



Jane Edwards Elementary

1960 Jane Edwards Road
Edisto Island, SC 29438

Grades	PK-8 Middle School	
Enrollment	126 Students	
Principal	Susan W. Miles	843-869-2124
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	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
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	Below Average	At-Risk
2006	Average	Average
2005	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 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

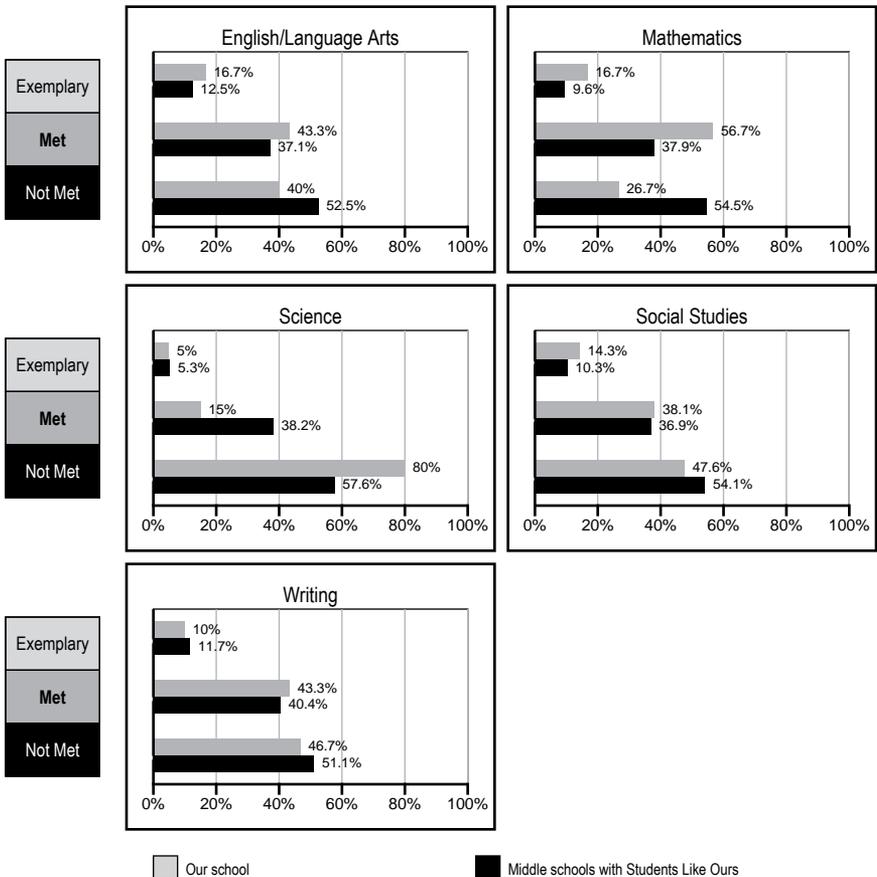
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	28	22

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	84.2%
English 1	N/A	83.1%
Physical Science	N/A	28.1%
US History and the Constitution	N/A	N/A
All Subjects	N/A	82.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=126)				
Students enrolled in high school credit courses (grades 7 & 8)	5.9%	Up from 0.0%	16.6%	21.6%
Retention rate	1.8%	Down from 3.4%	2.3%	1.2%
Attendance rate	98.0%	Up from 97.3%	95.6%	95.9%
Eligible for gifted and talented	1.4%	Down from 3.7%	3.7%	14.8%
With disabilities other than speech	1.6%	Down from 3.7%	14.8%	12.6%
Older than usual for grade	4.3%	Down from 6.6%	5.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 2.2%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	38.9%	Down from 42.9%	54.4%	56.9%
Continuing contract teachers	50.0%	Up from 21.4%	61.1%	72.7%
Teachers with emergency or provisional certificates	15.4%	Down from 42.9%	15.4%	5.3%
Teachers returning from previous year	64.8%	Down from 71.3%	76.0%	82.9%
Teacher attendance rate	93.8%	Down from 95.0%	94.9%	95.2%
Average teacher salary*	\$40,427	Up 5.8%	\$44,687	\$46,599
Professional development days/teacher	6.0 days	Down from 9.3 days	10.9 days	10.8 days
School				
Principal's years at school	1.5	Up from 0.5	2.0	3.0
Student-teacher ratio in core subjects	9.9 to 1	Down from 11.9 to 1	16.2 to 1	20.1 to 1
Prime instructional time	91.2%	Up from 90.5%	89.3%	89.9%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	95.6%	97.8%
Character development program	Below Average	No Change	Excellent	Good
Dollars spent per pupil**	\$12,410	Up 23.6%	\$10,252	\$7,645
Percent of expenditures for instruction**	53.8%	Down from 58.5%	60.6%	63.4%
Percent of expenditures for teacher salaries**	46.0%	Down from 47.0%	54.8%	57.0%

* 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

During the 2008-2009 school year we have seen student gains on MAP, DIBELS, and other academic progress monitoring devices. We are very encouraged by the positive improvement in academics and behavior. Students have set academic goals and most are meeting them. Interventions are in place for students who did not meet their goals.

The School Redesign process brought the school and community closer together as we fought to remain open. It is often through difficult times that entities learn to appreciate each other more. Our volunteers have come out in force to support students as mentors, as tutors in the after-school program, and as coaches in athletics. In each area our students have been able to shine.

Students have been motivated throughout the year by the new technology in place. Teachers have used the technology in classroom instruction and students have participated as well as completed projects using it.

While we are excited about our gains, we know we still have "frontiers to conquer". We will be working during the 2009-2010 school year on asking higher order questions, improving academic vocabulary, bringing math facts to a level of automaticity, and continuing to add rigor through writing.

Come visit and share in our teaching and learning adventures.

Susan Miles, Principal
Rev. Albert Morrison, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	21	19
Percent satisfied with learning environment	81.3%	100.0%	84.2%
Percent satisfied with social and physical environment	100.0%	95.0%	88.9%
Percent satisfied with school-home relations	68.8%	85.0%	94.7%

* Only students at the highest middle 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

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	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.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	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."
HOLD	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	4.5%	0.0%	No
Student attendance rate	98.0%	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	72	97.2	41.5	43.1	15.4	70.8	84.9	82.8	Yes	Yes
Gender										
Male	41	95.1	50	30.6	19.4	66.7	81.8	79.3	N/A	N/A
Female	31	100	31	58.6	10.3	75.9	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	95.8	89.5	I/S	I/S
African American	55	98.2	46.2	44.2	9.6	65.4	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	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
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	68	97.1	41.3	44.4	14.3	69.8	74.9	75.5	Yes	Yes

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

All Students	72	97.2	30.8	53.8	15.4	78.5	81	78.9	Yes	Yes
Gender										
Male	41	95.1	33.3	58.3	8.3	75	79.3	77	N/A	N/A
Female	31	100	27.6	48.3	24.1	82.8	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	94.6	87.2	I/S	I/S
African American	55	98.2	36.5	53.8	9.6	75	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	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
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	68	97.1	31.7	54	14.3	77.8	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	49	98	58.1	34.9	7	41.9	68.9	67.5
Gender								
Male	28	96.4	58.3	33.3	8.3	41.7	68.2	67
Female	21	100	57.9	36.8	5.3	42.1	69.6	68
Racial/Ethnic Group								
White	7	I/S	I/S	I/S	I/S	I/S	90.4	79.5
African American	33	100	N/AV	N/AV	N/AV	32.3	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	9	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
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	45	97.8	58.5	36.6	4.9	41.5	50.2	55.1
Social Studies								
All Students	46	97.8	47.6	40.5	11.9	52.4	76.8	72.3
Gender								
Male	28	96.4	45.8	45.8	8.3	54.2	75.3	71.5
Female	18	100	50	33.3	16.7	50	78.4	73.2
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	91.5	80.7
African American	37	97.3	52.8	36.1	11.1	47.2	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	5	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
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	42	97.6	47.5	42.5	10	52.5	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
Writing										
All Students	71	93	49.2	36.5	14.3	50.8	74.1	70.2	98	96
Gender										
Male	40	92.5	55.6	38.9	5.6	44.4	67.8	63.2	97.9	95.9
Female	31	93.6	40.7	33.3	25.9	59.3	80.6	77.5	98.3	96.1
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	90.4	79.1	96.8	95.9
African American	54	94.4	52	38	10	48	59.2	57.6	98.3	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	9	I/S	I/S	I/S	I/S	I/S	61.1	62.6	97.7	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	29.6	26.1	98.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	60.2	61.2	98	96.5
Socio-Economic Status										
Subsided meals	67	94	50.8	36.1	13.1	49.2	59.1	58.9	98.1	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
English/Language Arts							
2009	3	13	100	46.2	30.8	23.1	53.8
	4	11	100	I/S	I/S	I/S	I/S
	5	13	100	38.5	53.8	7.7	61.5
	6	11	100	18.2	63.6	18.2	81.8
	7	14	85.7	N/AV	N/AV	N/AV	38.5
	8	10	I/S	I/S	I/S	I/S	I/S
Mathematics							
2009	3	13	100	38.5	30.8	30.8	61.5
	4	11	100	I/S	I/S	I/S	I/S
	5	13	100	N/AV	N/AV	N/AV	76.9
	6	11	100	N/AV	N/AV	N/AV	100
	7	14	85.7	N/AV	N/AV	N/AV	53.8
	8	10	I/S	I/S	I/S	I/S	I/S
Science							
2009	3	7	I/S	I/S	I/S	I/S	I/S
	4	11	100	I/S	I/S	I/S	I/S
	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	13	92.3	N/AV	N/AV	N/AV	8.3
	8	5	I/S	I/S	I/S	I/S	I/S
Social Studies							
2009	3	6	I/S	I/S	I/S	I/S	I/S
	4	11	100	I/S	I/S	I/S	I/S
	5	6	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	13	92.3	N/AV	N/AV	N/AV	33.3
	8	5	I/S	I/S	I/S	I/S	I/S
Writing							
2009	3	13	100	61.5	23.1	15.4	38.5
	4	11	90.9	I/S	I/S	I/S	I/S
	5	13	100	53.8	38.5	7.7	46.2
	6	11	90.9	I/S	I/S	I/S	I/S
	7	14	78.6	N/AV	N/AV	N/AV	58.3
	8	9	I/S	I/S	I/S	I/S	I/S

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