



JONESVILLE MIDDLE

350 New Hope Church
Jonesville, South Carolina

Grades	6-8 Middle School	
Enrollment	169 Students	
Principal	Rene Pryor	864-674-5518
Superintendent	Dr. Kristi V. Woodall	864-429-1740
Board Chair	Ms. Jane H. Hammett	864-427-7081

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Below Average	Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk

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

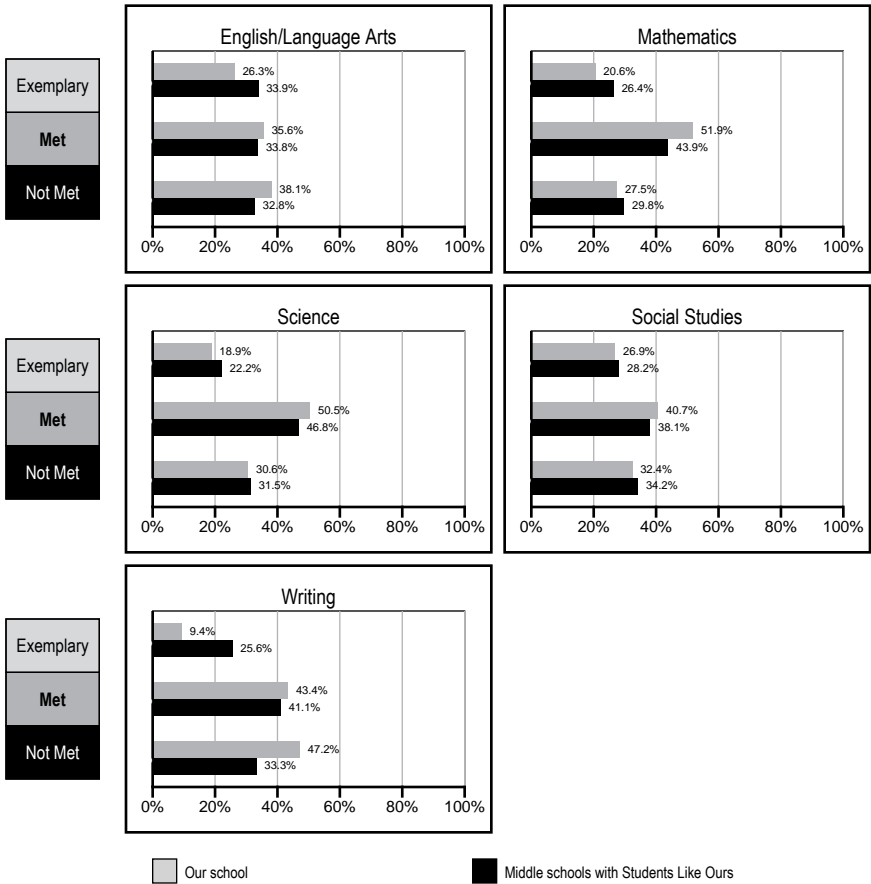
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	11	47	4	0

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.6%
English 1	95.0%	96.4%
Biology 1/Applied Biology 2	85.0%	90.2%
Physical Science	N/A	99.5%
US History and the Constitution	N/A	N/A
All Subjects	93.3%	96.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=169)				
Students enrolled in high school credit courses (grades 7 & 8)	17.2%	Down from 18.8%	25.5%	24.5%
Retention rate	1.2%	Up from 0.0%	1.0%	0.7%
Attendance rate	95.6%	Down from 97.1%	95.7%	95.9%
Served by gifted and talented program	12.4%	Up from 11.0%	18.4%	17.8%
With disabilities other than speech	11.8%	Down from 19.9%	10.1%	9.2%
Older than usual for grade	0.6%	Down from 1.7%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=10)				
Teachers with advanced degrees	60.0%	Up from 50.0%	58.6%	60.0%
Continuing contract teachers	70.0%	Up from 62.5%	89.5%	82.6%
Teachers returning from previous year	80.0%	Up from 56.0%	86.0%	85.6%
Teacher attendance rate	N/R	N/R	95.3%	95.3%
Average teacher salary*	\$41,267	Down 1.7%	\$46,037	\$46,300
Professional development days/teacher	9.0 days	Up from 6.0 days	10.1 days	9.9 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	13.8 to 1	Down from 15.1 to 1	21.4 to 1	21.5 to 1
Prime instructional time	N/R	N/R	89.6%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 60.5%	97.4%	98.1%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil**	\$7,429	Down 41.4%	\$7,491	\$7,634
Percent of expenditures for instruction**	66.1%	Up from 49.5%	63.5%	64.0%
Percent of expenditures for teacher salaries**	64.7%	Up from 45.0%	60.8%	61.2%

* 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 cornerstone of Jonesville Elementary/Middle School's successes for 2011-2012 involves the collaboration of dedicated faculty/staff, hard working students and committed parents. Through this collaborative effort, high expectations were set and exceeded throughout the year. This success is evident through the recognitions and accomplishments we received throughout the year.

Jonesville Elementary/Middle School's mission is to create the best quality education for all students. This mission is achieved by meeting all students' needs through providing quality and differentiated instruction in a caring and nonthreatening environment. As a result, Jonesville Elementary/Middle met 36 out of 36 objectives in order to meet Adequate Yearly Progress (AYP).

Data use drives our instructional program and has supported significant gains in student ELA scores as measured by the Palmetto Assessment of State Standards (PASS). 72.5% of students scored met/exemplary. Significant gains were shown in students meeting target growth in math and reading as measured by the Measures of Academic Progress (MAP). 78% of students met target growth for the year in one or more subject areas. Other accomplishments include: 95.5% passage rate on the English end of course test and 86.4% passage rate on the Algebra end of course test.

The outstanding faculty and staff at Jonesville Elementary/Middle School believe the academic success of our students is significantly dependent upon them. Each member works tirelessly to engage and meet the needs of the students through using state support documents as a framework for the curriculum. The teachers utilize a variety of assessments to measure students' progress. Through using the data to drive instruction, individual learning continuums are created for the students.

We are appreciative of our stakeholders for their willingness to support our shared vision in meeting the needs of students, teachers and the school. They play a vital role in the school community through supporting us as business partners, involved PTO and School Improvement Council and providing countless volunteer hours. The ongoing support and dedication is proves their commitment to all students.

Floyd Lyles, Principal

Danny Horlacher, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	58	34
Percent satisfied with learning environment	N/R	75.9%	82.4%
Percent satisfied with social and physical environment	N/R	82.8%	91.2%
Percent satisfied with school-home relations	N/R	87.9%	76.5%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 12 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

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	95.6%	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 = 79.4% (Met or Exemplary)

All Students	170	100	38.5	35.4	26.1	74.5	79.4	82.4	No	Yes
Gender										
Male	81	100	45.5	33.8	20.8	70.1	76.8	78.7	N/A	N/A
Female	89	100	32.1	36.9	31	78.6	82.2	86.2	N/A	N/A
Racial/Ethnic Group										
White	118	100	29.7	39.6	30.6	81.1	84.1	88.9	Yes	Yes
African American	51	100	59.2	24.5	16.3	59.2	72.1	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	84.2	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	25	100	87.5	8.3	4.2	45.8	45.8	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	102	100	49.5	34.7	15.8	67.4	75.7	75.4	No	Yes

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

All Students	170	100	28	51.6	20.5	83.9	83	81.9	Yes	Yes
Gender										
Male	81	100	27.3	49.4	23.4	83.1	81.6	79.9	N/A	N/A
Female	89	100	28.6	53.6	17.9	84.5	84.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	118	100	20.7	55.9	23.4	89.2	87.9	88.9	Yes	Yes
African American	51	100	42.9	42.9	14.3	73.5	75.8	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	25	100	58.3	37.5	4.2	62.5	51	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	102	100	33.7	50.5	15.8	76.8	78.6	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	116	100	31.3	50	18.8	68.8	63.3	68.6
Gender								
Male	60	100	29.3	43.1	27.6	70.7	64.4	68.3
Female	56	100	33.3	57.4	9.3	66.7	62.1	68.9
Racial/Ethnic Group								
White	79	100	29.3	48	22.7	70.7	72.1	80.7
African American	36	100	33.3	55.6	11.1	66.7	49.9	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	15	100	N/AV	N/AV	N/AV	21.4	29.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
Socio-Economic Status								
Subsidized meals	75	100	38	47.9	14.1	62	56	57.3
Social Studies								
All Students	116	100	33	40.4	26.6	67	67.4	72.5
Gender								
Male	55	100	25	38.5	36.5	75	67.9	72
Female	61	100	40.4	42.1	17.5	59.6	66.9	73.1
Racial/Ethnic Group								
White	77	100	30.6	38.9	30.6	69.4	71.2	81
African American	39	100	37.8	43.2	18.9	62.2	61.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	18	100	70.6	23.5	5.9	29.4	31.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.7
Socio-Economic Status								
Subsidized meals	67	100	38.7	45.2	16.1	61.3	61	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
Writing										
All Students	58	98.3	46.2	44.2	9.6	53.8	63.9	73.2	95.6	95.4
Gender										
Male	23	95.7	63.2	31.6	5.3	36.8	57.4	67.2	95.3	95.2
Female	35	100	36.4	51.5	12.1	63.6	70.9	79.4	95.9	95.6
Racial/Ethnic Group										
White	40	100	37.8	51.4	10.8	62.2	71.9	81.5	95.3	94.9
African American	18	94.4	66.7	26.7	6.7	33.3	53	61.3	96.5	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	98.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	N/A	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	90.1	88.7
Disability Status										
Disabled	12	91.7	N/AV	N/AV	N/AV	N/AV	9.7	26	96.2	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	96.4
Socio-Economic Status										
Subsidized meals	35	97.1	56.7	40	3.3	43.3	59	63.2	94.8	95

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
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	59	100	30.9	41.8	27.3	69.1
	7	60	100	52.6	28.1	19.3	47.4
	8	61	100	50.9	32.7	16.4	49.1
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	52	100	34	36	30	66
	7	61	100	39	35.6	25.4	61
	8	57	100	42.3	34.6	23.1	57.7
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	59	100	30.9	50.9	18.2	69.1
	7	60	100	33.3	52.6	14	66.7
	8	61	100	47.3	43.6	9.1	52.7
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	52	100	24	48	28	76
	7	61	100	32.2	44.1	23.7	67.8
	8	57	100	26.9	63.5	9.6	73.1
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	30	100	51.9	37	11.1	48.1
	7	60	100	38.6	54.4	7	61.4
	8	30	100	37	44.4	18.5	63
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	28	100	37	51.9	11.1	63
	7	61	100	27.1	50.8	22	72.9
	8	27	100	34.6	46.2	19.2	65.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	29	100	25	50	25	75
	7	60	100	61.4	29.8	8.8	38.6
	8	31	100	57.1	32.1	10.7	42.9
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	25	100	20.8	45.8	33.3	79.2
	7	61	100	40.7	32.2	27.1	59.3
	8	30	100	26.9	53.8	19.2	73.1
Writing							
2010	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	59	100	29.1	50.9	20	70.9
	7	60	100	55.2	32.8	12.1	44.8
	8	60	100	34.5	47.3	18.2	65.5
2011	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	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	58	98.3	46.2	44.2	9.6	53.8

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