



## EDITH L FRIERSON ELEMENTARY

6133 Maybank Highway  
Wadmalaw Island, SC

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	144 Students	
<b>Principal</b>	Amy Cario	843-559-4500
<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 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Average	Excellent
2009	Average	Good
2008	At-Risk	Below Average
2007	Below Average	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://eoc.sc.gov>

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

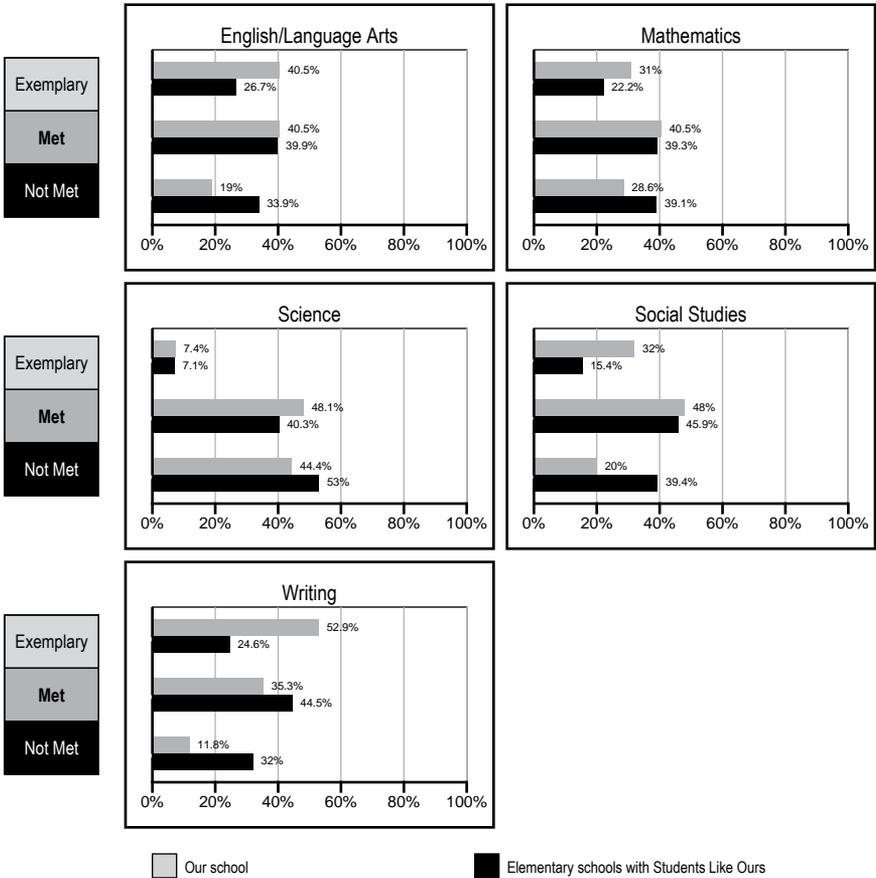
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	8	87	51	23

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=144)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	1.5%	1.1%
Attendance rate	97.1%	Up from 96.8%	96.2%	96.2%
Served by gifted and talented program	2.2%	Down from 5.6%	5.3%	13.4%
With disabilities other than speech	4.3%	Down from 5.8%	4.2%	4.1%
Older than usual for grade	0.0%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=12)</b>				
Teachers with advanced degrees	50.0%	No Change	61.9%	62.5%
Continuing contract teachers	41.7%	Down from 58.3%	82.3%	88.2%
Teachers returning from previous year	84.2%	Down from 87.5%	84.7%	87.8%
Teacher attendance rate	96.9%	Down from 99.7%	95.2%	95.2%
Average teacher salary*	\$43,273	Down 4.0%	\$45,196	\$46,773
Professional development days/teacher	13.1 days	Up from 9.3 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Up from 11.4 to 1	17.6 to 1	19.9 to 1
Prime instructional time	93.9%	Down from 96.5%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$13,819	Up 8.2%	\$8,435	\$7,447
Percent of expenditures for instruction**	58.1%	Down from 60.8%	67.8%	68.4%
Percent of expenditures for teacher salaries**	53.1%	Down from 56.3%	64.7%	65.8%

\* 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**

"Excellence + Learning + Values = Success." This motto drives the superior educational experiences at Edith L. Frierson Elementary. Edith L. Frierson has increased its enrollment to 148 students during the 2010-2011 school year. The increase is not only due to the addition of a second Child Development class but more importantly the draw of Academic Excellence that is offered on our campus.

We achieved the Palmetto Gold Award for "Closing the Achievement Gap" and the Palmetto Silver Award for "Overall General Performance" We also received an Exemplar Status Award for our C.O.R.E. team that monitors and provides interventions both academic and behavioral to students in need. We were awarded "Banner" status for our PBIS program (3years in a row).

Driven by the Goal to increase enrollment, our School Improvement Council and Parent Teacher Association worked diligently to promote our school. They also could be seen conducting a myriad of fundraisers to provide financial support for student activities.

Through the Communities In Schools Program and our Guidance department we had over 30 volunteers that served as weekly mentors, reading buddies, teacher support, and donation contributors for our students. We are a community supported school and our success is largely due to their overwhelming support.

Edith L. Frierson is dedicated to providing quality learning environment that encourages students to become lifelong learners and productive citizens of the world.

Amy Cario, Principal (Interim)  
Cherisse Taylor School Improvement Council Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	9	17	17
Percent satisfied with learning environment	88.9%	70.6%	88.2%
Percent satisfied with social and physical environment	100.0%	56.3%	88.2%
Percent satisfied with school-home relations	88.9%	76.5%	82.4%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 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

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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%**	Yes

\* Or greater than last year

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## 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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	45	100	19	40.5	40.5	83.3	83.1	82.4	Yes	Yes
<b>Gender</b>										
Male	17	100	29.4	35.3	35.3	76.5	79.9	78.7	N/A	N/A
Female	28	100	12	44	44	88	86.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	1	I/S	I/S	I/S	I/S	I/S	94.8	88.9	I/S	I/S
African American	43	100	19.5	41.5	39	82.9	71.9	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	5	I/S	I/S	I/S	I/S	I/S	42.6	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	76.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	43	100	19.5	39	41.5	82.9	72.9	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	45	100	28.6	40.5	31	76.2	82.8	81.9	Yes	Yes
<b>Gender</b>										
Male	17	100	29.4	52.9	17.6	76.5	81.1	79.9	N/A	N/A
Female	28	100	28	32	40	76	84.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	1	I/S	I/S	I/S	I/S	I/S	94.9	88.9	I/S	I/S
African American	43	100	29.3	41.5	29.3	75.6	70.9	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	5	I/S	I/S	I/S	I/S	I/S	40.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	78.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	43	100	26.8	41.5	31.7	75.6	72.7	74.9	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
<b>Science</b>								
All Students	28	100	44.4	48.1	7.4	55.6	69.2	68.6
<b>Gender</b>								
Male	12	100	N/AV	N/AV	N/AV	58.3	68.4	68.3
Female	16	100	46.7	40	13.3	53.3	70	68.9
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	90.4	80.7
African American	27	100	46.2	50	3.8	53.8	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
<b>Disability Status</b>								
Disabled	2	I/S	I/S	I/S	I/S	I/S	30.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.4	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	28	100	44.4	48.1	7.4	55.6	51.8	57.3
<b>Social Studies</b>								
All Students	27	100	20	48	32	80	75.5	72.5
<b>Gender</b>								
Male	10	I/S	I/S	I/S	I/S	I/S	74.4	72
Female	17	100	20	46.7	33.3	80	76.6	73.1
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	91	81
African American	25	100	20.8	50	29.2	79.2	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	1	I/S	N/A	N/A	N/A	N/A	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
<b>Disability Status</b>								
Disabled	4	I/S	I/S	I/S	I/S	I/S	36.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	70.5	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	25	100	20.8	45.8	33.3	79.2	61.8	62.9

Abbreviations for Missing Data

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## 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
<b>Writing</b>										
All Students	17	100	11.8	35.3	52.9	88.2	75.8	73.2	97.1	96
<b>Gender</b>										
Male	3	I/S	I/S	I/S	I/S	I/S	70.7	67.2	97	95.9
Female	14	100	14.3	35.7	50	85.7	81.1	79.4	97.1	96.1
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.8	81.5	96.8	96.1
African American	17	100	11.8	35.3	52.9	88.2	61.3	61.3	97	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	N/A	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	99	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
<b>Disability Status</b>										
Disabled	2	I/S	I/S	I/S	I/S	I/S	23.9	26	97.1	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	99.9	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	17	100	11.8	35.3	52.9	88.2	62.2	63.2	97	95.5

Abbreviations for Missing Data

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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>							
<b>2010</b>	3	13	100	15.4	23.1	61.5	84.6
	4	15	100	6.7	46.7	46.7	93.3
	5	12	100	41.7	33.3	25	58.3
	6	11	100	N/A	N/A	N/A	100
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	18	100	26.7	46.7	26.7	73.3
	4	10	I/S	I/S	I/S	I/S	I/S
	5	17	100	11.8	47.1	41.2	88.2
	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
<b>Mathematics</b>							
<b>2010</b>	3	13	100	30.8	15.4	53.8	69.2
	4	15	100	6.7	53.3	40	93.3
	5	12	100	41.7	41.7	16.7	58.3
	6	11	100	9.1	45.5	45.5	90.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	18	100	53.3	26.7	20	46.7
	4	10	I/S	I/S	I/S	I/S	I/S
	5	17	100	11.8	58.8	29.4	88.2
	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
<b>Science</b>							
<b>2010</b>	3	6	I/S	I/S	I/S	I/S	I/S
	4	15	100	26.7	66.7	6.7	73.3
	5	6	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	9	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
	5	9	I/S	I/S	I/S	I/S	I/S
	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

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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>							
<b>2010</b>	3	7	I/S	I/S	I/S	I/S	I/S
	4	15	100	13.3	73.3	13.3	86.7
	5	6	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	9	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
	5	8	I/S	I/S	I/S	I/S	I/S
	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
<b>Writing</b>							
<b>2010</b>	3	13	100	38.5	15.4	46.2	61.5
	4	15	100	6.7	40	53.3	93.3
	5	13	100	33.3	33.3	33.3	66.7
	6	11	100	9.1	45.5	45.5	90.9
	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
<b>2011</b>	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	17	100	11.8	35.3	52.9	88.2
	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

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