

Edisto Elementary

136 Woodolive Lane
Orangeburg, South

Grades	3-5 Elementary School	
Enrollment	617 Students	
Principal	Belinda Johnson	803-531-7646
Superintendent	Dr. Floride M. Calvert	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	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 2008-09 whose 2007-08 test scores were located

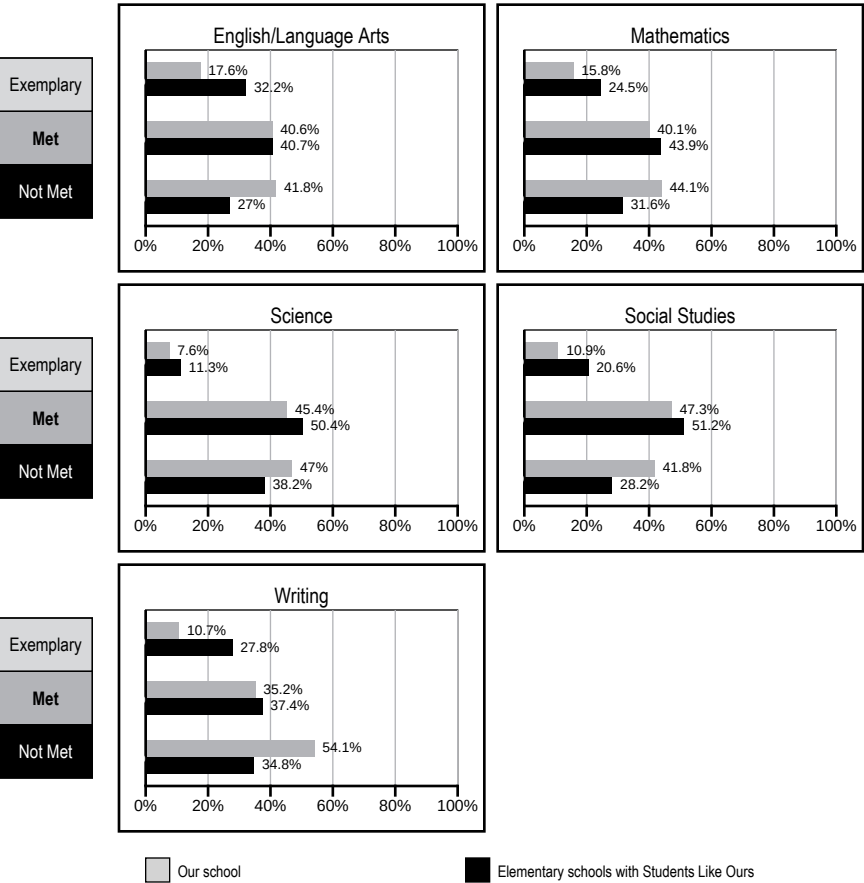
98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	11	88	13	0

* Ratings are calculated with data available by 06/01/2010.

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=617)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.1%	Up from 1.8%	2.5%	1.9%
Attendance rate	95.4%	Down from 95.8%	96.1%	96.3%
Eligible for gifted and talented	4.4%	Down from 5.3%	7.5%	10.0%
With disabilities other than speech	7.6%	Up from 6.4%	8.9%	7.7%
Older than usual for grade	1.5%	Down from 1.6%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	66.7%	Down from 72.5%	58.3%	59.4%
Continuing contract teachers	72.2%	Up from 70.0%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.4%	Down from 85.8%	86.5%	85.9%
Teacher attendance rate	93.1%	Down from 95.3%	95.0%	95.1%
Average teacher salary*	\$45,382	Up 2.0%	\$47,162	\$47,149
Professional development days/teacher	7.6 days	Down from 15.6 days	11.8 days	11.1 days
School				
Principal's years at school	14.0	Up from 13.0	5.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 19.0 to 1	18.6 to 1	18.8 to 1
Prime instructional time	87.8%	Down from 90.6%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,272	Up 3.3%	\$7,309	\$7,458
Percent of expenditures for instruction**	66.2%	Down from 66.7%	68.6%	68.8%
Percent of expenditures for teacher salaries**	61.2%	Down from 62.1%	61.1%	63.2%

* 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 is a rural school in Orangeburg County, SC, serving students in grades three, four, and five. 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. Through the integration of the administration, faculty, staff, parents, and community, we strive relentlessly to promote a high-quality education for each student. The central focus of our school is to promote continuous learning through the South Carolina Standards, with an integration of the Federal "No Child Left Behind" framework. In order to identify each student's strengths and weaknesses as well as on-going progress, the MAP test is administered at the beginning of school followed by winter testing and spring testing.

The purpose of Edisto Elementary School's educational program is to offer continuous improvement which gives students the opportunity to become confident and self directed. In order to assure each student's success, our school incorporates various teaching strategies such as inclusion, flexible grouping, balanced literacy, 21st century technology ("smart classroom"), and the Cougar Magnets Program. Due to our strong belief in both the educational and socio-psychological development of each student, we take great pride in our student community by encouraging academic success as well as the development of future leaders. In order to instill the importance of community, our students participate in various clubs such as Good News Club, Chorus, Cougar Connection, Positive Behavior Intervention Supports (PBIS), Book Club, and Student Congress. We also engage in community outreach such as Jump Rope for Heart, Pennies for Patients, and Relay for Life.

Character education, under the direction of the guidance department, is an important entity of our curriculum. In addition to the monthly character traits, the guidance counselors teach good character to students bi-weekly in a classroom setting. Students who excel academically are offered incentives by the School Improvement Council each quarter. The administration, faculty, PBIS committee, and guidance department reward good behavior through various treats such as Terrific Tuesdays and PBIS Pride Cards. Through progressive technology we maintain a website for our community. It consists of a variety of information such as homework, belief statements, news articles, and safety and health tips from our nurse, library media information, lunch menus, and other pertinent information.

It is through each component of our school day that we strive to support our motto, "For the Children."

Belinda Johnson, Principal

Sandi Templeton, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	164	68
Percent satisfied with learning environment	91.7%	79.3%	86.4%
Percent satisfied with social and physical environment	100.0%	79.8%	79.1%
Percent satisfied with school-home relations	75.0%	82.8%	83.1%

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

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School Adequate Yearly Progress	NO
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This school met 18 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
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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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

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	616	99.7	41.2	41.1	17.7	71.6	74.9	82.8	Yes	Yes
Gender										
Male	351	99.7	43.9	39.4	16.7	68.5	70	79.3	N/A	N/A
Female	265	99.6	37.7	43.3	19	75.7	80.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	349	99.7	34.2	43	22.7	77.3	82.5	89.5	Yes	Yes
African American	247	99.6	50.4	39.2	10.3	64.7	67	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	16	100	54.5	18.2	27.3	45.5	52.6	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	74	97.3	63.2	30.9	5.9	48.5	44.8	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	46.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	440	100	47.7	39	13.3	66.1	69.7	75.5	Yes	Yes

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

All Students	616	99.7	43.5	40.6	15.9	65.9	67.4	78.9	Yes	Yes
Gender										
Male	351	99.7	44.2	40.3	15.5	66.4	66.3	77	N/A	N/A
Female	265	99.6	42.5	40.9	16.6	65.2	68.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	349	99.7	34.8	43.9	21.2	72.7	77.5	87.2	Yes	Yes
African American	247	99.6	56.5	35.8	7.8	55.2	56	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	16	100	36.4	27.3	36.4	72.7	73.7	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	74	97.3	72.1	20.6	7.4	32.4	34.9	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	73.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	440	100	50.8	38.5	10.7	58.6	61	70.2	Yes	Yes

* 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

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	415	99.3	46	45.5	8.5	54	56.4	67.5
Gender								
Male	229	99.1	47.2	43.4	9.4	52.8	53.3	67
Female	186	99.5	44.6	48	7.4	55.4	59.7	68
Racial/Ethnic Group								
White	235	99.6	39.7	49.1	11.2	60.3	67.9	79.5
African American	166	99.4	55.3	40.1	4.6	44.7	43	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	12	91.7	I/S	I/S	I/S	I/S	58.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	48	100	71.1	20	8.9	28.9	26.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	304	99	52.8	41.8	5.3	47.2	48.6	55.1

Social Studies

All Students	414	100	41.3	47.9	10.8	58.7	59.5	72.3
Gender								
Male	237	100	39.6	47.6	12.9	60.4	60.7	71.5
Female	177	100	43.6	48.5	7.9	56.4	58.1	73.2
Racial/Ethnic Group								
White	229	100	33.3	49.5	17.1	66.7	68.3	80.7
African American	171	100	51.2	46.3	2.4	48.8	50.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	11	100	I/S	I/S	I/S	I/S	53.8	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	50	100	63.8	27.7	8.5	36.2	35	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	58.3	67.9
Socio-Economic Status								
Subsided meals	294	100	50.7	43.5	5.8	49.3	53	62.1

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	625	97.3	53.7	35.5	10.8	46.3	56.5	70.2	95.4	95.3
Gender										
Male	354	96.1	59.3	33.6	7.1	40.7	48	63.2	95.2	94.9
Female	271	98.9	46.4	38	15.6	53.6	66.1	77.5	95.7	95.6
Racial/Ethnic Group										
White	353	98.3	47.7	39	13.3	52.3	64.7	79.1	94.9	94.6
African American	252	95.6	62.3	30.7	7	37.7	47.7	57.6	96.1	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	94.4	92.6
Hispanic	16	100	54.5	27.3	18.2	45.5	47.4	62.6	97.1	96.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	68.7	96.1	96
Disability Status										
Disabled	71	85.9	93.2	1.7	5.1	6.8	12	26.1	94.3	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	57.7	93.2
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	40	61.2	97.4	96.2
Socio-Economic Status										
Subsidized meals	450	97.3	61.8	32.4	5.8	38.2	49.4	58.9	95	95

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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
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
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
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
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

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