



James Simons Elementary

741 King Street
Charleston, SC 29403

Grades	PK-6 Elementary School	
Enrollment	362 Students	
Principal	Lynn Owings	843-724-7763
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Below Average	Below Average
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

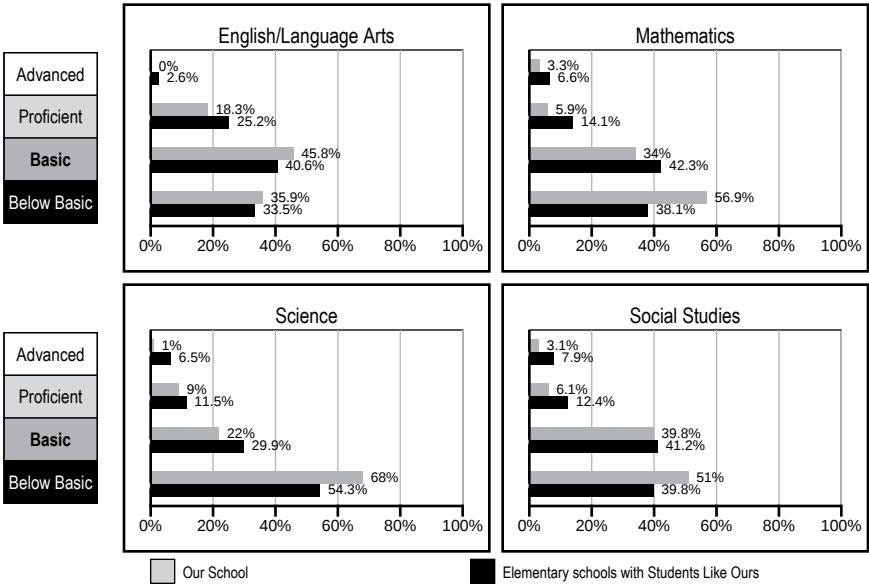
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	10	55	62

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=362)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.6%	Up from 3.5%	3.1%	2.3%
Attendance rate	96.9%	Up from 96.2%	96.0%	96.3%
Eligible for gifted and talented	5.7%	Down from 6.4%	2.9%	10.4%
With disabilities other than speech	2.3%	Up from 1.0%	7.8%	7.5%
Older than usual for grade	2.2%	Up from 0.7%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	44.4%	Down from 53.6%	54.5%	56.7%
Continuing contract teachers	37.0%	Down from 71.4%	69.0%	77.3%
Teachers with emergency or provisional certificates	5.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	79.2%	Down from 79.4%	82.6%	86.4%
Teacher attendance rate	98.0%	Up from 97.2%	95.0%	94.9%
Average teacher salary	\$42,329	Up 1.8%	\$43,876	\$45,345
Professional development days/teacher	14.2 days	Up from 9.6 days	13.8 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	13.1 to 1	Down from 16.5 to 1	16.6 to 1	18.5 to 1
Prime instructional time	94.0%	Up from 92.3%	89.4%	89.8%
Opportunities in the arts	Good	Up from Poor	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*	\$8,094	Up 14.5%	\$8,172	\$7,052
Percent of expenditures for instruction*	70.5%	Up from 65.0%	68.5%	69.1%
Percent of expenditures for teacher salaries*	59.2%	Down from 60.7%	61.0%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

James Simons Elementary, a Governor's Reading Honor Roll and Hall of Fame Community Readers' school, is located in Charleston, South Carolina. A Title One school with 345 students, James Simons Elementary School serves students from Child Development through Sixth Grade. James Simons Elementary School's motto is "Striving for the S.T.A.R.S ... A Journey to New Horizons."

James Simons Elementary's highly-qualified teachers and staff are committed to improving student achievement for all. Our teachers provide rigor and relevance using South Carolina curriculum standards. Weekly, our teachers, administrators, and support personnel meet to discuss student data and progress. Data such as PACT, MAP, DRA, Dibels, Star Reading, running records, and common assessments are monitored and discussed to address the needs of all students. Students are provided with multiple learning opportunities through differentiated instruction, such as RIT Band and small group instruction. We have resource and speech programs for students with special needs, as well as programs for gifted and talented. Our school has two computer labs that are used before, during, and after school to address student academic needs. Both labs are licensed for reading and math enhancement through a computer-assisted program called SuccessMaker. Our school has also partnered with University Instructors, a supplemental service that assists students with small, group tutorials during the school day.

Our students are provided a school-wide discipline plan called JAGS (Just Accountable Good Safety), which provides a framework for expected behaviors. As a component of (SIP) Simons Incentive Program, students earn academic bucks as a result of good behaviors. Academic bucks are used to buy positive incentives from the school store. Weekly, each homeroom teacher selects a "Student of the Week." A notable adult speaks to the student body quarterly about academic excellence. School Clubs are offered for students on a monthly basis. After-school activities for students include PACT Pals, Alpha Kappa Alpha's Reading AKAdemy, Sigma Gamma Rho Mentoring Program (girls), The Avery Institute Scholar's Program, and Kaleidoscope.

James Simons Elementary School seeks to build partnerships with parents and community members to develop the whole child. Recently, a group of stakeholders called the Neighborhood Planning team initiated an effort to research the school, considering partial magnet status. The school-choice model being considered is single gender with an emphasis on math, science, and technology. Through the Principal Outreach Program, parents, grandparents, and guardians can participate in various initiatives, such as Dessert with the Principal, Doughnuts for Dads, Muffins for Moms, Grits for Grandparents, Homeroom Mothers, Minister's Breakfast, and monthly Parent Teacher Association (PTA) Meetings. The school also gives parents opportunities to receive important information and trainings at monthly parent workshop sessions.

The James Simons Elementary welcomes all in producing excellence in the classroom.

William Curtis Dixon Jr., Ed.S., Principal
Shawn Anderson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	37	16
Percent satisfied with learning environment	64.7%	69.4%	76.9%
Percent satisfied with social and physical environment	70.6%	61.1%	100.0%
Percent satisfied with school-home relations	70.6%	73.0%	93.3%

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

School Adequate Yearly Progress	NO
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This school met 7 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	Newly Identified
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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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.6%	0.0%	No
Student attendance rate	96.9%	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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	163	100	35.9	45.8	18.3	0	27.5	53.5	48.2	No	Yes
Gender											
Male	75	100	42.3	42.3	15.5	0	21.1	47.3	41.7	N/A	N/A
Female	88	100	30.5	48.8	20.7	0	32.9	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	161	100	35.8	45.7	18.5	0	27.2	32.1	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	15	100	78.6	7.1	14.3	0	14.3	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	151	100	35.9	46.5	17.6	0	27.5	33	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	163	100	56.9	34	5.9	3.3	17.6	49.7	45.8	No	Yes
Gender											
Male	75	100	54.9	33.8	7	4.2	19.7	49.5	45.6	N/A	N/A
Female	88	100	58.5	34.1	4.9	2.4	15.9	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	161	100	57	33.8	6	3.3	17.2	26.2	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	15	100	78.6	14.3	7.1	0	7.1	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	151	100	57	34.5	4.9	3.5	17.6	28.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	110	99.1	68	22	9	1	10	39.2	35.7	96.9	96
Gender											
Male	52	100	66.7	22.9	10.4	0	10.4	40.8	37.4	96.5	95.8
Female	58	98.3	69.2	21.2	7.7	1.9	9.6	37.6	33.8	97.4	96.1
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	99.9	96.1
African American	109	99.1	68.7	21.2	9.1	1	10.1	15.3	17	96.9	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	98.5	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	N/A	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	87.8	95.7
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	97.4	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	N/A	96.3
Socio-Economic Status											
Subsided meals	102	99	66.7	23.7	9.7	0	9.7	17.1	21.1	96.8	95.5

Social Studies

All Students	103	100	51	39.8	6.1	3.1	9.2	40.2	34	96.9	96
Gender											
Male	50	100	52.1	33.3	8.3	6.3	14.6	42	36.6	96.5	95.8
Female	53	100	50	46	4	0	4	38.3	31.3	97.4	96.1
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	99.9	96.1
African American	102	100	51.5	39.2	6.2	3.1	9.3	19.1	19.1	96.9	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	98.5	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	87.8	95.7
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	97.4	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	N/A	96.3
Socio-Economic Status											
Subsided meals	95	100	48.9	42.2	5.6	3.3	8.9	20.1	21	96.8	95.5

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	44	100	28.9	39.5	31.6	0	31.6
	4	43	100	33.3	46.2	20.5	0	20.5
	5	41	100	35.9	51.3	12.8	0	12.8
	6	45	100	27.9	46.5	25.6	0	25.6
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	44	100	21.4	47.6	31	0	31
	4	50	100	51.1	40	8.9	0	8.9
	5	32	100	25.8	51.6	22.6	0	22.6
	6	37	100	42.9	45.7	11.4	0	11.4
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	44	100	55.3	42.1	2.6	0	2.6
	4	43	100	38.5	33.3	20.5	7.7	28.2
	5	41	100	41	41	15.4	2.6	17.9
	6	45	100	18.6	55.8	18.6	7	25.6
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	44	100	66.7	28.6	2.4	2.4	4.8
	4	50	100	57.8	35.6	4.4	2.2	6.7
	5	32	100	45.2	38.7	12.9	3.2	16.1
	6	37	100	54.3	34.3	5.7	5.7	11.4
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	21	100	72.2	22.2	5.6	0	5.6
	4	42	100	61.5	20.5	12.8	5.1	17.9
	5	21	100	78.9	10.5	5.3	5.3	10.5
	6	23	100	72.7	18.2	9.1	0	9.1
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	23	100	42.9	38.1	19	0	19
	4	50	100	77.8	17.8	4.4	0	4.4
	5	17	100	68.8	25	6.3	0	6.3
	6	20	95	72.2	11.1	11.1	5.6	16.7
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	22	100	30	65	5	0	5
	4	42	100	38.5	53.8	7.7	0	7.7
	5	20	100	55	35	0	10	10
	6	22	100	23.8	57.1	14.3	4.8	19
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	21	100	38.1	52.4	9.5	0	9.5
	4	50	100	64.4	31.1	2.2	2.2	4.4
	5	15	100	33.3	40	20	6.7	26.7
	6	17	100	47.1	47.1	0	5.9	5.9
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample