



Jefferson Elementary

170 Flint Drive
Warrenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	553 Students	
Principal	Pamela J. Hart	803-593-7180
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

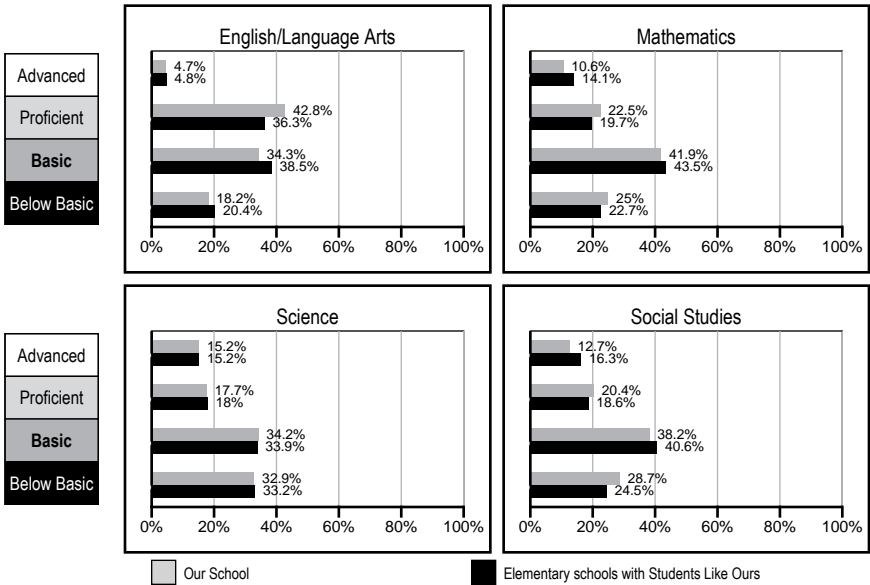
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	54	31	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=553)				
First graders who attended full-day kindergarten	100.0%	Up from 94.4%	100.0%	100.0%
Retention rate	4.2%	Up from 3.9%	2.8%	2.3%
Attendance rate	96.1%	No Change	96.2%	96.3%
Eligible for gifted and talented	12.3%	Down from 13.6%	9.7%	10.4%
With disabilities other than speech	7.5%	Up from 6.4%	8.6%	7.5%
Older than usual for grade	1.6%	Down from 2.1%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	48.8%	Up from 48.7%	58.1%	56.7%
Continuing contract teachers	78.0%	Up from 76.9%	80.8%	77.3%
Teachers with emergency or provisional certificates	2.9%	Down from 3.1%	0.0%	0.0%
Teachers returning from previous year	86.0%	Down from 86.3%	87.5%	86.4%
Teacher attendance rate	95.0%	Up from 91.5%	94.7%	94.9%
Average teacher salary	\$45,782	Up 0.4%	\$45,421	\$45,345
Professional development days/teacher	11.1 days	Down from 11.3 days	12.7 days	12.6 days
School				
Principal's years at school	1.0	Down from 20.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 17.6 to 1	18.6 to 1	18.5 to 1
Prime instructional time	89.5%	Up from 86.3%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Up from 94.2%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,716	Down 1.7%	\$6,895	\$7,052
Percent of expenditures for instruction*	70.4%	Up from 69.1%	68.7%	69.1%
Percent of expenditures for teacher salaries*	67.2%	Up from 66.3%	65.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Student achievement was the top priority of our 2007-2008 school year at Jefferson Elementary. This was the second year of our Reading Intervention Program, which provided a safety net for students who were not experiencing the expected level of success in reading. We also continued the Accelerated Reader Program. Our students read almost 50,000 books during the 2007-2008 year.

Throughout the year, we strived to recognize students for their accomplishments. Students received an array of awards monthly, which were announced by the principal on the morning news show. A school-wide awards ceremony was held at the end of each nine weeks, recognizing students for attendance, honor roll, most improved, good manners, good behavior, and most effort. Students were rewarded for reaching Accelerated Reader point goals by participating in a Balloon Parade. Every homeroom teacher selected a Citizen of the Month. Teachers, staff members, and administrators communicated their approval of students' positive actions by issuing them a "Golden Ticket."

We are extremely proud of the fact that we received the Red Carpet Award from the State Department of Education recognizing us as a family friendly school. Teachers, staff members, parents, community members, and students participated in the efforts that resulted in this honor.

Keeping our parents well informed and offering them numerous opportunities to participate in school events and activities were also priorities for the school. The Eagles' Tales became our weekly parent newsletter. Our Family Handbook, which included a school calendar, and our website, www.jeffersonelementaryschool.net, also helped to keep parents well informed. Parents came to school for evening events such as Family Reading Nights, the Fall Carnival, Sciencefest, Night of the Arts, and Valentine Court. All of these events were very well attended.

The strong supportive partnership between home and school contribute to a positive school climate that makes learning enjoyable for our students. It's easy to see why we say, "There's no place we'd rather be than Jefferson Elementary."

Pam Hart, Principal
Eric Powell, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	75	39
Percent satisfied with learning environment	95.5%	93.3%	89.7%
Percent satisfied with social and physical environment	95.5%	95.9%	94.7%
Percent satisfied with school-home relations	95.5%	95.9%	86.5%

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

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School Adequate Yearly Progress

NO

This school met 18 out of 19 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

Newly Identified

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	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	254	99.2	17.6	34	42.4	5.9	57.6	49.8	48.2	Yes	Yes
Gender											
Male	147	98.6	19.4	38.1	38.8	3.6	51.8	43.8	41.7	N/A	N/A
Female	107	100	15.2	28.3	47.5	9.1	65.7	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	195	99	14.9	33.1	45.3	6.6	62.4	59.8	60	Yes	Yes
African American	41	100	22.5	42.5	32.5	2.5	40	33.8	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	15	100	28.6	28.6	35.7	7.1	50	39.7	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	41	100	52.6	39.5	0	7.9	10.5	15.2	16	I/S	Yes
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	14	100	38.5	15.4	38.5	7.7	46.2	43	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	152	98.7	25.7	41.4	30	2.9	40	35.8	34	Yes	Yes

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

All Students	254	100	24.7	41.4	23.4	10.5	46.4	46.9	45.8	Yes	Yes
Gender											
Male	147	100	23.6	45.7	20.7	10	45	47.9	45.6	N/A	N/A
Female	107	100	26.3	35.4	27.3	11.1	48.5	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	195	100	20.9	41.8	24.7	12.6	51.1	57.2	59	Yes	Yes
African American	41	100	37.5	40	17.5	5	35	29.7	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	15	100	28.6	50	21.4	0	21.4	40.1	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	41	100	63.2	26.3	10.5	0	18.4	15.8	17.1	I/S	Yes
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	14	100	38.5	46.2	15.4	0	15.4	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	152	100	34.8	45.4	16.3	3.5	31.2	32.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	169	100	32.5	33.8	18.1	15.6	33.8	34.1	35.7	96.1	95.9
Gender											
Male	99	100	29.5	34.7	21.1	14.7	35.8	36.6	37.4	96.1	95.8
Female	70	100	36.9	32.3	13.8	16.9	30.8	31.3	33.8	96	96.1
Racial/Ethnic Group											
White	124	100	26.7	35.3	19	19	37.9	45.2	49.2	96	95.9
African American	30	100	46.7	30	16.7	6.7	23.3	16.4	17	96.5	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	98.5	97.6
Hispanic	13	100	50	25	16.7	8.3	25	24	24.9	96	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	97.8	95.8
Disability Status											
Disabled	31	100	41.4	44.8	6.9	6.9	13.8	12.8	14	94.8	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	12	100	63.6	18.2	18.2	0	18.2	28	24.4	96.3	96.5
Socio-Economic Status											
Subsidized meals	99	100	45.2	37.6	8.6	8.6	17.2	20.4	21.1	95.5	95.2
Social Studies											
All Students	167	100	28.3	37.7	21.4	12.6	34	30.3	34	96.1	95.9
Gender											
Male	97	100	30.1	37.6	19.4	12.9	32.3	33.8	36.6	96.1	95.8
Female	70	100	25.8	37.9	24.2	12.1	36.4	26.5	31.3	96	96.1
Racial/Ethnic Group											
White	133	100	27	36.5	21.4	15.1	36.5	38.6	44.5	96	95.9
African American	24	100	30.4	39.1	26.1	4.3	30.4	17	19.1	96.5	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	98.5	97.6
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	96	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	97.8	95.8
Disability Status											
Disabled	27	100	53.8	30.8	11.5	3.8	15.4	10.7	14.4	94.8	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	23.9	27.3	96.3	96.5
Socio-Economic Status											
Subsidized meals	101	100	36.8	42.1	15.8	5.3	21.1	18.6	21	95.5	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	78	97.4	8.7	26.1	59.4	5.8	65.2
	4	90	98.9	17.6	45.9	25.9	10.6	36.5
	5	78	100	23.6	50	25	1.4	26.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	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
2008	3	86	98.8	5.1	30.8	57.7	6.4	64.1
	4	83	100	18.5	30.9	42	8.6	50.6
	5	85	98.8	29.1	40.5	27.8	2.5	30.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	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
Mathematics								
2007	3	78	100	12.7	56.3	18.3	12.7	31
	4	90	100	27.9	32.6	20.9	18.6	39.5
	5	78	100	22.2	40.3	19.4	18.1	37.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	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
2008	3	86	100	20.5	48.7	19.2	11.5	30.8
	4	83	100	23.5	39.5	25.9	11.1	37
	5	85	100	30	36.3	25	8.8	33.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	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
Science								
2007	3	38	100	45.5	45.5	9.1	0	9.1
	4	90	100	48.2	31.3	12	8.4	20.5
	5	40	100	41.7	33.3	13.9	11.1	25
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	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
2008	3	44	100	37.5	30	30	2.5	32.5
	4	83	100	19.8	39.5	14.8	25.9	40.7
	5	42	100	53.8	25.6	12.8	7.7	20.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	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
Social Studies								
2007	3	41	100	13.5	40.5	35.1	10.8	45.9
	4	90	100	42.2	39.8	8.4	9.6	18.1
	5	38	100	30.6	47.2	8.3	13.9	22.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	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
2008	3	42	100	10.5	42.1	31.6	15.8	47.4
	4	82	100	31.3	40	18.8	10	28.8
	5	43	100	39	29.3	17.1	14.6	31.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	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

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