

W B GOODWIN ELEMENTARY

5501 Dorchester Road
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	693 Students	
Principal	Diane Ross	843-767-5911
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	Good
2007	Below Average	Good

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

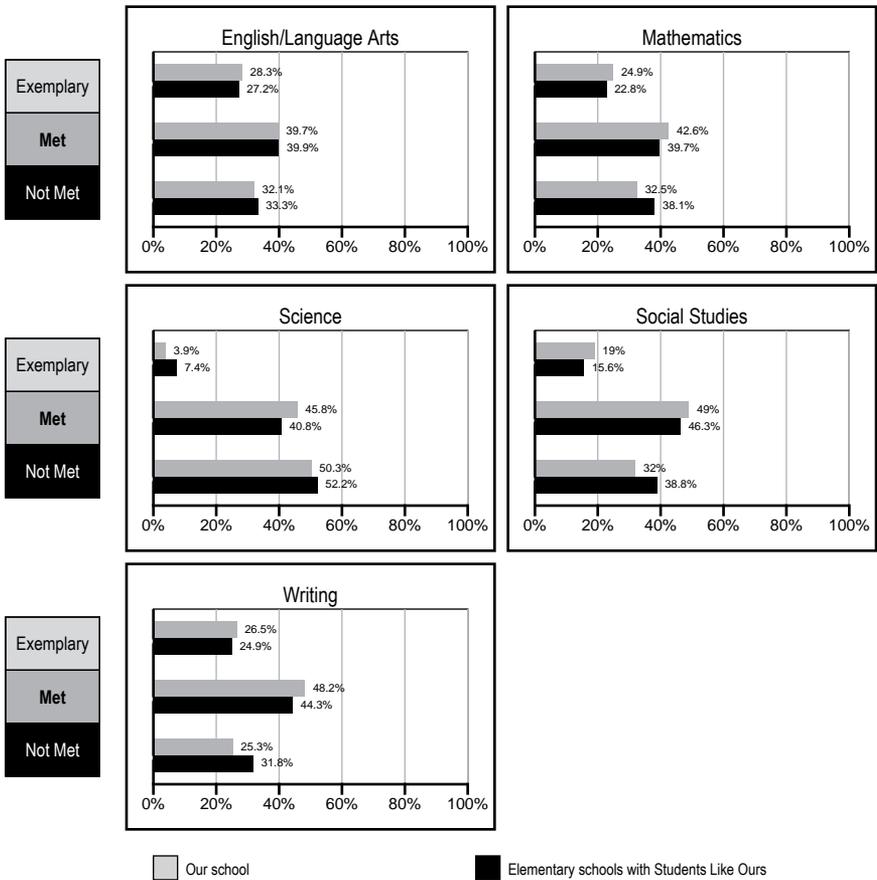
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	104	54	23

* 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=693)				
First graders who attended full-day kindergarten	92.4%	Down from 97.2%	100.0%	100.0%
Retention rate	0.3%	Up from 0.0%	1.5%	1.1%
Attendance rate	95.9%	Down from 96.3%	96.1%	96.2%
Served by gifted and talented program	11.4%	Up from 2.8%	5.7%	13.4%
With disabilities other than speech	1.8%	Down from 4.0%	4.3%	4.1%
Older than usual for grade	0.1%	Up from 0.0%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	51.0%	Up from 49.0%	61.8%	62.5%
Continuing contract teachers	78.4%	Up from 64.7%	82.9%	88.2%
Teachers returning from previous year	83.9%	Up from 82.1%	85.0%	87.8%
Teacher attendance rate	96.4%	Down from 98.0%	95.1%	95.2%
Average teacher salary*	\$42,139	Up 2.2%	\$45,147	\$46,773
Professional development days/teacher	12.2 days	Down from 13.8 days	10.6 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.3	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 14.2 to 1	17.6 to 1	19.9 to 1
Prime instructional time	92.3%	Down from 94.0%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	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**	\$7,375	Up 5.0%	\$8,323	\$7,447
Percent of expenditures for instruction**	70.0%	Down from 73.8%	67.8%	68.4%
Percent of expenditures for teacher salaries**	68.2%	Down from 71.5%	64.2%	65.8%

* 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

The faculty and staff of W. B. Goodwin Elementary have defined specific educational goals as we continue our journey toward academic excellence. It is important for teachers, students and parents to know and understand each child’s level of understanding and collectively develop plans to help every student make Adequate Yearly Progress (AYP). We are benchmarking student progress by analyzing various data periodically that include Measures of Academic Progress (MAP) for kindergarten through fifth graders, Dominie for kindergarten through third graders, Dibles for first through third graders and the DIAL 3 for child development students. The administrators, teachers and students update goals after each assessment. Celebrations occur as the students meet their goals and new goals are then developed or in some cases revised. Teachers use the data in making instructional decisions so that they can continue to meet the needs of all students. Through our CORE process, interventions are implemented and progressed monitored to be sure we continue to serve our children appropriately.

The SC State Standards and the CCSD Coherent Curriculum are the blueprints for our instructional planning and delivery. We set challenging goals for our students because we believe that “high expectations result in exemplary performance”. Grade level teachers meet with the principal and Instructional Resource Teacher on a weekly basis to discuss student progress.

This past year Goodwin Elementary made AYP and maintained an Average Absolute rating on the State School Report Card. The emphasis placed on relationships with students and their families, rigor and relevance, and student responsibility has resulted in improved student achievement for students in all ethnic groups. We are excited that twenty percent of our student body is Hispanic and we now have two ESOL teachers on campus to support these students and their families. Everyone at Goodwin makes a commitment to all children so they know and feel success. We know that our students have great potential and we are committed to helping them reach that potential.

The principal has an open door policy to ensure a school climate that is friendly and inviting. It is essential to work together as we move forward to guarantee the success of all Goodwin Elementary students.

Diane Ross, Principal
 Marzel Thomas, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	56	49
Percent satisfied with learning environment	85.2%	91.1%	85.1%
Percent satisfied with social and physical environment	92.6%	89.3%	83.7%
Percent satisfied with school-home relations	73.1%	91.1%	85.1%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 21 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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

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 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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	280	100	32.1	39.7	28.3	82.3	83.1	82.4	Yes	Yes
Gender										
Male	146	100	39.2	37.6	23.2	75.2	79.9	78.7	N/A	N/A
Female	134	100	24.1	42	33.9	90.2	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	16	100	7.1	35.7	57.1	92.9	94.8	88.9	I/S	I/S
African American	207	100	35.4	39.4	25.1	79.4	71.9	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	56	100	27.7	40.4	31.9	89.4	78	79.3	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	26	100	N/AV	N/AV	N/AV	42.9	42.6	48.1	I/S	I/S
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	50	100	29.5	40.9	29.5	88.6	76.9	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	247	100	32.9	39.4	27.7	82.2	72.9	75.4	Yes	Yes

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

All Students	280	100	32.5	42.6	24.9	78.5	82.8	81.9	No	Yes
Gender										
Male	146	100	36	40.8	23.2	73.6	81.1	79.9	N/A	N/A
Female	134	100	28.6	44.6	26.8	83.9	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	16	100	14.3	35.7	50	85.7	94.9	88.9	I/S	I/S
African American	207	100	37.1	41.1	21.7	76.6	70.9	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	56	100	21.3	51.1	27.7	83	79.2	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	26	100	71.4	23.8	4.8	38.1	40.8	47.3	I/S	I/S
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	50	100	22.7	47.7	29.5	81.8	78.8	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	247	100	33.3	41.8	24.9	78.9	72.7	74.9	Yes	Yes

* 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

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	185	100	50.3	45.8	3.9	49.7	69.2	68.6
Gender								
Male	95	100	51.2	43.9	4.9	48.8	68.4	68.3
Female	90	100	49.3	47.9	2.7	50.7	70	68.9
Racial/Ethnic Group								
White	10	I/S	I/S	I/S	I/S	I/S	90.4	80.7
African American	135	100	59.5	37.8	2.7	40.5	48.4	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	39	100	32.4	64.7	2.9	67.6	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	15.4	30.6	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	35	100	33.3	63.6	3	66.7	60.4	60.7
Socio-Economic Status								
Subsidized meals	168	100	52.1	43.8	4.2	47.9	51.8	57.3
Social Studies								
All Students	183	100	32.5	48.7	18.8	67.5	75.5	72.5
Gender								
Male	97	100	32.9	51.2	15.9	67.1	74.4	72
Female	86	100	31.9	45.8	22.2	68.1	76.6	73.1
Racial/Ethnic Group								
White	11	100	I/S	I/S	I/S	I/S	91	81
African American	137	100	37.9	44	18.1	62.1	60.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	34	100	21.4	60.7	17.9	78.6	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	46.2	36.9	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	31	100	23.1	61.5	15.4	76.9	70.5	69.7
Socio-Economic Status								
Subsidized meals	157	100	33.3	48.1	18.5	66.7	61.8	62.9

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 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	94	100	25.3	48.2	26.5	74.7	75.8	73.2	95.9	96
Gender										
Male	51	100	34.1	40.9	25	65.9	70.7	67.2	95.8	95.9
Female	43	100	15.4	56.4	28.2	84.6	81.1	79.4	96.1	96.1
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	90.8	81.5	93.4	96.1
African American	70	100	27.4	46.8	25.8	72.6	61.3	61.3	95.8	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	97	96.9
Hispanic	18	100	26.7	46.7	26.7	73.3	69.4	66.7	97	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	23.9	26	96.1	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	15	100	28.6	50	21.4	71.4	67.9	65.7	97.1	96.3
Socio-Economic Status										
Subsidized meals	82	100	23.6	51.4	25	76.4	62.2	63.2	96	95.5

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
English/Language Arts							
2010	3	77	100	31	35.2	33.8	69
	4	93	100	34.5	40.5	25	65.5
	5	60	100	35.8	43.4	20.8	64.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	97	100	28.9	27.7	43.4	71.1
	4	88	100	39.4	40.8	19.7	60.6
	5	95	100	28.9	50.6	20.5	71.1
	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	
Mathematics							
2010	3	77	100	42.3	36.6	21.1	57.7
	4	93	100	31	39.3	29.8	69
	5	60	100	39.6	30.2	30.2	60.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	97	100	38.6	36.1	25.3	61.4
	4	88	100	25.4	54.9	19.7	74.6
	5	95	100	32.5	38.6	28.9	67.5
	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	38	100	65.7	28.6	5.7	34.3
	4	93	100	42.9	50	7.1	57.1
	5	30	100	44.4	40.7	14.8	55.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	49	100	58.5	36.6	4.9	41.5
	4	88	100	49.3	49.3	1.4	50.7
	5	48	100	44.2	48.8	7	55.8
	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	

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
Social Studies							
2010	3	39	100	37.8	45.9	16.2	62.2
	4	93	100	26.2	54.8	19	73.8
	5	30	100	46.2	42.3	11.5	53.8
	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	48	100	28.6	35.7	35.7	71.4
	4	88	100	31	56.3	12.7	69
	5	47	100	39	48.8	12.2	61
	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	77	100	47.9	35.6	16.4	52.1
	4	92	100	35.3	37.6	27.1	64.7
	5	60	100	45.3	34	20.8	54.7
	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
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	94	100	25.3	48.2	26.5	74.7
	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

Abbreviations for Missing Data

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