



Marshall Elementary

1441 Marshall Street
Orangeburg, S.C. 29118

Grades	PK-5 Elementary School	
Enrollment	790 Students	
Principal	Jacqueline M Jamison	803-534-7865
Superintendent	Mr. Melvin Smoak	803-534-5454
Board Chair	Dr. Kalu Kalu	803-534-5454

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

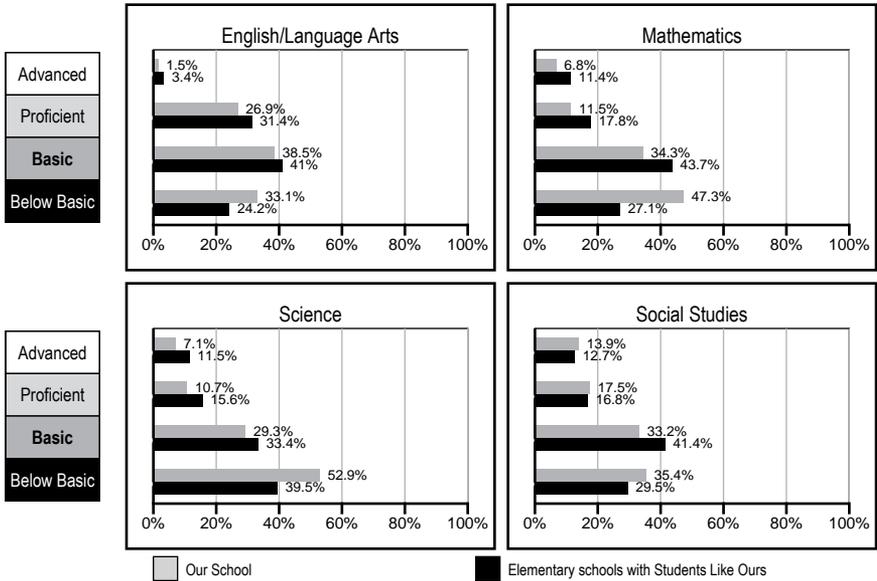
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	33	57	2

* 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=790)				
First graders who attended full-day kindergarten	90.9%	Down from 100.0%	100.0%	100.0%
Retention rate	5.0%	Up from 3.3%	2.9%	2.3%
Attendance rate	96.4%	Down from 96.8%	96.0%	96.3%
Eligible for gifted and talented	3.8%	Up from 3.4%	7.6%	10.4%
With disabilities other than speech	6.4%	Down from 6.7%	9.0%	7.5%
Older than usual for grade	1.5%	Up from 1.1%	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	70.9%	Up from 70.2%	54.5%	56.7%
Continuing contract teachers	81.8%	Down from 84.2%	77.8%	77.3%
Teachers with emergency or provisional certificates	4.4%	Down from 6.0%	0.0%	0.0%
Teachers returning from previous year	89.8%	Up from 89.4%	86.3%	86.4%
Teacher attendance rate	94.1%	Down from 94.9%	94.7%	94.9%
Average teacher salary	\$45,755	Up 2.5%	\$44,884	\$45,345
Professional development days/teacher	10.0 days	Down from 13.6 days	12.9 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	14.4 to 1	Down from 18.2 to 1	18.3 to 1	18.5 to 1
Prime instructional time	88.9%	Down from 89.8%	88.9%	89.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,701	Up 13.7%	\$7,289	\$7,052
Percent of expenditures for instruction*	73.1%	Down from 74.7%	68.4%	69.1%
Percent of expenditures for teacher salaries*	51.4%	Down from 69.9%	63.4%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Marshall Elementary School, "Home of the Busy Bees," serves students in grades Pre-K – 5. Our students are provided quality integrated instruction in a safe and nurturing environment that fosters positive growth. All teachers are highly-qualified and dedicated to ensuring success for all students.

During the 2007 – 2008 school year, our theme was "It takes teamwork to make a dream work." This theme emphasized the importance of involving teachers, parents, and the community in achieving our goal of meeting the needs of the students at Marshall Elementary School. Understanding the importance of sharing information, receiving feedback, and communicating school-wide decisions has cultivated a sense of family and is now the driving force that helps to ensure that teamwork will make our dream work and that high achievement will become a reality.

Our school-wide theme permeates our school as instruction continues to become more exciting, rigorous, and data-driven. This stems from the systemic professional development provided to teachers that emphasizes the direct correlation of South Carolina standards, instruction, and assessment. The Busy Bee Workshop is one example of teachers using this data to meet the needs of students. During this academic assistance/enrichment time, students are provided instruction based on the results from state, district, and school assessments. We have seen evidence of tremendous growth in the spiraling of curriculum, interpretation of content, vertical teaming, and individualized instruction as teachers strive to fulfill our goals.

In addition, Marshall takes pride in many of our school-wide initiatives geared at educating the whole child; character education is emphasized school-wide. We have implemented programs such as "Caught Being Good," which focuses on the positive choices made by students. Students earn citations and the opportunity to have lunch with an administrator. Moreover, the students at Marshall are expected to wear uniforms each day. We have found that this initiative has had a positive impact on our school's culture.

Toward this end, we at Marshall realize that our students live in a technologically-driven society. Therefore, the integration of technology into the curriculum is stressed. Our teachers have been trained to use various forms of technology such as Whiteboards, Classroom Performance Systems (CPS) units, and LCD projectors. Our teachers also utilize various forms of instructional software such as ThinkLink, Study Island, Head Sprout, Accelerated Reader, Accelerated Math, and Learning A-Z.

We will continue to strive toward our dream of educating the whole child.

Jacqueline Jamison, Principal
Mrs. Diane Jackson, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	112	52
Percent satisfied with learning environment	90.6%	73.9%	75.5%
Percent satisfied with social and physical environment	90.6%	64.3%	78.8%
Percent satisfied with school-home relations	62.3%	85.7%	78.4%

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

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School Adequate Yearly Progress

NO

This school met 10 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. 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	N/A	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	5.3%	6.8%	
	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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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	362	100	32.7	38.8	26.5	2	38.5	35	48.2	No	Yes
Gender											
Male	182	100	37.9	37.4	22.4	2.3	33.9	29.1	41.7	N/A	N/A
Female	180	100	27.2	40.2	30.8	1.8	43.2	41.3	55	N/A	N/A
Racial/Ethnic Group											
White	27	100	38.5	34.6	23.1	3.8	38.5	46	60	I/S	I/S
African American	325	100	32.7	40.1	25.2	1.9	37.2	33.6	31.7	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	51	100	62.7	29.4	3.9	3.9	13.7	12.9	16	No	Yes
Migrant Status											
Migrant	1	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	2	I/S	I/S	I/S	I/S	I/S	I/S	35.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	250	100	38.4	40.1	20.7	0.8	29.8	30.7	34	No	Yes

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

All Students	362	99.7	46.6	34.7	11.4	7.3	26.5	29	45.8	No	Yes
Gender											
Male	182	100	48.3	31.6	13.8	6.3	28.2	27.4	45.6	N/A	N/A
Female	180	99.4	45	37.9	8.9	8.3	24.9	30.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	27	100	46.2	30.8	11.5	11.5	26.9	43.3	59	I/S	I/S
African American	325	100	47.6	34.6	11	6.8	26.2	27.4	26.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	58.8	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	27.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	46.2	I/S	I/S						
Disability Status											
Disabled	51	100	76.5	13.7	3.9	5.9	15.7	13.1	17.1	Yes	Yes
Migrant Status											
Migrant	1	I/S	32.5	N/A	N/A						
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	21.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	250	99.6	54.1	33.5	7	5.4	19.8	25.4	31.4	No	Yes

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

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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	244	99.6	52.4	28.8	11.4	7.4	18.8	22	35.7	96.4	96
Gender											
Male	121	100	51.7	29.3	12.9	6	19	23.5	37.4	96.4	95.8
Female	123	99.2	53.1	28.3	9.7	8.8	18.6	20.5	33.8	96.4	96.2
Racial/Ethnic Group											
White	19	100	38.9	38.9	5.6	16.7	22.2	36.6	49.2	95.6	94.6
African American	219	100	54.9	27.7	11.7	5.8	17.5	20.1	17	96.5	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	95.5	95.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	40	24.9	96.7	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	84.6
Disability Status											
Disabled	33	100	81.8	6.1	9.1	3	12.1	8.1	14	96.2	95.3
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	95.9	92.8
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	24.4	97.4	94
Socio-Economic Status											
Subsided meals	166	99.4	60.4	26.4	8.8	4.4	13.2	18.7	21.1	96	95.8
Social Studies											
All Students	238	99.6	35.1	32.9	18.2	13.8	32	24.2	34	96.4	96
Gender											
Male	119	99.2	35.7	29.5	23.2	11.6	34.8	25.8	36.6	96.4	95.8
Female	119	100	34.5	36.3	13.3	15.9	29.2	22.4	31.3	96.4	96.2
Racial/Ethnic Group											
White	19	94.7	33.3	38.9	5.6	22.2	27.8	30.5	44.5	95.6	94.6
African American	211	100	36	32	19	13	32	23.5	19.1	96.5	96.2
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	58.3	58.9	95.5	95.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	0	27.5	96.7	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	84.6
Disability Status											
Disabled	33	100	60.6	21.2	18.2	0	18.2	9.8	14.4	96.2	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	95.9	92.8
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	97.4	94
Socio-Economic Status											
Subsided meals	165	100	41.3	34.4	15.6	8.8	24.4	20.9	21	96	95.8

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

Abbreviations for Missing Data

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

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	117	100	24.1	41.7	33.3	0.9	34.3
	4	109	97.3	30	41	28	1	29
	5	121	99.2	44.2	39.8	15	0.9	15.9
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	144	100	23.4	39.4	33.6	3.6	37.2
	4	119	100	36.4	39.1	23.6	0.9	24.5
	5	99	100	41.7	37.5	19.8	1	20.8
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	117	100	38	50.9	9.3	1.9	11.1
	4	109	97.3	39	40	14	7	21
	5	121	99.2	46.9	38.1	10.6	4.4	15
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	144	99.3	43.8	35	12.4	8.8	21.2
	4	119	100	49.1	34.5	10	6.4	16.4
	5	99	100	47.9	34.4	11.5	6.3	17.7
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	58	100	51.9	37	9.3	1.9	11.1
	4	109	97.3	56.9	26.5	10.8	5.9	16.7
	5	66	100	63.5	23.8	9.5	3.2	12.7
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	76	98.7	40.8	33.8	19.7	5.6	25.4
	4	119	100	55.5	30	6.4	8.2	14.5
	5	49	100	62.5	18.8	10.4	8.3	18.8
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	59	100	16.7	44.4	31.5	7.4	38.9
	4	109	97.3	38.2	43.1	9.8	8.8	18.6
	5	54	100	42	44	4	10	14
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	69	100	13.4	40.3	23.9	22.4	46.3
	4	119	99.2	41.8	32.7	15.5	10	25.5
	5	50	100	50	22.9	16.7	10.4	27.1
	6	N/A	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
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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