

## JESSE W BOYD ELEMENTARY

1505 Fernwood Glendale  
Spartanburg, South

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	523 Students	
<b>Principal</b>	Bob Grant	864-594-4430
<b>Superintendent</b>	Dr. Russell W. Booker	864-594-4400
<b>Board Chair</b>	Sharon D. Porter	864-594-4400

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Excellent	Good
2009	Good	Average
2008	Good	Below Average
2007	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

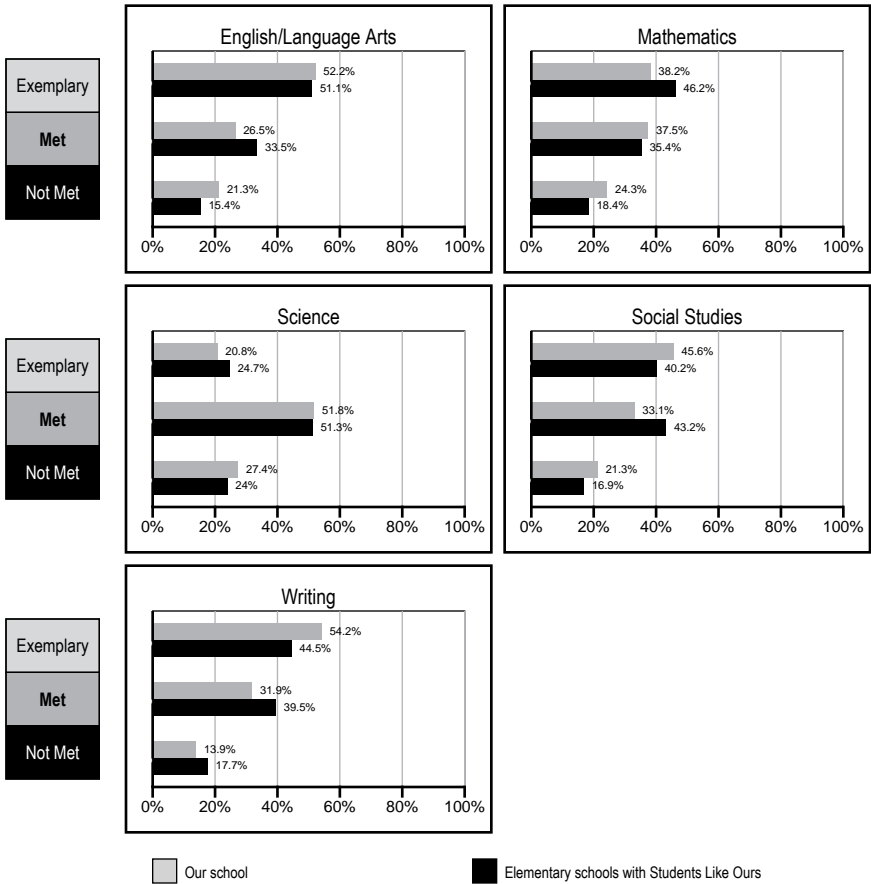
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
34	26	4	2	0

\* Ratings are calculated with data available by 11/09/2011.

**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
<b>Students (n=523)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Up from 0.0%	0.8%	1.1%
Attendance rate	96.9%	Up from 96.8%	96.6%	96.2%
Served by gifted and talented program	31.0%	Down from 33.4%	21.0%	13.4%
With disabilities other than speech	5.1%	Down from 7.0%	3.7%	4.1%
Older than usual for grade	0.2%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	68.1%	Up from 60.9%	63.9%	62.5%
Continuing contract teachers	85.1%	Up from 84.8%	90.2%	88.2%
Teachers returning from previous year	85.9%	Up from 81.9%	89.1%	87.8%
Teacher attendance rate	95.8%	No Change	95.2%	95.2%
Average teacher salary*	\$48,910	Down 1.4%	\$48,454	\$46,773
Professional development days/teacher	15.0 days	Up from 13.4 days	9.6 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.3	4.0
Student-teacher ratio in core subjects	17.9 to 1	Down from 19.3 to 1	20.5 to 1	19.9 to 1
Prime instructional time	91.1%	Down from 91.6%	91.0%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,017	Up 3.8%	\$7,019	\$7,447
Percent of expenditures for instruction**	74.4%	No Change	70.1%	68.4%
Percent of expenditures for teacher salaries**	73.6%	Up from 72.5%	68.8%	65.8%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

Report of Principal and School Improvement Council

JBE became fully authorized to offer the International Baccalaureate Primary Years Program (IB PYP) in the spring of 2011. Teachers and staff continue to develop and refine grade level planners. These planners have combined to develop the school's Program of Inquiry (POI), which is posted for all stakeholders at our front entrance. Professional development continues with our focus on IB and inquiry based teaching. Spartanburg County School District 7, including JBE, completed AdvancED and SACS accreditation during the school year, and all stakeholders contributed to our five year school renewal plan.

The PTSO continues to provide great resources, both in financial terms and with volunteer support, for many school-wide programs. Programs include: Artist in Residence, teacher grants, the school-wide musical production, and events such as Bike and Walk to School Days. The School Improvement Council was honored as a finalist for the Riley School Improvement Award by the SC-SIC. A school wide reading program, coordinated with the production of The Jungle Book, was implemented with great success for a second year. Healthy school initiatives and school safety were enhanced with community partnerships and school-wide programs, and JBE was honored by the State Department of Education as a Healthy School Winner for our initiatives. The SIC successfully implemented a program to ease the transitions from elementary to middle school.

Community involvement fuels our efforts towards ensuring the academic success of all students. Our partners donate volunteer hours, products and money to help us achieve our goal. Partners include everything from medical professionals, faith based organizations, colleges and universities to individual community members. JBE offers students many opportunities to develop themselves mentally, emotionally, physically, and socially. These include: musical production, fitness clubs, art club, chorus, recycling club, safety patrol, student council, IB student leadership, running club, and media clubs. Everyone that works at and with JBE desires to help each child achieve their greatest academic and personal potential. Together, all stakeholders work to make sure that every child is given every opportunity to succeed!

Bob Grant, Principal  
Lynn Eargle, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	69	52
Percent satisfied with learning environment	100.0%	94.2%	96.0%
Percent satisfied with social and physical environment	100.0%	95.6%	96.2%
Percent satisfied with school-home relations	100.0%	95.7%	94.2%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 14 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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	288	100	21.7	26.4	51.8	85.5	77.9	82.4	Yes	Yes
<b>Gender</b>										
Male	154	100	21.5	26.8	51.7	86.6	73.7	78.7	N/A	N/A
Female	134	100	22	26	52	84.3	82.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	182	100	11.3	27.1	61.6	91.5	88.3	88.9	Yes	Yes
African American	82	100	42.1	23.7	34.2	73.7	70.2	72.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	93.1	93	I/S	I/S
Hispanic	16	100	37.5	37.5	25	75	78.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	37	100	60	31.4	8.6	51.4	37.3	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	84	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	106	100	41	28	31	74	71	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	288	99.7	24	37.8	38.2	82.5	75.6	81.9	Yes	Yes
<b>Gender</b>										
Male	154	100	20.8	38.9	40.3	84.6	73	79.9	N/A	N/A
Female	134	99.3	27.8	36.5	35.7	80.2	78.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	182	99.5	14.8	40.3	44.9	89.8	87.5	88.9	Yes	Yes
African American	82	100	44.7	30.3	25	67.1	66.9	71.4	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.2	94.6	I/S	I/S
Hispanic	16	100	31.3	50	18.8	75	74.8	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	37	97.3	64.7	29.4	5.9	38.2	30.9	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	82.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	106	100	40	35	25	65	67.6	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	179	100	28.1	50.9	21.1	71.9	64.1	68.6
<b>Gender</b>								
Male	96	100	28	45.2	26.9	72	63.4	68.3
Female	83	100	28.2	57.7	14.1	71.8	64.8	68.9
<b>Racial/Ethnic Group</b>								
White	116	100	16.2	55	28.8	83.8	83.8	80.7
African American	50	100	53.2	44.7	2.1	46.8	50.5	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	79	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	63.6	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	24	100	N/AV	N/AV	N/AV	18.2	27.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	68.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	67	100	47.6	41.3	11.1	52.4	53	57.3
<b>Social Studies</b>								
All Students	177	100	22.1	32.6	45.3	77.9	69.7	72.5
<b>Gender</b>								
Male	97	100	20.8	26	53.1	79.2	67.7	72
Female	80	100	23.7	40.8	35.5	76.3	72	73.1
<b>Racial/Ethnic Group</b>								
White	110	100	11.1	35.2	53.7	88.9	85.7	81
African American	49	100	39.1	34.8	26.1	60.9	58.3	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.1	89
Hispanic	12	100	50	8.3	41.7	50	70.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	26	100	61.5	26.9	11.5	38.5	34	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	80.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	69	100	39.4	31.8	28.8	60.6	60.4	62.9

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
<b>Writing</b>										
All Students	75	98.7	13.9	31.9	54.2	86.1	69	73.2	96.9	95.7
<b>Gender</b>										
Male	49	100	17	34	48.9	83	63.3	67.2	97.1	95.5
Female	26	96.2	8	28	64	92	75.1	79.4	96.7	95.8
<b>Racial/Ethnic Group</b>										
White	40	97.5	2.6	25.6	71.8	97.4	83.4	81.5	96.5	95.6
African American	29	100	33.3	29.6	37	66.7	57.7	61.3	97.7	95.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.3	87	97.6	97.1
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.2	66.7	97.5	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	85.2	94.4
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	14	26	95.6	94.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80.3	65.7	97.9	97
<b>Socio-Economic Status</b>										
Subsidized meals	33	97	29	35.5	35.5	71	57.5	63.2	96.8	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	71	100	7.6	19.7	72.7	92.4
	4	72	100	23.9	35.8	40.3	76.1
	5	75	100	21.9	28.8	49.3	78.1
	6	72	100	7.1	32.9	60	92.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	67	100	10.8	26.2	63.1	89.2
	4	67	100	26.2	26.2	47.7	73.8
	5	74	100	26.8	31	42.3	73.2
	6	80	100	22.7	22.7	54.7	77.3
	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
<b>Mathematics</b>							
<b>2010</b>	3	71	100	18.2	28.8	53	81.8
	4	72	100	25.4	31.3	43.3	74.6
	5	75	100	20.5	42.5	37	79.5
	6	72	100	11.4	48.6	40	88.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	67	100	32.3	27.7	40	67.7
	4	67	98.5	21.9	29.7	48.4	78.1
	5	74	100	28.2	46.5	25.4	71.8
	6	80	100	14.7	45.3	40	85.3
	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
<b>Science</b>							
<b>2010</b>	3	35	100	21.9	43.8	34.4	78.1
	4	72	100	32.8	44.8	22.4	67.2
	5	37	100	22.9	54.3	22.9	77.1
	6	38	100	21.6	54.1	24.3	78.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	33	100	28.1	37.5	34.4	71.9
	4	67	100	27.7	53.8	18.5	72.3
	5	38	100	33.3	50	16.7	66.7
	6	41	100	23.7	57.9	18.4	76.3
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	36	100	11.8	41.2	47.1	88.2
	4	72	100	22.4	41.8	35.8	77.6
	5	38	97.4	8.1	40.5	51.4	91.9
	6	34	100	9.1	45.5	45.5	90.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	34	100	23.5	26.5	50	76.5
	4	67	100	24.6	29.2	46.2	75.4
	5	36	100	25.7	28.6	45.7	74.3
	6	40	100	13.2	47.4	39.5	86.8
	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
<b>Writing</b>							
<b>2010</b>	3	72	100	19.4	26.9	53.7	80.6
	4	73	100	25	25	50	75
	5	75	97.3	21.1	32.4	46.5	78.9
	6	73	100	17.1	37.1	45.7	82.9
	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	75	98.7	13.9	31.9	54.2	86.1
	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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