



Jane Edwards Elementary

1960 Jane Edwards Road
Edisto Island, SC 29438

Grades	PK-8 Middle School	
Enrollment	135 Students	
Principal	Susan Miles	843-559-4171
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	Below Average
2007	Below Average	At-Risk
2006	Average	Average
2005	Average	Average
2004	Below Average	Good

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

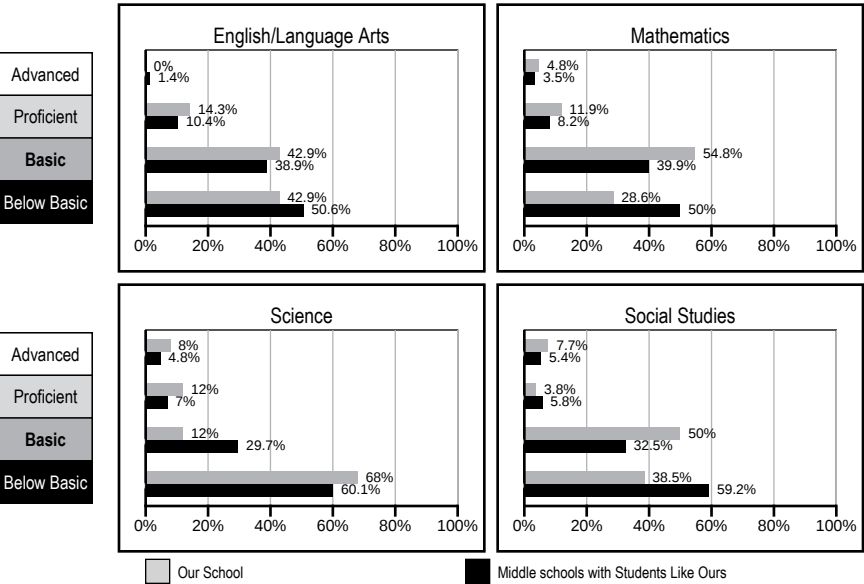
100%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	41

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	83.5
English 1	0	83.4
Physical Science	0	39.5
All Subjects	0	80.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=135)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 22.6%	11.5%	19.4%
Retention rate	3.4%	Down from 7.4%	3.4%	1.8%
Attendance rate	97.3%	Up from 96.9%	95.1%	95.8%
Eligible for gifted and talented	3.7%	Down from 9.2%	4.7%	15.3%
With disabilities other than speech	3.7%	Down from 5.8%	13.4%	12.9%
Older than usual for grade	6.6%	Up from 2.3%	6.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.2%	Up from 0.0%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	42.9%	Down from 52.9%	54.0%	55.0%
Continuing contract teachers	21.4%	Down from 52.9%	54.7%	70.6%
Teachers with emergency or provisional certificates	42.9%	Up from 0.0%	19.3%	5.4%
Teachers returning from previous year	71.3%	Down from 75.5%	76.4%	83.4%
Teacher attendance rate	95.0%	Up from 88.3%	94.7%	94.9%
Average teacher salary	\$38,209	Down 7.0%	\$43,109	\$44,706
Professional development days/teacher	9.3 days	Up from 8.2 days	13.3 days	11.8 days
School				
Principal's years at school	0.5	Down from 1.0	2.0	3.0
Student-teacher ratio in core subjects	11.9 to 1	Down from 13.0 to 1	15.7 to 1	20.1 to 1
Prime instructional time	90.5%	Up from 83.1%	88.9%	89.3%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	96.8%	98.0%
Character development program	Below Average	Down from Excellent	Good	Good
Dollars spent per pupil*	\$10,037	Down 18.5%	\$9,234	\$7,097
Percent of expenditures for instruction*	58.5%	Up from 55.0%	62.3%	64.4%
Percent of expenditures for teacher salaries*	47.0%	Down from 48.9%	54.0%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Jane Edwards Community School continues its commitment to providing a climate where all students achieve at high academic levels and experience success in a positive setting. "Panthers Raising the Bar Toward Excellence" truly captures the spirit of the school. Students set goals for MAP, Academy of Math, Headsprout, and Study Island. Teachers do progress monitoring for students with identified weaknesses. Goals are set for these students, and teachers assess frequently to determine which standards students are mastering and which need additional instruction. Every effort is made to improve achievement in English Language Arts through Reading Recovery, Accelerated Reader, and the 6 Traits+1 writing program. Academic decisions are made based on this data. Our Teacher Coach has kept data in the forefront throughout the school year.

The community has become energized through the Neighborhood Planning Team facilitated by our Teacher Coach. This team had moved from understanding what a partial magnet school is to selecting the proposed school theme via surveys of students, faculty, staff, and the community-at-large. They have worked diligently for months to get the word out to the community and to solicit its support. Valuable resources are surfacing almost daily.

The strong volunteer program has continued to positively impact students. Many volunteers provide tutoring during the summer and in the after-school program. One volunteer enlightens the middle school science students on aspects of weather and aviation. Their culminating activity is an actual flight. Weekly goals are set for improvement of multiplication facts through the efforts of a volunteer working to improve math achievement. Volunteers were honored with an end-of-year reception.

Students are captivated by technology. Teachers have participated in professional development sessions to bring their skills up to par on new technology hardware, such as Smart Boards, Air Liners, Elmo, projection devices, and the software that accompanies each. Teachers are also afforded the opportunity to receive professional development that is relevant to district goals and objectives, as well as those opportunities that pertain to each teacher's specific goals.

The devoted and talented faculty provides motivating and challenging instruction for children. The Coherent Curriculum created for each core content area provides a menu of instructional strategies and assessment options to help teachers meet the academic standards required by the South Carolina State Department of Education. These documents also provide pacing suggestions to ensure that teachers have provided students with the skills necessary to succeed on PACT.

It takes all of us working together to make a difference in your child's education. Our doors are always open, and you are always welcome.

Susan Miles, Interim Principal
Rev. Morrison, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	26	30
Percent satisfied with learning environment	75.0%	92.3%	100.0%
Percent satisfied with social and physical environment	93.8%	88.5%	90.0%
Percent satisfied with school-home relations	31.3%	80.8%	100.0%

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

School Adequate Yearly Progress

NO

This school met 8 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

Continuing School Improvement

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	18.2%	0.0%	No
Student attendance rate	97.3%	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	81	100	34.2	46.1	19.7	0	28.9	53.5	48.2	No	Yes
Gender											
Male	41	100	43.9	43.9	12.2	0	22	47.3	41.7	N/A	N/A
Female	40	100	22.9	48.6	28.6	0	37.1	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	66	100	37.7	42.6	19.7	0	26.2	32.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	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	10	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	73	100	35.7	45.7	18.6	0	28.6	33	34	No	Yes

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

All Students	81	100	27.6	48.7	18.4	5.3	36.8	49.7	45.8	Yes	Yes
Gender											
Male	41	100	36.6	43.9	12.2	7.3	31.7	49.5	45.6	N/A	N/A
Female	40	100	17.1	54.3	25.7	2.9	42.9	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	66	100	31.1	49.2	16.4	3.3	32.8	26.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	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	10	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	73	100	28.6	50	18.6	2.9	34.3	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	51	100	61.7	23.4	10.6	4.3	14.9	39.2	35.7	97.3	96
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Gender

Male	25	100	56	16	20	8	28	40.8	37.4	96.9	95.8
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Female	26	100	68.2	31.8	0	0	0	37.6	33.8	97.6	96.1
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Racial/Ethnic Group

White	3	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	97.3	96.1
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African American	40	100	69.4	19.4	11.1	0	11.1	15.3	17	97.3	95.8
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
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Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.9	96.2
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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
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Disability Status

Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	98.9	94.7
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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
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	96.7	96.3
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Socio-Economic Status

Subsided meals	46	100	65.9	22.7	11.4	0	11.4	17.1	21.1	97.3	95.5
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Social Studies

All Students	50	100	35.4	50	8.3	6.3	14.6	40.2	34	97.3	96
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Gender

Male	26	100	46.2	42.3	0	11.5	11.5	42	36.6	96.9	95.8
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Female	24	100	22.7	59.1	18.2	0	18.2	38.3	31.3	97.6	96.1
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Racial/Ethnic Group

White	3	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	97.3	96.1
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African American	43	100	36.6	53.7	7.3	2.4	9.8	19.1	19.1	97.3	95.8
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	96.9	96.2
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
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Disability Status

Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	98.9	94.7
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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
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English Proficiency

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	96.7	96.3
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Socio-Economic Status

Subsided meals	46	100	36.4	52.3	6.8	4.5	11.4	20.1	21	97.3	95.5
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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	12	100	8.3	58.3	33.3	0	33.3
	4	12	100	16.7	66.7	16.7	0	16.7
	5	14	100	64.3	28.6	7.1	0	7.1
	6	15	100	40	40	20	0	20
	7	17	100	33.3	53.3	13.3	0	13.3
2008	8	15	100	20	60	13.3	6.7	20
	3	12	100	18.2	54.5	27.3	0	27.3
	4	11	100	30	30	40	0	40
	5	13	100	23.1	61.5	15.4	0	15.4
	6	21	100	50	40	10	0	10
2009	7	9	I/S	I/S	I/S	I/S	I/S	I/S
	8	15	100	30.8	46.2	23.1	0	23.1
Mathematics								
2007	3	12	100	41.7	50	8.3	0	8.3
	4	12	100	16.7	50	33.3	0	33.3
	5	14	100	35.7	64.3	0	0	0
	6	15	100	6.7	73.3	13.3	6.7	20
	7	17	100	20	40	26.7	13.3	40
2008	8	15	100	6.7	73.3	13.3	6.7	20
	3	12	100	45.5	36.4	9.1	9.1	18.2
	4	11	100	30	40	20	10	30
	5	13	100	7.7	46.2	46.2	0	46.2
	6	21	100	25	65	10	0	10
2009	7	9	I/S	I/S	I/S	I/S	I/S	I/S
	8	15	100	30.8	46.2	15.4	7.7	23.1
Science								
2007	3	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	12	100	75	16.7	8.3	0	8.3
	5	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	17	100	40	46.7	13.3	0	13.3
2008	8	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	6	I/S	I/S	I/S	I/S	I/S	I/S
	4	11	100	60	30	10	0	10
	5	6	I/S	I/S	I/S	I/S	I/S	I/S
	6	11	100	90	0	0	10	10
2009	7	9	I/S	I/S	I/S	I/S	I/S	I/S
	8	8	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	12	100	58.3	41.7	0	0	0
	5	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	17	100	46.7	46.7	6.7	0	6.7
2008	8	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	6	I/S	I/S	I/S	I/S	I/S	I/S
	4	11	100	40	60	0	0	0
	5	7	I/S	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S	I/S
2009	7	9	I/S	I/S	I/S	I/S	I/S	I/S
	8	7	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