



SC Annual School Report Card Summary

Jane Edwards Elementary School
 Charleston
 Grades: PK-6 Enrollment: 109
 Principal: Susan Miles
 Superintendent: Dr. Nancy J. McGinley
 Board Chair: Mrs. Cindy Bohn Coats

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Good	Good	TBD	TBD	A	Reward
2012	Average	Average	N/A	N/A	B	N/A
2011	Average	Excellent	Gold	N/A	Not Met	N/A

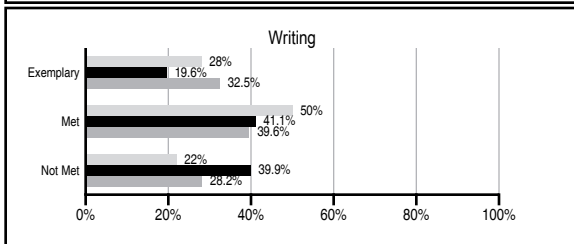
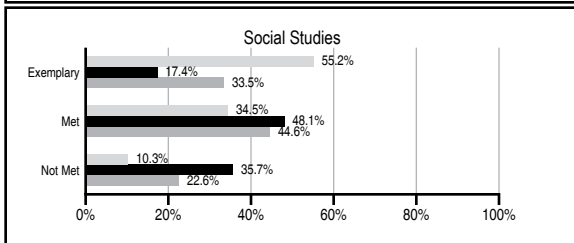
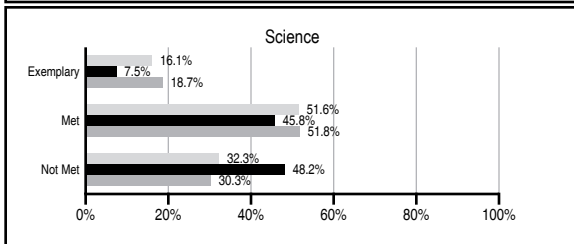
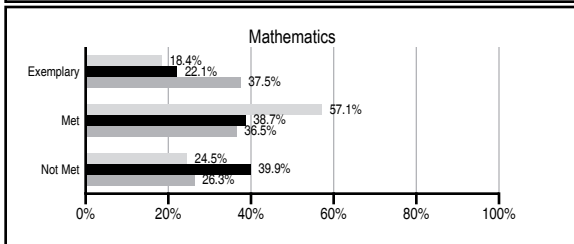
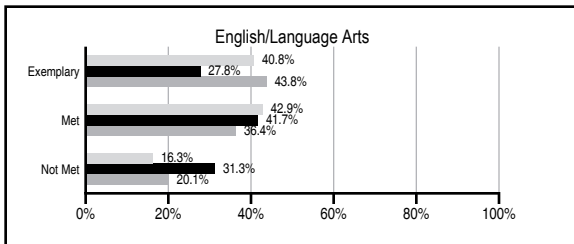
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	11	92	44	15

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

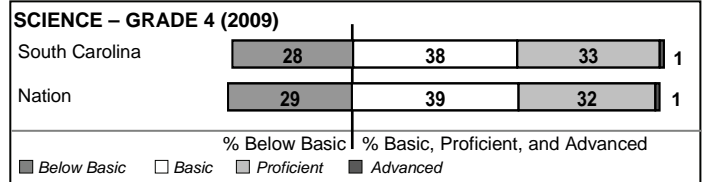
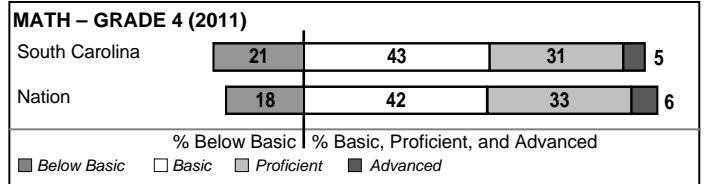
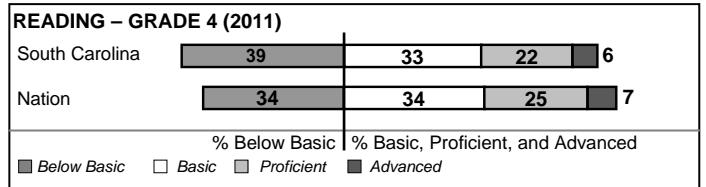
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Jane Edwards Elementary School [Charleston]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=109)				
Retention rate	1.1%	Up from 0.0%	1.1%	0.9%
Attendance rate	97.4%	No Change	95.9%	96.3%
Served by gifted and talented program	5.5%	N/A	2.6%	7.2%
With disabilities	3.7%	N/A	13.5%	12.4%
Older than usual for grade	0.9%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Up from 0.0%	0.0%	0.0%
Teachers (n=9)				
Teachers with advanced degrees	66.7%	Down from 72.7%	60.6%	62.5%
Continuing contract teachers	77.8%	Down from 90.9%	75.6%	83.3%
Teachers returning from previous year	76.7%	Down from 78.3%	84.6%	88.3%
Teacher attendance rate	96.2%	Down from 98.3%	94.9%	95.0%
Average teacher salary*	\$43,755	Up 3.1%	\$46,154	\$48,193
Classes not taught by highly qualified teachers	7.4%	Up from 2.1%	0.0%	0.0%
Professional development days/teacher	5.3 days	Down from 7.0 days	10.4 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	15.6 to 1	Down from 18.3 to 1	18.1 to 1	20.1 to 1
Prime instructional time	92.6%	Down from 95.2%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	84.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$11,679	Down 12.8%	\$8,293	\$7,364
Percent of expenditures for instruction**	55.0%	Down from 56.9%	66.0%	68.0%
Percent of expenditures for teacher salaries**	54.0%	Up from 53.8%	64.0%	66.0%
ESEA composite index score	98.5	Up from 86.4	71.2	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	2	13	13
Percent satisfied with learning environment	N/A	92.3%	92.3%
Percent satisfied with social and physical environment	N/A	91.7%	92.3%
Percent satisfied with school-home relations	N/A	100%	92.3%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2011-12 school year was another year of academic growth and varied learning opportunities for our students. Our report card ratings were Average with just a few tenths of a point from a rating of Good. In 2012-13 we were again able to show improvement through quarterly benchmarks, three administrations of MAP (Measures of Academic Progress), and two administrations of DIBELS (Dynamic Indicators of Early Literacy Skills) for grades K-6. Approximately 95% of our students scored benchmark (on grade level) or strategic (needing some intervention) on DIBELS. Students identified as needing intensive intervention participated in individual or small group intervention sessions such as PGA (Primary Grades Academy), Voyager Reading, and Voyager Math. In these intervention sessions students received explicit direct instruction in their area of weakness three days per week with computer-assisted instruction two days per week. All primary students participated on their instructional level in Read Well with additional support from Headsprout, a computer-based program that has scientific research to support its effectiveness with numerous strategies supporting phonemic awareness, phonics, fluency, vocabulary, and comprehension. Some students participated in our October through April after-school program. A Summer Literacy Program was held for students in grades K-2 and 3-5. Students continued to participate in CCSD's 25 Book Campaign. Seventy percent of students read 25 books. Some students read 50 books and a few read more than 100 books.

We continue to base our discipline system on PBIS (Positive Behavior Intervention and Support) with PAWS (personally responsible, always respectful, well-prepared, and safe) as our system of expectations at all times of the day and in all areas of our school including the bus. We all know that when behavior in the classroom is in control, teachers have more time to teach, thereby giving students more opportunity to learn. Several staff members attended training in Capturing Kids' Hearts. This reinforced our efforts to develop positive relationships and to find ways to show appreciation for our similarities, our differences, and the ways people are observed being kind. We continue to provide the services of a mental health counselor one day per week and our Communities In Schools Student Support Specialist five days per week. Her range of services covers most needs experienced by our students and their families that make learning more challenging. Our volunteer base continues to grow which provides even more support for students and teachers in many ways. Our PTO/SIC has supported students and staff with supplies, activities, funds, and their time. Through our partners our students have experienced learning opportunities based on state standards such as building a boat, planting and maintaining a garden, service learning projects, learning to swim, and working as Jr. History Detectives with a local archeologist on an Edisto Island slave cabin now on its way to the new Smithsonian Museum of Black History and Culture. We look forward to another exciting year of learning!

Susan Miles, Principal
Kathy Fisk, PTO/SIC Chair

Kathy

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Abbreviations Key

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status