



Marshall Elementary

1441 Marshall Street
Orangeburg, S.C. 29118

Grades	PK-5 Elementary School	
Enrollment	826 Students	
Principal	Jacqueline M Jamison	803-534-7865
Superintendent	Mr. Melvin Smoak	803-534-5454
Board Chair	Mr. Julius Page	803-534-5454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	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 GOAL

By 2010, SC'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.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

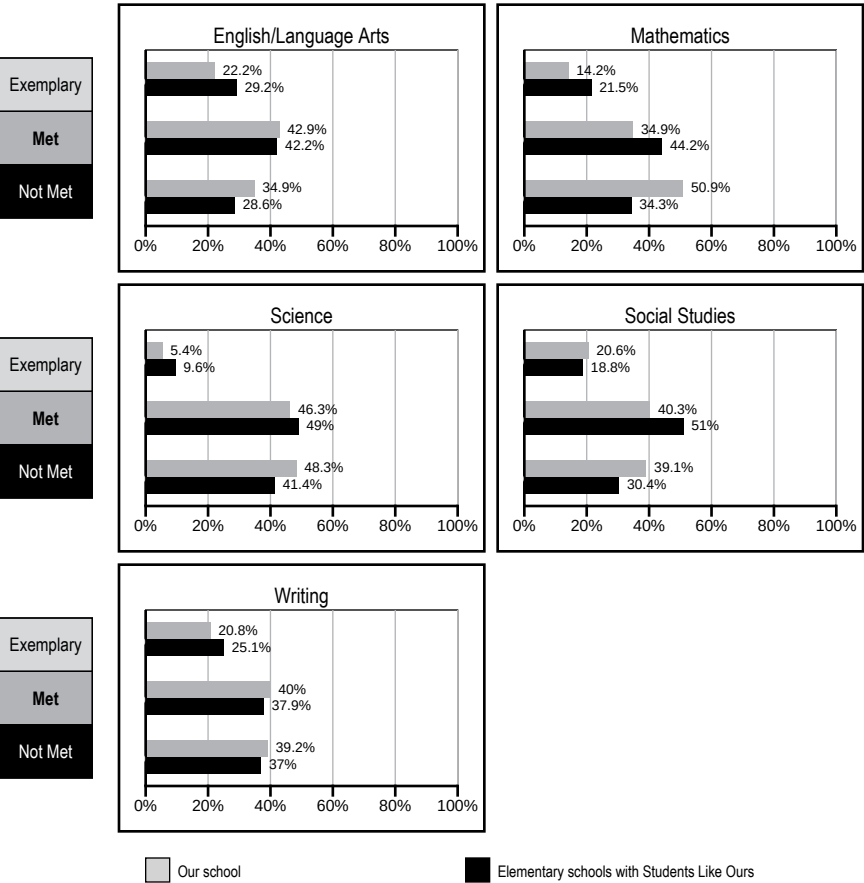
98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	89	20	1

* Ratings are calculated with data available by 06/01/2010.

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=826)				
First graders who attended full-day kindergarten	100.0%	Up from 90.9%	100.0%	100.0%
Retention rate	2.7%	Down from 5.0%	2.5%	1.9%
Attendance rate	95.9%	Down from 96.4%	96.0%	96.3%
Eligible for gifted and talented	4.8%	Up from 3.8%	7.1%	10.0%
With disabilities other than speech	7.9%	Up from 6.4%	9.2%	7.7%
Older than usual for grade	1.1%	Down from 1.5%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	75.0%	Up from 70.9%	57.1%	59.4%
Continuing contract teachers	75.0%	Down from 81.8%	80.6%	80.0%
Teachers with emergency or provisional certificates	2.2%	Down from 4.4%	0.0%	0.0%
Teachers returning from previous year	86.2%	Down from 89.8%	85.5%	85.9%
Teacher attendance rate	97.0%	Up from 94.1%	94.9%	95.1%
Average teacher salary*	\$46,830	Up 2.3%	\$46,512	\$47,149
Professional development days/teacher	12.2 days	Up from 10.0 days	12.0 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 14.4 to 1	18.5 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 88.9%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.5%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,032	Up 4.9%	\$7,666	\$7,458
Percent of expenditures for instruction**	72.5%	Down from 73.1%	68.5%	68.8%
Percent of expenditures for teacher salaries**	67.4%	Up from 51.4%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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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 achievement of the impossible. Students, parents, faculty, and staff at Marshall are demonstrating daily, the ability to reach for the impossible. We work hand in hand to achieve success; create an innovative, exciting learning environment; lead by example; and face challenges knowing that we can achieve the impossible.

During 2008-2009 school year, we have definitely demonstrated our ability to spread our wings and fly. Four students on the school's Mathfest team were state champions. Our robotics team received various awards in the district-wide robotics competition. Students participated in both a Choral and Instrumental Clinic and received a rating of superior in both categories. Understanding the importance of helping those in need, and placed second in the district-wide March-of-Dimes competition. The title of "District Volunteer of the Year" was awarded to a Marshall parent.

In addition, we continue to celebrate the accomplishments of our students who achieve the honor of Principals List (all A's) with a Principal's Dinner. Students on Honor Roll and with Perfect Attendance are recognized quarterly. Students demonstrating "Bee Attitudes" receive incentives such as "Morning at the Movies" or lunch at a local restaurant.

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 and staff are participating in training and inservices across the curriculum, and are constantly analyzing data. Data results are the driving force behind our instruction and for making positive decisions.

Although we are taking flight and achieving success, we realize the constant need for growth and improvement. Our data indicates a strong need to focus on mathematics. The school is in the process of creating a plan of action to address this area of weakness. Parental involvement remains a concern at Marshall. Our School Improvement Council administered a survey to parents in order to identify their needs. The results indicated that many of our parents would like the school to offer Saturday Workshops. We will be implementing this strategy during the upcoming school year.

With the determination of all "bees" working together, we will continue to take flight and 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	59	115	62
Percent satisfied with learning environment	88.1%	74.6%	85.2%
Percent satisfied with social and physical environment	93.1%	60.7%	83.1%
Percent satisfied with school-home relations	72.4%	77.9%	83.3%

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

School Adequate Yearly Progress

NO

This school met 14 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	4.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	371	99.7	34.5	42.7	22.9	77.7	75.6	82.8	Yes	Yes
Gender										
Male	202	100	39.2	40.7	20.1	75.8	70.3	79.3	N/A	N/A
Female	169	99.4	28.8	45	26.3	80	81.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	23	100	34.8	43.5	21.7	69.6	82.8	89.5	I/S	I/S
African American	337	99.7	35.4	43.2	21.4	77.6	74.9	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	2	I/S	N/A	N/A	N/A	N/A	54.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	64	100	71	17.7	11.3	50	52.3	52	No	Yes
Migrant Status										
Migrant	2	I/S	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	280	99.6	44.3	41.7	14	71.6	73	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	371	99.7	50.3	35	14.7	63	66.3	78.9	Yes	Yes
Gender										
Male	202	100	51.5	35.1	13.4	59.3	62.5	77	N/A	N/A
Female	169	99.4	48.8	35	16.3	67.5	70.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	23	100	56.5	34.8	8.7	60.9	77.3	87.2	I/S	I/S
African American	337	99.7	51.2	34.2	14.6	62.1	65.1	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.7	93	I/S	I/S
Hispanic	2	I/S	N/A	N/A	N/A	N/A	58.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	64	100	79	12.9	8.1	22.6	37.9	45.5	No	Yes
Migrant Status										
Migrant	2	I/S	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	280	99.6	57.6	32.6	9.8	57.2	62.9	70.2	No	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	253	100	47.7	46.1	6.2	52.3	52.6	67.5
Gender								
Male	135	100	50.4	45.7	3.9	49.6	51.1	67
Female	118	100	44.6	46.4	8.9	55.4	54	68
Racial/Ethnic Group								
White	17	100	52.9	41.2	5.9	47.1	64.7	79.5
African American	227	100	48.4	46.1	5.5	51.6	51.3	50.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.3	84.3
Hispanic	2	I/S	N/A	N/A	N/A	N/A	21.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	41	100	76.9	15.4	7.7	23.1	27.2	35.6
Migrant Status								
Migrant	2	I/S	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	41.7	59.6
Socio-Economic Status								
Subsided meals	187	100	58.9	38.3	2.9	41.1	47.5	55.1

Social Studies

All Students	250	99.2	38.5	41	20.5	61.5	61.2	72.3
Gender								
Male	140	99.3	40	36.3	23.7	60	59	71.5
Female	110	99.1	36.5	47.1	16.3	63.5	63.6	73.2
Racial/Ethnic Group								
White	16	100	43.8	37.5	18.8	56.3	74.7	80.7
African American	227	99.6	39	40.4	20.6	61	60	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	2	I/S	N/A	N/A	N/A	N/A	30	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	44	100	74.4	18.6	7	25.6	39.3	43.5
Migrant Status								
Migrant	2	I/S	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	188	98.9	46.1	40.4	13.5	53.9	56.8	62.1

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	368	98.9	39	40.1	20.9	61	61	70.2	95.9	95.8
Gender										
Male	199	99	44.8	39.1	16.1	55.2	54	63.2	95.8	95.5
Female	169	98.8	32.1	41.4	26.5	67.9	68.4	77.5	96	96.1
Racial/Ethnic Group										
White	23	100	43.5	43.5	13	56.5	64.8	79.1	93.5	94.4
African American	336	98.8	39.8	39.4	20.8	60.2	60.6	57.6	96.1	96
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	100	86.2	94.6	95.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	40	62.6	95.4	94
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.8
Disability Status										
Disabled	63	93.7	82.8	13.8	3.4	17.2	23.4	26.1	95.9	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	91.4	95.7
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	56.3	61.2	95.1	94.8
Socio-Economic Status										
Subsidized meals	273	99.3	46.4	38	15.6	53.6	57.5	58.9	95.4	95.5

Abbreviations for Missing Data

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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							
2009	3	125	100	24.4	44.5	31.1	75.6
	4	133	100	39.1	41.4	19.5	60.9
	5	113	99.1	40.2	42.1	17.8	59.8
	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
Mathematics							
2009	3	125	100	50.4	31.1	18.5	49.6
	4	133	100	48.4	36.7	14.8	51.6
	5	113	99.1	52.3	37.4	10.3	47.7
	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
Science							
2009	3	63	100	43.1	48.3	8.6	56.9
	4	133	100	48.4	46.1	5.5	51.6
	5	57	100	50.9	43.6	5.5	49.1
	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
Social Studies							
2009	3	63	96.8	33.3	41.7	25	66.7
	4	132	100	35.4	46.5	18.1	64.6
	5	55	100	51.9	26.9	21.2	48.1
	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
Writing							
2009	3	122	98.4	40.2	37.6	22.2	59.8
	4	131	98.5	35.2	46.9	18	64.8
	5	115	100	42.2	34.9	22.9	57.8
	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

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