



JOSEPH S. SHANKLIN ELEMENTARY

121 Morrall Drive
Beaufort, South Carolina

Grades	PK-5 Elementary School	
Enrollment	422 Students	
Principal	Mark Mansell	843-466-3400
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

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	Good
2009	Below Average	Average
2008	Below Average	Average
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

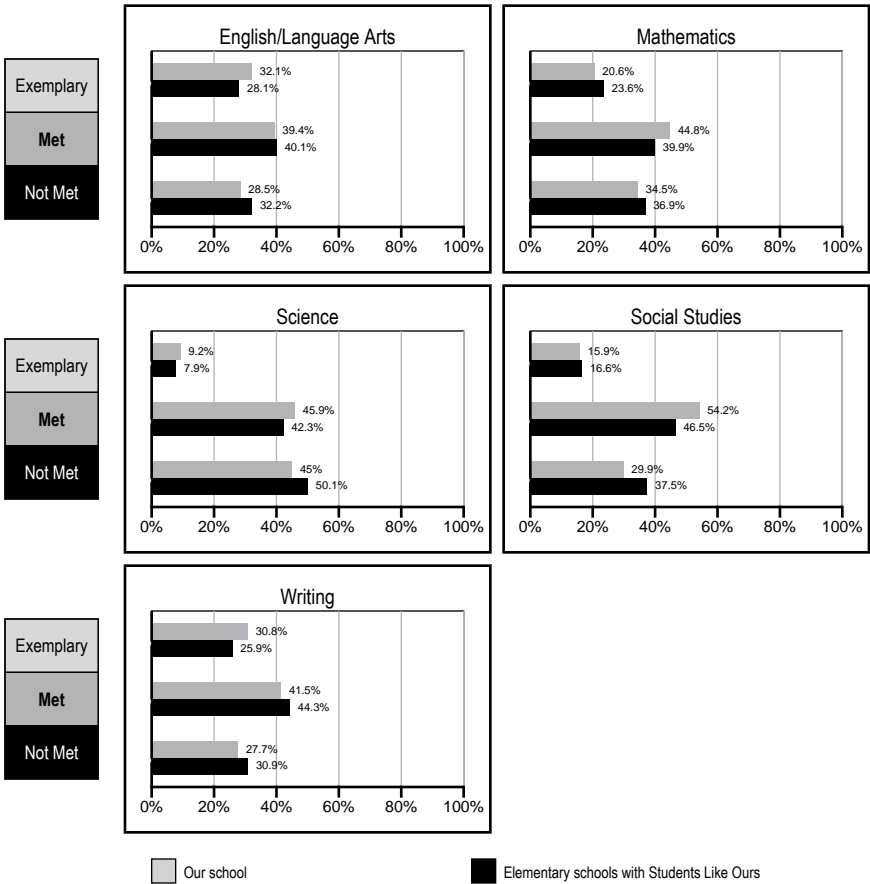
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	107	47	17

* 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=422)				
First graders who attended full-day kindergarten	98.4%	Down from 100.0%	100.0%	100.0%
Retention rate	2.0%	Up from 1.8%	1.5%	1.1%
Attendance rate	95.9%	Down from 96.0%	95.9%	96.2%
Served by gifted and talented program	6.3%	Up from 5.1%	6.2%	13.4%
With disabilities other than speech	2.6%	Down from 6.9%	4.3%	4.1%
Older than usual for grade	0.5%	Up from 0.0%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	66.7%	Up from 64.1%	61.5%	62.5%
Continuing contract teachers	88.9%	Up from 76.9%	83.3%	88.2%
Teachers returning from previous year	82.7%	Up from 77.3%	85.1%	87.8%
Teacher attendance rate	93.5%	Down from 93.7%	95.1%	95.2%
Average teacher salary*	\$50,516	Up 5.3%	\$45,312	\$46,773
Professional development days/teacher	9.4 days	Up from 8.9 days	10.5 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	15.9 to 1	Up from 13.5 to 1	18.1 to 1	19.9 to 1
Prime instructional time	87.5%	Down from 88.0%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.0%	Down from 99.7%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,559	Up 26.0%	\$8,147	\$7,447
Percent of expenditures for instruction**	73.7%	Up from 68.7%	68.1%	68.4%
Percent of expenditures for teacher salaries**	71.7%	Up from 65.4%	64.7%	65.8%

* 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

Students at Joseph S. Shanklin Elementary has made great strides and experienced significant progress in the 2010-2011 school year in many areas that support high student achievement. The school's motto, "Hard work pays off with excellence" has kept us focused, productive and inspired to make teaching and learning excellence a reality for our school community. Strategically and systemically the school has approached the teaching of the core content with research and best practice techniques and processes. Joseph S. Shanklin Elementary is the first Learning Expeditions School in the state of South Carolina.

Joseph S. Shanklin has the honor of being chosen as the first Learning Expeditions School in South Carolina. Our school will have the endorsement and assistance of Clemson University. Dr. Chris Marsh of the Low Country Institute was instrumental in helping us acquire this distinction.

Clemson Learning Expeditions Schools engage teachers, parents, staff, and students in working together to create a school culture of collaboration, respect, high expectations and a deep appreciation for the natural world. The program offers partnering schools multiple, innovative learning opportunities that integrate natural resources education across core curriculum areas. Nature-based, expeditionary adventures help students discover their strengths and unique passions for learning, while helping them better understand how they learn, strengthening personal character, self-awareness and cooperation.

Learning expeditions may take teachers and students outside to conduct scientific experiments in natural areas around the campus, engage their imaginations through virtual field trips, or allow them to participate in residential field studies that offer a wide range of activities that promote academic and personal development. Teachers are key to the success of Learning Expeditions School. As such, the program offers an array of learning experiences uniquely designed for educators. Professional development offerings range from in-service seminars to a comprehensive, one-week Summer Institute that reinforce the idea that teachers must be engaged in their own learning process in order to affect student learning. Our approach to professional development fosters close collaboration among teachers with an emphasis on reflection, reward and renewal. The teaching staff engaged in numerous staff development offerings that led to increased competencies in independent reading, reading comprehension, working with children in poverty, involving parents in their child's education, using Promethean Board and Active Studio, Curriculum Mapping, and Everyday Mathematics.

Our students were provided a wealth of extended learning opportunities which included overnight trips to Camp Sewee and Camp Greenville, field trips to the zoo, historical sites, swimming lessons, artist in residence, contests, musical and dramatic performances, visits to local beaches, animal habitats and community resource speakers and presenters. These events provided depth and real world experience to the students that made the curriculum standards come alive. We believe that enriching the lives of our students and expanding their view of the world while increasing their background knowledge will contribute not just to a greater mastery of state standards but will serve as a catalyst in making learning relevant and a life-long endeavor.

The community is a driving and vibrant force in the school's progress and participates in the school in ways that are purposeful and supports its goals and objectives. Family reading activities are supported and enhanced through the resources and involvement of community groups, enrichment activities are provided by various communities and individuals and one hundred percent of our parents attended mandated conferences and most took the initiated to scheduled additional time with their child's teacher.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	62	37
Percent satisfied with learning environment	93.5%	82.3%	83.3%
Percent satisfied with social and physical environment	96.8%	73.8%	88.9%
Percent satisfied with school-home relations	80.0%	79.0%	86.5%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 10 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

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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.7%	0.0%	No
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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 = 79.4% (Met or Exemplary)

All Students	189	100	28.2	39.4	32.4	81.2	83.3	82.4	Yes	Yes
Gender										
Male	90	100	33.8	38.8	27.5	77.5	80.1	78.7	N/A	N/A
Female	99	100	23.3	40	36.7	84.4	86.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	34	100	28.1	25	46.9	81.3	93.3	88.9	I/S	I/S
African American	138	100	28.7	45.1	26.2	80.3	72.2	72.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.7	93	I/S	I/S
Hispanic	13	100	23.1	23.1	53.8	84.6	78.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95.2	83	I/S	I/S
Disability Status										
Disabled	31	100	67.9	21.4	10.7	39.3	44.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	25	16.7	58.3	83.3	76.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	164	100	28.9	41.4	29.6	80.3	75.6	75.4	Yes	Yes

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

All Students	189	100	34.1	44.7	21.2	78.8	83.2	81.9	No	Yes
Gender										
Male	90	100	45	33.8	21.3	73.8	81.6	79.9	N/A	N/A
Female	99	100	24.4	54.4	21.1	83.3	84.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	34	100	25	40.6	34.4	90.6	93.2	88.9	I/S	I/S
African American	138	100	39.3	45.1	15.6	73.8	70.6	71.4	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.3	94.6	I/S	I/S
Hispanic	13	100	15.4	53.8	30.8	92.3	81.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.5	84.4	I/S	I/S
Disability Status										
Disabled	31	100	75	17.9	7.1	42.9	46.7	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	16.7	41.7	41.7	91.7	80	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	164	100	34.9	46.1	19.1	77.6	75.6	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	126	99.2	43.4	45.1	11.5	56.6	67.8	68.6
Gender								
Male	56	100	43.1	41.2	15.7	56.9	68.4	68.3
Female	70	98.6	43.5	48.4	8.1	56.5	67.3	68.9
Racial/Ethnic Group								
White	27	96.3	20	52	28	80	85.5	80.7
African American	92	100	51.9	42	6.2	48.1	49.5	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	56.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	70.8
Disability Status								
Disabled	19	100	64.7	17.6	17.6	35.3	31.8	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	5	I/S	I/S	I/S	I/S	I/S	53.8	60.7
Socio-Economic Status								
Subsidized meals	109	100	45.1	45.1	9.8	54.9	55.2	57.3
Social Studies								
All Students	126	98.4	29.7	54.1	16.2	70.3	71.9	72.5
Gender								
Male	63	98.4	37.5	46.4	16.1	62.5	72	72
Female	63	98.4	21.8	61.8	16.4	78.2	71.8	73.1
Racial/Ethnic Group								
White	15	93.3	15.4	61.5	23.1	84.6	85	81
African American	98	99	34.1	52.9	12.9	65.9	57.1	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.5	89
Hispanic	9	I/S	I/S	I/S	I/S	I/S	65.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	73.5
Disability Status								
Disabled	20	100	64.7	29.4	5.9	35.3	37.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	30.8	53.8
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	62.4	69.7
Socio-Economic Status								
Subsidized meals	108	98.2	31.6	54.1	14.3	68.4	61.7	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	72	100	27.7	41.5	30.8	72.3	73.8	73.2	95.9	96.5
Gender										
Male	38	100	39.4	36.4	24.2	60.6	67.9	67.2	96	96.5
Female	34	100	15.6	46.9	37.5	84.4	79.9	79.4	95.8	96.6
Racial/Ethnic Group										
White	16	100	28.6	35.7	35.7	71.4	87.4	81.5	94.2	96.3
African American	48	100	25	45.5	29.5	75	59.1	61.3	96.3	96.8
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	86.5	87	98.2	96.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	65	66.7	95.6	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	96.7	95.6
Disability Status										
Disabled	15	100	N/AV	N/AV	N/AV	20	23.5	26	95	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.9
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	63.1	65.7	95.9	96.7
Socio-Economic Status										
Subsidized meals	62	100	28.8	44.1	27.1	71.2	62.7	63.2	95.8	96.4

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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							
2010	3	57	100	24	30	46	76
	4	73	98.6	30.8	49.2	20	69.2
	5	58	100	20	58.2	21.8	80
	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	8	0	N/A	N/A	N/A	N/A	N/A
	3	58	100	31.5	27.8	40.7	68.5
	4	61	100	24.1	50	25.9	75.9
	5	70	100	29	40.3	30.6	71
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	57	98.3	42.9	34.7	22.4	57.1
	4	73	98.6	32.3	50.8	16.9	67.7
	5	58	100	38.2	32.7	29.1	61.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	58	100	35.2	38.9	25.9	64.8
	4	61	100	25.9	50	24.1	74.1
	5	70	100	40.3	45.2	14.5	59.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	29	100	63	29.6	7.4	37
	4	72	100	32.3	61.5	6.2	67.7
	5	30	100	32.1	57.1	10.7	67.9
	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	8	0	N/A	N/A	N/A	N/A	N/A
	3	30	100	58.6	24.1	17.2	41.4
	4	61	100	31.5	57.4	11.1	68.5
	5	35	97.1	50	43.3	6.7	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	28	100	39.1	52.2	8.7	60.9
	4	72	100	29.2	47.7	23.1	70.8
	5	28	100	29.6	63	7.4	70.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	30	96.7	34.6	46.2	19.2	65.4
	4	61	98.4	22.6	64.2	13.2	77.4
	5	35	100	37.5	43.8	18.8	62.5
	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
Writing							
2010	3	59	96.6	30.6	51	18.4	69.4
	4	73	100	45.5	33.3	21.2	54.5
	5	58	93.1	30.8	48.1	21.2	69.2
	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	72	100	27.7	41.5	30.8	72.3
	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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