



SC Annual School Report Card Summary

Jane Edwards Elementary School
 CHARLESTON
 Grades: PK-6 Enrollment: 89
 Principal: Susan Miles
 Superintendent: Dr. Nancy J. McGinley
 Board Chair: Mrs. Cindy Bohn Coats

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Average	Average	TBD	TBD	D	N/A
2013	Good	Good	SILVER	N/A	A	Reward
2012	Average	Average	N/A	N/A	B	N/A

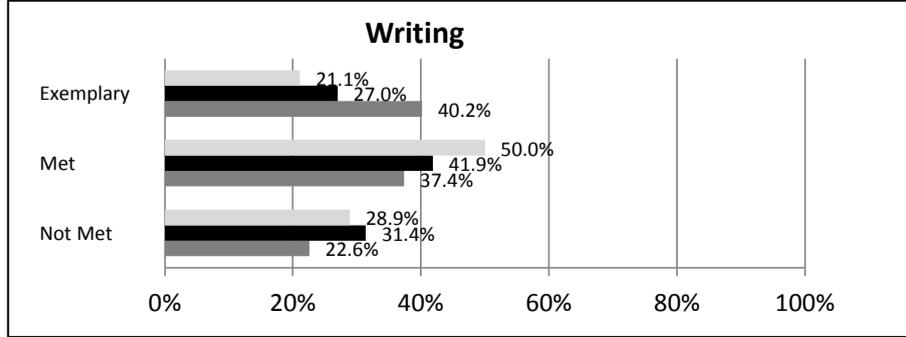
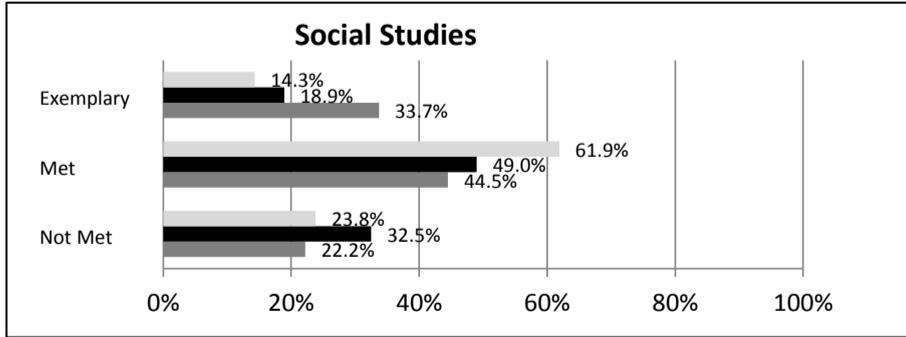
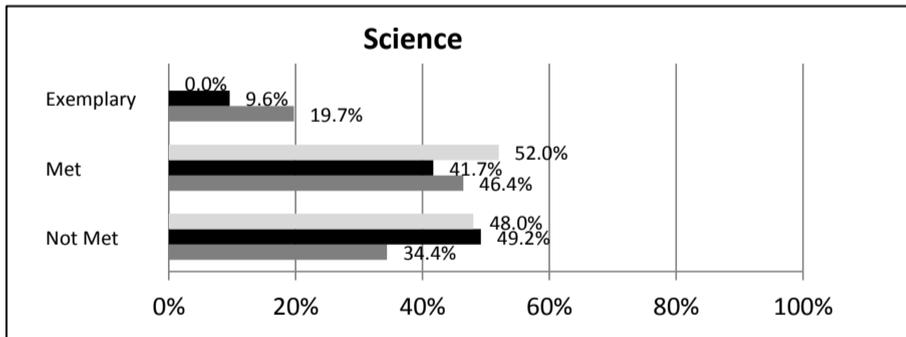
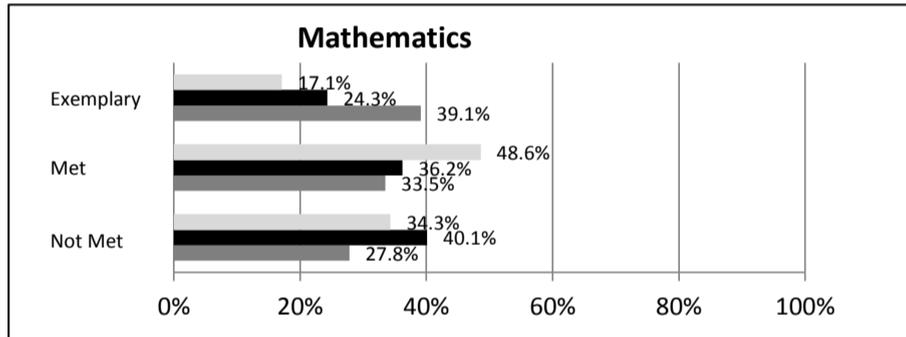
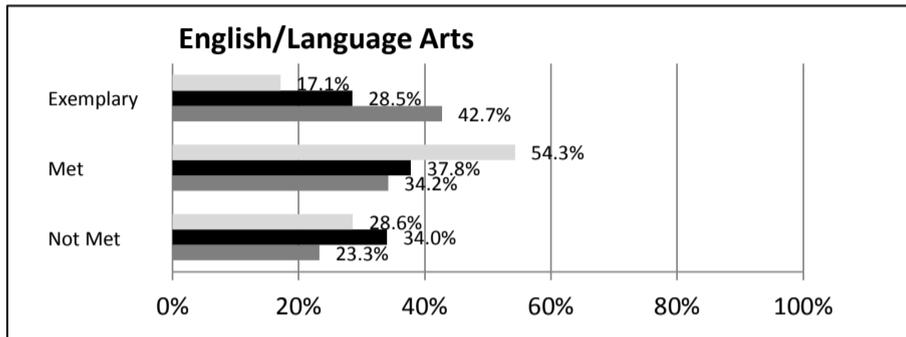
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
4	12	128	41	12

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

**Jane Edwards Elementary School
CHARLESTON**

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 89)				
Retention rate	0.0%	Down from 1.1%	1.6%	1.0%
Attendance rate	98.2%	Up from 97.4%	96.0%	96.5%
Served by gifted and talented program	1.1%	Down from 5.5%	3.4%	7.3%
With disabilities	5.6%	Up from 3.7%	13.8%	12.5%
Older than usual for grade	2.2%	Up from 0.9%	2.7%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.9%	0.0%	0.0%
Teachers (n = 11)				
Teachers with advanced degrees	54.5%	Down from 66.7%	60.3%	62.3%
Continuing contract teachers	54.5%	Down from 77.8%	75.8%	81.2%
Teachers returning from previous year	75.6%	Down from 76.7%	84.5%	88.4%
Teacher attendance rate	97.1%	Up from 96.2%	95.2%	95.3%
Average teacher salary*	\$43,040	Down 1.6%	\$46,165	\$47,902
Classes not taught by highly qualified teachers	9.6%	Up from 7.4%	0.0%	0.0%
Professional development days/teacher	6.7 days	Up from 5.3 days	10.7 days	10.9 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	10.6 to 1	Down from 15.6 to 1	18.7 to 1	19.9 to 1
Prime instructional time	94.8%	Up from 92.6%	90.4%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	No	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 84.6%	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$15,260	Up 30.7%	\$8,195	\$7,680
Percent of expenditures for instruction**	55.7%	Up from 55.0%	65.8%	66.8%
Percent of expenditures for teacher salaries**	54.8%	Up from 54.0%	64.9%	66.0%
ESEA composite index score	64.6	Down from 98.5	73.4	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	9	7	3
Percent satisfied with learning environment	-4.0%	-4.0%	-4.0%
Percent satisfied with social and physical environment	-4.0%	-4.0%	-4.0%
Percent satisfied with school-home relations	-4.0%	-4.0%	-4.0%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2013-14 school year was a year of tremendous academic challenge and growth for our students and our teachers as we implemented new standards and increased the rigor of instructional practices. We were able to see academic growth through quarterly benchmarks, three administrations of MAP (Measures of Academic Progress), and two administrations of DIBELS (Dynamic Indicators of Early Literacy Skills)/Aimsweb for grades K-6. Approximately 85% of our students scored benchmark (on-grade level) or strategic (needing some intervention) on DIBELS. Students identified as needing intervention participated in individual or small group sessions such as PGA (Primary Grades Academy), Voyager Reading, and Voyager Math. In these intervention sessions students received explicit direct instruction in their areas of weakness. 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. Again this year our older students used Study Island, a computer-assisted instructional program supporting reading, language arts, math, science, and social studies across multiple grade levels that directly correlates with MAP and provides information to teachers on the skills each student needs to help fill in their gaps. Students continued to participate in CCSD's 25 Book Campaign. Most students read 25 books, some read 50 books, and a few read 100 books. The students were extremely excited about reading. At the end of the year, the few students who were not reading on-grade level according to MAP were those with previously diagnosed learning difficulties.

Our students have been excited to participate in activities provided by the IZLC, Innovation Zone Learning Community, our new learning community. Students participated in the Spelling Bee, Math Bowl, PASS Challenge, and Academic Banquet. This has created excitement for academics among our parents, too.

We continue to base our discipline system on PBIS (Positive Behavior and Intervention 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 on 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. We have included Stop, Think, and Choose to our daily expectations because we want students to understand they are responsible for their own actions through their choices. 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. Our volunteer base continues to grow, which provides even more support for students and teachers in many, many ways. We look forward to another wonderful school year!!

Susan Miles, Principal

Florence Smith,
PTO/SIC

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