



Edisto Beach Elementary

42 Station Court
Edisto Beach, SC 29438

Grades	PK-6 Elementary School	
Enrollment	49 Students	
Principal	Olivia Padgett	843-869-3542
Superintendent	Charles W. Gale Jr.	843-782-4510
Board Chair	P. A. Pournelle	843-549-5715

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Good
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Excellent
2004	Excellent	Good

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

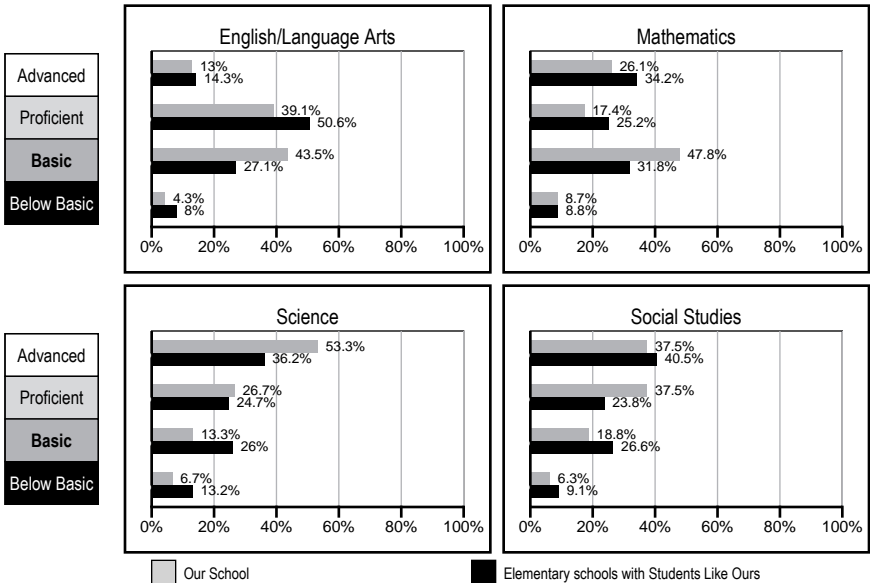
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	16	1	0	0

* 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
Students (n=49)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 0.0%	1.8%	2.3%
Attendance rate	94.5%	No Change	96.5%	96.3%
Eligible for gifted and talented	25.0%	Down from 41.4%	16.7%	10.4%
With disabilities other than speech	7.8%	Up from 7.5%	6.5%	7.5%
Older than usual for grade	0.0%	No Change	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=5)				
Teachers with advanced degrees	60.0%	Down from 66.7%	60.7%	56.7%
Continuing contract teachers	100.0%	Up from 83.3%	80.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	100.0%	Up from 91.7%	88.8%	86.4%
Teacher attendance rate	94.7%	Down from 96.7%	94.8%	94.9%
Average teacher salary	N/A	N/A	\$46,809	\$45,345
Professional development days/teacher	4.9 days	Down from 8.3 days	13.4 days	12.6 days
School				
Principal's years at school	1.5	Up from 0.5	5.0	4.0
Student-teacher ratio in core subjects	12.3 to 1	No Change	19.5 to 1	18.5 to 1
Prime instructional time	87.3%	Down from 90.3%	89.8%	89.8%
Opportunities in the arts	Poor	Down from Fair	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Below Average	Excellent	Excellent
Dollars spent per pupil*	\$8,569	Up 2.4%	\$6,545	\$7,052
Percent of expenditures for instruction*	87.3%	Down from 93.7%	69.5%	69.1%
Percent of expenditures for teacher salaries*	79.8%	Up from 71.0%	66.4%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Edisto Beach Elementary continues to strive for academic excellence. The school's report card rating and Palmetto Gold Award indicate a strong instructional program.

During 2007-2008 the teaching assignments remained departmentalized in grades 2-6. Our teachers believe this enhances effective classroom instruction, because the teachers develop multi-grade lessons to address standards for all students.

The contributions of a strong and dedicated PTO encourage excellence among our students and staff. The PTO continues to financially support and assist in addressing the academic and enrichment needs of the school. PTO purchased interactive whiteboards [SMART Boards] for all classrooms in 07-08.

Our community strongly supports our school. Several community members volunteer regularly at EBE.

A grant from The Edisto Art Guild funded a day with a storyteller/flute maker in March, 2008. In April, 2008, our school held its 2nd Arts Extravaganza recognizing the visual and performing arts accomplishments of our students.

Rev. Wey Camp, Chairperson, SIC
Ms. Olivia H. Padgett, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	4	6	5
Percent satisfied with learning environment	I/S	I/S	I/S
Percent satisfied with social and physical environment	I/S	I/S	I/S
Percent satisfied with school-home relations	I/S	I/S	I/S

* 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 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. Sanction: Implement the restructuring plan.
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	24.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	24.5%	0.0%	No
Student attendance rate	94.5%	94.0%	Yes

* Or greater than last year

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

All Students	23	100	4.3	43.5	39.1	13	60.9	33	48.2	Yes	Yes
Gender											
Male	15	100	6.7	46.7	33.3	13.3	53.3	26.9	41.7	N/A	N/A
Female	8	I/S	I/S	I/S	I/S	I/S	I/S	38.8	55	N/A	N/A
Racial/Ethnic Group											
White	22	100	4.5	40.9	40.9	13.6	63.6	45.5	60	I/S	I/S
African American	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.3	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.8	47	I/S	I/S
Disability Status											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	8.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	2	I/S	I/S	I/S	I/S	I/S	I/S	27.3	34	I/S	I/S

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

All Students	23	100	8.7	47.8	17.4	26.1	56.5	29.4	45.8	Yes	Yes
Gender											
Male	15	100	13.3	33.3	20	33.3	66.7	29.5	45.6	N/A	N/A
Female	8	I/S	I/S	I/S	I/S	I/S	I/S	29.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	22	100	9.1	45.5	18.2	27.3	54.5	42.9	59	I/S	I/S
African American	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.8	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	46.2	I/S	I/S
Disability Status											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	9.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	2	I/S	I/S	I/S	I/S	I/S	I/S	23.8	31.4	I/S	I/S

* Adj - Adjusted to account for natural variation in performance.

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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
Science											
All Students	15	100	6.7	13.3	26.7	53.3	80	25.8	35.7	94.5	94.6
Gender											
Male	10	I/S	I/S	I/S	I/S	I/S	I/S	28.2	37.4	94.9	94.1
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	23.5	33.8	94.1	95.2
Racial/Ethnic Group											
White	15	100	6.7	13.3	26.7	53.3	80	41.9	49.2	94.4	93.8
African American	N/A	I/S	I/S	I/S	I/S	I/S	I/S	13	17	N/A	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	58	N/A	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.5	24.9	93.3	95.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.3	37.4	N/A	91.2
Disability Status											
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	9.5	14	94.5	93.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.3	24.4	93.3	95.8
Socio-Economic Status											
Subsided meals	1	I/S	I/S	I/S	I/S	I/S	I/S	17.6	21.1	91.6	94.3
Social Studies											
All Students	16	100	6.3	18.8	37.5	37.5	75	18.6	34	94.5	94.6
Gender											
Male	11	100	0	18.2	45.5	36.4	81.8	20.8	36.6	94.9	94.1
Female	5	I/S	I/S	I/S	I/S	I/S	I/S	16.5	31.3	94.1	95.2
Racial/Ethnic Group											
White	15	100	6.7	20	33.3	40	73.3	28.3	44.5	94.4	93.8
African American	N/A	I/S	I/S	I/S	I/S	I/S	I/S	11.8	19.1	N/A	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.5	58.9	N/A	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	17.2	27.5	93.3	95.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	10.5	32.7	N/A	91.2
Disability Status											
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	4.2	14.4	94.5	93.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.1	27.3	93.3	95.8
Socio-Economic Status											
Subsided meals	2	I/S	I/S	I/S	I/S	I/S	I/S	13.3	21	91.6	94.3

* 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*
English/Language Arts								
2007	3	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	8	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
2008	3	6	I/S	I/S	I/S	I/S	I/S	I/S
	4	8	I/S	I/S	I/S	I/S	I/S	I/S
	5	6	I/S	I/S	I/S	I/S	I/S	I/S
	6	3	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
Mathematics								
2007	3	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	8	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
2008	3	6	I/S	I/S	I/S	I/S	I/S	I/S
	4	8	I/S	I/S	I/S	I/S	I/S	I/S
	5	6	I/S	I/S	I/S	I/S	I/S	I/S
	6	3	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
Science								
2007	3	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	4	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
2008	3	3	I/S	I/S	I/S	I/S	I/S	I/S
	4	8	I/S	I/S	I/S	I/S	I/S	I/S
	5	3	I/S	I/S	I/S	I/S	I/S	I/S
	6	1	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
Social Studies								
2007	3	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	7	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	4	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
2008	3	3	I/S	I/S	I/S	I/S	I/S	I/S
	4	8	I/S	I/S	I/S	I/S	I/S	I/S
	5	3	I/S	I/S	I/S	I/S	I/S	I/S
	6	2	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

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