



Jesse W Boyd Elementary

1505 Fernwood Glendale
Spartanburg, South

Grades	PK-6 Elementary School	
Enrollment	525 Students	
Principal	Margaret Peach	864-594-4430
Superintendent	Dr. Thomas D. White, Jr.	864-594-4400
Board Chair	Conrad C. Hurst, III	864-594-4400

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

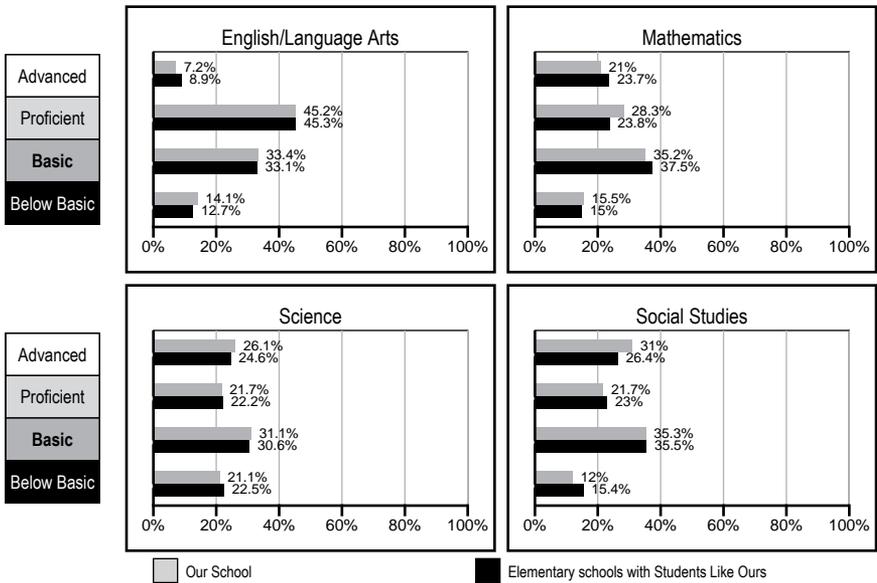
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	23	29	1	0

* 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=525)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 1.8%	1.6%	2.3%
Attendance rate	96.5%	No Change	96.7%	96.3%
Eligible for gifted and talented	33.7%	Down from 35.1%	17.9%	10.4%
With disabilities other than speech	5.3%	Down from 6.3%	6.5%	7.5%
Older than usual for grade	0.2%	No Change	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	61.9%	Up from 55.6%	60.8%	56.7%
Continuing contract teachers	83.3%	Up from 82.2%	79.2%	77.3%
Teachers with emergency or provisional certificates	2.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	84.8%	Down from 91.7%	87.0%	86.4%
Teacher attendance rate	94.6%	Down from 96.0%	94.9%	94.9%
Average teacher salary	\$47,775	Up 4.7%	\$46,965	\$45,345
Professional development days/teacher	11.8 days	No Change	12.3 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	17.8 to 1	Up from 16.3 to 1	19.8 to 1	18.5 to 1
Prime instructional time	89.8%	Down from 91.0%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,620	Up 4.4%	\$6,643	\$7,052
Percent of expenditures for instruction*	73.7%	Up from 67.8%	70.5%	69.1%
Percent of expenditures for teacher salaries*	71.0%	Up from 64.5%	66.8%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

"Simply The Best" resounded through the hallways of Jesse Boyd in 2007-2008. For the third consecutive year, our test scores continued to rise and we met AYP (adequate yearly progress). These two achievements would not be possible without the tireless work of our outstanding faculty and staff, students, parents, and partnerships. Everyone involved with Jesse Boyd shares our mission of providing every child every chance for success.

This year was an action oriented year with the addition of programs, trips, and initiatives that helped achieve our school's mission. Jesse Boyd was honored to receive a SC State Department of Education grant to add a science coach to our staff. Freda Chambers joined Jesse Boyd and has helped our teachers implement an inquiry based approach to teaching science. Our teachers continued to implement our balanced literacy approach to teaching all content areas. To assist in achieving both these goals, Meredith Rose, our Lead Interventionist, won a \$6,000 grant to provide students with science and math literature and manipulatives to fuse their learning in English Language Arts, Science, and Math.

Our teachers' commitment to learning and growing their craft of teaching was shown by participation in collegial study groups after school. Technology grew at Jesse Boyd this year as well. Jeanie Cox, our computer lab attendant, became our School Technology Technician, and six more of our classrooms were equipped as "Sight and Sound" classrooms. Each teacher created a web page for his or her classroom, and class-to-class blogging book clubs began. Our Reader's Theater stage was built by 6th grade teacher, Jonathan Duvall, and the program was extended to other grade levels. In addition to our 4th grade trip to Camp Greenville, 5th grade trip to Barrier Island, and our 6th grade trip to Washington, DC, we included a 3rd grade trip to Charleston.

We held our first annual Bike to School Day in April and Family Science Fun in January. Two after school clubs were added to Jesse Boyd as well. Girls on the Run, a running club, and a 4th grade science garden club were created to give students other opportunities for success. Our PTSO and SIC both worked tirelessly year round to provide reading incentives for students, teacher requests for classroom needs, additions to classroom libraries, and special treats for teachers and staff throughout the school year. PTSO and SIC members logged more than 3,000 volunteer hours at Jesse Boyd this year. Our partnerships provided tutors, mentors, improvements to our nature trail, and an outdoor classroom. The most exciting news for Jesse Boyd this school year was the announcement that we are beginning the process of implementing an International Baccalaureate Primary Years Program.

Throughout all of these activities, our care and commitment for the success of each child at Jesse Boyd Elementary has remained constant, and it is easy to see why, "There's no place I'd rather be than JBE!"

Margaret Peach, Principal
Ken Huff, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	68	53
Percent satisfied with learning environment	96.4%	95.5%	94.3%
Percent satisfied with social and physical environment	98.2%	92.5%	84.9%
Percent satisfied with school-home relations	96.4%	94.0%	92.5%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 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	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

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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	307	100	14	33.2	45.2	7.5	67.5	46.5	48.2	Yes	Yes
Gender											
Male	156	100	16.7	38.7	40.7	4	60.7	42.8	41.7	N/A	N/A
Female	151	100	11.3	27.5	50	11.3	74.6	50.3	55	N/A	N/A
Racial/Ethnic Group											
White	200	100	9.4	33.3	50	7.3	72.4	69.9	60	Yes	Yes
African American	78	100	28.4	32.4	35.1	4.1	51.4	29.9	31.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	66.1	70.4	I/S	I/S
Hispanic	12	100	10	40	30	20	70	54.7	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	30	100	48.1	22.2	18.5	11.1	33.3	15.3	16	I/S	I/S
Migrant Status											
Migrant	N/A	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	22	100	20	45	35	0	50	55.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	102	100	25.3	44	28.6	2.2	45.1	31.7	34	Yes	Yes

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

All Students	307	100	15.4	35.3	28.4	20.9	63	42.2	45.8	Yes	Yes
Gender											
Male	156	100	17.3	35.3	26.7	20.7	61.3	43.1	45.6	N/A	N/A
Female	151	100	13.4	35.2	30.3	21.1	64.8	41.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	200	100	9.9	30.7	34.4	25	72.4	69.6	59	Yes	Yes
African American	78	100	29.7	45.9	14.9	9.5	41.9	24.2	26.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	54.5	71.3	I/S	I/S
Hispanic	12	100	10	50	20	20	50	48.1	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	30	100	44.4	29.6	14.8	11.1	33.3	14	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	22	100	20	70	10	0	30	48.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	102	100	27.5	48.4	18.7	5.5	39.6	26.3	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	193	100	20.9	30.8	22	26.4	48.4	31.8	35.7	96.5	95.3
Gender											
Male	91	100	19.8	27.9	27.9	24.4	52.3	32.8	37.4	96.8	95.1
Female	102	100	21.9	33.3	16.7	28.1	44.8	30.8	33.8	96.3	95.5
Racial/Ethnic Group											
White	123	100	11.1	30.8	25.6	32.5	58.1	58.9	49.2	96.3	95.5
African American	50	100	42.6	34	10.6	12.8	23.4	14.1	17	96.9	95
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	40	58	97.5	96
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	40.8	24.9	95.6	95.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99.3	95.9
Disability Status											
Disabled	21	100	33.3	33.3	16.7	16.7	33.3	11	14	95.7	93.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	15	100	28.6	42.9	28.6	0	28.6	32.8	24.4	96.4	96
Socio-Economic Status											
Subsided meals	72	100	34.4	39.1	15.6	10.9	26.6	17.6	21.1	96.1	94.7
Social Studies											
All Students	197	100	11.8	35.5	22	30.6	52.7	31.3	34	96.5	95.3
Gender											
Male	104	100	11	35	25	29	54	34.8	36.6	96.8	95.1
Female	93	100	12.8	36	18.6	32.6	51.2	27.5	31.3	96.3	95.5
Racial/Ethnic Group											
White	129	100	8.1	30.1	24.4	37.4	61.8	57.4	44.5	96.3	95.5
African American	49	100	23.4	48.9	12.8	14.9	27.7	14.3	19.1	96.9	95
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	39.7	58.9	97.5	96
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.5	95.6	95.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.3	95.9
Disability Status											
Disabled	20	100	11.1	55.6	16.7	16.7	33.3	11.2	14.4	95.7	93.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	13	100	36.4	36.4	18.2	9.1	27.3	36.4	27.3	96.4	96
Socio-Economic Status											
Subsided meals	66	100	22.4	43.1	20.7	13.8	34.5	17.7	21	96.1	94.7

* 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	76	100	3	20.9	62.7	13.4	76.1	
	4	82	100	12.5	34.7	47.2	5.6	52.8	
	5	71	100	12.3	49.2	36.9	1.5	38.5	
	6	82	100	9.3	40	41.3	9.3	50.7	
	7	N/A	N/AV	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	N/AV
2008	3	72	100	13.2	26.5	51.5	8.8	60.3	
	4	80	100	13.5	27	48.6	10.8	59.5	
	5	79	100	14.3	37.7	46.8	1.3	48.1	
	6	76	100	15.1	41.1	34.2	9.6	43.8	
	7	N/A	I/S	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	I/S
Mathematics									
2007	3	76	100	7.5	40.3	29.9	22.4	52.2	
	4	82	98.8	15.3	27.8	29.2	27.8	56.9	
	5	71	100	21.5	36.9	24.6	16.9	41.5	
	6	82	100	10.7	34.7	28	26.7	54.7	
	7	N/A	N/AV	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	N/AV
2008	3	72	100	16.2	39.7	19.1	25	44.1	
	4	80	100	14.9	36.5	32.4	16.2	48.6	
	5	79	100	9.1	29.9	44.2	16.9	61	
	6	76	100	21.9	35.6	16.4	26	42.5	
	7	N/A	I/S	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	I/S
Science									
2007	3	37	100	32.4	35.3	26.5	5.9	32.4	
	4	82	100	32.4	21.1	33.8	12.7	46.5	
	5	34	100	21.9	34.4	12.5	31.3	43.8	
	6	41	100	21.6	37.8	21.6	18.9	40.5	
	7	N/A	N/AV	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	N/AV
2008	3	37	100	15.2	27.3	33.3	24.2	57.6	
	4	80	100	17.6	39.2	20.3	23	43.2	
	5	39	100	28.9	18.4	15.8	36.8	52.6	
	6	37	100	24.3	29.7	21.6	24.3	45.9	
	7	N/A	I/S	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	I/S
Social Studies									
2007	3	38	100	9.1	21.2	36.4	33.3	69.7	
	4	82	100	22.5	31	32.4	14.1	46.5	
	5	36	100	15.2	39.4	12.1	33.3	45.5	
	6	41	100	2.6	47.4	23.7	26.3	50	
	7	N/A	N/AV	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	N/AV
2008	3	38	100	13.5	35.1	18.9	32.4	51.4	
	4	80	100	12.2	32.4	28.4	27	55.4	
	5	40	100	12.8	35.9	10.3	41	51.3	
	6	39	100	8.3	41.7	25	25	50	
	7	N/A	I/S	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	I/S

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