



## JAMES SIMONS ELEMENTARY

741 King Street  
Charleston, SC 29403

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	274 Students	
<b>Principal</b>	L. Lynn Owings	843-724-7763
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Below Average</b>
2009	At-Risk	Below Average
2008	At-Risk	At-Risk
2007	Below Average	Below Average
2006	Below Average	Below 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 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

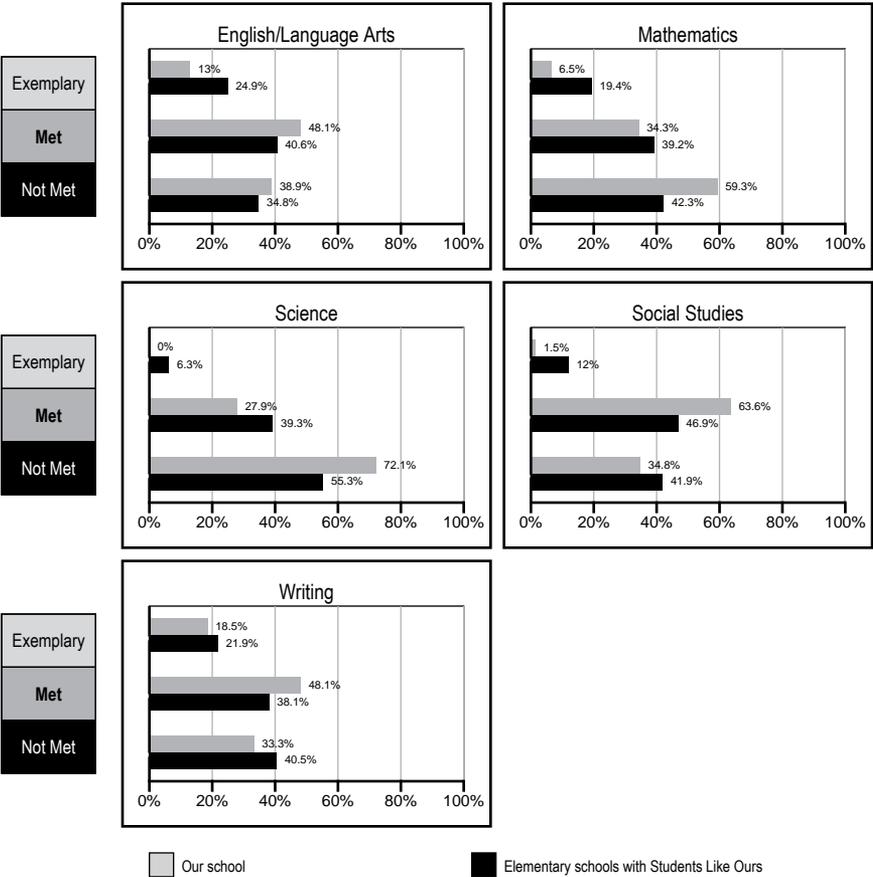
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	80	57	23

\* 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
<b>Students (n=274)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Up from 1.8%	1.5%	1.2%
Attendance rate	96.2%	Down from 96.7%	95.9%	96.1%
Eligible for gifted and talented	2.8%	Up from 1.2%	4.4%	11.7%
With disabilities other than speech	4.9%	Up from 4.5%	8.4%	8.0%
Older than usual for grade	0.0%	Down from 0.8%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	38.5%	Down from 40.0%	60.0%	60.5%
Continuing contract teachers	53.8%	Up from 40.0%	78.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.7%	Up from 71.7%	83.5%	87.0%
Teacher attendance rate	97.0%	Up from 96.1%	95.4%	95.4%
Average teacher salary*	\$43,405	Up 0.4%	\$45,504	\$47,288
Professional development days/teacher	4.0 days	Down from 9.5 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	10.8 to 1	Down from 15.2 to 1	17.1 to 1	19.2 to 1
Prime instructional time	93.1%	Up from 91.8%	90.4%	90.8%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	88.5%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,253	Up 1.9%	\$8,757	\$7,548
Percent of expenditures for instruction**	65.4%	Down from 65.7%	68.1%	68.7%
Percent of expenditures for teacher salaries**	60.4%	Up from 60.0%	62.5%	65.1%

\* 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**

James Simons Elementary School is a Title I school located in the inner-city of Charleston that serves children pre-kindergarten to grade six. The enrollment is 280 with a poverty index of approximately 94%. Our staff is passionate about teaching and learning and has created a positive, nurturing school environment.

Initiatives underway for improvement include a rigorous and differentiated curriculum, with an emphasis on small, flexible groups designed to meet children at their functioning level and accelerate achievement. Specialized instructional intervention is in place in both reading and math for students as needed. Professional development is an integral part of our school week. Weekly activities include standards-based instructional guidance in all content areas, monitoring mastery of taught material, and the implementation of data-driven instructional decision-making in all content areas.

Our highly qualified teachers and staff are committed to challenging students on all levels with the common goal of improving student achievement.

Increased student leadership and decision-making is in place through Positive Behavior Intervention and Supports (PBIS), Safety Patrols, and Student Council. The PBIS model is practiced school-wide with student recognition and incentives for appropriate choices in school. Our goal for PBIS is not only to improve immediate behavior, but to provide students with life skills necessary for positive and productive decision-making.

Collaboration with community agencies continues in an effort to provide assistance for specific student and family needs. Parents are provided information and resources to enhance student learning. Communication with parents includes student agenda books, daily homework folders, monthly calendar of events, newsletters, phone calls, e-mails, report cards, monthly progress checks, notes, and conferences.

Efforts to increase parental involvement include vigorously recruiting parents to attend school events, volunteer, and participate in the many decision-making teams. We believe that community involvement is a necessary component of school success, and we will continue working toward strengthening our bonds and partnerships with local faith-based organizations and businesses.

Lynn Owings, Principal  
 Tiffany Taylor, School Improvement Council Chairperson  
 Shone White, School Improvement Council Vice Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	8	22	15
Percent satisfied with learning environment	87.5%	90.9%	80.0%
Percent satisfied with social and physical environment	87.5%	90.9%	80.0%
Percent satisfied with school-home relations	50.0%	86.4%	78.6%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 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

CSI-DELAY

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.0%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	112	100	38.9	48.1	13	77.8	85	83.5	Yes	Yes
<b>Gender</b>										
Male	55	100	48.1	40.4	11.5	71.2	81.6	80.1	N/A	N/A
Female	57	100	30.4	55.4	14.3	83.9	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	0	N/A	N/A	N/A	N/A	N/A	95.3	89.6	I/S	I/S
African American	110	100	39.6	48.1	12.3	77.4	75.2	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	11	100	I/S	I/S	I/S	I/S	49	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	105	100	39.6	48.5	11.9	76.2	76.4	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	112	100	59.3	34.3	6.5	64.8	81	80.4	Yes	Yes
<b>Gender</b>										
Male	55	100	57.7	30.8	11.5	63.5	78.9	78.4	N/A	N/A
Female	57	100	60.7	37.5	1.8	66.1	83.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	0	N/A	N/A	N/A	N/A	N/A	94.5	87.8	I/S	I/S
African American	110	100	60.4	33	6.6	64.2	68	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	11	100	I/S	I/S	I/S	I/S	43.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	105	100	60.4	34.7	5	64.4	70.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
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**Science**

All Students	70	100	N/A	N/A	N/A	27.9	67.4	67.3
<b>Gender</b>								
Male	38	100	N/A	N/A	N/A	22.2	66.2	66.9
Female	32	100	N/A	N/A	N/A	34.4	68.5	67.7
<b>Racial/Ethnic Group</b>								
White	0	N/A	N/A	N/A	N/A	N/A	89	79.6
African American	69	100	N/A	N/A	N/A	26.9	46.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
<b>Disability Status</b>								
Disabled	6	I/S	I/S	I/S	I/S	I/S	29.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	58.2	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	65	100	N/A	N/A	N/A	28.6	49.3	55.4

**Social Studies**

All Students	70	100	34.8	63.6	1.5	65.2	73.8	70.9
<b>Gender</b>								
Male	33	100	43.3	53.3	3.3	56.7	72.3	70.1
Female	37	100	N/A	N/A	N/A	72.2	75.3	71.7
<b>Racial/Ethnic Group</b>								
White	0	N/A	N/A	N/A	N/A	N/A	90.1	79.2
African American	69	100	35.4	63.1	1.5	64.6	58.4	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	38.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	66	100	33.9	64.5	1.6	66.1	60.2	60.8

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
<b>Writing</b>										
All Students	112	100	33.3	48.1	18.5	66.7	75	72.1	96.2	95.7
<b>Gender</b>										
Male	54	100	42.3	38.5	19.2	57.7	69.1	65.2	95.8	95.5
Female	58	100	25	57.1	17.9	75	81	79.2	96.6	95.8
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	91	80.8	99.9	95.8
African American	110	100	34	47.2	18.9	66	60.2	59.7	96.1	95.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.2	87	97.6	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.7	64.6	N/A	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
<b>Disability Status</b>										
Disabled	11	100	I/S	I/S	I/S	I/S	28.4	27.7	96.9	94.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	63.7	N/A	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	105	100	34.7	47.5	17.8	65.3	61.1	61.9	96.1	95.2

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
<b>English/Language Arts</b>							
<b>2009</b>	3	44	95.5	31	47.6	21.4	69
	4	40	100	38.5	56.4	5.1	61.5
	5	40	100	62.2	35.1	2.7	37.8
	6	30	100	31	55.2	13.8	69
	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
<b>2010</b>	3	29	100	22.2	40.7	37	77.8
	4	28	100	34.6	53.8	11.5	65.4
	5	33	100	42.4	54.5	3	57.6
	6	22	100	N/A	N/A	N/A	40.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	44	95.5	69	19	11.9	31
	4	40	100	48.7	46.2	5.1	51.3
	5	40	100	N/AV	N/AV	N/AV	24.3
	6	30	100	31	62.1	6.9	69
	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
<b>2010</b>	3	29	100	37	51.9	11.1	63
	4	28	100	57.7	38.5	3.8	42.3
	5	33	100	72.7	24.2	3	27.3
	6	22	100	68.2	22.7	9.1	31.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	21	100	N/AV	N/AV	N/AV	33.3
	4	40	100	56.4	38.5	5.1	43.6
	5	18	100	N/AV	N/AV	N/AV	11.8
	6	15	100	N/AV	N/AV	N/AV	35.7
	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
<b>2010</b>	3	15	100	N/A	N/A	N/A	20
	4	28	100	N/A	N/A	N/A	26.9
	5	17	100	N/A	N/A	N/A	47.1
	6	10	I/S	I/S	I/S	I/S	I/S
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	21	100	47.6	47.6	4.8	52.4
	4	40	100	25.6	56.4	17.9	74.4
	5	22	100	N/AV	N/AV	N/AV	15
	6	15	100	N/AV	N/AV	N/AV	46.7
	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
<b>2010</b>	3	14	100	N/A	N/A	N/A	91.7
	4	28	100	42.3	53.8	3.8	57.7
	5	16	100	N/A	N/A	N/A	68.8
	6	12	100	N/A	N/A	N/A	50
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	46	95.7	40.9	38.6	20.5	59.1
	4	41	100	53.8	35.9	10.3	46.2
	5	40	100	78.9	18.4	2.6	21.1
	6	32	93.8	N/AV	N/AV	N/AV	65.5
	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
<b>2010</b>	3	29	100	40.7	48.1	11.1	59.3
	4	27	100	42.3	50	7.7	57.7
	5	34	100	18.2	45.5	36.4	81.8
	6	22	100	36.4	50	13.6	63.6
	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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