



## James Simons Elementary

2685 Leeds Ave.  
North Charleston, SC

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	192 Students	
<b>Principal</b>	Quenetta White (Interim)	843-724-7763
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Chris Fraser	843-725-7200

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Good</b>
2011	Average	Good
2010	Below Average	Below Average
2009	At-Risk	Below Average
2008	At-Risk	At-Risk

### 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 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.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

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

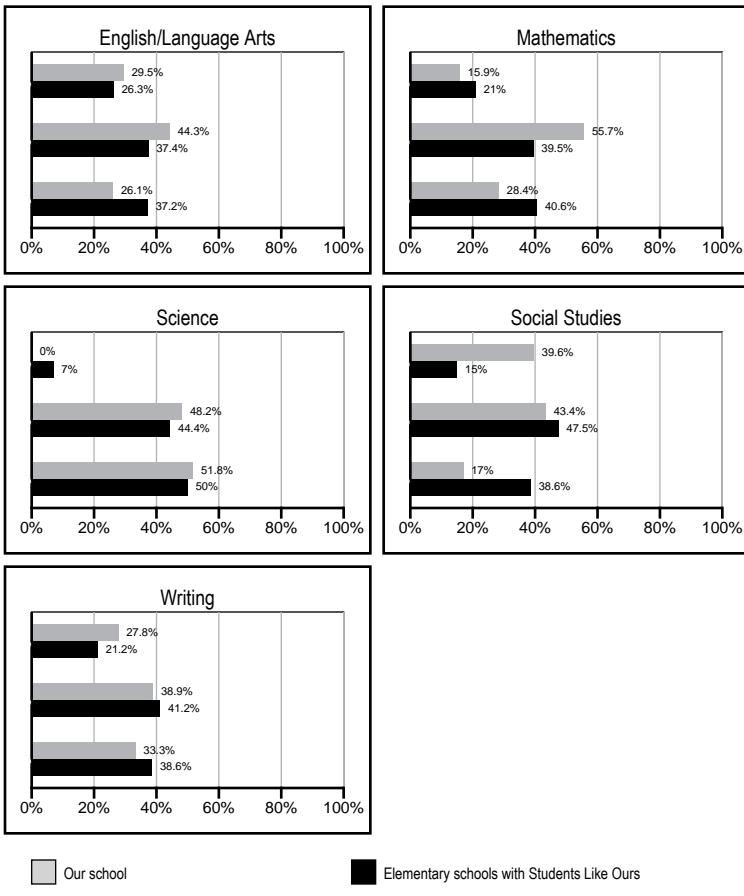
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 100%

## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	6	75	47	19

\* Ratings are calculated with data available by 11/07/2012.

## 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
<b>Students (n=192)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 2.3%	1.2%	1.0%
Attendance rate	96.1%	Up from 95.7%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 1.5%	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	37.5%	Down from 39.3%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	88.4%	Up from 80.3%	85.3%	88.7%
Teacher attendance rate	98.9%	Up from 98.1%	95.5%	95.1%
Average teacher salary*	\$40,243	Down 4.3%	\$44,974	\$47,210
Professional development days/teacher	12.9 days	Up from 4.1 days	9.4 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	Up from 12.6 to 1	18.1 to 1	20.0 to 1
Prime instructional time	94.7%	Up from 93.8%	90.6%	90.5%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$12,915	Up 18.6%	\$8,384	\$7,247
Percent of expenditures for instruction**	62.2%	Down from 64.1%	65.9%	68.2%
Percent of expenditures for teacher salaries**	58.3%	Down from 60.5%	62.7%	65.7%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

James Simons Elementary School is a Title I school located in the inner city of Charleston, but temporarily housed in North Charleston awaiting the completion of our new school. We serve children pre-kindergarten to grade six, with an enrollment of 223 and a poverty index of approximately 97%. Our staff holds very high standards for themselves as well as each student. They are passionate about teaching and learning and have created a positive, nurturing school environment. Initiatives underway for continued improvement include 21st Century technology enhancements, a rigorous and differentiated curriculum with an emphasis on small, flexible groups designed to meet children at their learning level and accelerate achievement. An enriched math curriculum was added this year in addition to the required district curriculum. Specialized instructional intervention continues to ensure student success. Professional development is an integral part of our school week based on a variety of school data. Students in all grades have increased literacy and numeracy skills as measured by researched assessment tools. A Response to Intervention Model (RTI) is fully implemented at JSE. The 2011 evaluation of RTI resulted in an exemplary status. This year we successfully added a school-wide social skills curriculum (SSIS).

Increased student leadership and decision making is in place through Positive Behavior Intervention and Supports (PBIS) and School Safety Patrols. The PBIS model is practiced school-wide with student recognition for appropriate choices in and out of school. Our 2011 school level evaluation for PBIS resulted in a perfect score of 100. Our goal for PBIS is to improve immediate behavior as well as to provide students with life skills necessary for positive and productive decision making. Our PBIS model is shared with families to assist with the transition of concepts within the home. A PBIS matrix for homework was developed in conjunction with our parents this year.

Collaboration with community agencies continues in an effort to provide assistance for specific student and family needs. Parents are provided information and resources to enhance student learning throughout the school year. Communication includes on-going parent sessions, student agenda books, daily homework folder, weekly courier, monthly calendar of events, newsletters, phone calls, e-mails, report cards, monthly progress checks, notes and conferences. JSE is part of the Charleston Promise Neighborhood pilot. The CPN is a nonprofit organization modeled after the highly successful Harlem Children's Zone project and is designed to ensure that every child and family has supports they need to thrive. CPN's goal is to transform families within a generation. This year we added a part time social worker intern as well as a mental health counselor.

Efforts to increase parental involvement include vigorously recruiting parents to attend school events, volunteer, and participate in decision-making teams. We believe that community involvement is a vital component of school success and are proud of our committed partners – two Universities, two churches, our mayor's office, and four local businesses.

L. Lynn Owings, Principal

Regina Duggins, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	13	10
Percent satisfied with learning environment	100.0%	91.7%	90.0%
Percent satisfied with social and physical environment	100.0%	76.9%	I/S
Percent satisfied with school-home relations	33.3%	69.2%	90.0%

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

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## ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	94.6
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

James Simons Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%
	Our School	State Objective
Classes not taught by highly qualified teachers	5.6%	0.0%
Student attendance rate	96.1%	94.0%*

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	648.2	632.1	599.5	658.3	100.0	100.0
Male	642.7	630.9	597.6	657.5	100.0	100.0
Female	655.5	633.6	601.9	659.2	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	648.2	631.6	597.9	658.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	647.6	634.7	599.9	661.6	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
<b>Grades 6-8</b>						
All Students	627.8	616.3	594.0	637.7	100.0	100.0
Male	619.6	614.4	588.5	659.2	100.0	100.0
Female	633.8	617.6	595.4	594.7	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	627.8	616.3	594.0	637.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	626.4	616.3	593.7	637.7	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
2011	3	26	100	21.7	47.8	30.4	78.3
	4	19	100	5.6	44.4	50	94.4
	5	23	100	28.6	47.6	23.8	71.4
	6	28	100	53.6	35.7	10.7	46.4
	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
	3	31	100	20	43.3	36.7	80
	4	22	100	19	42.9	38.1	81
2012	5	19	100	22.2	61.1	16.7	77.8
	6	21	100	47.4	31.6	21.1	52.6
	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
<b>Mathematics</b>							
2011	3	26	100	56.5	39.1	4.3	43.5
	4	19	100	22.2	50	27.8	77.8
	5	23	100	71.4	19	9.5	28.6
	6	28	100	57.1	35.7	7.1	42.9
	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
	3	31	100	30	50	20	70
	4	22	100	23.8	47.6	28.6	76.2
2012	5	19	100	27.8	61.1	11.1	72.2
	6	21	100	N/AV	N/AV	N/AV	68.4
	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
<b>Science</b>							
2011	3	13	100	58.3	33.3	8.3	41.7
	4	19	100	N/AV	N/AV	N/AV	72.2
	5	12	100	I/S	I/S	I/S	I/S
	6	14	100	N/AV	N/AV	N/AV	21.4
	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
	3	16	100	N/AV	N/AV	N/AV	25
	4	22	100	N/AV	N/AV	N/AV	61.9
2012	5	10	I/S	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	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

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
2011	3	13	100	18.2	36.4	45.5	81.8
	4	19	100	N/AV	N/AV	N/AV	100
	5	11	100	18.2	54.5	27.3	81.8
	6	14	100	42.9	42.9	14.3	57.1
	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
	3	15	100	28.6	35.7	35.7	71.4
	4	22	100	N/AV	N/AV	N/AV	100
2012	5	9	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	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
<b>Writing</b>							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	24	100	18.2	72.7	9.1	81.8
	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
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
2012	5	19	100	33.3	38.9	27.8	66.7
	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

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