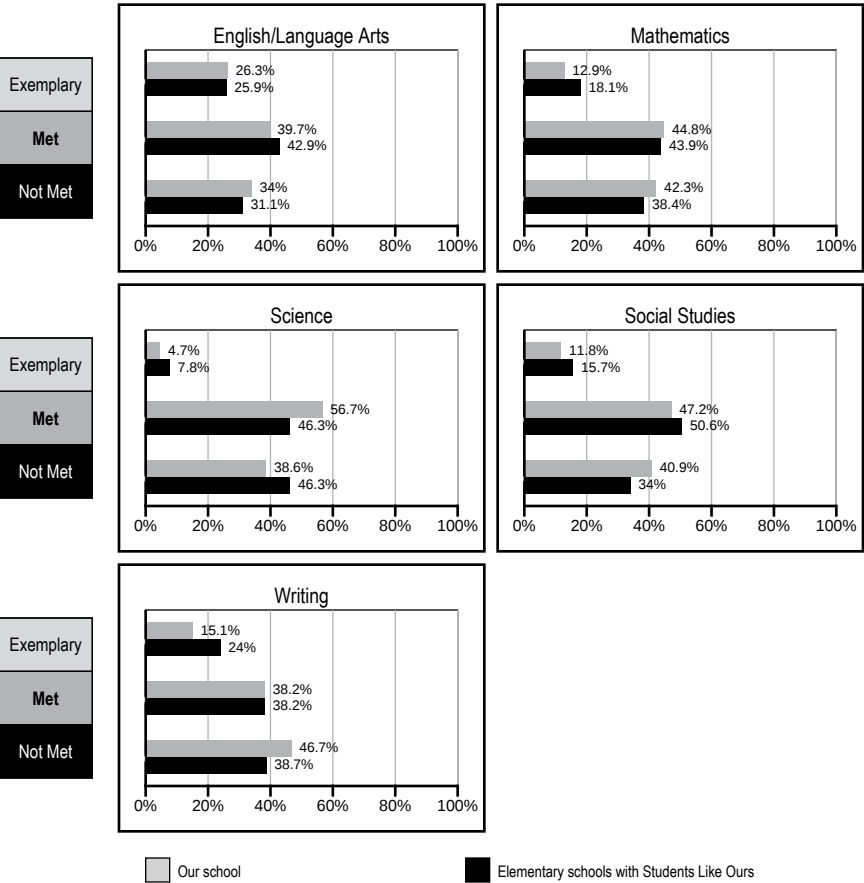
99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	86	38	10

* 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=492)				
First graders who attended full-day kindergarten	100.0%	Up from 44.9%	100.0%	100.0%
Retention rate	2.5%	Up from 1.0%	2.5%	1.9%
Attendance rate	95.7%	Down from 96.1%	96.1%	96.3%
Eligible for gifted and talented	10.5%	Down from 15.7%	5.6%	10.0%
With disabilities other than speech	4.8%	Up from 4.5%	8.7%	7.7%
Older than usual for grade	0.3%	Down from 0.5%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.5%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	60.5%	Down from 68.6%	56.5%	59.4%
Continuing contract teachers	60.5%	Down from 68.6%	75.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.2%	Up from 79.9%	84.7%	85.9%
Teacher attendance rate	95.9%	Up from 95.4%	95.1%	95.1%
Average teacher salary*	\$46,420	Up 0.5%	\$45,923	\$47,149
Professional development days/teacher	13.4 days	Up from 9.2 days	11.2 days	11.1 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 21.1 to 1	17.9 to 1	18.8 to 1
Prime instructional time	90.1%	Up from 89.3%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,447	Up 16.9%	\$7,813	\$7,458
Percent of expenditures for instruction**	69.0%	Up from 67.8%	68.5%	68.8%
Percent of expenditures for teacher salaries**	55.7%	Down from 65.2%	62.2%	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

"Sailing the 'C's' to Success" has been our school-wide theme this year at Joseph S. Shanklin Sr. Elementary School. Our school has focused and celebrated the Seven C's: Cooperation, Creativity, Commitment, Character, Community, Compassion and Courtesy. All students continue to work hard to master state standards at each grade level. We measure students and their success by their performance on the MAP test. This test is administered multiple times in all grade levels (K-5th) and students have specific goals to meet. We celebrated the successes that all students had in school-wide assemblies. Teachers continue to use the results of these tests to drive instruction and to individualize instruction to meet the needs of their students.

Our staff continues to work towards making improvements on each of our school-wide goals: raising test scores; teachers participating in professional development to become better teachers; increasing parent involvement; increasing the use of technology; and reducing student discipline referral incidents. Teachers participated in professional development in all content areas. These conferences ranged from the Summer Institute provided by the school district to State Department of Education workshops to local staff development held at the school. Promethean Interactive whiteboards were installed in nearly every classroom during this year and we had the services of a full-time Instructional Technology Coach to help teachers integrate technology into daily lessons. We combined our Kid's Club, Sand dollar Club and PTO meetings into one large quarterly event. Each of these Family Night events had a theme (Literacy, Health and Math) and was well attended by students and parents. We have also started a Parent Honor Roll to recognize those parents that are partnering with the school to help increase student success. A school wide discipline system will be in place for the next school year. PBIS will help establish school wide procedures and increase student accountability for behaviors.

We celebrated many successes and achievements this school year. Our students and staff were involved in the community through the following programs: Pennies for Patients, United Way, March of Dimes, CAPA Angel Walk and Adopt-A-Highway. Our school garden and outdoor learning center was completed by community volunteers. We had 2 additional teachers complete their National Board Certification (Mrs. White and Mrs. Krob) and they join Mrs. Allen with that distinction. We provided over 50 additional days of instruction for struggling students through our Key Club and Extended Learning Time. Our PTO and SIC continue to help us develop our community partnerships in order to help meet the needs of our students. The following groups have continued to partner with JSES: Chick-fil-A, Pizza Inn, Food Lion, Haven Learning, Ident-A-Kids, MCAS Federal Credit Union, CAPA, LowCountry Institute, Boy Scouts and Girl Scouts of America, and the Link Church of Beaufort. School-Wide activities to involve students and families included: quarterly Family Night, quarterly Award's Dinners and celebrations, Fun Day, Compass Odyssey Lab, PTO fundraisers, student art exhibits, Artists in Residence, Chorus and Strings performances and curriculum based field trips.

Bob Grant, Principal
Cheryl Ganshow, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	45	32
Percent satisfied with learning environment	83.3%	77.3%	78.1%
Percent satisfied with social and physical environment	96.7%	73.3%	90.0%
Percent satisfied with school-home relations	63.3%	84.4%	80.0%

* 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
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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	CSI-DELAY
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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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.9%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	218	99.1	34	39.7	26.3	82	81.8	82.8	Yes	Yes
Gender										
Male	115	98.3	39	36	25	77	78.2	79.3	N/A	N/A
Female	103	100	28.7	43.6	27.7	87.2	85.6	86.5	N/A	N/A
Racial/Ethnic Group										
White	53	100	22.9	33.3	43.8	91.7	92.4	89.5	Yes	Yes
African American	146	98.6	37.7	43.1	19.2	76.9	71.8	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.1	92.3	I/S	I/S
Hispanic	15	100	23.1	38.5	38.5	100	72.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	82.5	I/S	I/S
Disability Status										
Disabled	38	100	69.4	27.8	2.8	41.7	41.7	52	I/S	I/S
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	13	100	27.3	36.4	36.4	100	68.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	168	99.4	33.1	43.7	23.2	82.1	73.3	75.5	Yes	Yes

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

All Students	218	99.1	42.3	44.8	12.9	70.1	77.3	78.9	Yes	Yes
Gender										
Male	115	98.3	44	41	15	69	75.8	77	N/A	N/A
Female	103	100	40.4	48.9	10.6	71.3	79	80.9	N/A	N/A
Racial/Ethnic Group										
White	53	100	20.8	56.3	22.9	89.6	89.8	87.2	Yes	Yes
African American	146	98.6	51.5	40.8	7.7	62.3	62.7	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.1	93	I/S	I/S
Hispanic	15	100	23.1	53.8	23.1	76.9	71	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	79.5	I/S	I/S
Disability Status										
Disabled	38	100	N/AV	N/AV	N/AV	25	37.5	45.5	I/S	I/S
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	13	100	27.3	45.5	27.3	72.7	69.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	168	99.4	46.4	43	10.6	65.6	66.9	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	144	97.2	38.1	57.1	4.8	61.9	66.1	67.5
Gender								
Male	80	96.3	37.7	55.1	7.2	62.3	66.1	67
Female	64	98.4	38.6	59.6	1.8	61.4	66.1	68
Racial/Ethnic Group								
White	39	97.4	14.3	77.1	8.6	85.7	82.9	79.5
African American	93	96.8	50	46.3	3.7	50	48.1	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.9	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	54.2	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.4	71.2
Disability Status								
Disabled	27	96.3	80	16	4	20	28.1	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	7	I/S	I/S	I/S	I/S	I/S	49.9	59.6
Socio-Economic Status								
Subsided meals	111	96.4	41.2	54.6	4.1	58.8	51.8	55.1

Social Studies

All Students	142	98.6	40.9	47.2	11.8	59.1	70.3	72.3
Gender								
Male	76	98.7	40	46.2	13.8	60	70	71.5
Female	66	98.5	41.9	48.4	9.7	58.1	70.6	73.2
Racial/Ethnic Group								
White	33	100	26.7	46.7	26.7	73.3	82.6	80.7
African American	94	97.9	47.1	45.9	7.1	52.9	58.2	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.5	88.5
Hispanic	12	100	I/S	I/S	I/S	I/S	60	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	72.2
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	13	36.9	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	10	I/S	I/S	I/S	I/S	I/S	56.2	67.9
Socio-Economic Status								
Subsided meals	107	98.1	46.9	41.8	11.2	53.1	58.6	62.1

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	217	97.2	45.4	39.2	15.5	54.6	68.6	70.2	95.7	96.4
Gender										
Male	114	97.4	53.9	32.4	13.7	46.1	61.3	63.2	95.3	96.3
Female	103	97.1	35.9	46.7	17.4	64.1	76.2	77.5	96.1	96.6
Racial/Ethnic Group										
White	52	100	35.4	43.8	20.8	64.6	82.7	79.1	95.2	96.4
African American	145	95.9	50.4	38	11.6	49.6	54.5	57.6	96	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.1	86.2	95.5	97.1
Hispanic	16	100	28.6	42.9	28.6	71.4	57.4	62.6	95.1	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70	68.7	95.9	96.3
Disability Status										
Disabled	36	91.7	N/AV	N/AV	N/AV	9.4	23.8	26.1	95.3	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
English Proficiency										
Limited English Proficient	14	100	33.3	33.3	33.3	66.7	53.1	61.2	95	96.6
Socio-Economic Status										
Subsidized meals	169	96.5	48.7	38.7	12.7	51.3	55.9	58.9	95.5	96.1

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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							
2009	3	77	98.7	29.2	36.1	34.7	70.8
	4	69	98.6	48.3	28.3	23.3	51.7
	5	72	100	25.8	54.8	19.4	74.2
	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
Mathematics							
2009	3	77	98.7	45.8	43.1	11.1	54.2
	4	69	98.6	43.3	41.7	15	56.7
	5	72	100	37.1	50	12.9	62.9
	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
Science							
2009	3	38	100	29.7	59.5	10.8	70.3
	4	69	98.6	41.7	55	3.3	58.3
	5	37	91.9	N/AV	N/AV	N/AV	58.6
	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
Social Studies							
2009	3	38	100	N/AV	N/AV	N/AV	31.4
	4	69	98.6	25	58.3	16.7	75
	5	35	97.1	40.6	43.8	15.6	59.4
	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	76	94.7	46.4	40.6	13	53.6
	4	71	98.6	56.3	35.9	7.8	43.8
	5	70	98.6	32.8	41	26.2	67.2
	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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