



JEFFERSON ELEMENTARY

1543 Chester Highway
York, SC 29745

Grades	PK-5 Elementary School	
Enrollment	645 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Average	Average
2006	Average	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 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

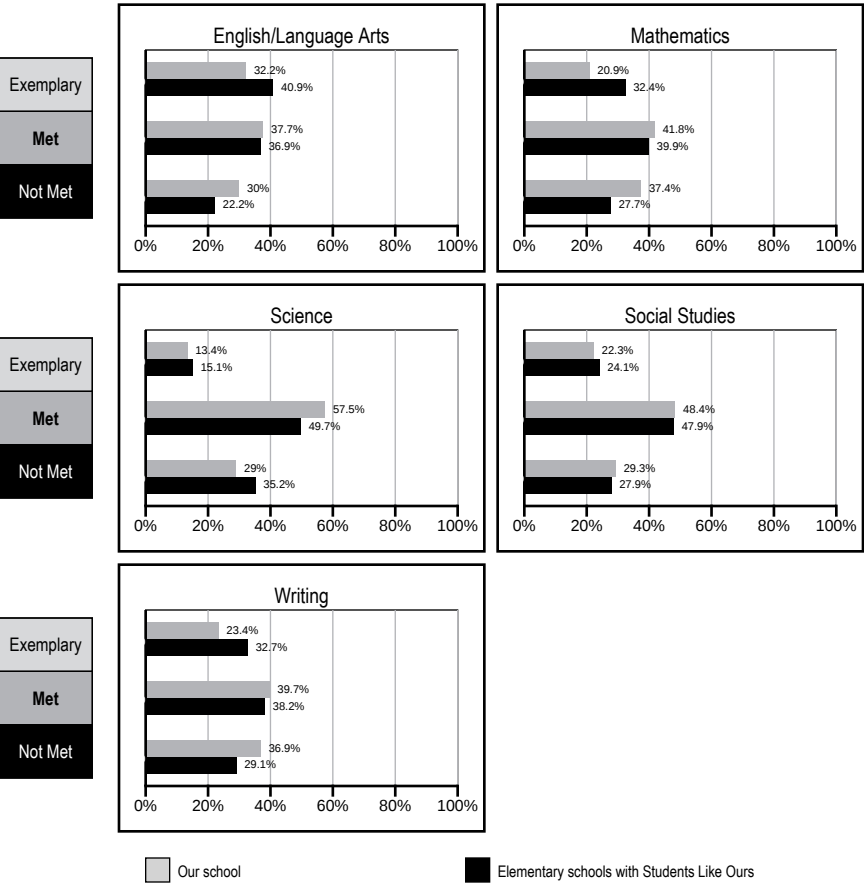
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	27	82	2	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=645)				
First graders who attended full-day kindergarten	96.7%	Down from 98.2%	100.0%	100.0%
Retention rate	3.0%	Down from 3.4%	1.2%	1.2%
Attendance rate	96.1%	Down from 96.3%	96.0%	96.1%
Eligible for gifted and talented	10.1%	Down from 10.9%	12.0%	11.7%
With disabilities other than speech	10.0%	Up from 9.9%	8.6%	8.0%
Older than usual for grade	1.2%	Down from 1.4%	0.4%	0.4%
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%	No Change	60.0%	60.5%
Continuing contract teachers	92.7%	Up from 90.2%	86.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.8%	Up from 91.1%	88.7%	87.0%
Teacher attendance rate	95.8%	Up from 93.5%	95.3%	95.4%
Average teacher salary*	\$48,929	Up 1.2%	\$47,146	\$47,288
Professional development days/teacher	10.9 days	Up from 7.7 days	9.9 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 19.1 to 1	19.2 to 1	19.2 to 1
Prime instructional time	89.8%	Up from 88.1%	90.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.7%	Down from 97.2%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,499	Up 0.3%	\$7,400	\$7,548
Percent of expenditures for instruction**	72.4%	Up from 72.3%	67.4%	68.7%
Percent of expenditures for teacher salaries**	70.7%	Up from 69.0%	64.3%	65.1%

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

** Prior year audited financial data are reported.

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 final year with the South Carolina Reading Initiative (SCRI) has challenged us to look closely at our data to guide our instruction. Focused study of various data has allowed staff to teach with purpose and give students more individualized instruction. 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, and a living wax museum, as well as graduation and awards ceremonies. The community as a whole is dedicated to our students.

We continue to encourage the use of technology in our classrooms. Through a grant, our district was able to provide a Technology Coach to assist teachers in using available technology. Teachers continue to integrate technology into the classroom as often as possible. Our next technology goal is to add more interactive white boards to our classrooms.

For the 2010-2011 school 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 Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	89	54
Percent satisfied with learning environment	100.0%	89.4%	96.2%
Percent satisfied with social and physical environment	100.0%	89.8%	90.4%
Percent satisfied with school-home relations	96.2%	92.0%	96.2%

* 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
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This school met 20 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	
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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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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	294	100	29.1	36.5	34.4	85.3	83	83.5	Yes	Yes
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Gender

Male	142	100	30.1	36	33.8	84.6	80.1	80.1	N/A	N/A
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Female	152	100	28.2	36.9	34.9	85.9	85.9	87	N/A	N/A
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Racial/Ethnic Group

White	223	100	22.6	36.4	41	90.8	85.2	89.6	Yes	Yes
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African American	54	100	48.1	37	14.8	70.4	75.6	74.6	Yes	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.7	92.7	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	78.2	79.6	I/S	I/S
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American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	69.2	85.1	I/S	I/S
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Disability Status

Disabled	57	100	51.8	25	23.2	66.1	49.7	51.7	Yes	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	79.3	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	199	100	35.2	35.2	29.5	80.8	77.8	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	294	100	36.8	41.8	21.4	78.2	84.3	80.4	Yes	Yes
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Gender

Male	142	100	31.6	44.9	23.5	81.6	82.3	78.4	N/A	N/A
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Female	152	100	41.6	38.9	19.5	75.2	86.3	82.5	N/A	N/A
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Racial/Ethnic Group

White	223	100	29	44.2	26.7	85.3	86.8	87.8	Yes	Yes
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African American	54	100	64.8	31.5	3.7	51.9	75.1	69.3	No	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.5	93.5	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	83.2	78.3	I/S	I/S
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American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	76.9	83.2	I/S	I/S
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Disability Status

Disabled	57	100	51.8	35.7	12.5	66.1	58.1	46.1	Yes	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	84.1	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	199	100	42.5	41.5	16.1	74.6	80.3	72.8	Yes	Yes
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* 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
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Science

All Students	196	99	29.1	57.1	13.8	70.9	68.4	67.3
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Gender

Male	95	99	27.5	56	16.5	72.5	68.5	66.9
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Female	101	99	30.6	58.2	11.2	69.4	68.3	67.7
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Racial/Ethnic Group

White	148	99.3	21.5	60.4	18.1	78.5	73.2	79.6
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African American	34	97.1	N/A	N/A	N/A	45.5	53.5	49.7
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	75	84.4
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Hispanic	7	I/S	I/S	I/S	I/S	I/S	55.4	59.4
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American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	75	69.5
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Disability Status

Disabled	37	94.6	51.4	45.7	2.9	48.6	39.3	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	52.4	58.6
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Socio-Economic Status

Subsidized meals	129	98.5	31.5	58.1	10.5	68.5	61.9	55.4
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Social Studies

All Students	201	98.5	29.2	48.4	22.4	70.8	71	70.9
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Gender

Male	101	97	26.6	50	23.4	73.4	70.2	70.1
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Female	100	100	31.6	46.9	21.4	68.4	71.8	71.7
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Racial/Ethnic Group

White	155	98.7	23	48.6	28.4	77	73.5	79.2
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African American	36	97.2	54.3	42.9	2.9	45.7	59.8	58.4
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Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	86.8
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.2	68
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American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	68.4	71.2
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Disability Status

Disabled	36	91.7	43.8	43.8	12.5	56.3	43.5	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	75	68
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Socio-Economic Status

Subsidized meals	141	98.6	34.8	49.6	15.6	65.2	64.5	60.8
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	300	96.3	36.9	39.7	23.4	63.1	70.9	72.1	96.1	96.1
Gender										
Male	143	95.1	44.7	37.1	18.2	55.3	62	65.2	96.3	96.1
Female	157	97.5	30	42	28	70	79.7	79.2	95.9	96.2
Racial/Ethnic Group										
White	225	96.9	31.5	41.8	26.8	68.5	74	80.8	95.8	95.8
African American	59	93.2	56.4	30.9	12.7	43.6	60.6	59.7	97.2	97.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	78.9	87	93.1	97.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	64.7	64.6	96.2	96.6
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	57.7	73.4	96.8	96.6
Disability Status										
Disabled	54	79.6	73.8	19	7.1	26.2	29.9	27.7	95.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	59.8	63.7	96	97.1
Socio-Economic Status										
Subsidized meals	207	96.1	42.5	36.8	20.7	57.5	63.5	61.9	95.9	95.7

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 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
2010	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
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
2010	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
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
2010	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	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
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
2010	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

Abbreviations for Missing Data

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