



## James B Edwards Elementary

855 Von Kolnitz Road  
Mt. Pleasant, SC 29464

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	619 Students	
<b>Principal</b>	Francine B. Mitchell	843-849-2805
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Toya Hampton Green	843-723-7831

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Good</b>
2008	Good	Average
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Excellent

## 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**

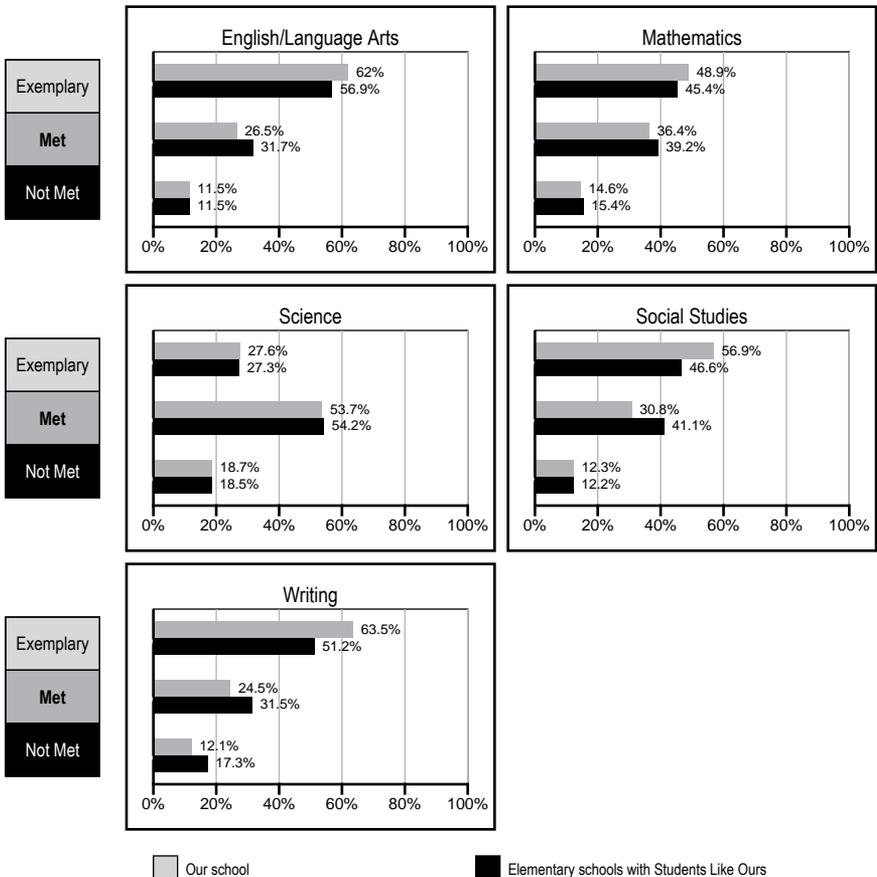
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.8%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
23	2	3	0	0

\* Ratings are calculated with data available by 06/01/2010.

**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=619)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 2.7%	1.2%	1.9%
Attendance rate	96.6%	Down from 96.9%	96.8%	96.3%
Eligible for gifted and talented	36.7%	Up from 34.2%	23.2%	10.0%
With disabilities other than speech	2.9%	Down from 3.4%	5.8%	7.7%
Older than usual for grade	0.4%	Up from 0.0%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	61.4%	Down from 66.0%	63.5%	59.4%
Continuing contract teachers	95.5%	Up from 91.5%	82.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.9%	Down from 92.0%	87.6%	85.9%
Teacher attendance rate	94.7%	Down from 94.8%	95.1%	95.1%
Average teacher salary*	\$50,490	Up 3.3%	\$48,233	\$47,149
Professional development days/teacher	9.6 days	Down from 10.0 days	10.5 days	11.1 days
<b>School</b>				
Principal's years at school	27.0	Up from 26.0	5.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 16.7 to 1	19.6 to 1	18.8 to 1
Prime instructional time	90.9%	Up from 90.2%	90.8%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,885	Up 18.0%	\$6,912	\$7,458
Percent of expenditures for instruction**	75.1%	Up from 74.8%	73.0%	68.8%
Percent of expenditures for teacher salaries**	68.7%	Up from 57.9%	68.7%	63.2%

\* 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 B. Edwards Elementary School educates students from age 3 through fifth grades. Our 2008-2009 student population of 636 students is expected to grow as we welcome children from new developments in our area. Our faculty, administration and staff have high expectations for all of our students, and we strive to show at least one year's gain for each student during each year of instruction.

Some of our challenges continue to be incorporating a hands-on approach into our science and math curricula, and we use our science lab and math manipulatives to achieve this. We were able to staff our science lab using a teacher assistant who provided the hands on experiments to supplement classroom instruction. Additionally, we are focusing on math instruction as a total school initiative.

Reading and writing go hand in hand as lessons are enriched with a variety of novels, videos, magazines and research materials from our media center. Computer literacy begins in kindergarten and is achieved as all classes attend a weekly computer class in a lab setting. Teachers and students have access to two computer labs equipped with 30 Dell computers each.

The Arts are an integral part of our curriculum at James B. Edwards Elementary School. Art and Music classes correlate lessons to meet the state standards. Chorus and Strings instruction is offered to 4th and 5th grade students. Additionally, our school has sponsored a Science Fair for students in all grades. The science entries are excellent and each entry receives a ribbon for participation as well as first, second and third place winners by grade level. Each year a May Festival is presented in the spring as a celebration of the arts. As part of our Technology plan, we have a keyboard lab that is used with our music program.

Our school has started a foundation that will operate independent of our P.T.A. The foundation's purpose is to help our school meet the academic needs as well as physical needs that we may have in the future.

James B. Edwards Elementary School has a tremendous amount of parental support through P.T.A. membership, fundraisers, and other activities. Parents volunteer throughout our school every day. They can be seen helping students publish their writing, answering phones and helping in many other capacities in the school. Our school supports a team effort-parents and teachers and students working together to achieve the highest possible goals.

Sam Thomas Lee, Principal

Kathy Wilson, School Improvement Council Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	26	116	69
Percent satisfied with learning environment	92.0%	88.7%	95.7%
Percent satisfied with social and physical environment	92.3%	84.5%	98.6%
Percent satisfied with school-home relations	92.3%	83.6%	94.2%

\* 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 17 out of 17 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

## 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	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate	96.6%	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	333	100	11.4	27.4	61.2	95.1	84.9	82.8	Yes	Yes
<b>Gender</b>										
Male	157	100	13.8	25.7	60.5	92.1	81.8	79.3	N/A	N/A
Female	176	100	9.2	28.9	61.8	97.7	88.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	252	100	3.3	23.3	73.5	98.8	95.8	89.5	Yes	Yes
African American	62	100	42.6	39.3	18	80.3	74.8	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	12	100	16.7	66.7	16.7	100	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	43.5	34.8	21.7	91.3	53.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	15.4	46.2	38.5	92.3	75.6	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	80	100	37.2	39.7	23.1	82.1	74.9	75.5	Yes	Yes

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

All Students	334	100	14.7	37.1	48.2	90.2	81	78.9	Yes	Yes
<b>Gender</b>										
Male	158	100	13.1	37.9	49	90.8	79.3	77	N/A	N/A
Female	176	100	16.2	36.4	47.4	89.6	82.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	253	100	6.1	36.2	57.7	96.3	94.6	87.2	Yes	Yes
African American	62	100	49.2	39.3	11.5	63.9	67.9	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	12	100	8.3	66.7	25	100	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	52.2	34.8	13	47.8	46.9	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	15.4	38.5	46.2	100	77.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	80	100	43.6	46.2	10.3	69.2	69.2	70.2	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
<b>Science</b>								
All Students	221	100	19.4	53.5	27.2	80.6	68.9	67.5
<b>Gender</b>								
Male	108	100	21.7	46.2	32.1	78.3	68.2	67
Female	113	100	17.1	60.4	22.5	82.9	69.6	68
<b>Racial/Ethnic Group</b>								
White	169	100	9	56.6	34.3	91	90.4	79.5
African American	43	100	N/AV	N/AV	N/AV	42.9	48.1	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
<b>Disability Status</b>								
Disabled	19	100	57.9	26.3	15.8	42.1	36.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	58.3	59.6
<b>Socio-Economic Status</b>								
Subsidized meals	55	100	52.8	43.4	3.8	47.2	50.2	55.1
<b>Social Studies</b>								
All Students	218	100	12.2	31.5	56.3	87.8	76.8	72.3
<b>Gender</b>								
Male	103	100	15	25	60	85	75.3	71.5
Female	115	100	9.7	37.2	53.1	90.3	78.4	73.2
<b>Racial/Ethnic Group</b>								
White	163	100	3.8	25.9	70.3	96.2	91.5	80.7
African American	41	100	43.9	48.8	7.3	56.1	62.7	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
<b>Disability Status</b>								
Disabled	13	100	46.2	30.8	23.1	53.8	46.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	71.6	67.9
<b>Socio-Economic Status</b>								
Subsidized meals	48	100	43.8	43.8	12.5	56.3	64	62.1

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	335	98.2	11.5	24.6	63.9	88.5	74.1	70.2	96.6	96
<b>Gender</b>										
Male	160	97.5	16.6	27.2	56.3	83.4	67.8	63.2	96.6	95.9
Female	175	98.9	7.1	22.4	70.6	92.9	80.6	77.5	96.6	96.1
<b>Racial/Ethnic Group</b>										
White	254	98.8	5.3	20.9	73.8	94.7	90.4	79.1	96.5	95.9
African American	62	96.8	35.6	37.3	27.1	64.4	59.2	57.6	96.9	96
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.9	86.2	97.3	97
Hispanic	12	91.7	18.2	45.5	36.4	81.8	61.1	62.6	96.5	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
<b>Disability Status</b>										
Disabled	26	84.6	59.1	22.7	18.2	40.9	29.6	26.1	95.9	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
<b>English Proficiency</b>										
Limited English Proficient	14	100	23.1	30.8	46.2	76.9	60.2	61.2	96.5	96.5
<b>Socio-Economic Status</b>										
Subsided meals	79	96.2	33.8	39.2	27	66.2	59.1	58.9	95.9	95.7

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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	108	100	16.3	22.1	61.5	83.7
	4	106	100	11.5	26	62.5	88.5
	5	119	100	6.8	33.3	59.8	93.2
	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
<b>Mathematics</b>							
<b>2009</b>	3	108	100	22.1	26.9	51	77.9
	4	106	100	10.6	40.4	49	89.4
	5	120	100	11.9	43.2	44.9	88.1
	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
<b>Science</b>							
<b>2009</b>	3	56	100	29.1	40	30.9	70.9
	4	106	100	16.2	59	24.8	83.8
	5	59	100	15.8	56.1	28.1	84.2
	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
<b>Social Studies</b>							
<b>2009</b>	3	52	100	8.2	30.6	61.2	91.8
	4	106	100	13.5	33.7	52.9	86.5
	5	60	100	13.3	28.3	58.3	86.7
	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
<b>Writing</b>							
<b>2009</b>	3	109	95.4	17	24	59	83
	4	106	99.1	11.7	23.3	65	88.3
	5	120	100	6.8	26.3	66.9	93.2
	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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