



Jesse S Bobo Elementary

495 Powell Mill Road
Spartanburg, South

Grades	PK-5 Elementary School	
Enrollment	429 Students	
Principal	Patrick Suber	864-576-2085
Superintendent	Darryl Owings	864-576-4212
Board Chair	Mr. Alex Meadows	864-576-4212

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	Below Average

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

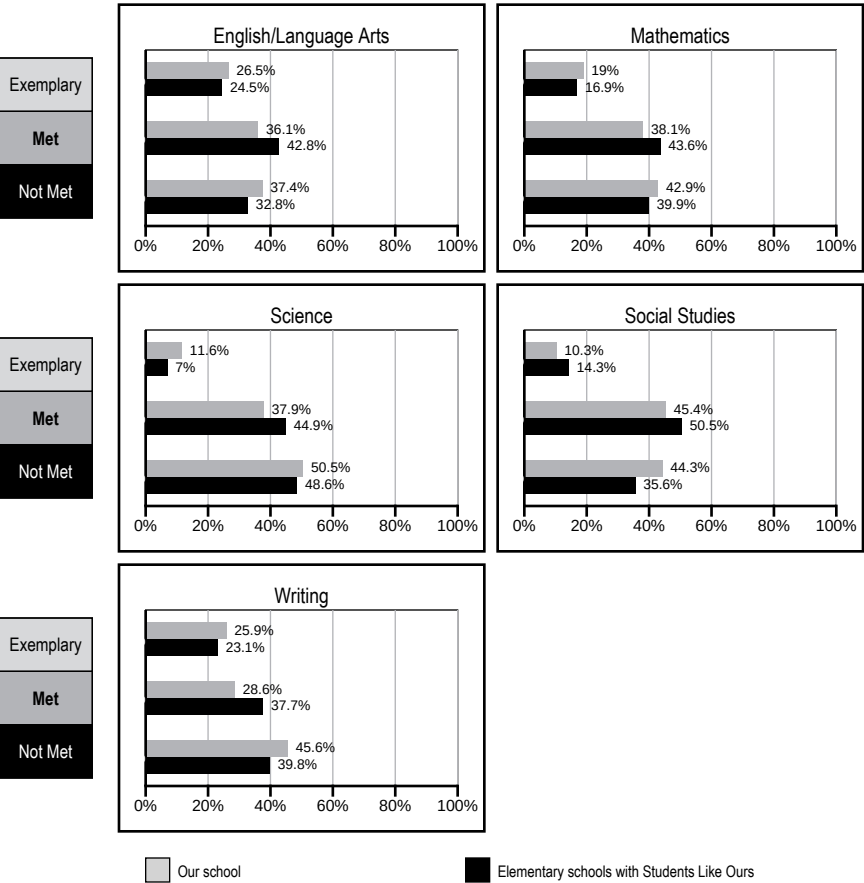
96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	95	58	19

* 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
Students (n=429)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Down from 3.2%	2.5%	1.9%
Attendance rate	96.1%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	7.1%	Down from 7.4%	4.2%	10.0%
With disabilities other than speech	9.9%	Down from 12.1%	8.1%	7.7%
Older than usual for grade	0.0%	Down from 0.9%	1.0%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	50.0%	Down from 59.4%	57.0%	59.4%
Continuing contract teachers	60.0%	Down from 65.6%	73.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	74.2%	Down from 82.1%	83.2%	85.9%
Teacher attendance rate	96.2%	Up from 94.5%	95.1%	95.1%
Average teacher salary*	\$45,923	Down 0%	\$45,639	\$47,149
Professional development days/teacher	3.2 days	Down from 6.0 days	11.0 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	N/R	17.4 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 89.5%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	13.3%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,396	Up 4.4%	\$8,322	\$7,458
Percent of expenditures for instruction**	72.5%	Down from 74.1%	68.5%	68.8%
Percent of expenditures for teacher salaries**	53.9%	Down from 69.8%	62.1%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission of Jesse S. Bobo Elementary School is to create a positive environment where faculty, staff, students, parents, and the community work together to improve student achievement through a challenging instructional environment. We believe this produces a school of respectful, responsible, and productive learners. At Jesse S. Bobo Elementary School, we are committed to providing every student with a quality education by ensuring each academic, personal, physical, and social needs are met. Each member of the staff believes that all students can learn to be respectful, responsible, and productive. Highly qualified teachers create hands-on lessons for students to learn. Individualized instruction addresses the differences in learning rates and styles. This year, our school piloted the SRA Corrective Reading Intervention Program for students in grades 3, 4, and 5. The program will be fully implemented during the 2009-2010 academic year. The staff believes that this program will offer struggling readers the skills that are so important to many life activities. Our commitment to provide a positive environment for every staff, student, and parent continues to be a top priority at Jesse S. Bobo. The community shares in the responsibility for learning. We are delighted to offer our students a Boys and Girls Club that meets five days a week from 2:30-5:00. This past year, our fifth graders spent an entire day on the campuses of USC Upstate and Spartanburg Methodist Colleges. They were able to take part in classroom discussions, visit the library on each campus, and have lunch with college-aged students. During the month of February, our students celebrated Multicultural Day. More than thirty countries represented our student body make-up. I am delighted to inform our community stakeholders that we sincerely appreciate their support during the 2008-2009 school year. We plan to extend the academic year by offering summer school to our students. Our parents continue to give us their loyal support in the areas of student discipline, academic achievement, and afterschool activities.

Patrick Suber, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	49	16
Percent satisfied with learning environment	91.7%	81.6%	87.5%
Percent satisfied with social and physical environment	91.7%	91.7%	87.5%
Percent satisfied with school-home relations	70.8%	85.4%	87.5%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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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	NI-DELAY
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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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	165	100	37.4	36.1	26.5	72.1	83.1	82.8	Yes	Yes
Gender										
Male	76	100	47.8	34.8	17.4	63.8	80.5	79.3	N/A	N/A
Female	89	100	28.2	37.2	34.6	79.5	85.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	40	100	27.6	31	41.4	75.9	88.9	89.5	I/S	Yes
African American	100	100	42.1	34.7	23.2	70.5	75.7	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88.6	92.3	I/S	I/S
Hispanic	18	100	29.4	47.1	23.5	76.5	73.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80	82.5	I/S	I/S
Disability Status										
Disabled	40	100	73	21.6	5.4	32.4	50.4	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	38.9	38.9	22.2	66.7	73	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	138	100	37.4	35.8	26.8	71.5	76.3	75.5	Yes	Yes

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

All Students	165	100	42.9	38.1	19	68	79.2	78.9	Yes	Yes
Gender										
Male	76	100	50.7	37.7	11.6	59.4	77.6	77	N/A	N/A
Female	89	100	35.9	38.5	25.6	75.6	80.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	40	100	27.6	41.4	31	79.3	86.9	87.2	I/S	Yes
African American	100	100	47.4	36.8	15.8	64.2	67.2	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	84.6	93	I/S	I/S
Hispanic	18	100	41.2	35.3	23.5	70.6	73.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85	79.5	I/S	I/S
Disability Status										
Disabled	40	100	89.2	8.1	2.7	18.9	39.3	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	18	100	33.3	44.4	22.2	77.8	72.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	138	100	43.9	39	17.1	67.5	71.1	70.2	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
Science								
All Students	109	99.1	50.5	37.9	11.6	49.5	68	67.5
Gender								
Male	55	100	46	42	12	54	68.1	67
Female	54	98.2	55.6	33.3	11.1	44.4	67.8	68
Racial/Ethnic Group								
White	30	96.7	40	40	20	60	78.3	79.5
African American	63	100	54.2	37.3	8.5	45.8	52	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	73.2	84.3
Hispanic	13	100	46.2	38.5	15.4	53.8	61.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	71.2
Disability Status								
Disabled	28	96.4	88	8	4	12	27	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	12	100	50	33.3	16.7	50	57	59.6
Socio-Economic Status								
Subsided meals	88	98.9	53.2	36.4	10.4	46.8	57.7	55.1

Social Studies								
All Students	108	100	44.3	45.4	10.3	55.7	72.6	72.3
Gender								
Male	47	100	51.2	34.9	14	48.8	71.9	71.5
Female	61	100	38.9	53.7	7.4	61.1	73.4	73.2
Racial/Ethnic Group								
White	23	100	27.8	55.6	16.7	72.2	80.2	80.7
African American	68	100	50	43.8	6.3	50	59.6	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.8	88.5
Hispanic	12	100	36.4	36.4	27.3	63.6	67.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	72.2
Disability Status								
Disabled	27	100	76.9	19.2	3.8	23.1	37.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	13	100	23.1	61.5	15.4	76.9	67.6	67.9
Socio-Economic Status								
Subsided meals	90	100	45.7	44.4	9.9	54.3	62.9	62.1

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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
Writing										
All Students	164	99.4	45.6	28.6	25.9	54.4	72.3	70.2	96.1	96.6
Gender										
Male	75	98.7	57.4	29.4	13.2	42.6	66.8	63.2	96	96.5
Female	89	100	35.4	27.8	36.7	64.6	77.8	77.5	96.2	96.6
Racial/Ethnic Group										
White	37	100	37.9	34.5	27.6	62.1	80.4	79.1	94.6	96.2
African American	101	99	46.3	27.4	26.3	53.7	61.9	57.6	96.6	96.9
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	81.6	86.2	96.8	97.4
Hispanic	18	100	52.9	23.5	23.5	47.1	59.2	62.6	96.6	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60	68.7	90	96.5
Disability Status										
Disabled	40	100	89.7	5.1	5.1	10.3	23.2	26.1	94.9	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	97.8	97.7
English Proficiency										
Limited English Proficient	19	100	44.4	33.3	22.2	55.6	55.8	61.2	96.9	96.8
Socio-Economic Status										
Subsidized meals	137	99.3	48.3	26.7	25	51.7	61.1	58.9	96.4	96.2

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	62	100	23.6	34.5	41.8	76.4
	4	52	100	53.3	31.1	15.6	46.7
	5	51	100	38.3	42.6	19.1	61.7
	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
Mathematics							
2009	3	62	100	36.4	32.7	30.9	63.6
	4	52	100	48.9	33.3	17.8	51.1
	5	51	100	44.7	48.9	6.4	55.3
	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
Science							
2009	3	32	96.9	39.3	35.7	25	60.7
	4	52	100	57.8	33.3	8.9	42.2
	5	25	100	N/AV	N/AV	N/AV	50
	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
Social Studies							
2009	3	30	100	48.1	44.4	7.4	51.9
	4	52	100	40	48.9	11.1	60
	5	26	100	48	40	12	52
	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
Writing							
2009	3	60	100	36.4	18.2	45.5	63.6
	4	52	98.1	55.6	35.6	8.9	44.4
	5	52	100	46.8	34	19.1	53.2
	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

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