



Jefferson Elementary

1543 Chester Highway
York, SC 29745

Grades	PK-5 Elementary School	
Enrollment	658 Students	
Principal	Jane Wallace	803-684-1942
Superintendent	Dr Vernon Prosser	803-684-9916
Board Chair	Chris Revels	803-925-2840

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

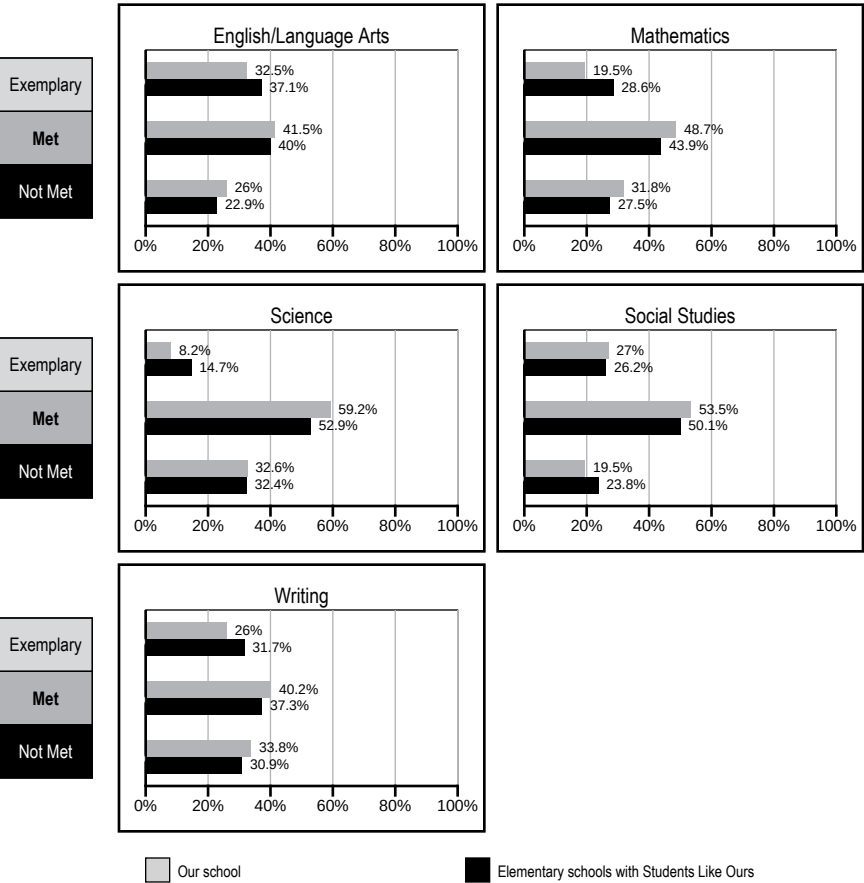
97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	25	79	4	0

* 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=658)				
First graders who attended full-day kindergarten	98.2%	Down from 100.0%	100.0%	100.0%
Retention rate	3.4%	Down from 4.8%	2.0%	1.9%
Attendance rate	96.3%	Down from 96.4%	96.2%	96.3%
Eligible for gifted and talented	10.9%	Up from 10.4%	10.1%	10.0%
With disabilities other than speech	9.9%	Up from 9.5%	9.4%	7.7%
Older than usual for grade	1.4%	Down from 1.7%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	68.3%	Up from 66.7%	59.4%	59.4%
Continuing contract teachers	90.2%	Up from 85.7%	83.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.1%	Up from 90.4%	88.2%	85.9%
Teacher attendance rate	93.5%	Down from 94.5%	95.1%	95.1%
Average teacher salary*	\$48,327	Up 2.4%	\$47,344	\$47,149
Professional development days/teacher	7.7 days	Down from 12.0 days	11.6 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.8 to 1	19.1 to 1	18.8 to 1
Prime instructional time	88.1%	Up from 87.6%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.2%	Up from 92.4%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,479	Up 0.7%	\$7,291	\$7,458
Percent of expenditures for instruction**	72.3%	Down from 72.6%	67.9%	68.8%
Percent of expenditures for teacher salaries**	69.0%	Up from 67.7%	62.1%	63.2%

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

** Prior year audited financial data are reported.

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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 third year with the South Carolina Reading Initiative (SCRI) has continued to change 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.

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 interactive white boards in twelve classrooms. In the near future, we hope to add more. Teachers continue to integrate technology into the classroom as often as possible.

For the 2009-2010 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

Lisa Evans, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	89	64
Percent satisfied with learning environment	92.1%	93.3%	87.5%
Percent satisfied with social and physical environment	97.4%	88.8%	93.8%
Percent satisfied with school-home relations	89.2%	82.0%	82.5%

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

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School Adequate Yearly Progress

YES

This school met 21 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. 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

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	313	100	24.7	40.7	34.6	84.7	83.4	82.8	Yes	Yes
Gender										
Male	146	100	29.5	41	29.5	82	78.7	79.3	N/A	N/A
Female	167	100	20.5	40.4	39.1	87.2	88.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	246	100	19.7	40.6	39.7	88.2	85.9	89.5	Yes	Yes
African American	57	100	42.9	39.3	17.9	71.4	75.7	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.8	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	73.7	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80.8	82.5	I/S	I/S
Disability Status										
Disabled	55	100	44.2	30.8	25	59.6	50.3	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	72.7	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	205	100	32.1	40.5	27.4	80.5	78.6	75.5	Yes	Yes

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

All Students	313	100	30.5	48.5	21	78.3	82.6	78.9	Yes	Yes
Gender										
Male	146	100	30.9	52.5	16.5	77	79.1	77	N/A	N/A
Female	167	100	30.1	44.9	25	79.5	86.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	246	100	27.1	48.5	24.5	81.7	85.5	87.2	Yes	Yes
African American	57	100	41.1	48.2	10.7	67.9	72.8	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.3	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	82.1	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	65.4	79.5	I/S	I/S
Disability Status										
Disabled	55	100	44.2	40.4	15.4	63.5	56.6	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	205	100	34.7	47.9	17.4	74.7	77.7	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	210	100	31.3	56.6	12.1	68.7	70.2	67.5
Gender								
Male	93	100	33	54.5	12.5	67	67.3	67
Female	117	100	30	58.2	11.8	70	73.2	68
Racial/Ethnic Group								
White	159	100	25	60.1	14.9	75	74.5	79.5
African American	43	100	52.4	42.9	4.8	47.6	54.7	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.8	60.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	77.8	71.2
Disability Status								
Disabled	38	100	36.1	38.9	25	63.9	46.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	58	59.6
Socio-Economic Status								
Subsided meals	142	100	40.9	50.8	8.3	59.1	61.4	55.1

Social Studies								
All Students	211	100	19.1	53.8	27.1	80.9	75.8	72.3
Gender								
Male	98	100	16	63.8	20.2	84	74.6	71.5
Female	113	100	21.9	44.8	33.3	78.1	77.1	73.2
Racial/Ethnic Group								
White	168	100	19.1	47.8	33.1	80.9	78.5	80.7
African American	37	100	22.2	72.2	5.6	77.8	63.8	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	78.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	73.3	72.2
Disability Status								
Disabled	41	100	15.4	61.5	23.1	84.6	52	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	79.5	67.9
Socio-Economic Status								
Subsided meals	141	100	22.3	58.5	19.2	77.7	69.9	62.1

Abbreviations for Missing Data

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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	317	94.3	33.8	40.2	26	66.2	68.6	70.2	96.3	96.1
Gender										
Male	149	91.3	44.2	38.8	17.1	55.8	59.5	63.2	96.4	96
Female	168	97	25	41.4	33.6	75	78	77.5	96.2	96.1
Racial/Ethnic Group										
White	248	96	31.2	39.4	29.4	68.8	72.3	79.1	96.1	95.7
African American	58	86.2	40.8	44.9	14.3	59.2	58.4	57.6	97	97
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	70.8	86.2	95.7	96.7
Hispanic	6	I/S	I/S	I/S	I/S	I/S	57.6	62.6	96.5	96.8
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	52	68.7	96.5	96.4
Disability Status										
Disabled	59	69.5	71.1	21.1	7.9	28.9	26.1	26.1	95.6	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	51.9	61.2	97	97
Socio-Economic Status										
Subsidized meals	208	93.8	40	40.6	19.4	60	60.6	58.9	95.9	95.7

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	106	100	32.3	34.3	33.3	67.7
	4	103	100	28.9	42.3	28.9	71.1
	5	104	100	13.1	45.5	41.4	86.9
	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	106	100	45.5	38.4	16.2	54.5
	4	103	100	27.8	55.7	16.5	72.2
	5	104	100	18.2	51.5	30.3	81.8
	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	54	100	40.4	55.8	3.8	59.6
	4	102	100	36.5	55.2	8.3	63.5
	5	54	100	12	60	28	88
	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	53	100	20.8	52.1	27.1	79.2
	4	103	100	17.5	51.5	30.9	82.5
	5	55	100	20.4	59.3	20.4	79.6
	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	107	99.1	43.4	30.3	26.3	56.6
	4	104	95.2	34.8	48.9	16.3	65.2
	5	106	88.7	22.2	42.2	35.6	77.8
	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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