

JAMES B EDWARDS ELEMENTARY

855 Von Kolnitz Road
Mt. Pleasant, SC 29464

Grades	PK-5 Elementary School	
Enrollment	603 Students	
Principal	Francine B. Mitchell	843-849-2805
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Good
2008	Good	Average
2007	Excellent	Good
2006	Excellent	Excellent

* The School's 2010 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 GOAL

By 2010, SC'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.

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.

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

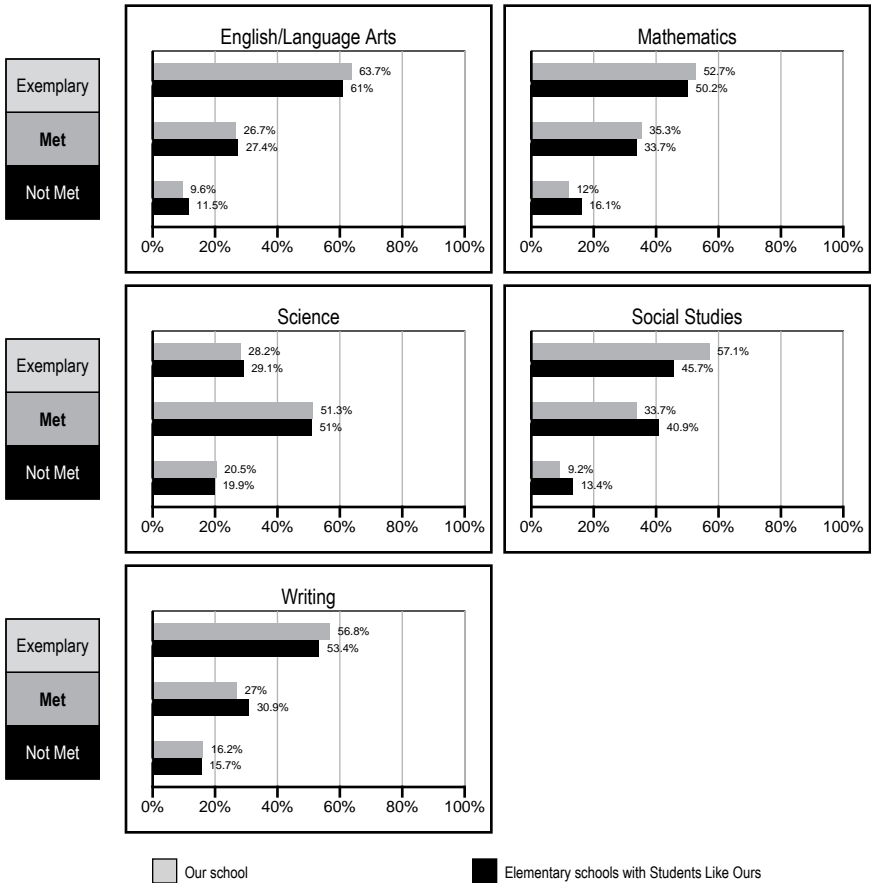
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	2	1	0	0

* Ratings are calculated with data available by 03/09/2011.

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=603)				
First graders who attended full-day kindergarten	97.9%	Down from 100.0%	100.0%	100.0%
Retention rate	1.4%	Up from 1.2%	0.7%	1.2%
Attendance rate	96.0%	Down from 96.6%	96.4%	96.1%
Eligible for gifted and talented	38.1%	Up from 36.7%	27.1%	11.7%
With disabilities other than speech	3.8%	Up from 2.9%	5.4%	8.0%
Older than usual for grade	0.4%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	61.4%	No Change	63.2%	60.5%
Continuing contract teachers	95.5%	No Change	91.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.8%	Down from 89.9%	90.2%	87.0%
Teacher attendance rate	97.8%	Up from 94.7%	95.6%	95.4%
Average teacher salary*	\$50,667	Up 0.4%	\$49,760	\$47,288
Professional development days/teacher	17.3 days	Up from 9.6 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 27.0	4.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Down from 22.4 to 1	21.5 to 1	19.2 to 1
Prime instructional time	93.6%	Up from 90.9%	92.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,230	Down 8.3%	\$6,851	\$7,548
Percent of expenditures for instruction**	75.5%	Up from 75.1%	72.5%	68.7%
Percent of expenditures for teacher salaries**	72.7%	Up from 68.7%	70.0%	65.1%

* Includes current year teachers contracted for 185 or more days.

** 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

Our primary goal at James B. Edwards Elementary is to provide all students with a comprehensive variety of academic opportunities in a safe and nurturing learning environment. Our students are fortunate to have excellent teachers in their classrooms.

As our report card reflects, we were awarded the Palmetto Gold School Award. Our success is directly related to the wide array of educational experiences that we offer our children. To coincide with the district focus on literacy, we sponsored a Family Reading Night. We also have an emphasis on hands-on math activities, and our EveryDay Math curriculum helps support that initiative. Our Family Math Night also provided opportunities for parents, faculty, and students to collaborate on instructional practices and strategies. Our Invention Convention and Science Fair allowed our students to showcase their creativity and inquiry skills while utilizing higher thinking skills.

In addition to our strong emphasis on instruction in the core subject areas, students at James B. Edwards are afforded outstanding experiences in the arts. Art and music are integrated into our curriculum to reinforce state standards. Our fifth grade students are offered the opportunity to participate in strings instruction. Each May our students are able to perform in our annual May Day celebration.

Our success is due to the partnerships of our faculty, parents, students, community members, and local businesses. Our PTA organizes fundraisers, social events, and other programs throughout the year. We also have an endowment fund that was developed to also help our school meet the educational needs of our students. These collective efforts enable the students of James B. Edwards to achieve to their highest potential.

Francine Mitchell, Principal
 Kathy Wilson, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	98	55
Percent satisfied with learning environment	87.1%	86.6%	84.9%
Percent satisfied with social and physical environment	93.5%	83.3%	94.4%
Percent satisfied with school-home relations	96.8%	88.8%	85.2%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	301	100	10.8	26.4	62.8	93.6	85	83.5	Yes	Yes
Gender										
Male	149	100	14.3	29.3	56.5	91.8	81.6	80.1	N/A	N/A
Female	152	100	7.4	23.5	69.1	95.3	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	215	100	5.7	17.5	76.8	96.7	95.3	89.6	Yes	Yes
African American	65	100	29.2	44.6	26.2	81.5	75.2	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	14	100	7.1	71.4	21.4	100	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	22	100	54.5	22.7	22.7	68.2	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	7.1	57.1	35.7	100	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	80	100	25.6	47.4	26.9	83.3	76.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	301	100	13.2	34.8	52	90.9	81	80.4	Yes	Yes
Gender										
Male	149	100	15	32.7	52.4	89.8	78.9	78.4	N/A	N/A
Female	152	100	11.4	36.9	51.7	91.9	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	215	100	8.1	27.5	64.5	94.3	94.5	87.8	Yes	Yes
African American	65	100	30.8	58.5	10.8	78.5	68	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	14	100	14.3	35.7	50	92.9	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	22	100	36.4	40.9	22.7	63.6	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	14.3	35.7	50	92.9	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	80	100	29.5	52.6	17.9	80.8	70.2	72.8	Yes	Yes

* 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

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	201	99.5	21.3	50.8	27.9	78.7	67.4	67.3
Gender								
Male	105	99.1	22.5	46.1	31.4	77.5	66.2	66.9
Female	96	100	20	55.8	24.2	80	68.5	67.7
Racial/Ethnic Group								
White	147	100	13.2	51.4	35.4	86.8	89	79.6
African American	41	97.6	N/A	N/A	N/A	50	46.7	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	17	94.1	43.8	31.3	25	56.3	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	55	98.2	45.3	50.9	3.8	54.7	49.3	55.4
Social Studies								
All Students	201	100	10.5	33.5	56	89.5	73.8	70.9
Gender								
Male	98	100	11.2	28.6	60.2	88.8	72.3	70.1
Female	103	100	9.8	38.2	52	90.2	75.3	71.7
Racial/Ethnic Group								
White	139	100	5.1	23.9	71	94.9	90.1	79.2
African American	45	100	31.1	48.9	20	68.9	58.4	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	12	100	41.7	25	33.3	58.3	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	10	I/S	N/A	N/A	N/A	100	66.7	68
Socio-Economic Status								
Subsidized meals	54	100	29.6	51.9	18.5	70.4	60.2	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	305	97.4	15.1	27.4	57.5	84.9	75	72.1	96	95.7
Gender										
Male	151	98	19.9	32.9	47.3	80.1	69.1	65.2	96.2	95.5
Female	154	96.8	10.3	21.9	67.8	89.7	81	79.2	95.8	95.8
Racial/Ethnic Group										
White	218	98.6	7.6	23.7	68.7	92.4	91	80.8	96	95.8
African American	66	93.9	37.1	40.3	22.6	62.9	60.2	59.7	96.1	95.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.2	87	98.5	97
Hispanic	14	92.9	30.8	23.1	46.2	69.2	63.7	64.6	95.5	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	27	85.2	38.1	28.6	33.3	61.9	28.4	27.7	94.2	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	13	100	42.9	21.4	35.7	57.1	63.5	63.7	96.3	96.3
Socio-Economic Status										
Subsidized meals	82	93.9	38.7	45.3	16	61.3	61.1	61.9	95	95.2

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	108	100	16.3	22.1	61.5	83.7
	4	106	100	11.5	26	62.5	88.5
	5	119	100	6.8	33.3	59.8	93.2
	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
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
Mathematics							
2009	3	108	100	22.1	26.9	51	77.9
	4	106	100	10.6	40.4	49	89.4
	5	120	100	11.9	43.2	44.9	88.1
	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
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
Science							
2009	3	56	100	29.1	40	30.9	70.9
	4	106	100	16.2	59	24.8	83.8
	5	59	100	15.8	56.1	28.1	84.2
	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
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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	52	100	8.2	30.6	61.2	91.8
	4	106	100	13.5	33.7	52.9	86.5
	5	60	100	13.3	28.3	58.3	86.7
	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
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
Writing							
2009	3	109	95.4	17	24	59	83
	4	106	99.1	11.7	23.3	65	88.3
	5	120	100	6.8	26.3	66.9	93.2
	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
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

Abbreviations for Missing Data

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