



Jefferson Elementary

1543 Chester Highway
York, SC 29745

Grades	PK-5 Elementary School	
Enrollment	613 Students	
Principal	Jane Wallace	803-684-1942
Superintendent	Dr. Russell Booker	803-684-9916
Board Chair	Chris Stephenson	803-684-2611

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	Average
2006	Average	At-Risk
2005	Good	Below Average
2004	Good	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

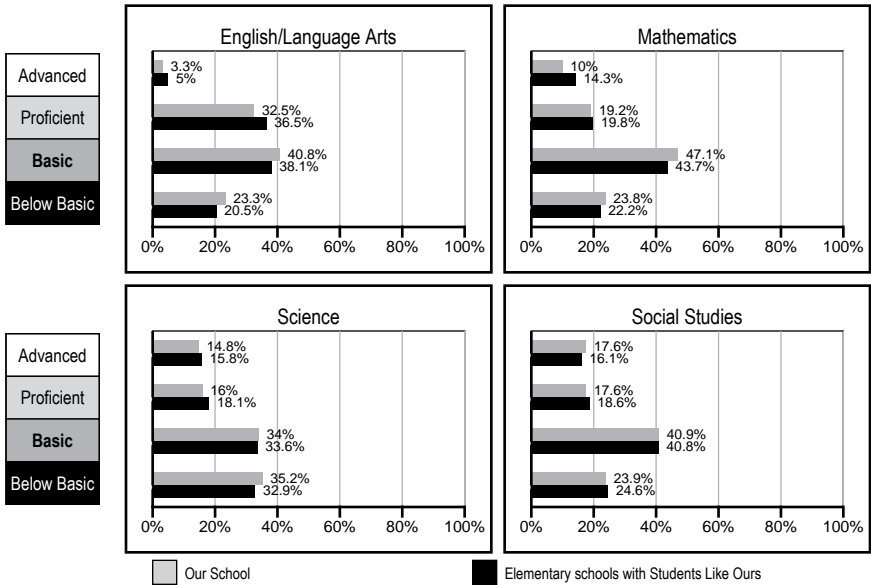
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	54	28	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=613)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.8%	Down from 4.9%	2.6%	2.3%
Attendance rate	96.4%	Up from 96.2%	96.3%	96.3%
Eligible for gifted and talented	10.4%	Down from 12.4%	10.5%	10.4%
With disabilities other than speech	9.5%	Up from 8.9%	8.7%	7.5%
Older than usual for grade	1.7%	Up from 1.3%	0.6%	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	66.7%	Down from 70.7%	57.9%	56.7%
Continuing contract teachers	85.7%	Down from 95.1%	80.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.4%	Down from 92.9%	87.8%	86.4%
Teacher attendance rate	94.5%	Down from 95.2%	94.9%	94.9%
Average teacher salary	\$47,189	Up 8.6%	\$45,384	\$45,345
Professional development days/teacher	12.0 days	Up from 9.2 days	12.6 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.1 to 1	18.5 to 1	18.5 to 1
Prime instructional time	87.6%	Down from 89.2%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.4%	Up from 82.3%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$7,428	Up 6.0%	\$6,890	\$7,052
Percent of expenditures for instruction*	72.6%	No Change	68.9%	69.1%
Percent of expenditures for teacher salaries*	67.7%	Down from 70.1%	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

This has been an exciting and fast-paced year at Jefferson Elementary School. We have continued the ongoing tradition of providing a child-centered environment that challenges and nurtures our students. Not only do we hold high expectations for academic achievement, we continue to stress the qualities of good citizenship. Our ultimate goal is for the students of Jefferson to become productive members of our global society.

This year has been very challenging as well as extremely rewarding. Our second year with the South Carolina Reading Initiative (SCRI) has changed our philosophies and instructional methods in literacy. Focused study has allowed staff to establish beliefs and work toward common goals. We have seen tremendous growth in our students and are confident that as we grow as teachers, our students will continue to improve. Receiving honorable mention as a Title I Distinguished School certainly rewarded teachers and students for their hard work.

Students participated in numerous service activities such as Pennies for PATH, Jump Rope for Heart, and Relay for Life. Students were involved in other experiences such as choral programs, Culture Fest, and a recycling project. Opportunities in leadership were provided through participation in student council.

Parent and community involvement in the school were encouraged in many ways. A Lunch Buddies program brought in community members to spend time with students and provide an adult role model. District Office staff also worked with students during the year on academics as well as providing positive role models. Parents were invited to participate in events such as book fairs, reading with students, a living wax museum, as well as graduation and awards ceremonies. The community as a whole is dedicated to our students.

We continue to expand our use of technology in the classroom. This year we were able to add data projectors to eleven classrooms. Several document cameras are also available for check out. Teachers continue to integrate technology into the classroom as often as possible. Our next technology goal is to add interactive white boards to our classrooms.

For the 2008-2009 year, we will continue about the business of educating our children. Our goal is to increase the percentage of students meeting target growth on MAP, continue to improve reading instruction, as well as provide a quality education for the customers we serve. We strive to reinforce our learning community as we continue "Linking Learning to Life."

Jane Wallace, Principal
Kim Mitchell, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	74	60
Percent satisfied with learning environment	93.8%	86.5%	84.5%
Percent satisfied with social and physical environment	100.0%	83.6%	88.1%
Percent satisfied with school-home relations	90.3%	88.9%	81.4%

* 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 17 out of 21 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	N/A	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	96.4%	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	286	100	22.5	38.2	30.5	8.8	52.3	45.6	48.2	Yes	Yes
Gender											
Male	136	100	27.4	39.5	20.2	12.9	45.2	39	41.7	N/A	N/A
Female	150	100	18.1	37	39.9	5.1	58.7	52.1	55	N/A	N/A
Racial/Ethnic Group											
White	211	100	20.4	36.6	34.6	8.4	56.5	50.8	60	Yes	Yes
African American	63	100	25.8	43.5	21	9.7	43.5	31.5	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.8	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	32.2	38.4	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	25	47	I/S	I/S
Disability Status											
Disabled	53	100	39.6	22.9	6.3	31.3	37.5	18.4	16	No	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	3	I/S	I/S	I/S	I/S	I/S	I/S	25.4	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	172	100	28.9	39.5	23.7	7.9	46.7	36.1	34	Yes	Yes

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

All Students	286	99.7	23.4	44.1	18.4	14.2	46	49	45.8	Yes	Yes
Gender											
Male	136	99.3	17.9	46.3	17.1	18.7	46.3	48	45.6	N/A	N/A
Female	150	100	28.3	42	19.6	10.1	45.7	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	211	100	20.9	42.9	20.9	15.2	53.4	54.9	59	Yes	Yes
African American	63	98.4	29.5	45.9	13.1	11.5	29.5	32.1	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	31	38.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	25	46.2	I/S	I/S
Disability Status											
Disabled	53	98.1	23.4	42.6	6.4	27.7	29.8	24.4	17.1	No	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	3	I/S	I/S	I/S	I/S	I/S	I/S	28.2	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	172	99.4	29.1	46.4	12.6	11.9	35.1	39.1	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	193	99.5	32.8	33.3	15.3	18.6	33.9	37.3	35.7	96.4	96.2
Gender											
Male	94	98.9	30.6	28.2	16.5	24.7	41.2	39.1	37.4	96.3	96.1
Female	99	100	34.8	38	14.1	13	27.2	35.4	33.8	96.5	96.2
Racial/Ethnic Group											
White	148	100	28.1	33.3	17	21.5	38.5	43.2	49.2	96.1	95.8
African American	38	97.4	43.2	37.8	10.8	8.1	18.9	17.9	17	97.3	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	58	95	97.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	22	24.9	96.7	96.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	35.3	37.4	95.8	96.5
Disability Status											
Disabled	37	97.3	37.5	25	9.4	28.1	37.5	22.2	14	95.3	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.3
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	19.1	24.4	97.1	97.3
Socio-Economic Status											
Subsided meals	113	99.1	41	31	11	17	28	26.6	21.1	96.2	95.8
Social Studies											
All Students	187	99.5	23.5	38.8	17.1	20.6	37.6	35.5	34	96.4	96.2
Gender											
Male	90	98.9	22.8	38	16.5	22.8	39.2	38.3	36.6	96.3	96.1
Female	97	100	24.2	39.6	17.6	18.7	36.3	32.8	31.3	96.5	96.2
Racial/Ethnic Group											
White	140	100	18.3	39.7	19.8	22.2	42.1	39.4	44.5	96.1	95.8
African American	41	97.6	35.9	35.9	10.3	17.9	28.2	24.3	19.1	97.3	97.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	58.9	95	97.6
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	21.4	27.5	96.7	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.6	32.7	95.8	96.5
Disability Status											
Disabled	35	97.1	34.5	24.1	13.8	27.6	41.4	22.9	14.4	95.3	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.3
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	19.6	27.3	97.1	97.3
Socio-Economic Status											
Subsided meals	110	99.1	31.3	38.5	13.5	16.7	30.2	27.2	21	96.2	95.8

* 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	93	98.9	16.1	20.7	46	17.2	63.2
	4	84	100	18.8	48.8	27.5	5	32.5
	5	83	100	19	41.8	25.3	13.9	39.2
	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	106	100	23.7	41.9	29	5.4	34.4
	4	95	100	22.2	31.1	34.4	12.2	46.7
	5	85	100	21.5	41.8	27.8	8.9	36.7
	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
Mathematics								
2007	3	93	98.9	18.4	41.4	24.1	16.1	40.2
	4	84	100	15	48.8	18.8	17.5	36.3
	5	83	100	16.5	48.1	12.7	22.8	35.4
	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	106	100	32.3	51.6	12.9	3.2	16.1
	4	95	100	16.7	33.3	24.4	25.6	50
	5	85	98.8	20.5	47.4	17.9	14.1	32.1
	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	50	100	42.1	31.6	18.4	7.9	26.3
	4	84	100	30.3	38.2	25	6.6	31.6
	5	47	100	30.6	27.8	19.4	22.2	41.7
	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	54	100	44.7	31.9	14.9	8.5	23.4
	4	92	100	25.3	32.2	18.4	24.1	42.5
	5	47	97.9	34.9	37.2	9.3	18.6	27.9
	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	49	100	9.8	39	31.7	19.5	51.2
	4	84	100	23.7	47.4	14.5	14.5	28.9
	5	46	100	44.1	29.4	8.8	17.6	26.5
	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	54	100	21.7	41.3	26.1	10.9	37
	4	92	100	17.2	40.2	14.9	27.6	42.5
	5	41	97.6	40.5	32.4	10.8	16.2	27
	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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