



Joseph S. Shanklin Elementary

121 Morrall Drive
Beaufort, South Carolina

Grades	PK-5 Elementary School	
Enrollment	522 Students	
Principal	Robert Grant	843-466-3400
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Average
2007	Below Average	Good
2006	Average	Good
2005	Average	At-Risk
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

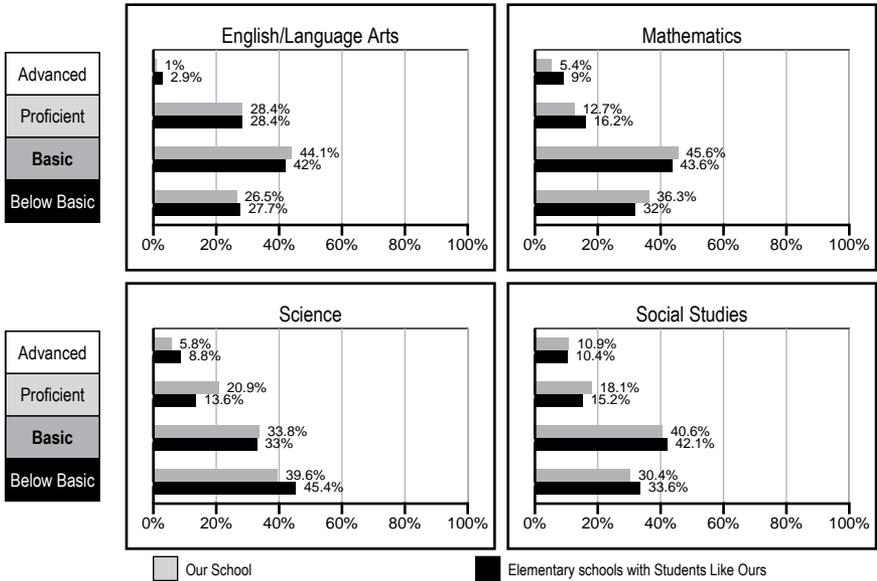
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	61	13

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=522)				
First graders who attended full-day kindergarten	44.9%	Down from 100.0%	100.0%	100.0%
Retention rate	1.0%	Down from 1.8%	2.9%	2.3%
Attendance rate	96.1%	Up from 96.0%	96.0%	96.3%
Eligible for gifted and talented	15.7%	Down from 17.3%	6.3%	10.4%
With disabilities other than speech	4.5%	Down from 5.3%	8.9%	7.5%
Older than usual for grade	0.5%	Down from 0.8%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Up from 0.0%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	68.6%	No Change	54.8%	56.7%
Continuing contract teachers	68.6%	Down from 85.7%	73.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.9%	Down from 84.0%	85.4%	86.4%
Teacher attendance rate	95.4%	Up from 95.0%	94.9%	94.9%
Average teacher salary	\$46,193	Down 1.6%	\$44,314	\$45,345
Professional development days/teacher	9.2 days	Down from 14.4 days	13.0 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 21.9 to 1	18.0 to 1	18.5 to 1
Prime instructional time	89.3%	Down from 89.6%	89.0%	89.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	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*	\$6,373	Up 1.8%	\$7,521	\$7,052
Percent of expenditures for instruction*	67.8%	Down from 70.4%	69.1%	69.1%
Percent of expenditures for teacher salaries*	65.2%	Down from 68.6%	63.6%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

At Joseph S. Shanklin Sr. Elementary School, we continue to make strides towards our goal of excellence in all that we do! As a recipient of the 2007 South Carolina Palmetto Silver Award, we have made tremendous strides towards improving student achievement.

Our students at Joseph S. Shanklin Elementary School this year were involved in many challenging, exciting, and innovative learning experiences. Our students were actively involved in many school-wide programs that helped to increase academic performance. These programmatic initiatives included: First in Math, Rocket Math, Math Problem of the Week, 100 Book Challenge, Math Boot Camp, Reading Courts, Stock Market Game, Brain Boosters, Guided Reading approach, and our new Science Lab activities.

This year our students worked extremely hard in all core subjects. The most impressive improvement that we have seen this year is our students improving in mathematics. Our students made a net gain of 22.9% of the number of students projected to score proficient on the PACT. Over 64% of our students in grade 2-5 made their targets in mathematics.

This year was a great success! Several of our students placed 1st in the state in First in Mathematics and we had one of our Stock Market team place at the state level. We had twenty-two teachers participate in a science integration class on Saturdays. In addition, we had a team of teachers receive a \$5000 grant to build a greenhouse for the school. We had local authors and performers work with our students in writing and publishing as well as performing.

PTO sponsored reading incentives, donated funds to school educational activities, and provided volunteers for classrooms. This year our School Improvement Council focused on improving math and science achievement, technology, and parent involvement. Based on the data collected, we have seen significant improvements in all areas of focus.

We continue to have many parents take part in activities in which student performance and participation is imperative. We continue to encourage our parents to participate in our volunteer programs, PTO, and School Improvement Council. We continue to provide opportunities for our parents to participate in Sand Dollar Club sessions and Technology Night. During these sessions, parents learned more about ways they can assist their children beyond the classroom.

It is our mission to educate all students at Joseph S. Shanklin Sr. Elementary School. By analyzing our data, it is evident that our students, parents, and staff are fulfilling our vision of excellence.

Anthony Moore, SIC Chairperson
N'kia Campbell, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	70	36
Percent satisfied with learning environment	94.7%	60.0%	86.1%
Percent satisfied with social and physical environment	97.4%	53.0%	77.8%
Percent satisfied with school-home relations	78.9%	65.7%	72.2%

* 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 11 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

Continuing School Improvement

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. Sanction: Implement the restructuring plan.
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	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.6%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	224	99.1	26.5	44.1	28.4	1	39.7	47.3	48.2	No	Yes
Gender											
Male	119	99.2	28.7	44.4	25.9	0.9	35.2	40.8	41.7	N/A	N/A
Female	105	99.1	24	43.8	31.3	1	44.8	54.2	55	N/A	N/A
Racial/Ethnic Group											
White	55	100	12.7	40	45.5	1.8	60	65.1	60	Yes	Yes
African American	150	98.7	34.1	43.9	21.2	0.8	29.5	30.2	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	16	100	14.3	50	35.7	0	50	34.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
Disability Status											
Disabled	34	97.1	87.1	12.9	0	0	0	12.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	22.2	77.8	0	0	22.2	30.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	194	99	29.9	45.2	23.7	1.1	35	32.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	224	98.7	36	45.8	12.8	5.4	29.6	41.7	45.8	No	Yes
Gender											
Male	119	98.3	34.6	42.1	17.8	5.6	36.4	42.3	45.6	N/A	N/A
Female	105	99.1	37.5	50	7.3	5.2	21.9	41	45.9	N/A	N/A
Racial/Ethnic Group											
White	55	100	16.4	50.9	23.6	9.1	47.3	60.6	59	Yes	Yes
African American	150	98	46.6	43.5	7.6	2.3	19.1	22.7	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	16	100	21.4	42.9	21.4	14.3	57.1	30	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
Disability Status											
Disabled	34	94.1	96.7	3.3	0	0	3.3	14.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	32.5	N/A	N/A						
English Proficiency											
Limited English Proficient	11	100	33.3	44.4	11.1	11.1	44.4	26.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	194	98.5	40.3	44.3	10.8	4.5	25	26.1	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	152	100	39.6	33.8	20.9	5.8	26.6	30.8	35.7	96.1	96.3
Gender											
Male	79	100	39.4	32.4	22.5	5.6	28.2	32.8	37.4	96	96.2
Female	73	100	39.7	35.3	19.1	5.9	25	28.7	33.8	96.2	96.4
Racial/Ethnic Group											
White	38	100	21.1	36.8	26.3	15.8	42.1	49.4	49.2	94.8	96.2
African American	100	100	52.3	31.8	13.6	2.3	15.9	12.7	17	96.7	96.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	94.9	96.7
Hispanic	11	100	10	30	60	0	60	17.4	24.9	95.4	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	N/A	96.1
Disability Status											
Disabled	23	100	95.2	0	4.8	0	4.8	11.7	14	95.4	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	14.5	24.4	95.5	96.7
Socio-Economic Status											
Subsided meals	133	100	44.3	35.2	16.4	4.1	20.5	15.9	21.1	96.2	96.1
Social Studies											
All Students	149	100	30.4	40.6	18.1	10.9	29	28	34	96.1	96.3
Gender											
Male	79	100	32.9	38.4	16.4	12.3	28.8	30	36.6	96	96.2
Female	70	100	27.7	43.1	20	9.2	29.2	25.8	31.3	96.2	96.4
Racial/Ethnic Group											
White	34	100	14.7	47.1	23.5	14.7	38.2	42.3	44.5	94.8	96.2
African American	102	100	39.1	38	17.4	5.4	22.8	13.4	19.1	96.7	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	94.9	96.7
Hispanic	12	100	9.1	36.4	9.1	45.5	54.5	19.4	27.5	95.4	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.1
Disability Status											
Disabled	20	100	80	15	5	0	5	10	14.4	95.4	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	16.6	27.3	95.5	96.7
Socio-Economic Status											
Subsided meals	131	100	33.9	40.5	16.5	9.1	25.6	14.9	21	96.2	96.1

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	78	100	27.5	37.7	34.8	0	34.8	
	4	77	100	18.3	59.2	21.1	1.4	22.5	
	5	72	98.6	11.5	54.1	27.9	6.6	34.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	71	97.2	23	41	34.4	1.6	36.1	
	4	79	100	27.4	45.2	26	1.4	27.4	
	5	74	100	28.6	45.7	25.7	0	25.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	78	100	40.6	50.7	7.2	1.4	8.7	
	4	77	100	40.8	39.4	14.1	5.6	19.7	
	5	72	98.6	24.6	49.2	14.8	11.5	26.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	71	95.8	33.3	46.7	15	5	20	
	4	79	100	39.7	43.8	11	5.5	16.4	
	5	74	100	34.3	47.1	12.9	5.7	18.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	41	100	62.9	28.6	2.9	5.7	8.6	
	4	76	96.1	50.7	32.8	10.4	6	16.4	
	5	36	97.2	50	21.4	17.9	10.7	28.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	37	100	37.5	34.4	25	3.1	28.1	
	4	79	100	39.7	32.9	21.9	5.5	27.4	
	5	36	100	41.2	35.3	14.7	8.8	23.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	37	100	35.3	55.9	8.8	0	8.8	
	4	76	100	11.4	51.4	25.7	11.4	37.1	
	5	36	100	12.1	48.5	24.2	15.2	39.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	24.1	34.5	24.1	17.2	41.4	
	4	79	100	31.5	41.1	19.2	8.2	27.4	
	5	38	100	33.3	44.4	11.1	11.1	22.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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