

Jane Edwards Elementary

1960 Jane Edwards Road
Edisto Island, SC 29438

Grades	PK-6 Elementary School	
Enrollment	128 Students	
Principal	Susan Miles	843-559-4171
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA
2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	**Average**	**Average**
2011	Average	Excellent
2010	Average	Average
2009	Below Average	Average
2008	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

Jane Edwards Elementary	11/07/12-1001039

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

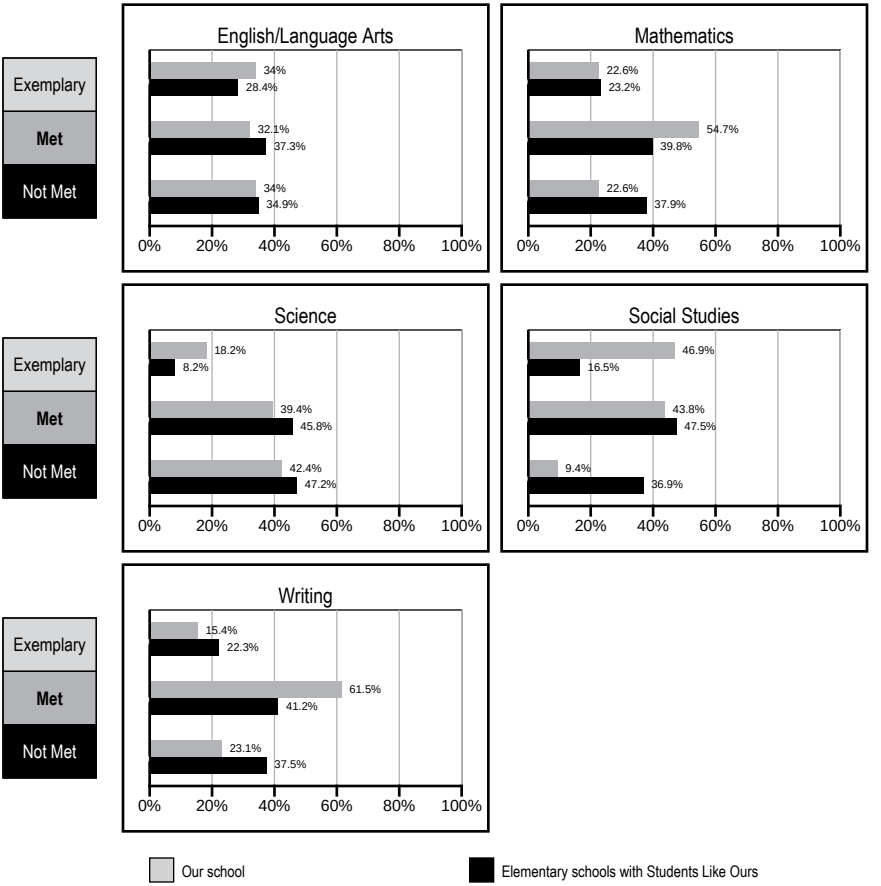
Percent of students tested in 2011-12 whose 2010-11 test scores were located	97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	13	115	48	20

* Ratings are calculated with data available by 11/07/2012.

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=128)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 3.2%	1.3%	1.0%
Attendance rate	97.4%	Up from 96.9%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
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%	No Change	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	78.3%	Up from 72.1%	85.7%	88.7%
Teacher attendance rate	98.3%	Up from 96.8%	95.2%	95.1%
Average teacher salary*	$42,439	Down 2.9%	$45,212	$47,210
Professional development days/teacher	7.0 days	Up from 2.5 days	10.4 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 15.4 to 1	18.4 to 1	20.0 to 1
Prime instructional time	95.2%	Up from 93.7%	90.6%	90.5%
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**	$13,395	Down 0.0%	$8,087	$7,247
Percent of expenditures for instruction**	56.9%	Down from 57.4%	67.0%	68.2%
Percent of expenditures for teacher salaries**	53.8%	Up from 50.8%	63.5%	65.7%

* 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

The 2010-11 school year was a year of tremendous academic growth for our students. Our report card Absolute Rating remained Average. Our report card Growth Rating moved from Average to Excellent. As a result, we received the South Carolina State Department of Education's Palmetto Gold Award for improvement. This is a direct result of the excellent effort of the classroom teachers, involved parents, and hard-working students. In 2011-12 we were again able to see this level of improvement through quarterly benchmarks, three administrations of MAP (Measures of Academic Progress), and two administrations of DIBELS (Dynamic Indicators of Early Literacy Skills) for grades K-6. Approximately 95% of our students scored benchmark (on grade level) or strategic (needing some intervention) on DIBELS. Students identified as needing some intervention participated in individual or small group intervention sessions such as FGA (First-Grade Academy), Voyager Reading, and Voyager Math. In these intervention sessions students received explicit direct instruction in their areas of weakness four days per week with computer-assisted instruction one day per week. All primary students participated on their instructional level in Read Well with additional support from Headsprout, a computer-based program that has scientific research to support its effectiveness with numerous strategies supporting phonemic awareness, phonics, fluency, vocabulary, and comprehension. Again this year the older students used Study Island, a computer-assisted instructional program supporting reading, language arts, math, science, and social studies across multiple grade levels. Students continued to participate in CCSD's 25 Book Campaign. Most students read 25 books, some read 50 books, and a few read 100 books. Our kindergarten students even participated this year with ten students reading 15 books on their level and eight reading 25 books. We were proud of our 6th graders as they all scored Met or Exemplary on their 2011 PASS Writing as 5th graders.

We continue to base our discipline system on PBIS (Positive Behavior and Intervention Support) with PAWS (personally responsible, always respectful, well-prepared, and safe) as our system of expectations at all times of the day and in all areas of our school including the bus. We all know that when behavior in the classroom is in control, teachers have more time to teach thereby giving students more opportunity to learn. We continue to provide the services of a mental health counselor one day per week and our Communities In Schools Student Support Specialist five days per week. Her range of services covers most needs experienced by our students and their families that make learning more challenging. Our volunteer base continues to grow which provides even more support for students and teachers in many, many ways. Our PTA/SIC has supported students and staff with supplies, activities, funds, and their time. We look forward to another wonderful school year!!

Susan Miles, Principal Jacque Bowman, PTA/SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	14	9
Percent satisfied with learning environment	80.0%	85.7%	I/S
Percent satisfied with social and physical environment	100.0%	71.4%	I/S
Percent satisfied with school-home relations	50.0%	85.7%	I/S

* 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 2012, 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	**86.4**
Overall Grade Conversion	**B**

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

Jane Edwards Elementary 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	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	97.4%	94.0%*	Yes

* Or greater than last year

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Jane Edwards Elementary						11/07/12-1001039
Performance By Group						
Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	658.6	641.2	622.9	659.4	98.3	100.0
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	630.4	619.8	588.9	633.2	97.1	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	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	653.9	642.4	620.4	660.4	97.9	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	620.8	643.4	602.3	680.0	98.3	100.0
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	608.6	631.4	601.8	652.0	97.1	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	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	620.8	643.4	602.3	680.0	97.9	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	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							
2011	3	12	100	58.3	25	16.7	41.7
	4	12	100	18.2	63.6	18.2	81.8
	5	13	100	30.8	46.2	23.1	69.2
	6	9	I/S	I/S	I/S	I/S	I/S
	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
2012	3	16	100	25	25	50	75
	4	14	92.9	36.4	18.2	45.5	63.6
	5	14	100	15.4	61.5	23.1	84.6
	6	14	100	58.3	25	16.7	41.7
	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							
2011	3	12	100	66.7	25	8.3	33.3
	4	12	100	N/AV	N/AV	N/AV	90.9
	5	13	100	15.4	53.8	30.8	84.6
	6	9	I/S	I/S	I/S	I/S	I/S
	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
2012	3	16	100	18.8	50	31.3	81.3
	4	14	100	50	16.7	33.3	50
	5	14	100	N/AV	N/AV	N/AV	100
	6	14	100	25	50	25	75
	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							
2011	3	5	I/S	I/S	I/S	I/S	I/S
	4	12	100	N/AV	N/AV	N/AV	90.9
	5	7	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	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
2012	3	8	I/S	I/S	I/S	I/S	I/S
	4	14	100	33.3	41.7	25	66.7
	5	7	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S
	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							
2011	3	7	I/S	I/S	I/S	I/S	I/S
	4	12	100	9.1	72.7	18.2	90.9
	5	6	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	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
2012	3	8	I/S	I/S	I/S	I/S	I/S
	4	14	100	16.7	41.7	41.7	83.3
	5	7	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	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							
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	13	100	N/AV	N/AV	N/AV	100
	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
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	14	100	23.1	61.5	15.4	76.9
	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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