SC Annual School Report Card Summary

JANE EDWARDS ELEMENTARY
Charleston
Grades: PK-6 **Enrollment: 115**
Principal: Susan Miles
Superintendent: Dr. Nancy J. McGinley
Board Chair: Mr. Chris Fraser

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

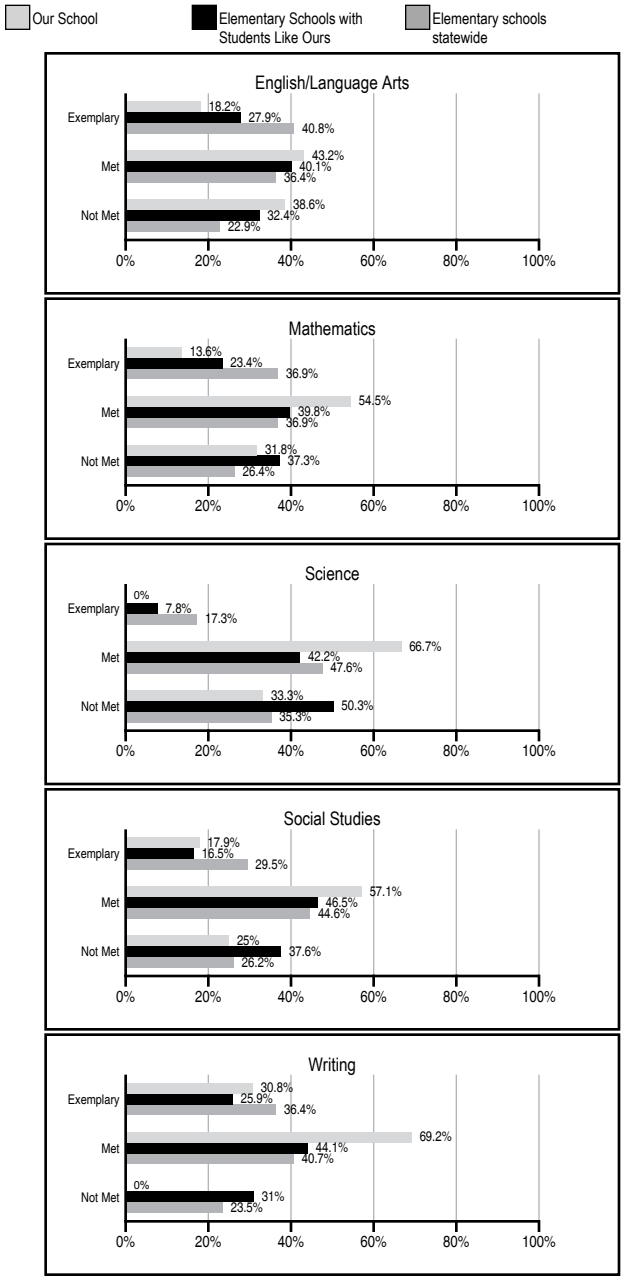
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	Excellent	TBD	TBD	Not Met	N/A
2010	Average	Average	N/A	N/A	Met	N/A
2009	Below Average	Average	N/A	N/A	Met	CSI-DELAY

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
3	9	105	48	19

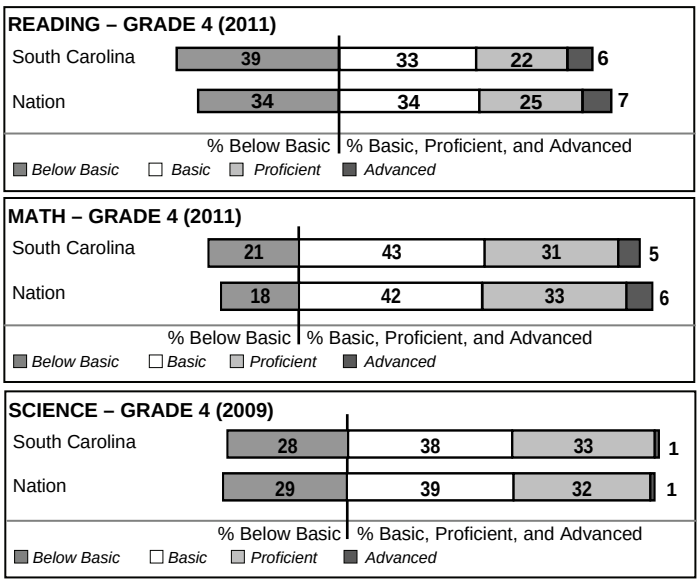
** Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

PASS PERFORMANCE



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC 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.

Abbreviations Key
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JANE EDWARDS ELEMENTARY [Charleston]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=115)				
Retention rate	3.2%	Up from 1.0%	1.5%	1.1%
Attendance rate	96.9%	Down from 97.4%	95.9%	96.2%
Served by gifted and talented program	6.4%	Down from 7.2%	6.2%	13.4%
With disabilities other than speech	2.8%	Down from 5.3%	4.3%	4.1%
Older than usual for grade	0.0%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	72.7%	Up from 45.5%	61.9%	62.5%
Continuing contract teachers	81.8%	Up from 72.7%	83.3%	88.2%
Teachers returning from previous year	72.1%	Up from 63.6%	85.1%	87.8%
Teacher attendance rate	96.8%	Up from 95.4%	95.1%	95.2%
Average teacher salary*	$43,719	Up 1.6%	$45,319	$46,773
Classes not taught by highly qualified teachers	3.6%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	2.5 days	Down from 5.6 days	10.5 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.5	3.5	4.0
Student-teacher ratio in core subjects	15.4 to 1	Up from 12.1 to 1	17.9 to 1	19.9 to 1
Prime instructional time	93.7%	Up from 92.6%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	$13,399	Down 7.3%	$8,215	$7,447
Percent of expenditures for instruction**	57.4%	Up from 56.2%	68.0%	68.4%
Percent of expenditures for teacher salaries**	50.8%	Up from 48.4%	64.2%	65.8%
% of AYP objectives met	85.7%	Down from 100.0%	76.9%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	9	12	11
Percent satisfied with learning environment	100.0%	75.0%	90.9%
Percent satisfied with social and physical environment	100.0%	75.0%	81.8%
Percent satisfied with school-home relations	55.6%	91.7%	90.9%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We are pleased to report all students in all subgroups made adequate yearly progress for the '09-'10 school year. During the '10-'11 school year, we have continued to celebrate student gains. Measures of Academic Progress (MAP) scores have increased from fall to winter to spring. Likewise, gains have occurred for the majority of children in grades K-6 on DIBELS, Dynamic Indicators of Basic Early Literacy Skills. Children are scoring benchmark (on grade level) and strategic (needing some intervention). The District's implementation of Voyager, an intervention program in reading and mathematics, has delivered positive results. Young students are moving confidently and steadily through Headsprout, a computer-based program that reflects scientific research with an abundance of instructional strategies in phonemic awareness, phonics, fluency, vocabulary and comprehension. First grade students needing additional reading assistance participate in Reading Recovery, a one-to-one session daily for 18 weeks, to learn various reading strategies they can transfer to their reading in the classroom. Six first-grade students participated in the district's newest initiative, First Grade Academy. All six made extraordinary gains. Grades K-2 have implemented Read Well, a new reading program. Its structure supports learning especially for struggling readers. Renzulli, a computer-assisted instructional program, has encouraged our more able students through differentiation of content that challenges them in their areas of interest. Older students work on Study Island, another computer-based instructional program addressing individual student needs in reading, mathematics, social studies, and science. Numerous students have far exceeded the District's 25 Book Campaign. They have received medals for reading 25, 50, and 75 books. Five students have read over 100 books and received a $25 gift card to Barnes and Noble.

Office discipline referrals as well as suspensions have decreased in our third year of Positive Behavior Intervention and Support (PBIS). We were named an Exemplar School for our improvement in the early years of this strategy. Our student oath supports this as students pledge daily "I am here to achieve. I will be respectful, safe, responsible, and well prepared. At Jane Edwards failure is NOT an option." We firmly believe in each component of our oath. When behavior is in place, teachers have more time to teach and students have more opportunities to learn. Additional support from our mental health counselor from the Department of Mental Health and our Student Support Specialist from Communities in Schools provide many children and their families additional help with life skills and study skills that enhance the learning process. Our wonderful volunteers also support our students and teachers in the teaching/learning process. Our PTA and SIC continue to look for and to provide ways parents can increase their involvement in their child's educational experience. We have had a great year with many successes thanks to our students, their families, the faculty and staff, our outstanding teachers, dedicated volunteers, and our additional support personnel. Thank you to all!!

Susan Miles, Principal
Rev. Albert Morrison, SIC Chairman

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