



## JONESVILLE ELEMENTARY

350 New Hope Church  
Jonesville, SC 29353

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	349 Students	
<b>Principal</b>	Floyd Lyles	864-674-5518
<b>Superintendent</b>	Dr. Kristi Woodall	864-429-1740
<b>Board Chair</b>	Dr. Wanda R. All	864-429-0746

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Good
2006	Below 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

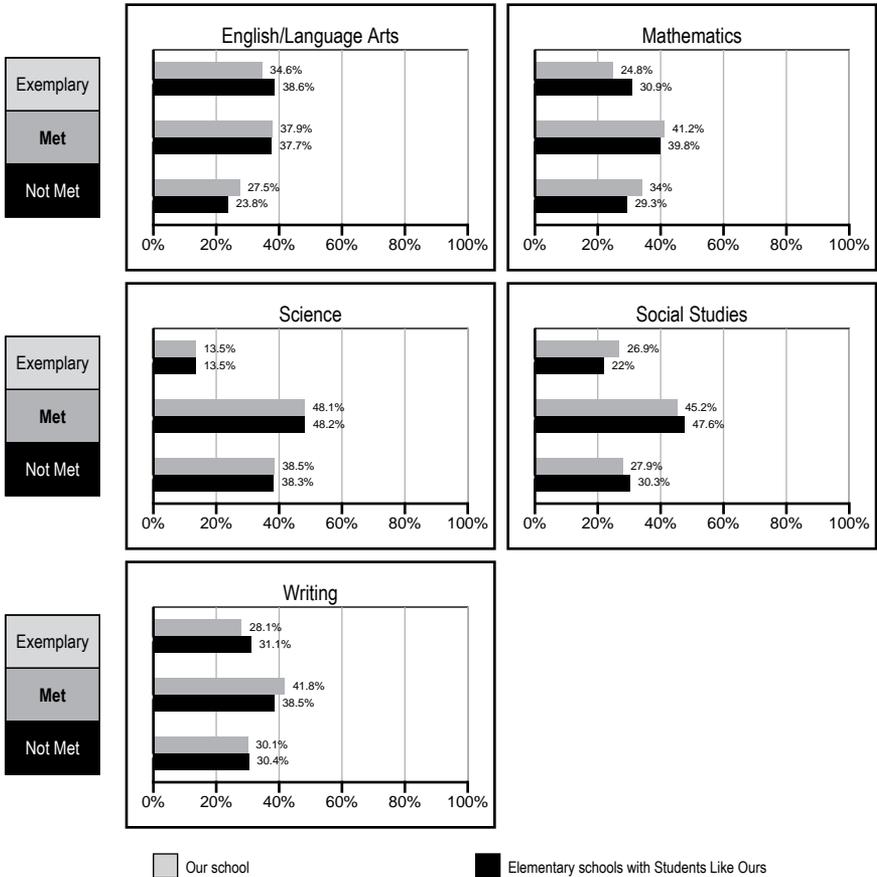
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	23	95	6	0

\* Ratings are calculated with data available by 03/09/2011.

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
<b>Students (n=349)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Down from 3.0%	1.2%	1.2%
Attendance rate	95.2%	Down from 95.7%	95.8%	96.1%
Eligible for gifted and talented	12.2%	Up from 7.1%	10.7%	11.7%
With disabilities other than speech	8.4%	Down from 10.7%	8.7%	8.0%
Older than usual for grade	0.0%	Down from 0.6%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	63.3%	Up from 57.7%	60.2%	60.5%
Continuing contract teachers	86.7%	Up from 84.6%	84.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.5%	Up from 86.6%	88.2%	87.0%
Teacher attendance rate	93.9%	Down from 94.1%	95.1%	95.4%
Average teacher salary*	\$44,380	Down 3.2%	\$47,137	\$47,288
Professional development days/teacher	7.2 days	Up from 4.9 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 14.6 to 1	19.2 to 1	19.2 to 1
Prime instructional time	88.6%	Down from 89.3%	90.2%	90.8%
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	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,885	Up 5.7%	\$7,524	\$7,548
Percent of expenditures for instruction**	66.4%	Up from 65.6%	68.1%	68.7%
Percent of expenditures for teacher salaries**	61.4%	Down from 62.8%	64.4%	65.1%

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

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

In August of 2009, the new Jonesville Elementary/Middle School opened its doors to an eager group of students, parents, and teachers. We are grateful to the Union County Board of Trustees, the District Administration, and the community at large for their continued efforts to provide our students with a quality education within a top-notch facility.

Jonesville Elementary/Middle School's mission is to provide all students with the best education possible. This mission is achieved through quality instruction in a safe learning environment. As a result, Jonesville Elementary/Middle School met all 19 of their objectives in order to make Adequate Yearly Progress (AYP). We attribute our success in student learning achievements to high expectations, committed and dedicated teachers, ongoing collaborations, strong parental involvement, and school/community relations.

The outstanding faculty and staff at Jonesville Elementary/Middle School understand that the academic success of our students is largely dependent upon them. As such, they worked tirelessly to provide a challenging instructional program, which is driven by the South Carolina Curriculum Standards and our school and district improvement plans. The teachers used a variety of assessments to measure students' progress this year. The results gave teachers detailed information to create individualized learning continuums for students. Based on the learning continuums, teachers were better able to differentiate their classroom instruction to meet students' academic needs. In addition, every classroom is equipped with Smart Boards and computers, which empowered teachers to engage, educate, assess, and motivate learners through interactive technology.

We are appreciative of our stakeholders for their willingness to support our shared vision in helping to meet the needs of the students, teachers, and the school. They play a vital role in the school community by supporting us as school business partners, involved PTO and School Improvement Council, and volunteers. The ongoing support and dedication is an indication of total commitment to children.

Floyd Lyles, Principal  
 Danny Holacher, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	47	35
Percent satisfied with learning environment	100.0%	82.6%	88.2%
Percent satisfied with social and physical environment	100.0%	76.6%	85.7%
Percent satisfied with school-home relations	91.3%	80.9%	85.7%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.2%	0.0%	No
Student attendance rate	95.2%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	165	100	27.5	37.9	34.6	82.4	78.4	83.5	Yes	Yes
<b>Gender</b>										
Male	75	100	30.4	42	27.5	75.4	76.3	80.1	N/A	N/A
Female	90	100	25	34.5	40.5	88.1	80.7	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	106	100	24.5	37.8	37.8	83.7	82.3	89.6	Yes	Yes
African American	57	100	34	39.6	26.4	79.2	72.5	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	50	33.3	16.7	62.5	48.5	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	119	100	33.6	38.1	28.3	77.9	74.8	76.9	Yes	Yes

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

All Students	165	100	34	41.2	24.8	78.4	78.1	80.4	Yes	Yes
<b>Gender</b>										
Male	75	100	33.3	42	24.6	76.8	78	78.4	N/A	N/A
Female	90	100	34.5	40.5	25	79.8	78.1	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	106	100	31.6	41.8	26.5	78.6	82.3	87.8	Yes	Yes
African American	57	100	37.7	41.5	20.8	79.2	71.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	58.3	25	16.7	50	47.4	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.7	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	119	100	40.7	37.2	22.1	76.1	74.1	72.8	Yes	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
<b>Science</b>								
All Students	113	100	38.5	48.1	13.5	61.5	59.9	67.3
<b>Gender</b>								
Male	50	100	32.6	50	17.4	67.4	61.7	66.9
Female	63	100	43.1	46.6	10.3	56.9	58.2	67.7
<b>Racial/Ethnic Group</b>								
White	67	100	29.5	50.8	19.7	70.5	69	79.6
African American	44	100	53.7	43.9	2.4	46.3	45.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	16	100	60	33.3	6.7	40	28.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	81	100	46.1	44.7	9.2	53.9	53.3	55.4
<b>Social Studies</b>								
All Students	111	100	27.9	45.2	26.9	72.1	63.8	70.9
<b>Gender</b>								
Male	54	100	36	40	24	64	65.6	70.1
Female	57	100	20.4	50	29.6	79.6	61.9	71.7
<b>Racial/Ethnic Group</b>								
White	71	100	27.9	42.6	29.4	72.1	67.9	79.2
African American	39	100	28.6	51.4	20	71.4	57.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	81.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	18	100	N/A	N/A	N/A	47.1	34.1	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	68
<b>Socio-Economic Status</b>								
Subsidized meals	82	100	32.9	46.8	20.3	67.1	58	60.8

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
<b>Writing</b>										
All Students	164	100	30.1	41.8	28.1	69.9	64.1	72.1	95.2	95.5
<b>Gender</b>										
Male	73	100	37.7	42	20.3	62.3	56.8	65.2	95.2	95.4
Female	88	100	23.8	41.7	34.5	76.2	71.5	79.2	95.3	95.6
<b>Racial/Ethnic Group</b>										
White	104	100	30.6	39.8	29.6	69.4	70.3	80.8	94.4	95
African American	55	100	30.2	45.3	24.5	69.8	54.6	59.7	96.6	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	69.2	64.6	96.8	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	88.6
<b>Disability Status</b>										
Disabled	24	100	50	33.3	16.7	50	23.3	27.7	94.6	94.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.7	63.7	98.3	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	118	100	35.4	42.5	22.1	64.6	57.6	61.9	94.8	95.2

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 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	58	100	27.3	38.2	34.5	72.7
	4	41	100	41	33.3	25.6	59
	5	49	100	36.2	42.6	21.3	63.8
	6	58	100	40	50.9	9.1	60
	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>2010</b>	3	55	100	20.8	32.1	47.2	79.2
	4	59	100	34.5	41.8	23.6	65.5
	5	51	100	26.7	40	33.3	73.3
	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
<b>Mathematics</b>							
<b>2009</b>	3	58	100	40	47.3	12.7	60
	4	41	100	20.5	33.3	46.2	79.5
	5	49	100	46.8	46.8	6.4	53.2
	6	58	100	50.9	40	9.1	49.1
	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>2010</b>	3	55	100	32.1	32.1	35.8	67.9
	4	59	100	34.5	49.1	16.4	65.5
	5	51	100	35.6	42.2	22.2	64.4
	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
<b>Science</b>							
<b>2009</b>	3	28	100	59.3	33.3	7.4	40.7
	4	41	100	38.5	41	20.5	61.5
	5	25	100	N/AV	N/AV	N/AV	48
	6	29	100	59.3	33.3	7.4	40.7
	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>2010</b>	3	28	100	50	34.6	15.4	50
	4	59	100	36.4	54.5	9.1	63.6
	5	26	100	30.4	47.8	21.7	69.6
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	30	100	21.4	50	28.6	78.6
	4	41	100	10.3	53.8	35.9	89.7
	5	24	100	36.4	59.1	4.5	63.6
	6	29	100	28.6	64.3	7.1	71.4
	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>2010</b>	3	27	100	22.2	44.4	33.3	77.8
	4	59	100	23.6	49.1	27.3	76.4
	5	25	100	45.5	36.4	18.2	54.5
	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
<b>Writing</b>							
<b>2009</b>	3	58	100	40	30.9	29.1	60
	4	41	100	41	35.9	23.1	59
	5	50	100	35.4	54.2	10.4	64.6
	6	56	100	52.7	38.2	9.1	47.3
	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
<b>2010</b>	3	55	100	32.1	35.8	32.1	67.9
	4	59	100	25.5	49.1	25.5	74.5
	5	50	100	33.3	40	26.7	66.7
	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

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample