



## JANE EDWARDS ELEMENTARY

1960 Jane Edwards Road  
Edisto Island, SC 29438

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	111 Students	
<b>Principal</b>	Susan W. Miles	843-869-2124
<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>Average</b>	<b>Average</b>
2009	Below Average	Average
2008	Below Average	Average
2007	At-Risk	At-Risk
2006	Below Average	At-Risk

## 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

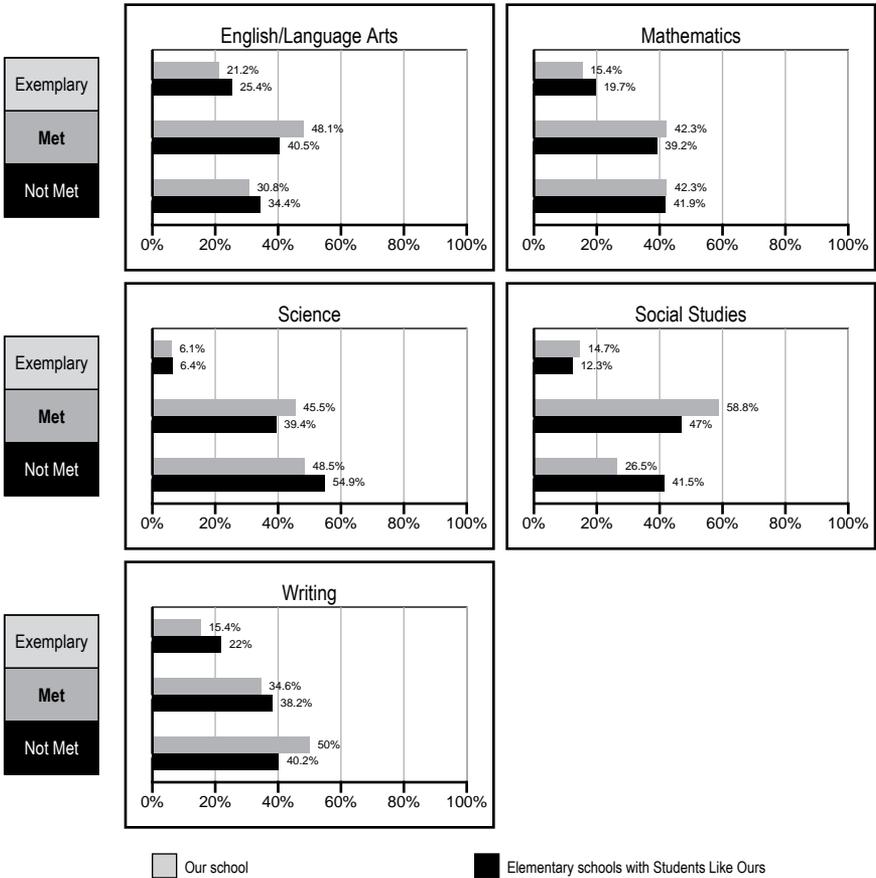
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	92	59	24

\* 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=111)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 1.8%	1.5%	1.2%
Attendance rate	97.4%	Down from 98.0%	95.9%	96.1%
Eligible for gifted and talented	7.2%	Up from 1.4%	4.8%	11.7%
With disabilities other than speech	5.3%	Up from 1.6%	8.5%	8.0%
Older than usual for grade	0.0%	Down from 4.3%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=11)</b>				
Teachers with advanced degrees	45.5%	Up from 38.9%	60.0%	60.5%
Continuing contract teachers	72.7%	Up from 50.0%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 15.4%	0.0%	0.0%
Teachers returning from previous year	63.6%	Down from 64.8%	83.6%	87.0%
Teacher attendance rate	95.4%	Up from 93.8%	95.4%	95.4%
Average teacher salary*	\$43,031	Up 6.4%	\$45,439	\$47,288
Professional development days/teacher	5.6 days	Down from 6.0 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	2.5	Up from 1.5	4.0	4.0
Student-teacher ratio in core subjects	12.1 to 1	Up from 9.9 to 1	17.3 to 1	19.2 to 1
Prime instructional time	92.6%	Up from 91.2%	90.5%	90.8%
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	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$14,452	Up 16.5%	\$8,593	\$7,548
Percent of expenditures for instruction**	56.2%	Up from 53.8%	68.0%	68.7%
Percent of expenditures for teacher salaries**	48.4%	Up from 46.0%	62.4%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

Report of Principal and School Improvement Council

We are pleased to report all students in all subgroups made adequate yearly progress for the '08-'09 school year. During the '09-'10 school year, we have continued to celebrate student gains. Measures of Academic Progress (MAP) scores have increased from fall to winter to spring. Likewise, gains have occurred for the majority of children in grades K-6 on DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Children are scoring benchmark (on grade level) and strategic (needing some intervention). The District's implementation of Voyager, an intervention program in reading and mathematics, has delivered positive results. Young students are moving confidently and steadily through Headsprout, a computer-based program that reflects scientific research with an abundance of instructional strategies in phonemic awareness, phonics, fluency, and vocabulary. First grade students needing additional reading assistance participate in Reading Recovery, a one-to-one session, daily for 18 weeks to learn various reading strategies they can transfer to their reading in the classroom. Older students work on Study Island, another computer-based instructional program addressing individual student needs in reading, mathematics, social studies, and science. Numerous students have far exceeded the District's 25 Book Campaign. They have received medals and shirts for reading 25, 50, and 75 books. Two students have read 100 books and received a \$25 gift card to Barnes and Noble.

Office discipline referrals have decreased, as have suspensions, in our second year of Positive Behavior Intervention and Support (PBIS). We were named a banner school for our improvement in the early years of this strategy. Our student oath supports this daily, as students pledge daily "I am here to achieve. I will be respectful, safe, responsible, and well prepared. At Jane Edwards failure is NOT an option." We firmly believe in each component of our oath. When behavior is in place, teachers have more time to teach and students have more opportunities to learn. Additional support from our mental health counselor from the Department of Mental Health and our Student Support Specialist from Communities in Schools provides many children and their families with additional help with life skills and study skills that enhance the learning process. Our wonderful volunteers also support our students and teachers in the teaching/learning process. Our PTA and SIC continue to look for and to provide ways parents can increase their involvement in their child's educational experience. We have had a great year, with many successes thanks to our students, their families, our outstanding teachers and staff, dedicated volunteers, and our additional support personnel. Thank you to all!!

Susan Miles, Principal  
 Rev. Albert Morrison, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	11	7
Percent satisfied with learning environment	100.0%	90.9%	I/S
Percent satisfied with social and physical environment	100.0%	100.0%	I/S
Percent satisfied with school-home relations	54.5%	81.8%	I/S

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

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 11 out of 11 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	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	0.0%	0.0%	Yes
Student attendance rate	97.4%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	55	100	30.8	48.1	21.2	80.8	85	83.5	Yes	Yes
<b>Gender</b>										
Male	29	100	34.5	41.4	24.1	86.2	81.6	80.1	N/A	N/A
Female	26	100	26.1	56.5	17.4	73.9	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	95.3	89.6	I/S	I/S
African American	41	100	34.2	52.6	13.2	81.6	75.2	74.6	I/S	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	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	5	I/S	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	8	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	53	100	30	50	20	80	76.4	76.9	Yes	Yes

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

All Students	55	100	42.3	42.3	15.4	75	81	80.4	Yes	Yes
<b>Gender</b>										
Male	29	100	34.5	44.8	20.7	72.4	78.9	78.4	N/A	N/A
Female	26	100	52.2	39.1	8.7	78.3	83.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	94.5	87.8	I/S	I/S
African American	41	100	50	42.1	7.9	71.1	68	69.3	I/S	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	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	5	I/S	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	8	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	53	100	44	42	14	74	70.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**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	36	100	48.5	45.5	6.1	51.5	67.4	67.3
<b>Gender</b>								
Male	19	100	42.1	47.4	10.5	57.9	66.2	66.9
Female	17	100	N/A	N/A	N/A	42.9	68.5	67.7
<b>Racial/Ethnic Group</b>								
White	3	I/S	I/S	I/S	I/S	I/S	89	79.6
African American	30	100	N/A	N/A	N/A	44.4	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	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	2	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	3	I/S	I/S	I/S	I/S	I/S	58.2	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	34	100	48.4	48.4	3.2	51.6	49.3	55.4
<b>Social Studies</b>								
All Students	35	100	26.5	58.8	14.7	73.5	73.8	70.9
<b>Gender</b>								
Male	19	100	21.1	68.4	10.5	78.9	72.3	70.1
Female	16	100	33.3	46.7	20	66.7	75.3	71.7
<b>Racial/Ethnic Group</b>								
White	3	I/S	I/S	I/S	I/S	I/S	90.1	79.2
African American	25	100	29.2	58.3	12.5	70.8	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	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	4	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	5	I/S	I/S	I/S	I/S	I/S	66.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	34	100	27.3	57.6	15.2	72.7	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	54	100	50	34.6	15.4	50	75	72.1	97.4	95.7
<b>Gender</b>										
Male	29	100	58.6	20.7	20.7	41.4	69.1	65.2	97.5	95.5
Female	25	100	39.1	52.2	8.7	60.9	81	79.2	97.2	95.8
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	91	80.8	96.4	95.8
African American	40	100	52.6	42.1	5.3	47.4	60.2	59.7	97.9	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	N/A	97
Hispanic	10	I/S	I/S	I/S	I/S	I/S	63.7	64.6	95.5	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	5	I/S	I/S	I/S	I/S	I/S	28.4	27.7	98.2	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	8	I/S	I/S	I/S	I/S	I/S	63.5	63.7	96.3	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	52	100	52	34	14	48	61.1	61.9	97.3	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	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
<b>2010</b>	3	14	100	38.5	53.8	7.7	61.5
	4	16	100	20	53.3	26.7	80
	5	11	100	I/S	I/S	I/S	I/S
	6	14	100	28.6	57.1	14.3	71.4
	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	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
<b>2010</b>	3	14	100	69.2	15.4	15.4	30.8
	4	16	100	33.3	60	6.7	66.7
	5	11	100	I/S	I/S	I/S	I/S
	6	14	100	28.6	42.9	28.6	71.4
	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	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
<b>2010</b>	3	7	I/S	I/S	I/S	I/S	I/S
	4	16	100	40	53.3	6.7	60
	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	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	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
<b>2010</b>	3	7	I/S	I/S	I/S	I/S	I/S
	4	16	100	26.7	53.3	20	73.3
	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	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	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
<b>2010</b>	3	14	100	N/AV	N/AV	N/AV	46.2
	4	15	100	46.7	33.3	20	53.3
	5	11	100	I/S	I/S	I/S	I/S
	6	14	100	57.1	35.7	7.1	42.9
	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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