



## Jesse W Boyd Elementary

1505 Fernwood Glendale  
Spartanburg, South

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	531 Students	
<b>Principal</b>	Bob Grant	864-594-4430
<b>Superintendent</b>	Dr. Thomas D. White, Jr.	864-594-4400
<b>Board Chair</b>	Conrad C. Hurst, III	864-594-4400

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Good	Below Average
2007	Good	Below Average
2006	Average	Below Average
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**

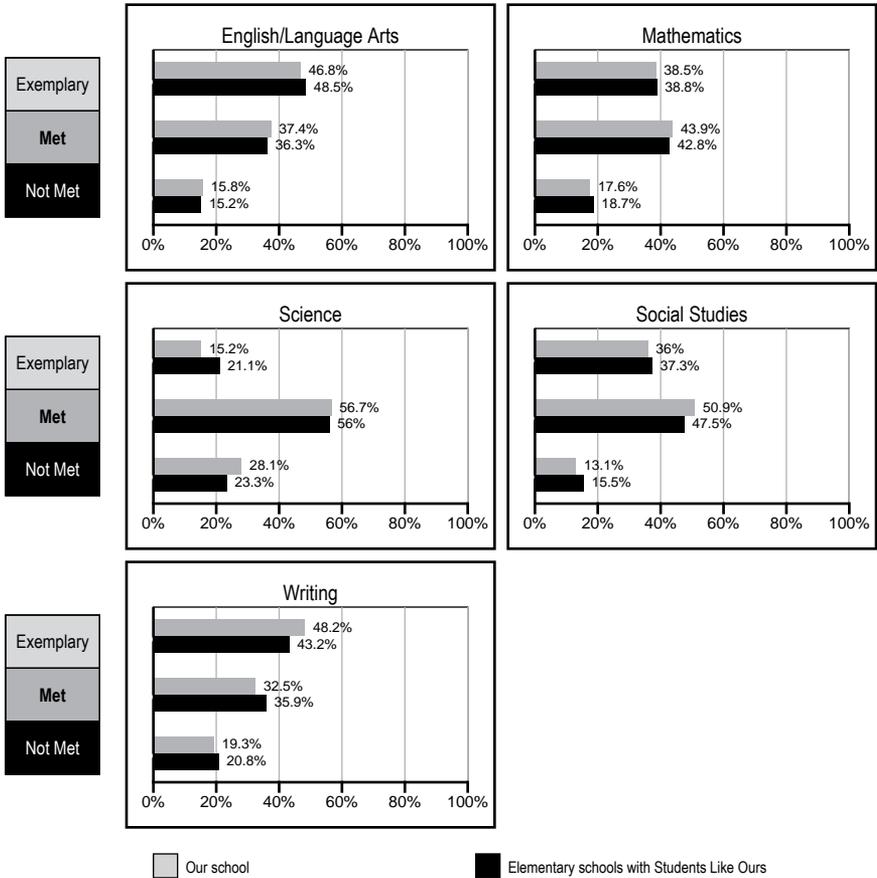
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.3%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
20	24	13	0	0

\* 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
<b>Students (n=531)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	No Change	1.3%	1.9%
Attendance rate	96.7%	Up from 96.5%	96.6%	96.3%
Eligible for gifted and talented	33.8%	Up from 33.7%	17.1%	10.0%
With disabilities other than speech	6.4%	Up from 5.3%	7.2%	7.7%
Older than usual for grade	0.0%	Down from 0.2%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	65.2%	Up from 61.9%	61.3%	59.4%
Continuing contract teachers	87.0%	Up from 83.3%	83.9%	80.0%
Teachers with emergency or provisional certificates	2.3%	Down from 2.6%	0.0%	0.0%
Teachers returning from previous year	82.8%	Down from 84.8%	86.4%	85.9%
Teacher attendance rate	94.8%	Up from 94.6%	95.2%	95.1%
Average teacher salary*	\$50,397	Up 5.5%	\$48,763	\$47,149
Professional development days/teacher	11.6 days	Down from 11.8 days	10.4 days	11.1 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 17.8 to 1	19.8 to 1	18.8 to 1
Prime instructional time	90.2%	Up from 89.8%	90.9%	90.4%
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	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,651	Up 0.4%	\$6,617	\$7,458
Percent of expenditures for instruction**	75.4%	Up from 73.7%	70.5%	68.8%
Percent of expenditures for teacher salaries**	72.8%	Up from 71.0%	64.7%	63.2%

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

\*\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

"Jesse Boyd Elementary goes global" is at the heart of our International Baccalaureate (IB) implementation. Creating citizens that will create a better and more peaceful world is the essence of the mission of IB and JBE. Our teachers and staff developed a program of inquiry that provided our children with a smorgasbord of opportunities to grow through the arts, academics, and activities.

Intense professional development defined our year. Our teachers visited IB schools, participated in Level 1 training, developed a program of inquiry, and designed their units of instruction. Through this a strong professional learning community was created.

We were one of 42 schools in the state to be awarded the Red Carpet Award for outstanding family-friendly customer service. A project of our outstanding SIC, this award celebrates the great teamwork that is present each day.

Extracurricular activities at Boyd have proven to be an extension of the classroom for our children. In response to a letter from a student, Mrs. Rose, our IB Coordinator, started the Boyd Goes Green Club to encourage our students to care for our planet through recycling, which operated in conjunction with a partnership from United Recycling and Coke. Our first school-wide musical of "Annie" was produced this year with a great response. Over 75 cast members, many parents, and every staff member contributed to the huge success of this production. Ms. Williams began fun, monthly reading adventures in our library. Ms. Chambers opened our minds to a world of inquiry-based science. Our Garden Club, Science Club, Girls On The Run, Honors Chorus, Fitness Club, Artist In Residence Program, Reader's Theatre, Coffee House Fridays, Student Council, Sixth Grade Helpers, and Art Club gave students a number of venues to express themselves. We continued our overnight field trip experiences this year with our 4th grade trip to Camp Greenville Science Center, 5th grade to Barrier Island, and 6th grade to Washington, DC. Third grade had an extended day trip to Columbia, SC. Our super PTSO logged over 3,000 volunteer hours this year through their projects to support the classroom teachers and our school. Truly, there is no place we'd rather be than JBE!

Margaret Peach, Principal  
Stephanie Lancaster, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	55	76	37
Percent satisfied with learning environment	96.3%	89.5%	86.5%
Percent satisfied with social and physical environment	98.1%	84.2%	91.9%
Percent satisfied with school-home relations	98.2%	84.0%	81.1%

\* 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

YES

This school met 17 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.3%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	293	100	15.7	37.5	46.8	91.4	79.2	82.8	Yes	Yes
<b>Gender</b>										
Male	155	100	20.9	35.1	43.9	88.5	75.5	79.3	N/A	N/A
Female	138	100	9.8	40.2	50	94.7	83.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	187	100	8.5	33.9	57.6	95.5	90.2	89.5	Yes	Yes
African American	84	100	31.7	43.9	24.4	82.9	71.7	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	84.8	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.9	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	90.9	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	50	19.2	30.8	57.7	37.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	29.4	52.9	17.6	88.2	81.6	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	103	100	30.2	47.9	21.9	83.3	71.9	75.5	Yes	Yes

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

All Students	293	100	17.5	43.9	38.6	86.4	75.2	78.9	Yes	Yes
<b>Gender</b>										
Male	155	100	23	39.9	37.2	83.1	73.4	77	N/A	N/A
Female	138	100	11.4	48.5	40.2	90.2	77.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	187	100	11.3	41.8	46.9	92.7	88.1	87.2	Yes	Yes
African American	84	100	32.9	48.8	18.3	72	66	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.5	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79.1	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	90.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	57.7	23.1	19.2	50	34.7	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	11.8	47.1	41.2	88.2	81.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	103	100	28.1	45.8	26	75	66.4	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	182	100	27.9	56.4	15.7	72.1	63.3	67.5
<b>Gender</b>								
Male	95	100	26.7	55.6	17.8	73.3	63.6	67
Female	87	100	29.3	57.3	13.4	70.7	62.9	68
<b>Racial/Ethnic Group</b>								
White	113	100	22.6	57.5	19.8	77.4	83.8	79.5
African American	57	100	41.8	52.7	5.5	58.2	49.1	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	73.7	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	16	100	60	26.7	13.3	40	30.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	69	59.6
<b>Socio-Economic Status</b>								
Subsided meals	67	100	37.1	53.2	9.7	62.9	51.7	55.1
<b>Social Studies</b>								
All Students	183	100	13	51.4	35.6	87	69.8	72.3
<b>Gender</b>								
Male	98	100	14.7	47.4	37.9	85.3	69.7	71.5
Female	85	100	11	56.1	32.9	89	69.9	73.2
<b>Racial/Ethnic Group</b>								
White	123	100	9.4	48.7	41.9	90.6	86	80.7
African American	45	100	24.4	55.6	20	75.6	58.2	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.6	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	72.5	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	81.8	72.2
<b>Disability Status</b>								
Disabled	21	100	55	40	5	45	35	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	11	100	18.2	63.6	18.2	81.8	75.2	67.9
<b>Socio-Economic Status</b>								
Subsided meals	55	100	21.6	62.7	15.7	78.4	59.4	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
<b>Writing</b>										
All Students	296	99	19.3	32.5	48.2	80.7	66.7	70.2	96.7	95.6
<b>Gender</b>										
Male	156	99.4	24.3	34.5	41.2	75.7	60.5	63.2	96.8	95.4
Female	140	98.6	13.6	30.3	56.1	86.4	73.2	77.5	96.7	95.7
<b>Racial/Ethnic Group</b>										
White	186	99.5	12.5	31.3	56.3	87.5	82.2	79.1	96.4	95.5
African American	88	97.7	34.9	33.7	31.3	65.1	55.5	57.6	97.4	95.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	80.9	86.2	97.5	96
Hispanic	7	I/S	I/S	I/S	I/S	I/S	71.4	62.6	96	95.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	68.7	97.5	94.7
<b>Disability Status</b>										
Disabled	29	89.7	62.5	16.7	20.8	37.5	20.9	26.1	96.2	94.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.8
<b>English Proficiency</b>										
Limited English Proficient	17	100	23.5	52.9	23.5	76.5	73	61.2	96.6	95.9
<b>Socio-Economic Status</b>										
Subsidized meals	105	98.1	29.9	44.3	25.8	70.1	55.7	58.9	96.5	95

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**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	65	100	17.7	17.7	64.5	82.3
	4	73	100	17.1	48.6	34.3	82.9
	5	73	100	13	36.2	50.7	87
	6	82	100	15.2	44.3	40.5	84.8
	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
<b>Mathematics</b>							
<b>2009</b>	3	65	100	25.8	30.6	43.5	74.2
	4	73	100	21.4	55.7	22.9	78.6
	5	73	100	13	47.8	39.1	87
	6	82	100	11.4	40.5	48.1	88.6
	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
<b>Science</b>							
<b>2009</b>	3	33	100	32.3	32.3	35.5	67.7
	4	72	100	26.1	59.4	14.5	73.9
	5	36	100	17.6	64.7	17.6	82.4
	6	41	100	N/AV	N/AV	N/AV	63.2
	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
<b>Social Studies</b>							
<b>2009</b>	3	32	100	16.1	41.9	41.9	83.9
	4	73	100	15.7	54.3	30	84.3
	5	37	100	5.7	40	54.3	94.3
	6	41	100	12.2	63.4	24.4	87.8
	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
<b>Writing</b>							
<b>2009</b>	3	68	98.5	20.6	15.9	63.5	79.4
	4	72	97.2	20.6	36.8	42.6	79.4
	5	73	100	17.4	42	40.6	82.6
	6	83	100	18.8	33.8	47.5	81.3
	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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