



EDISTO ELEMENTARY

136 Woodolive Lane
Orangeburg, South

Grades	3-5 Elementary School	
Enrollment	609 Students	
Principal	Belinda Johnson	803-531-7646
Superintendent	Dr. Thomas Sparks	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	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 GOAL

By 2010, SC'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.

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.

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

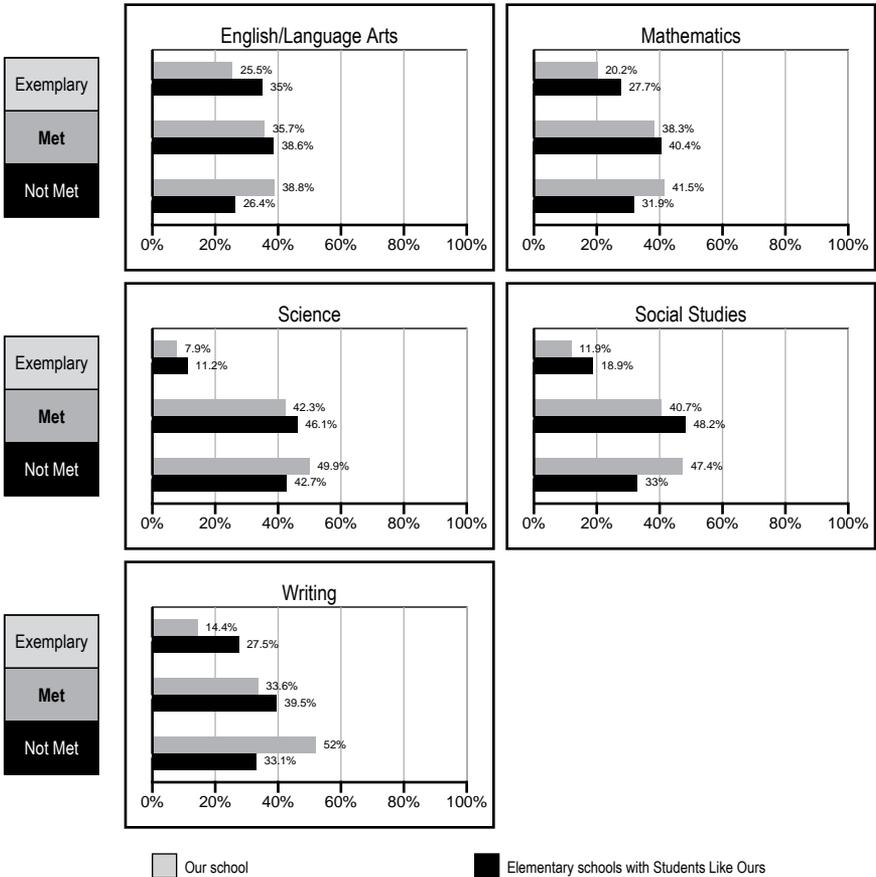
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	101	13	1

* Ratings are calculated with data available by 03/09/2011.

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=609)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.0%	Down from 2.1%	1.6%	1.2%
Attendance rate	95.3%	Down from 95.4%	95.7%	96.1%
Eligible for gifted and talented	4.3%	Down from 4.4%	9.6%	11.7%
With disabilities other than speech	9.9%	Up from 7.6%	9.1%	8.0%
Older than usual for grade	1.1%	Down from 1.5%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	65.7%	Down from 66.7%	59.4%	60.5%
Continuing contract teachers	77.1%	Up from 72.2%	85.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.0%	Up from 83.4%	87.1%	87.0%
Teacher attendance rate	88.8%	Down from 93.1%	94.8%	95.4%
Average teacher salary*	\$46,155	Up 1.7%	\$46,539	\$47,288
Professional development days/teacher	6.7 days	Down from 7.6 days	11.0 days	10.5 days
School				
Principal's years at school	15.0	Up from 14.0	4.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 22.0 to 1	19.3 to 1	19.2 to 1
Prime instructional time	83.4%	Down from 87.8%	89.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,280	Up 0.1%	\$7,518	\$7,548
Percent of expenditures for instruction**	63.6%	Down from 66.2%	67.8%	68.7%
Percent of expenditures for teacher salaries**	60.0%	Down from 61.2%	64.5%	65.1%

* 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 Elementary School (EES) is nestled in rural Orangeburg County. Our school houses grades 3-5 using various classroom structures which include team-teaching in regular classrooms and cougar magnet classes, two self-contained special education classes, resource, one male single gender class, one remediation class and four related arts classes. Inclusion and mainstreaming of identified students are implemented. The mission of Edisto Elementary School, through the partnership of school, home, and community, is to create a caring, secure, and positive learning environment that produces imaginative, lifelong learners who will use high level thinking skills to become successful citizens in a culturally diverse society. Our curriculum uses the latest data-driven teaching strategies that align with the South Carolina Curriculum Standards while incorporating technology. Numerous interventions are offered for the purpose of closing our students' achievement gap as they strive for successful academic goals.

The purpose of Edisto Elementary School's educational program is to offer continuous improvement giving our children the opportunity to become confident, self directed, lifelong learners in a family-oriented environment. This family atmosphere has helped us obtain the outstanding award of a Red Carpet School. Because of our strong belief in both the educational and socio-psychological development, we seek to instill the importance of a community by encouraging our students to actively participate in various clubs such as Cougar Connection, EES News Letter, Good News Club, Cougar Dance Company, Positive Behavior Intervention Supports, Book Club, Student Congress, Bicycle Club, and Photography Club. Our families participate in community services such as Box Tops 4 Education, Campbell's Soup Labels, Jump Rope for Heart, Pennies for Patients, Relay for Life, and our donation of vegetables from our school garden to local charitable organizations.

Another important aspect of our family is character education under the direction of the guidance department. Students who excel academically each quarter are offered incentives by our School Improvement Council while the administration, faculty, PBIS committee, and guidance department reward good behavior through various treats. Through progressive technology, we maintain a website for our community. It consists of a variety of information such as homework, belief statements, news articles, safety and health tips from our nurse, library media information, lunch menus, and other pertinent information. Our goal of closing the academic achievement gap for the purpose of reaching the highest expectations on Palmetto Assessment of State Standards (PASS) will be accomplished by using resources such as inclusion, First in Math, Balanced Literacy, and Academy of Reading.

Through our open-door policy, we will continue to work collaboratively with the community for the success of each child.

Belinda Johnson, Principal

Sandi Templeton, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	159	83
Percent satisfied with learning environment	85.7%	81.0%	81.5%
Percent satisfied with social and physical environment	90.0%	80.3%	74.7%
Percent satisfied with school-home relations	35.0%	81.6%	71.3%

* 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

NO

This school met 19 out of 21 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

R

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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	584	99.8	38.5	36.2	25.3	76.8	74.6	83.5	Yes	Yes
Gender										
Male	324	99.7	39.7	35.8	24.5	74.2	72.6	80.1	N/A	N/A
Female	260	100	37.1	36.7	26.3	80.1	76.7	87	N/A	N/A
Racial/Ethnic Group										
White	315	100	29.7	37	33.3	84.5	81.9	89.6	Yes	Yes
African American	251	99.6	48.8	36.3	15	68.8	67.3	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	13	100	46.2	23.1	30.8	53.8	60	79.6	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	66.7	85.1	I/S	I/S
Disability Status										
Disabled	77	100	70.4	25.4	4.2	43.7	42	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	61.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	446	100	43.6	36.1	20.3	72.3	70.7	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	584	99.8	41.2	38.5	20.3	73.6	72.4	80.4	Yes	Yes
Gender										
Male	324	99.7	40	39	21	74.5	72.2	78.4	N/A	N/A
Female	260	100	42.6	37.8	19.5	72.5	72.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	315	100	32.7	39.9	27.4	80.5	81.6	87.8	Yes	Yes
African American	251	99.6	51.7	36.7	11.7	65.4	62.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	13	100	38.5	38.5	23.1	76.9	72	78.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	66.7	83.2	I/S	I/S
Disability Status										
Disabled	77	100	73.2	14.1	12.7	38	33.7	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	72.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	446	100	47.3	37.8	14.9	68.8	67.6	72.8	Yes	Yes

* 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	390	99.2	49.9	41.8	8.3	50.1	55.5	67.3
Gender								
Male	217	98.6	45.2	44.7	10.1	54.8	59.4	66.9
Female	173	100	55.8	38.2	6.1	44.2	51.3	67.7
Racial/Ethnic Group								
White	218	100	39.6	49.1	11.3	60.4	68	79.6
African American	159	98.1	63.5	33.1	3.4	36.5	41.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	47.1	59.4
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	50	96	75.6	15.6	8.9	24.4	23.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	294	99.3	56.2	38.1	5.7	43.8	48.5	55.4
Social Studies								
All Students	389	99.5	47.4	40.7	11.9	52.6	54.6	70.9
Gender								
Male	219	99.1	44	42.1	13.9	56	57.8	70.1
Female	170	100	51.9	38.9	9.3	48.1	50.9	71.7
Racial/Ethnic Group								
White	207	99.5	37.6	45.2	17.3	62.4	65.7	79.2
African American	170	99.4	59.9	35.2	4.9	40.1	42.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	63.2	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	47	97.9	81	14.3	4.8	19	21.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	64.3	68
Socio-Economic Status								
Subsidized meals	296	99.7	54.3	37.6	8.2	45.7	48	60.8

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
Writing										
All Students	590	98.6	52	33.6	14.4	48	54.4	72.1	95.3	95.2
Gender										
Male	327	97.6	57	31.9	11.1	43	48	65.2	95.2	94.8
Female	263	100	46.1	35.5	18.4	53.9	61.5	79.2	95.6	95.6
Racial/Ethnic Group										
White	318	99.1	43.8	37.5	18.8	56.3	62.8	80.8	94.9	94.8
African American	253	98	62.9	27.1	10	37.1	45.5	59.7	95.8	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	93.7
Hispanic	14	100	N/AV	N/AV	N/AV	57.1	48.1	64.6	96.2	95.9
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	50	73.4	92.2	94.8
Disability Status										
Disabled	78	91	89.2	7.7	3.1	10.8	10.5	27.7	94.5	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	N/AV	N/AV	N/AV	45.5	42.1	63.7	97.3	96.3
Socio-Economic Status										
Subsidized meals	456	98.7	57.4	32.2	10.4	42.6	48.4	61.9	95	94.9

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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							
2009	3	201	99.5	50.3	30.3	19.5	49.7
	4	215	100	40.6	41.6	17.8	59.4
	5	200	99.5	33.2	51.1	15.8	66.8
	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
2010	3	188	100	39.2	31.5	29.3	60.8
	4	193	100	35.7	36.8	27.6	64.3
	5	203	99.5	40.5	40	19.5	59.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	201	99.5	50.8	31.9	17.3	49.2
	4	215	100	37.6	46	16.3	62.4
	5	200	99.5	42.6	43.2	14.2	57.4
	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
2010	3	188	100	43.1	30.9	26	56.9
	4	193	100	30.3	47.6	22.2	69.7
	5	203	99.5	49.7	36.9	13.3	50.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	98	99	66.7	31.1	2.2	33.3
	4	215	100	41.6	47	11.4	58.4
	5	102	98	35.8	55.8	8.4	64.2
	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
2010	3	96	100	60.9	30.4	8.7	39.1
	4	193	100	38.9	52.4	8.6	61.1
	5	101	97	60.4	32.3	7.3	39.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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							
2009	3	102	100	41.5	41.5	17	58.5
	4	213	100	40.5	50.5	9	59.5
	5	99	100	42.7	49	8.3	57.3
	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
2010	3	92	100	56.2	34.8	9	43.8
	4	193	100	40	45.4	14.6	60
	5	104	98.1	53.6	37.1	9.3	46.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	204	97.6	66.1	23	10.9	33.9
	4	218	98.2	49.5	41.7	8.8	50.5
	5	203	96.1	46	41.2	12.8	54
	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
2010	3	189	100	59.8	28.3	12	40.2
	4	194	99.5	52.7	34.4	12.9	47.3
	5	207	96.6	44	37.8	18.1	56
	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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