



## EDISTO HIGH

PO Box 101  
Cordova, SC 29039

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	835 Students	
<b>Principal</b>	David Damm	803-536-1553
<b>Superintendent</b>	Dr. Thomas Sparks	803-534-8081
<b>Board Chair</b>	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
<b>2010</b>	<b>Average</b>	<b>Below Average*</b>
2009	Below Average	At-Risk
2008	Average	Excellent
2007	Below Average	Below Average
2006	Below Average	At-Risk

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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.

## ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	4	20	3	2

\* Ratings are calculated with data available by 03/24/2011.

## High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	72.2%	65.2%	70.7%	74.2%	71.0%	70.3%
Passed 1 subtest (%)	11.7%	17.9%	18.3%	13.1%	15.6%	15.8%
Passed no subtests (%)	16.1%	16.9%	11.0%	12.7%	13.4%	14.0%

## HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	85.6%	87.3%

## Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	242	255	220	208
Number of Graduates in Cohort	181	177	156	141
Rate	74.8%	69.4%	72.4%	69.5%

\*Used to calculate current AYP.

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	50.5%	66.8%
English 1	48.8%	60.4%
Physical Science	35.3%	46.6%
US History and the Constitution	35.6%	33.8%
All Tests	42.0%	51.6%

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

## 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	High Schools with Students Like Ours	Median High School
<b>Students (n=835)</b>				
Retention rate	3.5%	Up from 3.2%	4.2%	3.7%
Attendance rate	95.1%	Up from 94.7%	95.2%	95.4%
Eligible for gifted and talented	1.3%	Down from 9.6%	12.2%	12.4%
With disabilities other than speech	8.7%	Down from 10.6%	14.5%	12.8%
Older than usual for grade	7.8%	Up from 7.3%	11.8%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.5%	Up from 0.3%	1.3%	1.1%
Enrolled in AP/IB programs	7.2%	Up from 3.7%	7.7%	13.1%
Successful on AP/IB exams	27.3%	N/A	30.0%	50.4%
Eligible for LIFE Scholarship	34.1%	Up from 29.6%	28.7%	30.4%
Annual dropout rate	3.2%	Up from 2.2%	3.7%	3.1%
Career/technology students in co-curricular organizations	8.8%	Down from 10.7%	7.0%	2.2%
Enrollment in career/technology courses	399	Down from 577	271	424
Students participating in work-based experiences	17.1%	Up from 17.0%	12.2%	11.7%
Career/technology students attaining technical skills	81.1%	Up from 79.4%	75.1%	78.7%
Career/technology completers placed	100.0%	No Change	98.8%	98.5%
<b>Teachers (n=55)</b>				
Teachers with advanced degrees	63.6%	Up from 62.5%	59.3%	60.4%
Continuing contract teachers	67.3%	Up from 66.1%	72.6%	76.6%
Teachers with emergency or provisional certificates	9.8%	Down from 12.7%	9.9%	6.5%
Teachers returning from previous year	82.9%	Down from 83.9%	84.9%	86.8%
Teacher attendance rate	96.8%	Up from 96.2%	95.3%	95.8%
Average teacher salary*	\$48,420	Down 0.3%	\$46,547	\$47,390
Professional development days/teacher	10.3 days	Down from 15.4 days	10.0 days	10.0 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.3	4.0
Student-teacher ratio in core subjects	25.8 to 1	Down from 26.4 to 1	23.5 to 1	25.8 to 1
Prime instructional time	90.8%	Up from 90.0%	89.0%	90.1%
Dollars spent per pupil**	\$8,432	Up 1.4%	\$8,432	\$7,974
Percent of expenditures for teacher salaries**	50.3%	No Change	54.2%	55.4%
Percent of expenditures for instruction**	63.5%	Up from 63.4%	58.8%	60.4%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	92.8%	96.0%
Character development program	Below Average	Down from Average	Average	Good
Modern language program assessment	N/A	N/A	Excellent	Average
Classical language program assessment	N/A	N/A	N/A	Average

\* 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

## Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	181	85.6%	742	42.0%	255	69.4%	No
<b>Gender</b>							
Male	79	82.3%	376	43.9%	116	62.9%	N/A
Female	102	88.2%	366	40.2%	139	74.8%	N/A
<b>Racial/Ethnic Group</b>							
White	90	88.9%	342	49.7%	128	71.1%	N/A
African American	86	82.6%	385	34.8%	118	67.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	13	30.8%	53	17.0%	24	20.8%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	117	84.6%	551	36.3%	170	67.6%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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## Report of Principal and School Improvement Council

Edisto High School continues to advocate academic excellence and community values as stated in the Mission Statement for the school. Edisto High School has embraced the following guiding principles this year: a commitment to valuing our stakeholders and community, a commitment to provide rigorously quality educational opportunities and to develop positive relationships for students and staff, and a commitment to excellence within the physical plant, all of which have been pursued with rigor and relevance.

In fulfilling the first guiding principle to improve the relationship with the community and its stakeholders, the school has established a Parent-Teacher-Student Organization to unite both the school and community. The organization works alongside the School Improvement Council to better understand and address school and community needs. At PARENTS NIGHT OUT, parents return to school and are given a chance to chat and dine with faculty and staff and attend classes. In addition, parents are invited to academic celebrations for students.

The second principle, providing quality educational opportunities and developing positive relationships for all students, continues to be the major emphasis at Edisto High School. As a result, a freshman Academy has been established. The academy provides every ninth-grade student the opportunity, challenge, and support to realize his or her educational potential. Further, the Freshmen Academy provides a smooth transition for the ninth-grade students from eighth grade to high school. In order to prepare students for the HSAP Test this school year, every effort was made to empower students for a successful performance, utilizing HSAP Blitz, enrichment opportunities in ELA and Math, Word Walls in the classrooms, and meaningful class projects. Daily announcements via television were presented to students and notices were sent home to parents via the school's news letter to communicate information. The Academy of Reading and the Academy Math were adopted to provide individualized tutorial assistance for students. University Instructors were employed to assist with math and reading skills for ninth and tenth-grade students. College Application Day was implemented to assist parents and students with the college-application process opening the opportunity for increased attendance to colleges. Edisto High School is committed to its plan for academic success and has become a High School That Works school, which calls for comprehensive "whole school" revitalization. Currently, the school is building a team approach to change.

Finally, Edisto High School commits not only to evaluating and providing quality educational opportunities to students and the community but also to the physical plant that is very important to the success of students' performance.

Maxine Middleton, SIC Chair

Merriell Smith, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	131	47
Percent satisfied with learning environment	75.8%	42.0%	68.1%
Percent satisfied with social and physical environment	88.5%	41.2%	66.0%
Percent satisfied with school-home relations	55.9%	60.3%	69.6%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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**School Adequate Yearly Progress** NO

This school met 8 out of 17 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** N/A

**School Improvement Key**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

**Teacher Quality Data**

	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	0.3%	0.0%	No

Abbreviations for Missing Data

**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)</b>											
All Students	194	99	17	36.2	29.8	17	55.3	55.5	65.9	No	Yes
Male	97	99	16.8	43.2	30.5	9.5	51.6	50	60.8	N/A	N/A
Female	97	99	17.2	29	29	24.7	59.1	61.7	71	N/A	N/A
White	95	98.9	9.7	32.3	35.5	22.6	65.6	65.9	77.5	No	Yes
African American	97	99	23.7	40.9	24.7	10.8	45.2	46.5	49.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	15	93.3	42.9	35.7	21.4	0	28.6	18.2	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	136	98.5	21.4	39.7	26	13	47.3	48.2	51.5	No	Yes

<b>Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)</b>											
All Students	194	99	22.3	38.3	28.7	10.6	48.4	48.5	62.3	No	Yes
Male	97	99	24.2	40	26.3	9.5	46.3	47.9	61.7	N/A	N/A
Female	97	99	20.4	36.6	31.2	11.8	50.5	49.2	63	N/A	N/A
White	95	98.9	14	30.1	36.6	19.4	63.4	66.7	75	No	Yes
African American	97	99	31.2	46.2	21.5	1.1	33.3	32.6	44	No	Yes
Asian/Pacific Islander	2	I/S	85.5	I/S	I/S						
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	15	93.3	57.1	21.4	21.4	0	28.6	18.2	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	1	I/S	52.6	I/S	I/S						
Subsidized meals	136	98.5	25.2	46.6	22.9	5.3	38.9	38.7	48.1	No	Yes

<b>Physical Science (End-of-Course Test performance by Group)</b>											
All Students	193	94.3	80.8	11.5	6.0	1.6	7.7	N/A	N/A	N/A	N/A
Male	96	94.8	81.3	9.9	5.5	3.3	8.8	N/A	N/A	N/A	N/A
Female	97	93.8	80.2	13.2	6.6	0.0	6.6	N/A	N/A	N/A	N/A
White	95	94.7	72.2	14.4	10.0	3.3	13.3	N/A	N/A	N/A	N/A
African American	96	94.8	90.1	7.7	2.2	0.0	2.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	14	92.9	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	135	94.1	89.8	7.1	3.1	0.0	3.1	N/A	N/A	N/A	N/A

\* 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

**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2009	216	98.1	17.7	41.4	25.1	15.8	52.7	53.6	61.8
	2010	194	99	17	36.2	29.8	17	55.3	55.5	65.9

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	2009	216	98.1	28.6	29.1	24.1	18.2	51.7	51.6	62.7
	2010	194	99	22.3	38.3	28.7	10.6	48.4	48.5	62.3

\* Adjusted to account for natural variation in performance.

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