

W B Goodwin Elementary

5501 Dorchester Road
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	621 Students	
Principal	Diane Ross (Interim)	843-767-5911
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

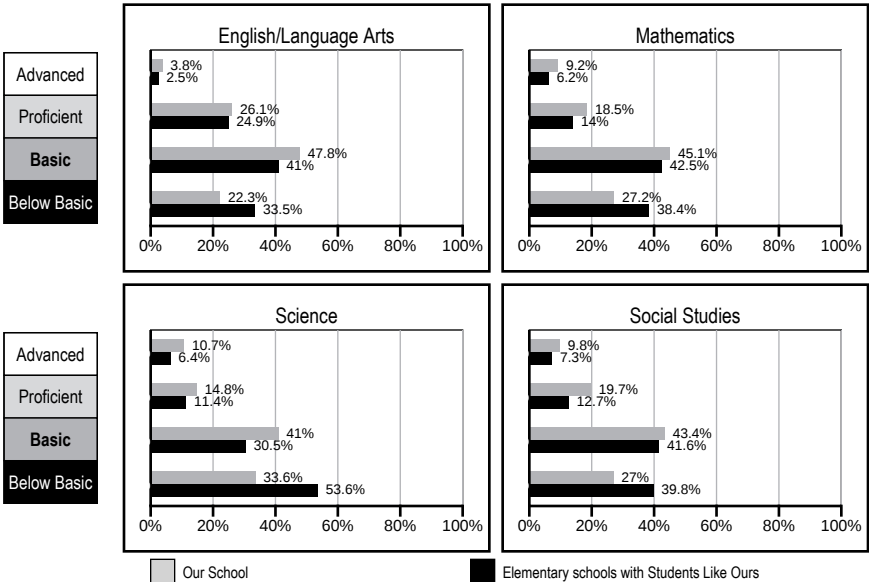
97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	10	57	57

* 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=621)				
First graders who attended full-day kindergarten	100.0%	Up from 92.5%	100.0%	100.0%
Retention rate	2.1%	Up from 1.1%	3.1%	2.3%
Attendance rate	96.0%	Up from 95.3%	96.0%	96.3%
Eligible for gifted and talented	2.3%	Down from 3.7%	3.4%	10.4%
With disabilities other than speech	4.2%	Up from 3.6%	7.8%	7.5%
Older than usual for grade	0.0%	Down from 0.2%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 2.0%	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	45.1%	Down from 50.0%	54.3%	56.7%
Continuing contract teachers	43.1%	Down from 55.8%	69.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	74.5%	Down from 76.7%	83.0%	86.4%
Teacher attendance rate	96.0%	Down from 96.7%	95.0%	94.9%
Average teacher salary	\$40,389	Up 3.5%	\$43,916	\$45,345
Professional development days/teacher	14.8 days	Down from 15.3 days	13.4 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	Up from 14.1 to 1	16.6 to 1	18.5 to 1
Prime instructional time	90.8%	Up from 90.0%	89.3%	89.8%
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*	\$7,311	Up 13.4%	\$8,142	\$7,052
Percent of expenditures for instruction*	73.4%	Up from 68.4%	68.6%	69.1%
Percent of expenditures for teacher salaries*	67.6%	Up from 65.3%	61.5%	64.2%

* Prior year audited financial data are reported.

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 periodically analyzing various data, which include Measures of Academic Progress (MAP) for second through fifth graders, Dominie for kindergarten through third graders, Stanford 10 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. Interventions are implemented and monitored to be sure we continue to educate 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 teacher coach on a weekly basis to discuss student progress.

This past year, Goodwin Elementary was recognized by the South Carolina Department of Education as a Palmetto Silver Award school for excellent academic achievement. The emphasis placed on relationships with students and their families, rigor and relevance, and student responsibility have 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 an ESOL teacher 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.

Mary B. Reynolds, Principal
Marzel Thomas, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	39	61	41
Percent satisfied with learning environment	100.0%	85.0%	84.6%
Percent satisfied with social and physical environment	100.0%	82.0%	82.9%
Percent satisfied with school-home relations	74.4%	86.9%	82.5%

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

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 12 out of 13 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	Plan to Restructure
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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. 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	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.2%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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	213	100	21.5	48.1	26.5	3.9	41.4	53.5	48.2	Yes	Yes
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Gender

Male	116	100	22.2	52.5	23.2	2	36.4	47.3	41.7	N/A	N/A
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Female	97	100	20.7	42.7	30.5	6.1	47.6	59.9	55	N/A	N/A
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Racial/Ethnic Group

White	14	100	23.1	38.5	30.8	7.7	38.5	77.6	60	I/S	I/S
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African American	165	100	21.1	48.6	26.8	3.5	40.1	32.1	31.7	Yes	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
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Hispanic	33	100	24	52	24	0	48	41.9	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
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Disability Status

Disabled	20	100	37.5	56.3	6.3	0	12.5	20.4	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	32	100	25	50	25	0	50	40	36.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	187	100	20.6	46.9	28.8	3.8	43.1	33	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	213	100	26.5	45.3	18.8	9.4	41.4	49.7	45.8	Yes	Yes
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Gender

Male	116	100	25.3	45.5	20.2	9.1	44.4	49.5	45.6	N/A	N/A
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Female	97	100	28	45.1	17.1	9.8	37.8	49.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	14	100	23.1	38.5	23.1	15.4	61.5	75.6	59	I/S	I/S
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African American	165	100	26.8	47.2	17.6	8.5	38.7	26.2	26.9	No	Yes
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
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Hispanic	33	100	28	40	24	8	44	40.3	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
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Disability Status

Disabled	20	100	50	37.5	12.5	0	31.3	20.2	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	32	100	25	41.7	25	8.3	45.8	40.1	38.7	I/S	I/S
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Socio-Economic Status

Subsidized meals	187	100	25.6	46.9	17.5	10	41.3	28.3	31.4	Yes	Yes
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* 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 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
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Science

All Students	138	100	33.6	40.3	15.1	10.9	26.1	39.2	35.7	96	96
Gender											
Male	73	100	29	38.7	19.4	12.9	32.3	40.8	37.4	96.1	95.8
Female	65	100	38.6	42.1	10.5	8.8	19.3	37.6	33.8	95.8	96.1
Racial/Ethnic Group											
White	8	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	95.3	96.1
African American	108	100	35.8	41.1	13.7	9.5	23.2	15.3	17	95.9	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	98.2	97.3
Hispanic	21	100	33.3	26.7	26.7	13.3	40	26	24.9	96.5	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	15	100	53.8	46.2	0	0	0	16.6	14	95.2	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	20	100	35.7	21.4	28.6	14.3	42.9	26.5	24.4	96.4	96.3
Socio-Economic Status											
Subsidized meals	125	100	33.6	39.3	15.9	11.2	27.1	17.1	21.1	95.9	95.5

Social Studies

All Students	141	100	27.3	43.8	19	9.9	28.9	40.2	34	96	96
Gender											
Male	78	100	18.8	43.5	26.1	11.6	37.7	42	36.6	96.1	95.8
Female	63	100	38.5	44.2	9.6	7.7	17.3	38.3	31.3	95.8	96.1
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	95.3	96.1
African American	115	100	28	47	15	10	25	19.1	19.1	95.9	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	98.2	97.3
Hispanic	17	100	23.1	15.4	53.8	7.7	61.5	29.3	27.5	96.5	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	13	100	50	30	10	10	20	18.2	14.4	95.2	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	17	100	23.1	15.4	53.8	7.7	61.5	31.9	27.3	96.4	96.3
Socio-Economic Status											
Subsidized meals	120	100	27.6	42.9	19	10.5	29.5	20.1	21	95.9	95.5

* 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	78	100	32.9	45.7	18.6	2.9	21.4
	4	77	100	32.3	49.2	18.5	0	18.5
	5	77	100	33.3	50	16.7	0	16.7
	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	74	100	25.4	28.6	39.7	6.3	46
	4	66	100	11.9	59.3	23.7	5.1	28.8
	5	73	100	27.1	57.6	15.3	0	15.3
	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	78	100	42.9	47.1	7.1	2.9	10
	4	77	100	27.7	47.7	13.8	10.8	24.6
	5	77	100	27.8	48.6	18.1	5.6	23.6
	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	74	100	27	50.8	15.9	6.3	22.2
	4	66	100	16.9	52.5	18.6	11.9	30.5
	5	73	100	35.6	32.2	22	10.2	32.2
	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	38	100	50	41.2	8.8	0	8.8
	4	77	100	53	28.8	13.6	4.5	18.2
	5	39	100	43.2	27	10.8	18.9	29.7
	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	37	100	33.3	51.5	9.1	6.1	15.2
	4	66	100	30.5	42.4	15.3	11.9	27.1
	5	35	100	40.7	22.2	22.2	14.8	37
	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	39	100	11.4	54.3	28.6	5.7	34.3
	4	77	100	28.8	53	12.1	6.1	18.2
	5	37	100	52.9	26.5	11.8	8.8	20.6
	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	37	100	13.3	50	30	6.7	36.7
	4	66	100	28.8	42.4	16.9	11.9	28.8
	5	38	100	37.5	40.6	12.5	9.4	21.9
	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

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample