



James B Edwards Elementary

855 Von Kolnitz Road
Mt. Pleasant, SC 29464

Grades	PK-5 Elementary School	
Enrollment	629 Students	
Principal	Sam Thomas Lee	843-849-2805
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	Good	Average
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Excellent
2004	Excellent	Excellent

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

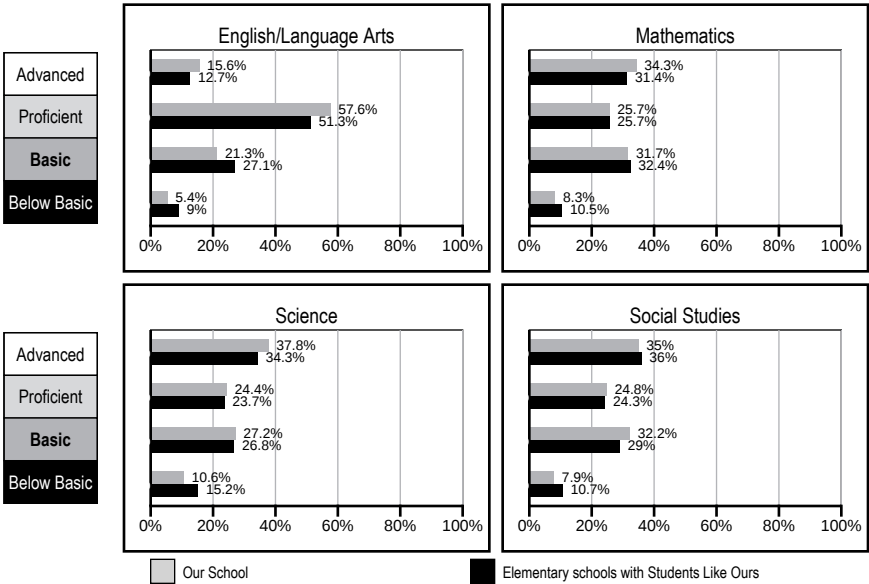
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	21	2	0	0

* 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=629)				
First graders who attended full-day kindergarten	100.0%	Up from 99.1%	100.0%	100.0%
Retention rate	2.7%	Up from 2.4%	1.3%	2.3%
Attendance rate	96.9%	Up from 96.5%	96.7%	96.3%
Eligible for gifted and talented	34.2%	Down from 35.1%	25.0%	10.4%
With disabilities other than speech	3.4%	Down from 4.0%	5.6%	7.5%
Older than usual for grade	0.0%	Down from 1.2%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	66.0%	Up from 60.4%	59.2%	56.7%
Continuing contract teachers	91.5%	Up from 83.3%	78.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.0%	Up from 91.9%	88.3%	86.4%
Teacher attendance rate	94.8%	Down from 95.7%	95.1%	94.9%
Average teacher salary	\$48,881	Up 6.7%	\$46,744	\$45,345
Professional development days/teacher	10.0 days	Up from 8.6 days	12.4 days	12.6 days
School				
Principal's years at school	26.0	Up from 25.0	5.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 18.4 to 1	19.9 to 1	18.5 to 1
Prime instructional time	90.2%	Down from 90.9%	90.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 91.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,685	Up 4.7%	\$6,519	\$7,052
Percent of expenditures for instruction*	74.8%	Down from 75.3%	70.8%	69.1%
Percent of expenditures for teacher salaries*	57.9%	Down from 71.2%	64.7%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

James B. Edwards Elementary School educates students from age 3 through fifth grades. Our 2007-2008 student population of 633 students is expected to grow as we welcome children from new developments in our area. Our faculty, administration, and staff have high expectations for all of our students, and we strive to show at least one year's gain for each student during each year of instruction.

Some of our challenges continue to be incorporating a hands-on approach into our science and math curricula, and we use our science lab and math manipulatives to achieve this. This year, our parents and friends donated over \$60,000 to pay the salary of a fully-certified science teacher. She has concentrated on teaching our students in grades 1-5 science in our science lab. She has focused on all PACT science standards and has used a hands-on approach. Additionally, we are focusing on math instruction as a total school initiative.

Reading and writing go hand-in-hand as lessons are enriched with a variety of novels, videos, magazines, and research materials from our media center. Computer literacy begins in kindergarten and is achieved as all classes attend a weekly computer class in a lab setting. Teachers and students have access to two computer labs equipped with 30 Dell computers each.

The Arts are an integral part of our curriculum at James B. Edwards Elementary School. Art and Music classes correlate lessons to meet the state standards. Chorus and Strings instruction is offered to 4th and 5th grade students. Additionally, our school has sponsored a Science Fair for students in all grades. The science entries are excellent, and each entry receives a ribbon for participation as well as first, second, and third place winners by grade level. Each year a May Festival is presented in the spring as a celebration of the Arts. As part of our Technology plan, we have a keyboard lab that is used with our music program.

Our school has started a foundation that will operate independent of our PTA. The foundation's purpose is to help our school meet the academic and material needs that we may have in the future.

James B. Edwards Elementary School has a tremendous amount of parental support through PTA membership, fundraisers, and other activities. Parents volunteer throughout our school every day. They can be seen helping students publish their writing, answering phones, and helping in many other capacities in the school. Our school supports a team effort—parents, teachers, and students working together to achieve the highest possible goals.

Tom Lee, Principal
Kathy Wilson, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	98	58
Percent satisfied with learning environment	93.5%	91.8%	93.0%
Percent satisfied with social and physical environment	90.3%	86.6%	91.2%
Percent satisfied with school-home relations	96.8%	87.8%	92.9%

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

No Child Left Behind

School Adequate Yearly Progress	NO
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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	
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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	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	328	99.7	5.3	22.3	56.9	15.4	81.1	53.5	48.2	Yes	Yes
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Gender

Male	161	99.4	7	26.8	57.3	8.9	77.7	47.3	41.7	N/A	N/A
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Female	167	100	3.7	18	56.5	21.7	84.5	59.9	55	N/A	N/A
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Racial/Ethnic Group

White	247	100	1.6	16.3	63.3	18.8	89.8	77.6	60	Yes	Yes
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African American	60	100	21.8	47.3	29.1	1.8	45.5	32.1	31.7	Yes	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
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Hispanic	17	100	0	33.3	60	6.7	73.3	41.9	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
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Disability Status

Disabled	38	100	27	18.9	48.6	5.4	62.2	20.4	16	I/S	I/S
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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
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English Proficiency

Limited English Proficient	12	91.7	11.1	55.6	33.3	0	44.4	40	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	74	100	18.8	44.9	34.8	1.4	47.8	33	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	328	99.7	8.2	32.1	25.8	34	71.7	49.7	45.8	Yes	Yes
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Gender

Male	161	99.4	8.9	29.3	26.8	35	71.3	49.5	45.6	N/A	N/A
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Female	167	100	7.5	34.8	24.8	32.9	72	49.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	247	100	2.4	29	27.8	40.8	80	75.6	59	Yes	Yes
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African American	60	100	29.1	50.9	16.4	3.6	34.5	26.2	26.9	No	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
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Hispanic	17	100	20	20	26.7	33.3	73.3	40.3	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
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Disability Status

Disabled	38	100	24.3	45.9	8.1	21.6	43.2	20.2	17.1	I/S	I/S
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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
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English Proficiency

Limited English Proficient	12	91.7	44.4	11.1	22.2	22.2	55.6	40.1	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	74	100	30.4	44.9	14.5	10.1	36.2	28.3	31.4	No	Yes
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* 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	223	100	10.6	27.5	24.3	37.6	61.9	39.2	35.7	96.9	96
Gender											
Male	106	100	7.7	24	23.1	45.2	68.3	40.8	37.4	96.9	95.8
Female	117	100	13.2	30.7	25.4	30.7	56.1	37.6	33.8	96.9	96.1
Racial/Ethnic Group											
White	167	100	3	24.7	27.1	45.2	72.3	66.4	49.2	96.8	96.1
African American	41	100	39.5	44.7	10.5	5.3	15.8	15.3	17	97.4	95.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	99.1	97.3
Hispanic	12	100	18.2	9.1	36.4	36.4	72.7	26	24.9	96.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	28	100	29.6	37	11.1	22.2	33.3	16.6	14	96.1	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	9	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	97.4	96.3
Socio-Economic Status											
Subsidized meals	52	100	38.8	32.7	10.2	18.4	28.6	17.1	21.1	96.4	95.5

Social Studies

All Students	222	100	7.9	32.9	24.5	34.7	59.3	40.2	34	96.9	96
Gender											
Male	108	100	5.7	34	17	43.4	60.4	42	36.6	96.9	95.8
Female	114	100	10	31.8	31.8	26.4	58.2	38.3	31.3	96.9	96.1
Racial/Ethnic Group											
White	171	100	5.9	27.6	24.7	41.8	66.5	63.3	44.5	96.8	96.1
African American	39	100	20	57.1	20	2.9	22.9	19.1	19.1	97.4	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	99.1	97.3
Hispanic	11	100	0	40	40	20	60	29.3	27.5	96.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	20	100	10.5	68.4	5.3	15.8	21.1	18.2	14.4	96.1	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	8	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	97.4	96.3
Socio-Economic Status											
Subsidized meals	47	100	20.9	51.2	20.9	7	27.9	20.1	21	96.4	95.5

* Adj - 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

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	113	100	4.6	23.9	56	15.6	71.6
	4	110	100	8.7	17.3	62.5	11.5	74
	5	122	100	9.3	37.3	52.5	0.8	53.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	105	99.1	6.9	12.9	57.4	22.8	80.2
	4	118	100	6.9	20.7	57.8	14.7	72.4
	5	105	100	2	33.7	55.4	8.9	64.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	113	100	10.1	39.4	26.6	23.9	50.5
	4	110	100	9.6	24	27.9	38.5	66.3
	5	122	100	11.9	38.1	19.5	30.5	50
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	105	99.1	9.9	35.6	19.8	34.7	54.5
	4	118	100	6.9	29.3	24.1	39.7	63.8
	5	105	100	7.9	31.7	33.7	26.7	60.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	58	100	18.5	33.3	27.8	20.4	48.1
	4	110	100	10.8	25.5	28.4	35.3	63.7
	5	63	100	23.2	19.6	17.9	39.3	57.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	52	100	11.8	27.5	27.5	33.3	60.8
	4	118	100	9.5	27.6	25.9	37.1	62.9
	5	53	100	11.8	27.5	17.6	43.1	60.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	55	100	1.8	27.3	38.2	32.7	70.9
	4	110	99.1	9.8	23.5	22.5	44.1	66.7
	5	64	100	5.3	38.6	24.6	31.6	56.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	52	100	10	32	30	28	58
	4	118	100	10.3	26.7	25.9	37.1	62.9
	5	52	100	0	48	16	36	52
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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