



JAMES B EDWARDS ELEMENTARY

855 Von Kolnitz Road
Mt. Pleasant, SC 29464

Grades	PK-5 Elementary School	
Enrollment	568 Students	
Principal	Francine B. Mitchell	843-849-2805
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent*
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Average
2007	Excellent	Good

* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

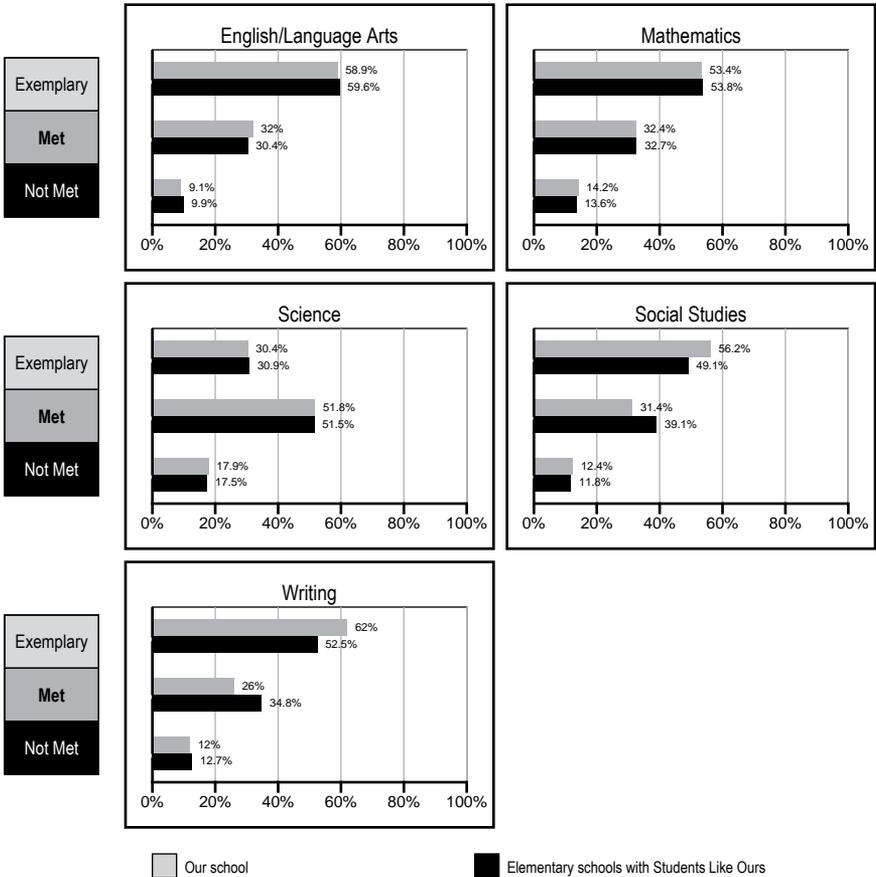
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 91.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	2	0	0	0

* Ratings are calculated with data available by 11/09/2011.

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
Students (n=568)				
First graders who attended full-day kindergarten	97.8%	Down from 97.9%	100.0%	100.0%
Retention rate	1.3%	Down from 1.4%	0.8%	1.1%
Attendance rate	96.5%	Up from 96.0%	96.7%	96.2%
Served by gifted and talented program	42.2%	Up from 38.1%	29.6%	13.4%
With disabilities other than speech	1.3%	Down from 3.8%	3.0%	4.1%
Older than usual for grade	0.5%	Up from 0.4%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	67.5%	Up from 61.4%	63.3%	62.5%
Continuing contract teachers	90.0%	Down from 95.5%	92.1%	88.2%
Teachers returning from previous year	84.6%	Down from 89.8%	91.1%	87.8%
Teacher attendance rate	96.6%	Down from 97.8%	95.4%	95.2%
Average teacher salary*	\$47,655	Down 5.9%	\$47,996	\$46,773
Professional development days/teacher	12.9 days	Down from 17.3 days	9.2 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.8	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 22.3 to 1	21.5 to 1	19.9 to 1
Prime instructional time	92.9%	Down from 93.6%	91.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,720	Up 6.8%	\$6,493	\$7,447
Percent of expenditures for instruction**	72.0%	Down from 75.5%	69.9%	68.4%
Percent of expenditures for teacher salaries**	70.6%	Down from 72.7%	68.7%	65.8%

* 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

The James B. Edwards Elementary (JBE) faculty, staff, and School Improvement Council are proud to share our 2011 school report card with you. At JBE, our primary goal is to provide students with a variety of academic opportunities in a safe, nurturing environment. We pride ourselves on having a rigorous curriculum and excellent teachers in every classroom.

JBE puts a great emphasis on having parents, teachers, and the community working together to provide meaningful educational experiences and opportunities for all of our students. A few great examples of this are our family reading night, family math night, and science fair. These events provide students with unique experiences that further enrich their education.

In addition to great academic rigor in the core subject areas, our students are afforded many wonderful experiences in the arts. The arts are integrated frequently into every classroom at JBE. We even have a special day toward the end of each year in which we celebrate the arts. At May Day, our classes learn performances that they share with the community. The fifth graders end it with a bang each year by dancing the May Pole Dance.

JBE also has a great character education program. We realize the importance of developing the whole child. This includes providing students with opportunities to learn about social well being, responsibility, career choices, and acting in a moral and ethical manner.

Our great success is due to many different groups. The JBE PTA is a very active group involved in conducting fundraisers, social events, and other programs that help support our students and teachers. The JBE Tom Lee Endowment also does an extraordinary job of partnering with local businesses and putting on fundraising events to further provide educational opportunities for our students.

All of these collective efforts enable the students at James B. Edwards Elementary to be successful and achieve to their highest potential.

Francine Mitchell, Principal
 Jake Rambo, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	99	84
Percent satisfied with learning environment	83.3%	89.9%	92.7%
Percent satisfied with social and physical environment	100.0%	87.9%	92.9%
Percent satisfied with school-home relations	100.0%	92.9%	92.8%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 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

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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	267	100	9.1	32	58.9	95.7	83.1	82.4	Yes	Yes
Gender										
Male	129	100	9.8	43.1	47.2	95.9	79.9	78.7	N/A	N/A
Female	138	100	8.5	21.5	70	95.4	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	198	100	6.3	26.5	67.2	96.8	94.8	88.9	Yes	Yes
African American	54	100	18.4	46.9	34.7	91.8	71.9	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	13	100	15.4	61.5	23.1	92.3	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	17	100	62.5	31.3	6.3	62.5	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	13.3	40	46.7	93.3	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	79	100	18.6	50	31.4	88.6	72.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	267	100	14.2	32.4	53.4	89.7	82.8	81.9	Yes	Yes
Gender										
Male	129	100	14.6	27.6	57.7	90.2	81.1	79.9	N/A	N/A
Female	138	100	13.8	36.9	49.2	89.2	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	198	100	8.5	29.1	62.4	93.7	94.9	88.9	Yes	Yes
African American	54	100	36.7	49	14.3	73.5	70.9	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	13	100	15.4	23.1	61.5	92.3	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	17	100	68.8	12.5	18.8	43.8	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	13.3	20	66.7	93.3	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	79	100	31.4	44.3	24.3	75.7	72.7	74.9	No	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	176	100	17.8	51.5	30.8	82.2	69.2	68.6
Gender								
Male	90	100	19.3	50	30.7	80.7	68.4	68.3
Female	86	100	16	53.1	30.9	84	70	68.9
Racial/Ethnic Group								
White	126	100	9.8	48.8	41.5	90.2	90.4	80.7
African American	37	100	N/AV	N/AV	N/AV	51.5	48.4	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	11	100	18.2	72.7	9.1	81.8	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	11	100	63.6	27.3	9.1	36.4	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	10	I/S	18.2	72.7	9.1	81.8	60.4	60.7
Socio-Economic Status								
Subsidized meals	54	100	42.9	49	8.2	57.1	51.8	57.3
Social Studies								
All Students	177	100	12.4	31.2	56.5	87.6	75.5	72.5
Gender								
Male	78	100	10.8	32.4	56.8	89.2	74.4	72
Female	99	100	13.5	30.2	56.3	86.5	76.6	73.1
Racial/Ethnic Group								
White	135	100	8.5	26.9	64.6	91.5	91	81
African American	33	100	29	45.2	25.8	71	60.4	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	93.3	89
Hispanic	9	I/S	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	9	I/S	9.1	27.3	63.6	90.9	70.5	69.7
Socio-Economic Status								
Subsidized meals	48	100	32.6	41.9	25.6	67.4	61.8	62.9

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	105	100	12	26	62	88	75.8	73.2	96.5	96
Gender										
Male	50	100	16.3	34.7	49	83.7	70.7	67.2	96.8	95.9
Female	55	100	7.8	17.6	74.5	92.2	81.1	79.4	96.3	96.1
Racial/Ethnic Group										
White	76	100	4.2	26.4	69.4	95.8	90.8	81.5	96.4	96.1
African American	23	100	40.9	27.3	31.8	59.1	61.3	61.3	96.6	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.4	87	99.9	96.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.4	66.7	97.2	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	23.9	26	96	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	67.9	65.7	97.8	96.3
Socio-Economic Status										
Subsidized meals	33	100	26.7	40	33.3	73.3	62.2	63.2	95.6	95.5

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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							
2010	3	86	100	10.7	16.7	72.6	89.3
	4	101	100	10.9	31.7	57.4	89.1
	5	114	100	10.8	28.8	60.4	89.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	76	100	7.2	20.3	72.5	92.8
	4	86	100	11.9	28.6	59.5	88.1
	5	105	100	8	43	49	92
	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
Mathematics							
2010	3	86	100	13.1	32.1	54.8	86.9
	4	101	100	10.9	31.7	57.4	89.1
	5	114	100	15.3	39.6	45	84.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	76	100	20.3	27.5	52.2	79.7
	4	86	100	9.5	28.6	61.9	90.5
	5	105	100	14	39	47	86
	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
Science							
2010	3	44	97.7	19.5	31.7	48.8	80.5
	4	101	100	23.8	52.5	23.8	76.2
	5	56	100	18.2	61.8	20	81.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	38	100	28.6	40	31.4	71.4
	4	86	100	11.9	58.3	29.8	88.1
	5	52	100	20	48	32	80
	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

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
Social Studies							
2010	3	42	100	9.5	31	59.5	90.5
	4	101	100	11.9	34.7	53.5	88.1
	5	58	100	8.8	33.3	57.9	91.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	38	100	8.6	17.1	74.3	91.4
	4	86	100	10.7	38.1	51.2	89.3
	5	53	100	17.6	29.4	52.9	82.4
	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
Writing							
2010	3	87	96.6	13.4	28	58.5	86.6
	4	102	97.1	19.2	33.3	47.5	80.8
	5	116	98.3	12.6	21.6	65.8	87.4
	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
2011	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	105	100	12	26	62	88
	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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