



MARSHALL ELEMENTARY

1441 Marshall Street
Orangeburg, S.C. 29118

Grades	PK-5 Elementary School	
Enrollment	837 Students	
Principal	Don Doggett	803-534-7865
Superintendent	Cynthia Wilson	803-534-5454
Board Chair	Lisa Jenkins	803-533-7927

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Below Average	Average
2009	Below Average	Below Average
2008	Below Average	At-Risk
2007	Below 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 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

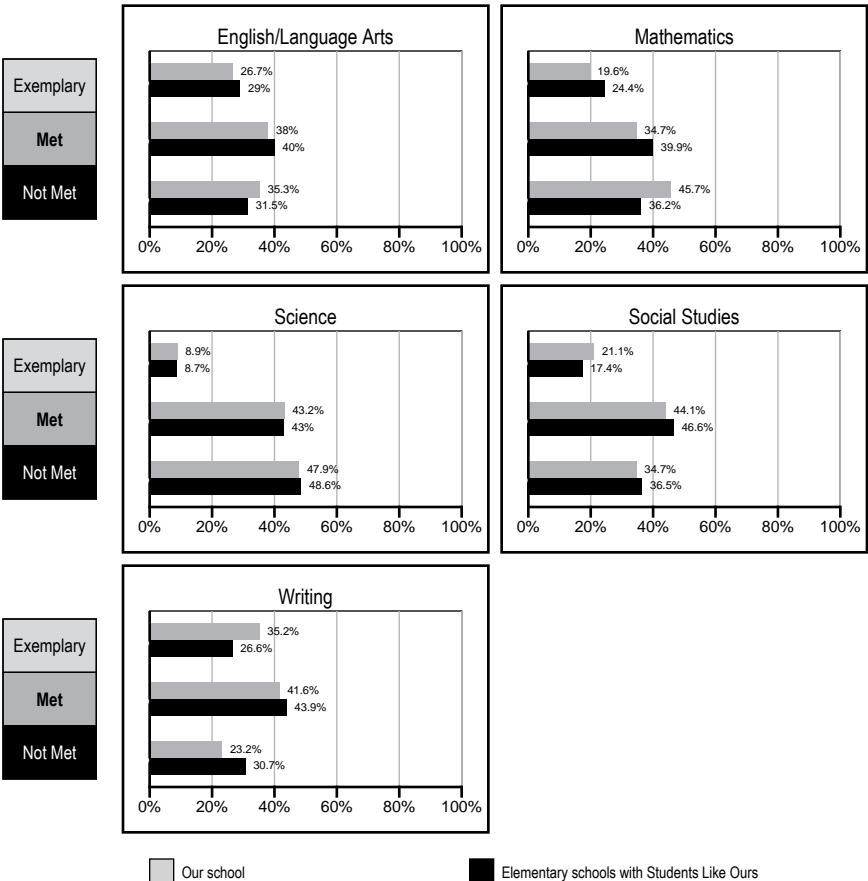
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	104	39	14

* 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=837)				
First graders who attended full-day kindergarten	94.7%	Down from 100.0%	100.0%	100.0%
Retention rate	2.4%	Up from 0.8%	1.5%	1.1%
Attendance rate	96.4%	Up from 95.9%	95.9%	96.2%
Served by gifted and talented program	9.6%	Up from 6.0%	6.9%	13.4%
With disabilities other than speech	1.5%	Down from 7.3%	4.5%	4.1%
Older than usual for grade	0.2%	Down from 0.7%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	78.4%	Up from 70.6%	60.8%	62.5%
Continuing contract teachers	94.1%	Up from 84.3%	83.3%	88.2%
Teachers returning from previous year	87.7%	Up from 87.5%	85.6%	87.8%
Teacher attendance rate	95.3%	Up from 94.5%	95.2%	95.2%
Average teacher salary*	\$47,341	Up 0.6%	\$45,377	\$46,773
Professional development days/teacher	15.1 days	Up from 14.0 days	10.3 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.3	4.0
Student-teacher ratio in core subjects	25.1 to 1	Up from 20.9 to 1	18.2 to 1	19.9 to 1
Prime instructional time	89.3%	Up from 88.9%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,817	Down 0.3%	\$7,987	\$7,447
Percent of expenditures for instruction**	71.9%	Down from 73.6%	68.0%	68.4%
Percent of expenditures for teacher salaries**	69.3%	Down from 70.5%	64.8%	65.8%

* 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

Marshall Elementary School's mascot is the bumblebee. Its ability to fly defies the theory of aerodynamics and demonstrates the achievement of the impossible. Students, parents, faculty, and staff at Marshall continue to exemplify the characteristics of the bumblebee daily. The Bee Attitudes ensure that our school remains a positive learning community for all stakeholders were we can achieve the impossible.

During the 2010 – 2011 academic year, the "Marshall Bees" continued to demonstrate their knowledge, compassion, determination and expertise. We celebrated with a student who was recognized as the county winner of the Elk's Americanism Essay contest. Another student's talent was exemplified by winning the subway Poster Contest. Numerous students participated in both the state and regional Mathfest Competitions. Our Robotics Team won overall 1st place and Best Course Performance. The Marshall Drill Team achieved the honor of being recognized as the 2011 Best Drill Team and 1st place in the Drill and Ceremony competition. Faculty and staff teamed up with the local YMCA and participated in a Shrink Down Program to foster healthy life styles. In conjunction, the students participated in the First Lady Michelle Obama's Move Your Body initiative.

Understanding, compassion, and lending a helping hand to others continues to be the norm for Marshall. Our students, parents, faculty, and staff, united as a family, continue to support others through the March-of-Dimes, Relay for Life, and various other programs.

In addition, we continue to celebrate the accomplishments of our students who achieve the honor of Principal's List (all A's) for the 1st semester and second semester were rewarded with a trip to the movies and a Marshall bag. Students on Honor Roll and with Perfect Attendance are recognized quarterly.

Marshall Elementary School understands that in order to continue on our flight and achieve all goals, we must be a true learning community for all stakeholders. Teachers participated in Teacher Talk Thursdays weekly and Tuesday afternoon professional development in order to a foster learning community. Data is constantly analyzed and the results are used to drive instruction and make informed decisions. Single-gender classes continue to prove successful for both our fourth and fifth grade male and female classes.

Although we continue on our flight of achieving the impossible, we understand the need for constant growth and improvement. Our data continues to indicate a strong need to focus on mathematics and science. A plan of action has been created and implemented to address this area of concern.

Dedication, determination, and the desire to make a difference in the lives of children is the driving force that will ensure that, together, as a team, the "Marshall Bees" will continue on the flight and ultimately reach the level of success deemed impossible!

Jacqueline Jamison, Principal
Diane Jackson, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	126	64
Percent satisfied with learning environment	84.2%	78.4%	88.5%
Percent satisfied with social and physical environment	92.1%	74.0%	90.2%
Percent satisfied with school-home relations	62.2%	90.4%	75.0%

* 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

NO

This school met 9 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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 = 79.4% (Met or Exemplary)

All Students	344	99.4	34.5	37.8	27.7	74.7	75.1	82.4	No	Yes
Gender										
Male	169	99.4	35	40.6	24.4	72.5	71.9	78.7	N/A	N/A
Female	175	99.4	33.9	35.1	31	76.8	78.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	16	93.8	26.7	60	13.3	80	81.9	88.9	I/S	I/S
African American	311	99.7	35.4	37.4	27.3	73.4	74.1	72.9	No	Yes
Asian/Pacific Islander	15	100	14.3	28.6	57.1	100	100	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	51	96.1	68.1	21.3	10.6	40.4	48.7	48.1	No	Yes
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	10	I/S	I/S	I/S	I/S	I/S	82.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	269	99.6	39.1	38.8	22.1	70.9	72.5	75.4	No	Yes

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

All Students	344	99.7	45	35.3	19.8	67.2	72.4	81.9	No	Yes
Gender										
Male	169	100	42.9	36.6	20.5	67.1	69.7	79.9	N/A	N/A
Female	175	99.4	47	33.9	19	67.3	75.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	16	93.8	46.7	40	13.3	80	76.6	88.9	I/S	I/S
African American	311	100	46.6	35.6	17.8	64.8	71.5	71.4	No	Yes
Asian/Pacific Islander	15	100	N/AV	N/AV	N/AV	100	100	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	83.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	51	98	83.3	14.6	2.1	29.2	45.1	47.3	No	Yes
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	10	I/S	I/S	I/S	I/S	I/S	88.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	269	100	50.6	35.1	14.3	64.1	70.1	74.9	No	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	226	100	47.4	43.3	9.3	52.6	57.9	68.6
Gender								
Male	111	100	43.8	47.6	8.6	56.2	58.9	68.3
Female	115	100	50.9	39.1	10	49.1	57	68.9
Racial/Ethnic Group								
White	13	100	N/AV	N/AV	N/AV	46.2	72.5	80.7
African American	201	100	48.2	42.9	8.9	51.8	56.3	51.4
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	78.9	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	47.8	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	31	100	75.9	20.7	3.4	24.1	38.6	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	6	I/S	I/S	I/S	I/S	I/S	50	60.7
Socio-Economic Status								
Subsidized meals	179	100	53.2	39.8	7	46.8	54.3	57.3
Social Studies								
All Students	228	99.6	34	44.2	21.9	66	65	72.5
Gender								
Male	114	100	37.7	33	29.2	62.3	61.8	72
Female	114	99.1	30.3	55	14.7	69.7	68.4	73.1
Racial/Ethnic Group								
White	10	I/S	I/S	I/S	I/S	I/S	74.2	81
African American	205	100	37.1	42.3	20.6	62.9	63.7	60
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	94.4	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	41	97.6	63.2	28.9	7.9	36.8	44.1	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	9	I/S	I/S	I/S	I/S	I/S	80	69.7
Socio-Economic Status								
Subsidized meals	179	100	38	45.6	16.4	62	61.8	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	126	99.2	22.6	41.9	35.5	77.4	66.9	73.2	96.4	95.9
Gender										
Male	69	100	30.9	33.8	35.3	69.1	59.8	67.2	96.1	95.5
Female	57	98.3	12.5	51.8	35.7	87.5	74.1	79.4	96.6	96.3
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	65.2	81.5	95.3	94.3
African American	120	100	23.5	41.2	35.3	76.5	66.9	61.3	96.4	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	98.1	97.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	95.6	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.6
Disability Status										
Disabled	15	93.3	N/AV	N/AV	N/AV	14.3	27.2	26	95.4	95.1
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	1	I/S	I/S	I/S	I/S	I/S	I/S	65.7	97.2	96.2
Socio-Economic Status										
Subsidized meals	96	100	28.4	42.1	29.5	71.6	63	63.2	96.1	95.7

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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	111	99.1	48.5	25.7	25.7	51.5
	4	129	97.7	24	42.4	33.6	76
	5	131	100	34.4	45.6	20	65.6
	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	107	99.1	34.3	27.5	38.2	65.7
	4	111	100	45.1	37.3	17.6	54.9
	5	126	99.2	25.8	46.8	27.4	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							
2010	3	111	100	52.5	32.7	14.9	47.5
	4	129	99.2	36.8	38.4	24.8	63.2
	5	131	100	50.4	43.2	6.4	49.6
	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	107	100	50.5	24.3	25.2	49.5
	4	111	100	42.2	43.1	14.7	57.8
	5	126	99.2	42.7	37.9	19.4	57.3
	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	55	100	71.4	16.3	12.2	28.6
	4	128	100	43.2	47.2	9.6	56.8
	5	66	98.5	58.1	38.7	3.2	41.9
	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	53	100	51	33.3	15.7	49
	4	110	100	48.5	47.5	4	51.5
	5	63	100	42.9	44.4	12.7	57.1
	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	56	100	59.6	34.6	5.8	40.4
	4	128	100	25.6	46.4	28	74.4
	5	65	98.5	55.7	39.3	4.9	44.3
	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	55	100	41.5	37.7	20.8	58.5
	4	110	100	23.8	52.5	23.8	76.2
	5	63	98.4	44.3	36.1	19.7	55.7
	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
Writing							
2010	3	110	98.2	56.1	29.6	14.3	43.9
	4	129	98.5	23.4	40.3	36.3	76.6
	5	131	98.5	37.1	44.4	18.5	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
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	126	99.2	22.6	41.9	35.5	77.4
	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

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