



EDISTO BEACH ELEMENTARY

42 Station Court
Edisto Beach, SC 29438

Grades	PK-6 Elementary School	
Enrollment	35 Students	
Principal	Olivia Padgett	843-869-3542
Superintendent	Ms. Leila Williams	843-782-4510
Board Chair	Mr. Wayne Shider	843-782-4510

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Good
2007	Excellent	Good

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

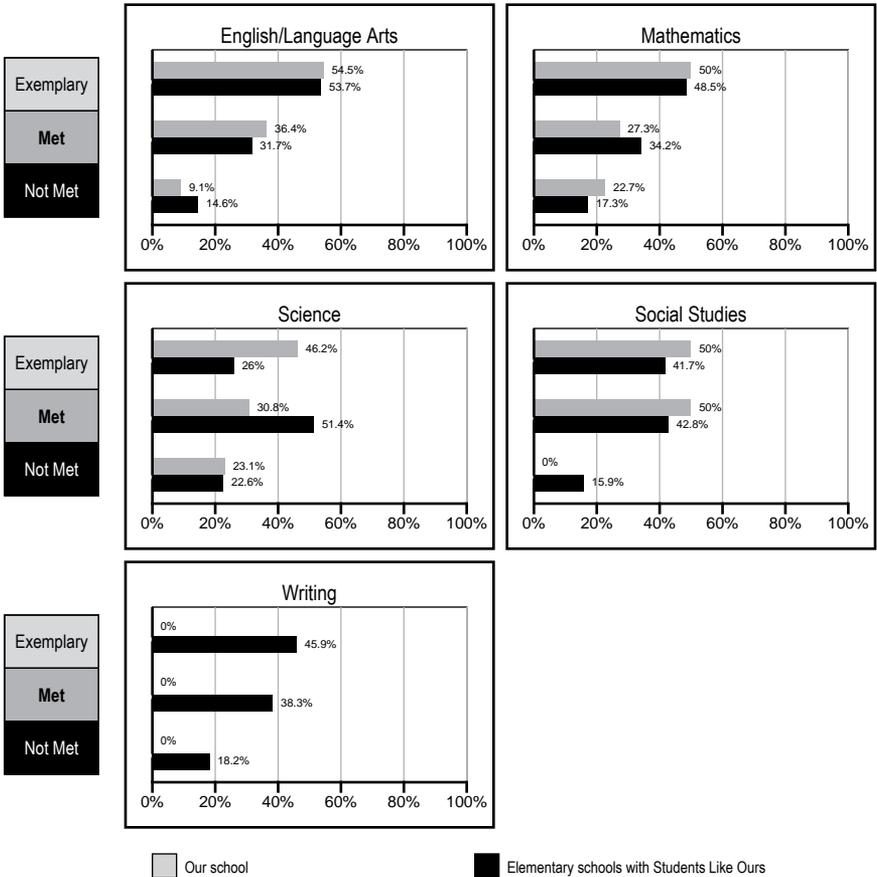
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
33	14	3	2	0

* 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
Students (n=35)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	0.8%	1.1%
Attendance rate	94.1%	Down from 95.7%	96.5%	96.2%
Served by gifted and talented program	17.4%	Up from 7.7%	22.1%	13.4%
With disabilities other than speech	0.0%	Down from 6.8%	3.9%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=5)				
Teachers with advanced degrees	40.0%	Down from 50.0%	64.1%	62.5%
Continuing contract teachers	100.0%	No Change	89.5%	88.2%
Teachers returning from previous year	100.0%	No Change	87.9%	87.8%
Teacher attendance rate	100.0%	Up from 97.5%	95.5%	95.2%
Average teacher salary*	N/A	N/A	\$48,243	\$46,773
Professional development days/teacher	2.0 days	Down from 3.9 days	9.4 days	10.5 days
School				
Principal's years at school	4.5	Up from 3.5	4.0	4.0
Student-teacher ratio in core subjects	9.0 to 1	Down from 10.3 to 1	20.8 to 1	19.9 to 1
Prime instructional time	94.1%	Up from 92.5%	91.3%	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	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$11,426	Up 10.3%	\$7,118	\$7,447
Percent of expenditures for instruction**	78.5%	Down from 79.6%	68.7%	68.4%
Percent of expenditures for teacher salaries**	75.7%	Down from 76.7%	67.4%	65.8%

* 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

Edisto Beach Elementary School continues to strive for academic excellence. The school's report card rating and Palmetto Gold Award indicate a strong instructional program. During 2010-2011, classes remained multi-level [with 4 teachers serving 8 grade levels] and teaching assignments remained departmentalized because the staff believes this enhances effective instruction.

The contributions of a strong and dedicated PTO encourage excellence among students and staff. The PTO continues to financially assist in addressing the academic and enrichment needs of students. Strong community support provides local grants and volunteers for our school.

The economic climate and a changing population reflect the need to increase staff development in several areas, including single gender education and instruction for special needs students, as well as a need to improve the quality of communication with parents regarding expectations for student achievement, curriculum standards, and resources available to families.

School Improvement Council Chairman, Shelly Bell; Principal, Olivia Padgett

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	4	0	3
Percent satisfied with learning environment	I/S	FORMS	I/S
Percent satisfied with social and physical environment	I/S	LOST IN	I/S
Percent satisfied with school-home relations	I/S	SHIPMENT	I/S

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 5 out of 5 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.1%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	24	100	9.1	36.4	54.5	95.5	77	82.4	Yes	Yes
Gender										
Male	10	I/S	I/S	I/S	I/S	I/S	72.6	78.7	N/A	N/A
Female	14	100	8.3	25	66.7	100	81.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	22	100	10	30	60	95	83.9	88.9	I/S	I/S
African American	2	I/S	I/S	I/S	I/S	I/S	70.1	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.1	83	I/S	I/S
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	37.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	82.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	8	I/S	I/S	I/S	I/S	I/S	73.7	75.4	I/S	I/S
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	24	100	22.7	27.3	50	81.8	76	81.9	Yes	Yes
Gender										
Male	10	I/S	I/S	I/S	I/S	I/S	74.4	79.9	N/A	N/A
Female	14	100	25	25	50	75	77.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	22	100	20	25	55	85	83.8	88.9	I/S	I/S
African American	2	I/S	I/S	I/S	I/S	I/S	68.2	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.9	84.4	I/S	I/S
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	39.3	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	8	I/S	I/S	I/S	I/S	I/S	72.5	74.9	I/S	I/S

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	15	100	23.1	30.8	46.2	76.9	67.1	68.6
Gender								
Male	6	I/S	I/S	I/S	I/S	I/S	67	68.3
Female	9	I/S	I/S	I/S	I/S	I/S	67.2	68.9
Racial/Ethnic Group								
White	13	100	18.2	27.3	54.5	81.8	79.7	80.7
African American	2	I/S	I/S	I/S	I/S	I/S	55.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	70	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	70.8
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	34.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.9	60.7
Socio-Economic Status								
Subsidized meals	4	I/S	I/S	I/S	I/S	I/S	62.6	57.3
Social Studies								
All Students	14	100	N/AV	N/AV	N/AV	100	71.8	72.5
Gender								
Male	7	I/S	I/S	I/S	I/S	I/S	73.1	72
Female	7	I/S	I/S	I/S	I/S	I/S	70.5	73.1
Racial/Ethnic Group								
White	14	100	N/AV	N/AV	N/AV	100	78.3	81
African American	N/A	N/AV	I/S	I/S	I/S	I/S	65.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	68.2	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	73.5
Disability Status								
Disabled	1	I/S	I/S	I/S	I/S	I/S	46.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	69.7
Socio-Economic Status								
Subsidized meals	5	I/S	I/S	I/S	I/S	I/S	67.2	62.9

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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
Writing										
All Students	7	I/S	I/S	I/S	I/S	I/S	59.2	73.2	94.1	95.5
Gender										
Male	5	I/S	I/S	I/S	I/S	I/S	51.2	67.2	93.5	95.3
Female	2	I/S	I/S	I/S	I/S	I/S	67.4	79.4	94.7	95.6
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	68.8	81.5	93.7	94.7
African American	1	I/S	I/S	I/S	I/S	I/S	50.7	61.3	97.4	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	38.5	66.7	98.6	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60	72.2	N/A	94
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	14.6	26	92.3	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.2
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	57.1	65.7	99.9	96.4
Socio-Economic Status										
Subsidized meals	3	I/S	I/S	I/S	I/S	I/S	54.5	63.2	92.2	95.3

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
English/Language Arts							
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	6	I/S	I/S	I/S	I/S	I/S
	5	6	I/S	I/S	I/S	I/S	I/S
	6	3	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
2011	3	8	I/S	I/S	I/S	I/S	I/S
	4	5	I/S	I/S	I/S	I/S	I/S
	5	7	I/S	I/S	I/S	I/S	I/S
	6	4	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
Mathematics							
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	6	I/S	I/S	I/S	I/S	I/S
	5	6	I/S	I/S	I/S	I/S	I/S
	6	3	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
2011	3	8	I/S	I/S	I/S	I/S	I/S
	4	5	I/S	I/S	I/S	I/S	I/S
	5	7	I/S	I/S	I/S	I/S	I/S
	6	4	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
Science							
2010	3	5	I/S	I/S	I/S	I/S	I/S
	4	6	I/S	I/S	I/S	I/S	I/S
	5	3	I/S	I/S	I/S	I/S	I/S
	6	2	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
2011	3	4	I/S	I/S	I/S	I/S	I/S
	4	5	I/S	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S
	6	2	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	4	I/S	I/S	I/S	I/S	I/S
	4	6	I/S	I/S	I/S	I/S	I/S
	5	3	I/S	I/S	I/S	I/S	I/S
	6	1	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
2011	3	4	I/S	I/S	I/S	I/S	I/S
	4	5	I/S	I/S	I/S	I/S	I/S
	5	3	I/S	I/S	I/S	I/S	I/S
	6	2	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
Writing							
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	6	I/S	I/S	I/S	I/S	I/S
	5	6	I/S	I/S	I/S	I/S	I/S
	6	3	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
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	7	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

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