



Jonesville Elementary

514 Alman Street
Jonesville, SC 29353

Grades	PK-6 Elementary School	
Enrollment	408 Students	
Principal	Floyd Lyles	864-674-5518
Superintendent	Dr. David L. Eubanks	864-429-1740
Board Chair	Mrs. Betty J. McMorris	864-427-4149

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

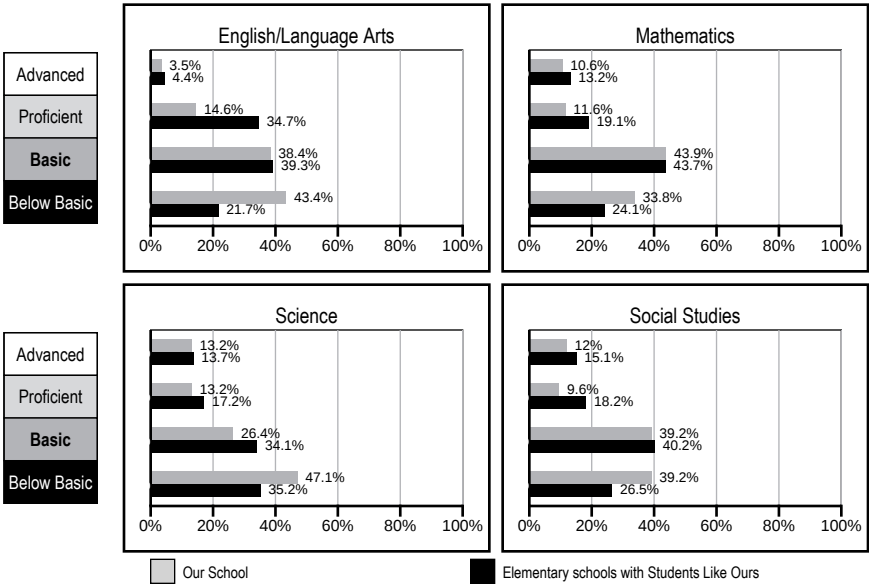
96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	46	36	1

* 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=408)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Up from 2.0%	2.9%	2.3%
Attendance rate	95.5%	Down from 96.2%	96.1%	96.3%
Eligible for gifted and talented	9.1%	Down from 9.6%	9.0%	10.4%
With disabilities other than speech	11.7%	Up from 9.9%	9.0%	7.5%
Older than usual for grade	1.3%	Up from 1.0%	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	70.4%	Down from 75.0%	56.5%	56.7%
Continuing contract teachers	92.6%	Up from 87.5%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.4%	Down from 93.8%	86.7%	86.4%
Teacher attendance rate	93.8%	Up from 87.1%	94.7%	94.9%
Average teacher salary	\$47,082	Up 7.2%	\$45,361	\$45,345
Professional development days/teacher	8.6 days	Down from 25.8 days	12.7 days	12.6 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 18.0 to 1	18.5 to 1	18.5 to 1
Prime instructional time	88.2%	Up from 78.2%	89.3%	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	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,379	Up 11.0%	\$6,975	\$7,052
Percent of expenditures for instruction*	65.7%	Up from 65.3%	68.5%	69.1%
Percent of expenditures for teacher salaries*	63.4%	Down from 63.8%	64.1%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

During the 2007-08 school year, Jonesville Elementary School served 417 students in kindergarten through sixth grade. JES uses a variety of programs and instructional strategies to further the academic success of our students. Instruction is centered on a district curriculum which is based on the adopted S.C. Learner Standards. Classroom teachers use a balanced literacy approach to ELA instruction and constantly monitor student progress through guided reading. Reading Recovery is available for identified 1st graders. A Science Specialist provides teaching support to the classroom teachers. Our classroom teachers provide quality hands-on science instruction through the use of science kits. Along with the regular curriculum, students at JES receive weekly instruction in Art, Music, PE, Library, Computer, and Guidance. We offer an after-school tutorial program, which addresses the remedial needs of students in grades 3-6.

We have a full-time guidance counselor, school nurse and speech teacher to address the health and emotional needs of all students. We encourage student academic excellence through the use of Accelerated Reader. Gifted and Talented students in grades 3-6 receive instruction from an itinerant teacher on one day per week. JES focuses on character and career education in our school and community and both are supported through our guidance curriculum, community projects, and recognitions such as "Student of the Month" and a site based "Career Fair." Our school has been recognized as a Red Carpet School and winner of the Literacy Spot Award. JES also received the Palmetto Silver Award for the 2007-08 school year.

Jonesville Elementary School is very proud of a dedicated core of parents and faculty members who are active in our SIC and PTO. With their help, JES offered many opportunities for families to share in the school culture. Among these were Fall and Spring Open House Dinners, Fine Arts Night, Math and Science Night, "Ghost Story Night," the annual Christmas play and musical. Our PTO also provided funds for our 5th and 6th graders to go to Charleston and purchased materials for our classrooms. With the help of businesses in the community, each student was supplied with a free school t-shirt.

Our challenge is to empower children to achieve their potential in a diverse, safe, innovative, and caring environment while preparing them to be life-long learners and productive members of our community.

Floyd Lyles, Principal
Mary Pacolette Genoble, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	59	36
Percent satisfied with learning environment	100.0%	83.1%	94.3%
Percent satisfied with social and physical environment	100.0%	86.4%	97.2%
Percent satisfied with school-home relations	74.1%	86.2%	94.4%

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

School Adequate Yearly Progress	NO
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This school met 9 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	Continuing School Improvement
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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	0.0%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	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

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	208	100	43.4	38.4	14.6	3.5	32.8	38	48.2	No	Yes
Gender											
Male	101	100	52.6	35.1	12.4	0	20.6	31.7	41.7	N/A	N/A
Female	107	100	34.7	41.6	16.8	6.9	44.6	44.4	55	N/A	N/A
Racial/Ethnic Group											
White	136	100	38	38.8	19.4	3.9	38	46.9	60	No	Yes
African American	69	100	54.5	36.4	6.1	3	24.2	22.8	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	90.9	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	25	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	39	100	76.3	18.4	5.3	0	7.9	14.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	137	100	49.2	39.2	10	1.5	26.9	30.3	34	No	Yes

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

All Students	208	100	33.8	43.9	11.6	10.6	32.8	39.7	45.8	No	Yes
Gender											
Male	101	100	42.3	39.2	9.3	9.3	29.9	40.6	45.6	N/A	N/A
Female	107	100	25.7	48.5	13.9	11.9	35.6	38.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	136	100	24	45.7	15.5	14.7	39.5	48.2	59	No	Yes
African American	69	100	54.5	37.9	4.5	3	19.7	25.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	90.9	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	39	100	76.3	18.4	2.6	2.6	5.3	13.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	137	100	43.8	37.7	10.8	7.7	25.4	31.5	31.4	No	Yes

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

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
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Science

All Students	129	100	47.1	26.4	13.2	13.2	26.4	24.4	35.7	95.5	95.4
Gender											
Male	65	100	51.6	22.6	12.9	12.9	25.8	26.9	37.4	95.3	95.2
Female	64	100	42.4	30.5	13.6	13.6	27.1	21.9	33.8	95.7	95.6
Racial/Ethnic Group											
White	77	100	42.3	28.2	9.9	19.7	29.6	32.2	49.2	94.7	95
African American	49	100	53.2	23.4	19.1	4.3	23.4	12.5	17	96.8	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	97.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	96.2	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	90.5
Disability Status											
Disabled	17	100	76.5	23.5	0	0	0	7.7	14	94.8	94
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	97.9	96.3
Socio-Economic Status											
Subsided meals	88	100	54.2	26.5	8.4	10.8	19.3	16.8	21.1	95.3	95

Social Studies

All Students	130	99.2	38.7	39.5	9.7	12.1	21.8	28.2	34	95.5	95.4
Gender											
Male	63	98.4	36.7	31.7	13.3	18.3	31.7	31.2	36.6	95.3	95.2
Female	67	100	40.6	46.9	6.3	6.3	12.5	25.1	31.3	95.7	95.6
Racial/Ethnic Group											
White	88	98.9	32.5	39.8	12	15.7	27.7	34.1	44.5	94.7	95
African American	41	100	50	40	5	5	10	18.2	19.1	96.8	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	96.2	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	90.5
Disability Status											
Disabled	28	100	59.3	37	0	3.7	3.7	12.8	14.4	94.8	94
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	97.9	96.3
Socio-Economic Status											
Subsided meals	86	100	44.4	39.5	9.9	6.2	16	21.4	21	95.3	95

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

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	45	97.8	11.4	45.5	43.2	0	43.2
	4	51	100	24	50	26	0	26
	5	53	100	46.2	36.5	15.4	1.9	17.3
	6	56	100	31.4	49	19.6	0	19.6
	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	20	45	25	10	35
	4	51	100	35.4	43.8	20.8	0	20.8
	5	60	100	53.4	39.7	5.2	1.7	6.9
	6	55	100	57.7	26.9	11.5	3.8	15.4
	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	45	100	20	57.8	17.8	4.4	22.2
	4	51	100	44	32	18	6	24
	5	53	100	38.5	51.9	7.7	1.9	9.6
	6	56	100	19.6	47.1	23.5	9.8	33.3
	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	30	45	10	15	25
	4	51	100	27.1	43.8	16.7	12.5	29.2
	5	60	100	37.9	48.3	8.6	5.2	13.8
	6	55	100	38.5	38.5	11.5	11.5	23.1
	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	22	100	50	40.9	4.5	4.5	9.1
	4	51	100	56	30	6	8	14
	5	27	100	63	25.9	7.4	3.7	11.1
	6	28	100	40	40	12	8	20
	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	21	100	47.4	26.3	10.5	15.8	26.3
	4	51	100	33.3	29.2	18.8	18.8	37.5
	5	30	100	60.7	25	10.7	3.6	14.3
	6	27	100	57.7	23.1	7.7	11.5	19.2
	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	23	100	8.7	43.5	30.4	17.4	47.8
	4	51	100	34	44	16	6	22
	5	26	100	52	28	8	12	20
	6	28	100	19.2	61.5	11.5	7.7	19.2
	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	21	95.2	5	30	30	35	65
	4	51	100	37.5	50	6.3	6.3	12.5
	5	30	100	56.7	30	3.3	10	13.3
	6	28	100	46.2	38.5	7.7	7.7	15.4
	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

Abbreviations for Missing Data

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