



## JEFFERSON ELEMENTARY

1543 Chester Highway  
York, SC 29745

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	550 Students	
<b>Principal</b>	Jane Wallace	803-684-1942
<b>Superintendent</b>	Dr Vernon Prosser	803-684-9916
<b>Board Chair</b>	Shirley Harris	803-684-3733

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

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

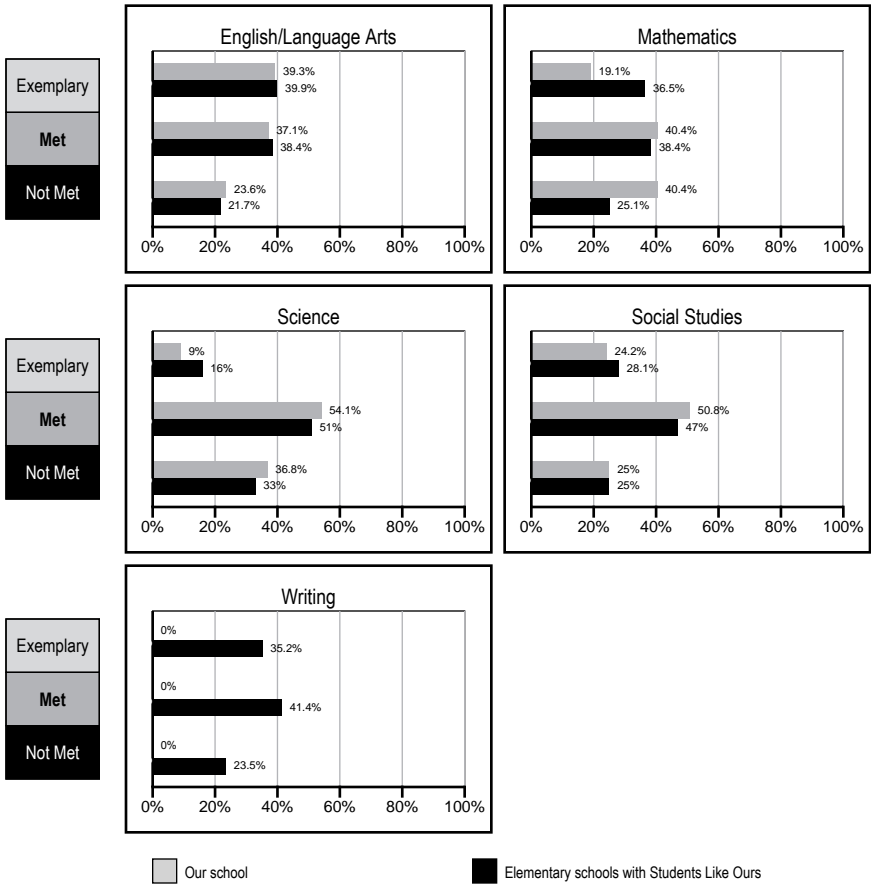
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
16	35	71	3	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=550)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 96.7%	100.0%	100.0%
Retention rate	2.2%	Down from 3.0%	1.2%	1.1%
Attendance rate	95.8%	Down from 96.1%	96.0%	96.2%
Served by gifted and talented program	11.6%	Up from 10.1%	13.9%	13.4%
With disabilities other than speech	5.5%	Down from 10.0%	5.2%	4.1%
Older than usual for grade	1.3%	Up from 1.2%	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=28)</b>				
Teachers with advanced degrees	75.0%	Up from 68.3%	60.9%	62.5%
Continuing contract teachers	100.0%	Up from 92.7%	90.6%	88.2%
Teachers returning from previous year	91.7%	Down from 93.8%	88.4%	87.8%
Teacher attendance rate	94.4%	Down from 95.8%	95.1%	95.2%
Average teacher salary*	\$47,429	Down 3.1%	\$46,767	\$46,773
Professional development days/teacher	6.2 days	Down from 10.9 days	10.4 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 20.4 to 1	20.0 to 1	19.9 to 1
Prime instructional time	89.2%	Down from 89.8%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 93.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,425	Down 1.0%	\$7,213	\$7,447
Percent of expenditures for instruction**	74.0%	Up from 72.4%	68.1%	68.4%
Percent of expenditures for teacher salaries**	72.6%	Up from 70.7%	66.1%	65.8%

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

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

## Abbreviations for Missing Data

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

## Report of Principal and School Improvement Council

Jefferson Elementary School's guiding force for the 2010-2011 year was the system-wide mission of York School District One: Working with the community, we will provide a diverse, innovative education in a safe environment enabling students to become responsible citizen in a global society.

In order to carry out a fundamental part of our mission, "working with our community", Jefferson involved community members through the Lunch Buddies program. Area businesses allowed release time for employees to mentor children throughout the school year. In addition, organizations such as the YMCA, a local dance studio, and York County Emergency Management, along with private individuals sponsored monthly clubs for students on Fantastic Friday. Clubs exposed students to various trades, skills, and crafts to widen their background of experience. Finally, Jefferson's annual Culture Fest utilized the arts community in a day long experience involving music, dance, drama, storytelling, etc. from area artisans with diverse backgrounds.

Jefferson believes that learning is a life-long and ever-changing process for teachers as well as students. One goal was to study various data and design lessons to meet the diverse needs of our students. Our Literacy Coach helped teachers perfect small group, data-driven instruction in reading. Individualized instruction derived from DRA, MAP, and other data sources, afforded students a greater opportunity to reach their full potential. Struggling readers received an additional half hour session with an interventionist, meeting the goal of providing extra time and help to our students.

A final goal was to expand the use of current technology to enhance teaching and learning in classrooms. The school district was able to provide a Technology Coach to assist teachers in using available technology to its full potential as well as interactive white boards for our special education teachers. Jefferson added interactive white boards to both the art and music classrooms while maintaining existing technology.

Our mission also requires us to enable students to become responsible citizens. To that end, Jefferson stresses the qualities of good citizenship through our character education program. Examples include participation in service activities such as recycling paper and plastics, Pennies for PATH, Jump Rope for Heart, and Relay for Life. Students also receive monthly instruction on character traits such as honesty, perseverance, respect and wisdom.

During the 2011-2012 school year, we will provide a diverse and innovative education. Our plan of action includes increasing the percentage of students meeting target growth on MAP, continued refinement of reading instruction, providing extra time and help for students, expansion of character education to include bullying, and adding interactive white boards to classrooms. These strategies will serve to realize our vision of building the foundation for tomorrow by sparking potential and inspiring success in all we serve.

Jane Wallace, Principal  
Crystal Small, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	85	53
Percent satisfied with learning environment	93.9%	81.0%	86.5%
Percent satisfied with social and physical environment	100.0%	80.5%	86.5%
Percent satisfied with school-home relations	87.9%	84.0%	73.1%

\* 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

NO

This school met 13 out of 15 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

## 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	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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	200	99.5	23.8	35.4	40.7	86.8	82	82.4	Yes	Yes
<b>Gender</b>										
Male	94	100	28.4	26.1	45.5	86.4	77.4	78.7	N/A	N/A
Female	106	99.1	19.8	43.6	36.6	87.1	86.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	146	100	22.8	31.6	45.6	88.2	85.7	88.9	Yes	Yes
African American	40	97.5	28.2	46.2	25.6	82.1	70.4	72.9	I/S	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.4	93	I/S	I/S
Hispanic	11	100	18.2	45.5	36.4	90.9	76.6	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.9	83	I/S	I/S
<b>Disability Status</b>										
Disabled	37	97.3	57.6	12.1	30.3	63.6	42.5	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	8	I/S	I/S	I/S	I/S	I/S	72.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	137	99.3	26.2	36.2	37.7	85.4	76.5	75.4	Yes	Yes

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

All Students	200	99.5	39.7	39.2	21.2	74.1	80.8	81.9	No	Yes
<b>Gender</b>										
Male	94	100	36.4	37.5	26.1	77.3	78	79.9	N/A	N/A
Female	106	99.1	42.6	40.6	16.8	71.3	83.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	146	100	34.6	40.4	25	76.5	83.3	88.9	Yes	Yes
African American	40	97.5	51.3	38.5	10.3	69.2	72.1	71.4	I/S	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	94.4	94.6	I/S	I/S
Hispanic	11	100	45.5	36.4	18.2	72.7	78.8	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.6	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	37	97.3	60.6	18.2	21.2	48.5	52.7	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	8	I/S	I/S	I/S	I/S	I/S	79.4	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	137	99.3	43.8	36.9	19.2	71.5	75.7	74.9	No	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
<b>Science</b>								
All Students	146	100	36.2	52.5	11.3	63.8	71.6	68.6
<b>Gender</b>								
Male	65	100	32.8	54.1	13.1	67.2	70.5	68.3
Female	81	100	38.8	51.3	10	61.3	72.7	68.9
<b>Racial/Ethnic Group</b>								
White	106	100	29.7	55.4	14.9	70.3	77	80.7
African American	27	100	51.9	44.4	3.7	48.1	54.9	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	61.8	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	53.3	70.8
<b>Disability Status</b>								
Disabled	26	100	60	24	16	40	43	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	7	I/S	I/S	I/S	I/S	I/S	56.7	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	101	100	38.8	52	9.2	61.2	64	57.3
<b>Social Studies</b>								
All Students	142	100	24.6	50.7	24.6	75.4	73	72.5
<b>Gender</b>								
Male	67	100	15.9	55.6	28.6	84.1	73.8	72
Female	75	100	32.4	46.5	21.1	67.6	72.3	73.1
<b>Racial/Ethnic Group</b>								
White	105	100	23.7	52.6	23.7	76.3	76.1	81
African American	29	100	27.6	44.8	27.6	72.4	61.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	71.3	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	72.2	73.5
<b>Disability Status</b>								
Disabled	22	100	50	40	10	50	40.1	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	71	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	95	100	25.3	56	18.7	74.7	65.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	71	73.2	95.8	96
<b>Gender</b>										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	64.4	67.2	95.9	96.1
Female	N/A	N/AV	N/A	N/A	N/A	N/A	77.3	79.4	95.7	96
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	75.4	81.5	95.6	95.7
African American	N/A	N/AV	N/A	N/A	N/A	N/A	58.5	61.3	96.4	97.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	94.4	97.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	60.5	66.7	96.6	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2	95.8	95.4
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	28.4	26	95.6	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	55.9	65.7	97.1	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	63.8	63.2	95.6	95.6

Abbreviations for Missing Data

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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	83	100	32.5	28.8	38.8	67.5
	4	105	100	27.2	41.7	31.1	72.8
	5	105	100	28.7	37.6	33.7	71.3
	6	0	N/A	N/A	N/A	N/A	N/A
	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	105	99.1	24.5	28.6	46.9	75.5
	4	94	100	23.1	42.9	34.1	76.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Mathematics</b>							
<b>2010</b>	3	83	100	48.8	30	21.3	51.3
	4	105	100	25.2	52.4	22.3	74.8
	5	105	100	39.6	39.6	20.8	60.4
	6	0	N/A	N/A	N/A	N/A	N/A
	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	105	99.1	43.9	36.7	19.4	56.1
	4	94	100	35.2	41.8	23.1	64.8
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Science</b>							
<b>2010</b>	3	40	100	46.2	43.6	10.3	53.8
	4	104	99	23.8	60.4	15.8	76.2
	5	52	98.1	26.5	61.2	12.2	73.5
	6	0	N/A	N/A	N/A	N/A	N/A
	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	54	100	51.9	34.6	13.5	48.1
	4	92	100	27	62.9	10.1	73
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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

Abbreviations for Missing Data

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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	43	100	34.1	46.3	19.5	65.9
	4	104	100	18.6	52	29.4	81.4
	5	53	96.2	46.9	42.9	10.2	53.1
	6	0	N/A	N/A	N/A	N/A	N/A
	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	51	100	21.3	46.8	31.9	78.7
	4	90	100	26.4	52.9	20.7	73.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Writing</b>							
<b>2010</b>	3	86	100	42.9	34.5	22.6	57.1
	4	108	98.2	38.1	41	21	61.9
	5	106	91.5	30.1	43	26.9	69.9
	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
<b>2011</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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