

Jackson School

1730 Jefferson Davis Hwy.
Camden, SC 29020

Grades	K-5 Elementary School	
Enrollment	523 Students	
Principal	Matia Goodwin	803-425-8965
Superintendent	Frank E. Morgan, Ed.D.	803-432-8416
Board Chair	Mara H. Jones	803-432-6902

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Below Average	Average
2011	Below Average	Average
2010	Average	Average
2009	Below 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://www.eoc.sc.gov>

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

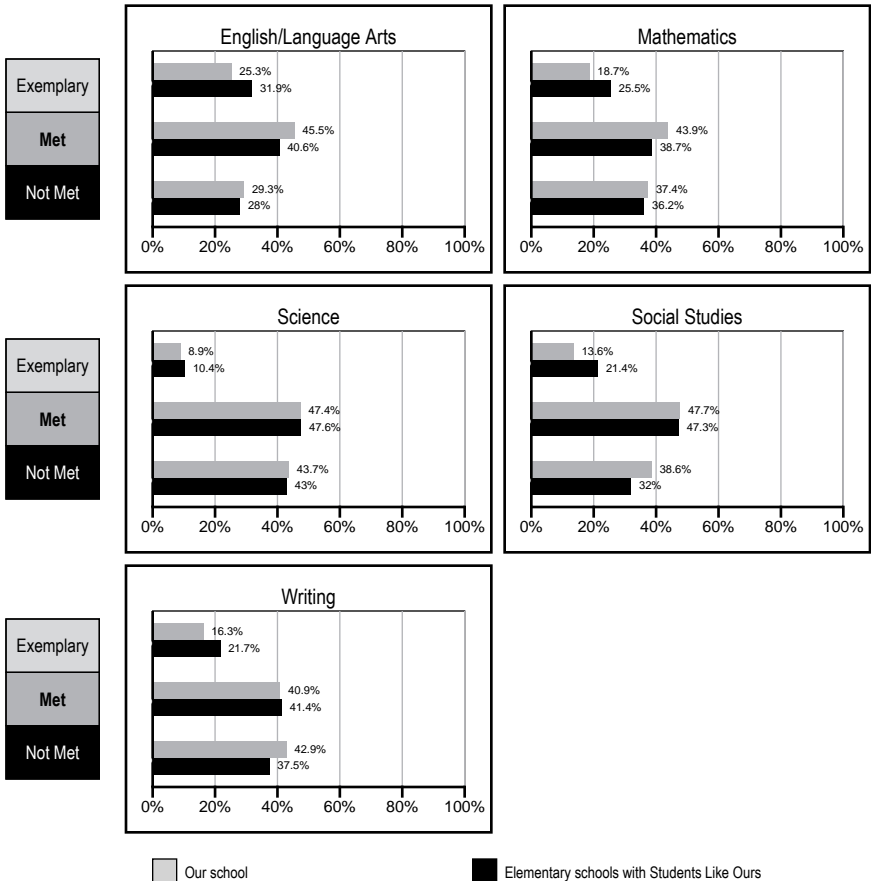
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	15	109	28	10

* Ratings are calculated with data available by 12/14/2013.

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=523)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 1.5%	1.1%	0.9%
Attendance rate	95.6%	Down from 95.8%	95.9%	96.3%
Served by gifted and talented program	2.1%	N/A	4.0%	7.2%
With disabilities	11.0%	N/A	13.3%	12.4%
Older than usual for grade	2.8%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	70.6%	Up from 65.5%	60.0%	62.5%
Continuing contract teachers	79.4%	Up from 75.9%	79.8%	83.3%
Teachers returning from previous year	80.7%	Up from 78.6%	85.8%	88.3%
Teacher attendance rate	90.9%	Down from 94.5%	94.8%	95.0%
Average teacher salary*	\$48,395	Up 3.4%	\$46,600	\$48,193
Professional development days/teacher	11.2 days	Up from 7.0 days	10.8 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	No Change	18.8 to 1	20.1 to 1
Prime instructional time	84.4%	Down from 89.5%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	86.3%	Down from 93.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,246	Down 5.8%	\$7,712	\$7,364
Percent of expenditures for instruction**	72.0%	Up from 71.0%	68.0%	68.0%
Percent of expenditures for teacher salaries**	69.0%	Down from 70.1%	65.0%	66.0%

* 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

Jackson School experienced an extraordinary first year implementation of the "Leader in Me" model based on Stephen Covey's 7 Habits of Highly Effective People. We infuse the 7 habits into our curriculum, traditions, systems and the culture of Jackson School. Our faculty, staff, parents, and students worked together to revise our school mission and vision statement. Our mission statement is simply stated as We Lead (Lead, Encourage, Achieve and Dream). We have a unified vision of growing a community of leaders by engaging one person at a time.

At Jackson School we have students who are responsible, show initiative, solve problems, work as a team, and know how to set goals and meet them. On May 22, we hosted our first Leadership Day where people from our community and around the state visited us and observed our students lead at Jackson School. During the school year our students participated in various leadership activities through student job titles, student-led committees, interests groups, and other in-house programs. Each student also keeps a data notebook where they track their progress by charting and graphing data from formative and summative assessments, behavior data, and leadership opportunities. Our students use their data notebooks to facilitate data chats with their teachers, peers, administrators, and parents.

Jackson School also continues to lead the way with our green school initiatives. We received a Farm to School Grant this year and planted seven raised bed gardens. Our student leaders assist with planting, watering, weeding and harvesting. We have a school wide project where the students participate by putting compostable material from the cafeteria into our composting bin. The compost is used to fertilize our gardens. We will continue with our health initiative and encouraging our students to live healthy lives.

Jackson School also participated in the High Progress Literacy Classroom Initiative this year. A State Department of Education consultant worked with our teachers throughout the year by providing numerous professional development opportunities that focused on reading, writing, and researching engagement. Our school was awarded \$10,000 through this project, and we were able to begin building our classroom libraries so our students can be even more engaged during independent reading. All of our students are given the Fountas and Pinnell reading assessment at least three times a year, and our guided reading instruction is differentiated to meet individual student needs. We use data to drive our instruction and all teachers work together as a data team in order to continue enhancing instructional practices. We concluded the year with the State Department Summer Reading Loss Project. Each student was given nine books to take home and read over the summer. Students were also given a reading log to complete and return next year.

As we anticipate the 2013-2014 school year, our focus will remain on professional learning and application of knowledge. We will continue engaging our teachers and students through inquiry, a continuation of data analysis and collaboration. At Jackson School we are "Green and Growing Leaders!"

Matia Goodwin – Principal

Carla Clay – SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	55	12
Percent satisfied with learning environment	95.9%	92.7%	91.7%
Percent satisfied with social and physical environment	91.7%	84.2%	100%
Percent satisfied with school-home relations	70.8%	96.3%	77%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	77.1
Overall Grade Conversion	C

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Jackson School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.3%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	5.5%	4.9%

	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

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	642.0	627.8	602.2	617.1	100.0	100.0
Male	640.2	627.1	603.1	621.3	100.0	100.0
Female	644.0	628.5	601.2	612.2	100.0	100.0
White	647.7	640.8	623.4	623.0	100.0	100.0
African American	639.3	620.3	593.2	614.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	614.4	595.2	563.5	603.0	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	639.7	623.8	599.5	614.1	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	72	98.6	29.7	43.8	26.6	70.3
	4	59	100	35.3	54.9	9.8	64.7
	5	71	100	41.8	46.3	11.9	58.2
	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
2013	3	73	100	27.9	29.4	42.6	72.1
	4	75	100	30.4	46.4	23.2	69.6
	5	66	100	29.5	62.3	8.2	70.5
	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							
2012	3	72	100	50.8	36.9	12.3	49.2
	4	59	100	31.4	56.9	11.8	68.6
	5	71	100	38.8	52.2	9	61.2
	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
2013	3	73	100	45.6	27.9	26.5	54.4
	4	75	100	29	58	13	71
	5	66	100	37.7	45.9	16.4	62.3
	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							
2012	3	36	100	62.5	28.1	9.4	37.5
	4	59	100	N/AV	N/AV	N/AV	52.9
	5	35	100	39.4	57.6	3	60.6
	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
2013	3	36	100	48.5	33.3	18.2	51.5
	4	75	100	42	53.6	4.3	58
	5	36	100	42.4	48.5	9.1	57.6
	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

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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							
2012	3	36	100	57.6	39.4	3	42.4
	4	59	100	35.3	56.9	7.8	64.7
	5	36	97.2	61.8	32.4	5.9	38.2
	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
2013	3	37	97.3	38.2	47.1	14.7	61.8
	4	75	100	29	56.5	14.5	71
	5	30	100	60.7	28.6	10.7	39.3
	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
Writing							
2012	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	69	100	46.3	38.8	14.9	53.7
	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
2013	3	74	98.7	52.2	28.4	19.4	47.8
	4	76	98.7	35.7	50	14.3	64.3
	5	69	98.6	39.1	45.3	15.6	60.9
	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

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