



Jane Edwards Elementary School

1960 Jane Edwards Rd.

Edisto Island, SC 29438

Grades	PK-6 Elementary School	
Enrollment	109 Students	
Principal	Susan Miles	(843) 869-2124
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Cindy Bohn Coats	843-529-2457

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Good
2012	Average	Average
2011	Average	Excellent
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

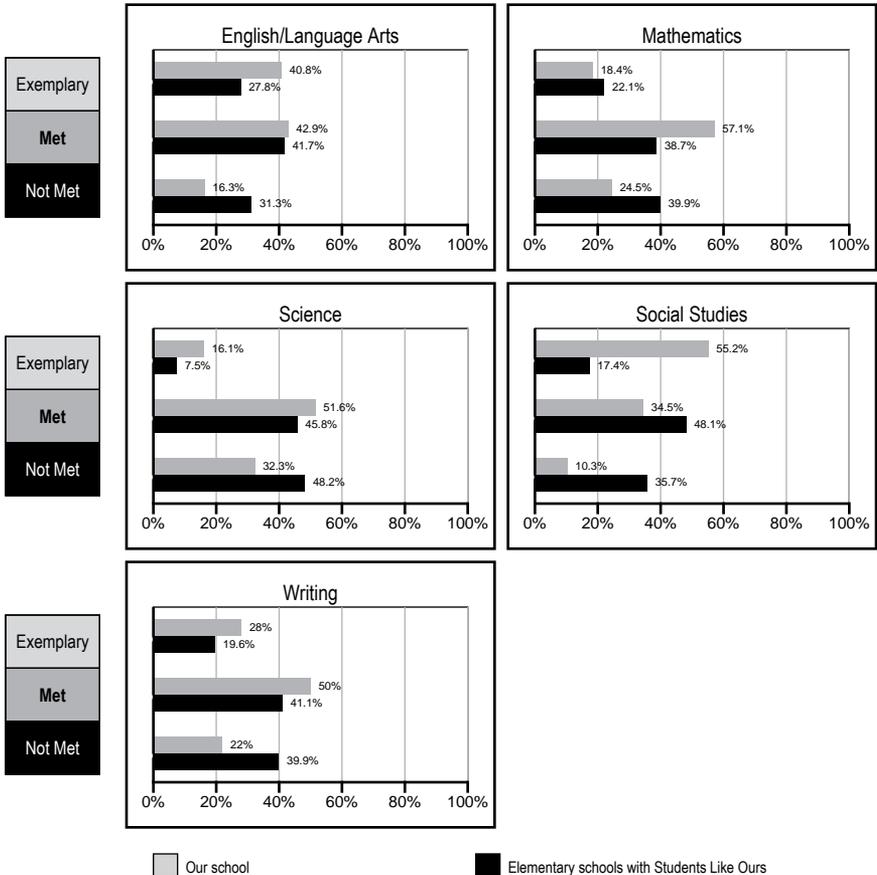
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	11	92	44	15

* 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=109)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Up from 0.0%	1.1%	0.9%
Attendance rate	97.4%	No Change	95.9%	96.3%
Served by gifted and talented program	5.5%	N/A	2.6%	7.2%
With disabilities	3.7%	N/A	13.4%	12.4%
Older than usual for grade	0.9%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Up from 0.0%	0.0%	0.0%
Teachers (n=9)				
Teachers with advanced degrees	66.7%	Down from 72.7%	60.7%	62.5%
Continuing contract teachers	77.8%	Down from 90.9%	75.9%	83.3%
Teachers returning from previous year	76.7%	Down from 78.3%	84.7%	88.3%
Teacher attendance rate	96.2%	Down from 98.3%	94.9%	95.0%
Average teacher salary*	\$43,755	Up 3.1%	\$46,183	\$48,193
Professional development days/teacher	5.3 days	Down from 7.0 days	10.4 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	15.6 to 1	Down from 18.3 to 1	18.0 to 1	20.1 to 1
Prime instructional time	92.6%	Down from 95.2%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	84.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$11,679	Down 12.8%	\$8,297	\$7,364
Percent of expenditures for instruction**	55.0%	Down from 56.9%	66.5%	68.0%
Percent of expenditures for teacher salaries**	54.0%	Up from 53.8%	64.0%	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

The 2011-12 school year was another year of academic growth and varied learning opportunities for our students. Our report card ratings were Average with just a few tenths of a point from a rating of Good. In 2012-13 we were again able to show 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 intensive intervention participated in individual or small group intervention sessions such as PGA (Primary Grades Academy), Voyager Reading, and Voyager Math. In these intervention sessions students received explicit direct instruction in their area of weakness three days per week with computer-assisted instruction two days 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. Some students participated in our October through April after-school program. A Summer Literacy Program was held for students in grades K-2 and 3-5. Students continued to participate in CCSD's 25 Book Campaign. Seventy percent of students read 25 books. Some students read 50 books and a few read more than 100 books.

We continue to base our discipline system on PBIS (Positive Behavior Intervention and 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. Several staff members attended training in Capturing Kids' Hearts. This reinforced our efforts to develop positive relationships and to find ways to show appreciation for our similarities, our differences, and the ways people are observed being kind. 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 ways. Our PTO/SIC has supported students and staff with supplies, activities, funds, and their time. Through our partners our students have experienced learning opportunities based on state standards such as building a boat, planting and maintaining a garden, service learning projects, learning to swim, and working as Jr. History Detectives with a local archeologist on an Edisto Island slave cabin now on its way to the new Smithsonian Museum of Black History and Culture. We look forward to another exciting year of learning!

Susan Miles, Principal

Kathy Fisk, PTO/SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	2	13	13
Percent satisfied with learning environment	N/A	92.3%	92.3%
Percent satisfied with social and physical environment	N/A	91.7%	92.3%
Percent satisfied with school-home relations	N/A	91.7%	92.3%

* 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	98.5
Overall Grade Conversion	A

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 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	3.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.4%	0.0%	No
Student attendance rate	97.4%	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	657.5	644.4	627.9	672.2	100.0	100.0
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A
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	657.4	644.8	629.0	674.9	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	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
2013	3	13	100	7.7	46.2	46.2	92.3
	4	11	100	9.1	45.5	45.5	90.9
	5	11	100	36.4	18.2	45.5	63.6
	6	14	100	14.3	57.1	28.6	85.7
	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							
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
2013	3	13	100	N/AV	N/AV	N/AV	53.8
	4	11	100	9.1	54.5	36.4	90.9
	5	11	100	27.3	27.3	45.5	72.7
	6	14	100	N/AV	N/AV	N/AV	85.7
	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
Science							
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
2013	3	8	I/S	I/S	I/S	I/S	I/S
	4	11	100	18.2	63.6	18.2	81.8
	5	5	I/S	I/S	I/S	I/S	I/S
	6	7	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							
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
2013	3	5	I/S	I/S	I/S	I/S	I/S
	4	11	100	9.1	18.2	72.7	90.9
	5	6	I/S	I/S	I/S	I/S	I/S
	6	7	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							
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
2013	3	13	100	7.7	46.2	46.2	92.3
	4	12	100	8.3	66.7	25	91.7
	5	11	100	36.4	27.3	36.4	63.6
	6	14	100	35.7	57.1	7.1	64.3
	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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