



## Edith L Frierson Elementary

6133 Maybank Highway  
Wadmalaw Island, SC

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	140 Students	
<b>Principal</b>	Blondell B. Adams	843-559-1182
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mr. Hillery Douglas	843-767-0740

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	At-Risk
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

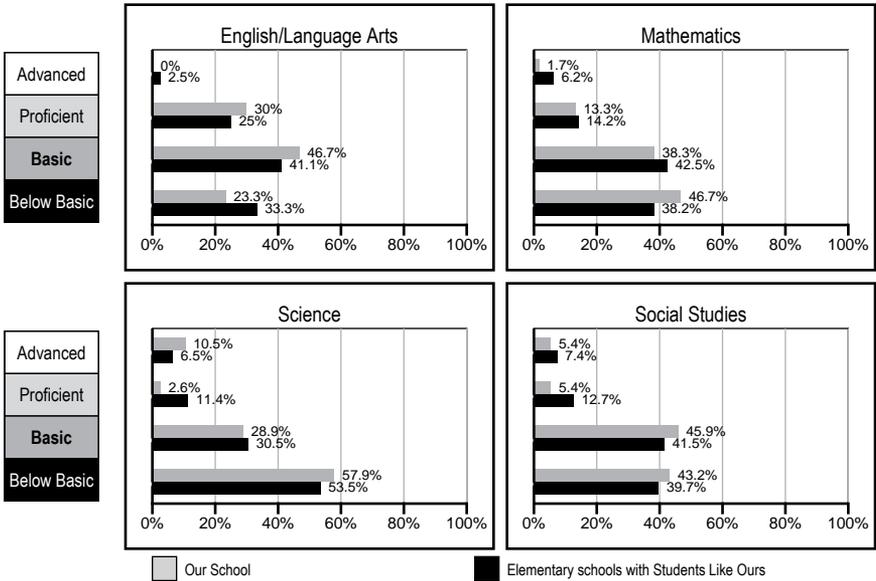
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	11	57	57

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=140)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	3.1%	2.3%
Attendance rate	95.9%	Down from 96.8%	96.0%	96.3%
Eligible for gifted and talented	2.9%	Down from 3.1%	3.1%	10.4%
With disabilities other than speech	12.6%	Up from 11.6%	7.8%	7.5%
Older than usual for grade	0.0%	No Change	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=12)</b>				
Teachers with advanced degrees	58.3%	Up from 53.8%	54.0%	56.7%
Continuing contract teachers	100.0%	No Change	69.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.5%	No Change	82.7%	86.4%
Teacher attendance rate	96.1%	Up from 95.8%	95.0%	94.9%
Average teacher salary	\$50,334	Up 7.5%	\$43,737	\$45,345
Professional development days/teacher	10.5 days	Down from 10.8 days	13.5 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Up from 12.7 to 1	16.5 to 1	18.5 to 1
Prime instructional time	91.7%	Down from 92.0%	89.4%	89.8%
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*	\$12,774	Up 1.9%	\$8,158	\$7,052
Percent of expenditures for instruction*	64.0%	Up from 58.7%	68.5%	69.1%
Percent of expenditures for teacher salaries*	50.5%	Down from 56.9%	61.1%	64.2%

\* 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**

We continue to embrace the concept, "It takes a village to raise a child." Our parents, mentors, volunteers and community members are assisting us in every way to make this happen successfully. In preparing to serve our children, much analyzing of our performance of the past year was done. In working to satisfy our insatiable need to excel, we made what we believe to be significant changes. In keeping with our focus, we added best practices to our reading and math programs. We raised the bar for our children in all academic areas of instruction. We included all children by implementing hands-on approaches to science. Our teachers are constantly involved in training to promote acceleration for all.

To prepare for our children's educational success, teachers and staff plan together. They can often be found discussing alternative strategies to help students succeed. They know the importance of parental input and, therefore, continue to seek parental involvement. We are grateful to our parents for supporting us by coming in for conferences, working with their children, and supporting school activities.

Our volunteers and mentors assist us in helping our children understand the value of giving and helping others. They also help our children to see their individual talents. We appreciate them, love them, and thank them for their untiring support.

All communities can boast of something that is uniquely theirs, and ours is the support and help we continue to receive from our Faith Community. Our Faith Community helps to instill values and build character as well as reward our students for success. We say to them, thank you.

Our main goal will continue to be to help all of our children become lifelong learners and productive citizens of the world.

Blondell B. Adams, Principal  
Deborah Johnson, School Improvement Council Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	11	15	11
Percent satisfied with learning environment	100.0%	86.7%	90.9%
Percent satisfied with social and physical environment	100.0%	100.0%	90.9%
Percent satisfied with school-home relations	100.0%	93.3%	90.9%

\* 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   /S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 7 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

Newly Identified

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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	68	100	23.3	46.7	30	0	38.3	53.5	48.2	No	Yes
<b>Gender</b>											
Male	36	100	35.5	41.9	22.6	0	29	47.3	41.7	N/A	N/A
Female	32	100	10.3	51.7	37.9	0	48.3	59.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	61	100	20.4	50	29.6	0	38.9	32.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
<b>Disability Status</b>											
Disabled	15	100	78.6	21.4	0	0	0	20.4	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	60	100	22.6	47.2	30.2	0	35.8	33	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	68	100	46.7	38.3	13.3	1.7	30	49.7	45.8	No	Yes
<b>Gender</b>											
Male	36	100	45.2	45.2	9.7	0	29	49.5	45.6	N/A	N/A
Female	32	100	48.3	31	17.2	3.4	31	49.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	61	100	46.3	38.9	13	1.9	31.5	26.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	15	100	85.7	14.3	0	0	0	20.2	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	60	100	45.3	37.7	15.1	1.9	32.1	28.3	31.4	No	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	43	100	57.9	28.9	2.6	10.5	13.2	39.2	35.7	95.9	96
<b>Gender</b>											
Male	24	100	61.9	23.8	4.8	9.5	14.3	40.8	37.4	96	95.8
Female	19	100	52.9	35.3	0	11.8	11.8	37.6	33.8	95.7	96.1
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	93	96.1
African American	38	100	57.6	27.3	3	12.1	15.2	15.3	17	96.2	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	95.5	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
<b>Disability Status</b>											
Disabled	11	100	90	10	0	0	0	16.6	14	95.6	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	95.3	96.3
<b>Socio-Economic Status</b>											
Subsided meals	40	100	57.1	28.6	2.9	11.4	14.3	17.1	21.1	95.8	95.5
<b>Social Studies</b>											
All Students	43	100	43.2	45.9	5.4	5.4	10.8	40.2	34	95.9	96
<b>Gender</b>											
Male	24	100	50	40	5	5	10	42	36.6	96	95.8
Female	19	100	35.3	52.9	5.9	5.9	11.8	38.3	31.3	95.7	96.1
<b>Racial/Ethnic Group</b>											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	93	96.1
African American	39	100	41.2	47.1	5.9	5.9	11.8	19.1	19.1	96.2	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	95.5	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
<b>Disability Status</b>											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	95.6	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	95.3	96.3
<b>Socio-Economic Status</b>											
Subsided meals	37	100	43.8	43.8	6.3	6.3	12.5	20.1	21	95.8	95.5

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	17	100	35.3	35.3	29.4	0	29.4	
	4	17	100	29.4	29.4	35.3	5.9	41.2	
	5	17	100	17.6	64.7	17.6	0	17.6	
	6	12	100	33.3	50	8.3	8.3	16.7	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	15	100	21.4	28.6	50	0	50	
	4	18	100	33.3	46.7	20	0	20	
	5	18	100	31.3	50	18.8	0	18.8	
	6	17	100	6.7	60	33.3	0	33.3	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>									
<b>2007</b>	3	17	100	64.7	17.6	17.6	0	17.6	
	4	17	100	47.1	29.4	17.6	5.9	23.5	
	5	17	100	29.4	64.7	5.9	0	5.9	
	6	12	100	41.7	33.3	25	0	25	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	15	100	35.7	50	14.3	0	14.3	
	4	18	100	53.3	26.7	13.3	6.7	20	
	5	18	100	43.8	43.8	12.5	0	12.5	
	6	17	100	53.3	33.3	13.3	0	13.3	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>									
<b>2007</b>	3	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	4	17	100	76.5	11.8	11.8	0	11.8	
	5	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	6	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
<b>2008</b>	3	8	I/S	I/S	I/S	I/S	I/S	I/S	
	4	18	100	53.3	26.7	0	20	20	
	5	9	I/S	I/S	I/S	I/S	I/S	I/S	
	6	8	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	4	17	100	29.4	47.1	17.6	5.9	23.5	
	5	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	6	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	
<b>2008</b>	3	7	I/S	I/S	I/S	I/S	I/S	I/S	
	4	18	100	40	40	13.3	6.7	20	
	5	9	I/S	I/S	I/S	I/S	I/S	I/S	
	6	9	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

Abbreviations for Missing Data

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