



EDISTO ELEMENTARY

136 Woodolive Lane
Orangeburg, South

Grades	3-5 Elementary School	
Enrollment	573 Students	
Principal	Belinda Johnson	803-531-7646
Superintendent	Brenda Turner	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Below Average	Average
2009	Below Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

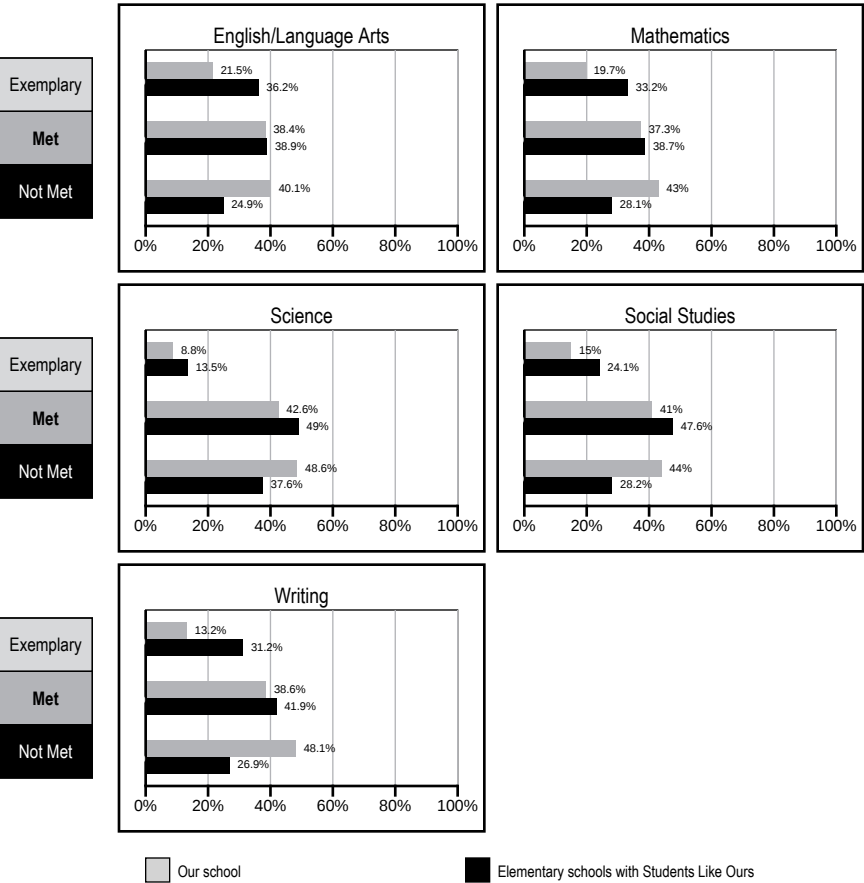
97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	22	86	9	0

* Ratings are calculated with data available by 11/09/2011.

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=573)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.9%	Down from 1.0%	1.2%	1.1%
Attendance rate	95.7%	Up from 95.3%	95.9%	96.2%
Served by gifted and talented program	5.8%	Up from 4.3%	11.9%	13.4%
With disabilities other than speech	4.2%	Down from 9.9%	5.1%	4.1%
Older than usual for grade	1.2%	Up from 1.1%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	67.6%	Up from 65.7%	59.7%	62.5%
Continuing contract teachers	78.4%	Up from 77.1%	90.0%	88.2%
Teachers returning from previous year	91.1%	Up from 86.0%	87.5%	87.8%
Teacher attendance rate	94.7%	Up from 88.8%	95.1%	95.2%
Average teacher salary*	\$45,153	Down 2.2%	\$46,593	\$46,773
Professional development days/teacher	12.2 days	Up from 6.7 days	11.3 days	10.5 days
School				
Principal's years at school	16.0	Up from 15.0	4.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 22.1 to 1	19.6 to 1	19.9 to 1
Prime instructional time	89.1%	Up from 83.4%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,013	Down 4.3%	\$7,482	\$7,447
Percent of expenditures for instruction**	62.9%	Down from 63.6%	67.0%	68.4%
Percent of expenditures for teacher salaries**	60.6%	Up from 60.0%	64.6%	65.8%

* 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 located in rural Orangeburg County. Our mission, 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 aligned to the South Carolina State Standards while incorporating balanced literacy and technology across the curriculum. Numerous interventions and classroom structures are offered for the purpose of closing the achievement gap among our students. The types of classroom structures at EES are team-teaching in regular classrooms, Cougar Magnet and LEAP classes for academically gifted and talented students, self-contained classes in three special education classes, four single gender classes, basic classes, and three related arts classes in conjunction with inclusion and mainstreaming when appropriate.

The purpose of Edisto Elementary School's educational program is to offer continuous academic improvement so that our students are given the opportunity to become confident, self-directed, lifelong learners in a family-oriented environment. It is through this family atmosphere that we have obtained the outstanding award of a Red Carpet School. Because of our strong belief in both educational and socio-psychological development, we seek to instill the importance of character by encouraging our students to participate in various clubs such as Cougar Connection, Public Speaking, Bike Club, Chorus/Drama Club, Cougar Cubettes, Cougar Cubs, Lego Club, Math Club, and Student Congress.

Our family, in cooperation with the PTSO and School Improvement Council(SIC), participates in community services such as Box Tops 4 Education, Campbell's Soup Labels, Jump Rope for Heart, Relay for Life, and the Cougar Closet and Paw Pantry which provide clothing and non-perishable food items to the community in times of need. Our website provides a variety of information such as homework, news articles, and health and safety tips from our nurse, library media information, lunch menus, and other pertinent information.

Another important aspect of our family is character education, which is implemented by the guidance department. Students who excel academically each quarter are offered incentives by our SIC. The administration and faculty offer celebrations for increasing MAP scores. The PBIS committee and guidance department reward good behavior through various treats and incentives.

Our school is a community school and we will continue to collaborate with the community to become a school of excellent.

Belinda Johnson, Principal
John Wolfe, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	188	64
Percent satisfied with learning environment	95.7%	84.5%	83.9%
Percent satisfied with social and physical environment	95.7%	81.5%	84.1%
Percent satisfied with school-home relations	54.5%	86.4%	79.4%

* 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 12 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	2.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	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 = 79.4% (Met or Exemplary)

All Students	587	99.7	39.6	38.5	21.8	70.5	70.3	82.4	No	Yes
Gender										
Male	319	99.4	42.8	39.4	17.8	66.3	67.1	78.7	N/A	N/A
Female	268	100	35.9	37.5	26.6	75.4	73.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	302	100	27.7	43.8	28.4	78.8	79.2	88.9	Yes	Yes
African American	264	99.2	53	32.5	14.5	61.1	61.1	72.9	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	62.5	31.3	6.3	56.3	61.1	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	84	98.8	71.6	23	5.4	39.2	38.7	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	53.8	38.5	7.7	61.5	60.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	409	100	45.4	38.8	15.8	66.4	65.6	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	587	99.7	42.8	37.4	19.8	67.2	71.7	81.9	No	Yes
Gender										
Male	319	99.4	45.1	35.7	19.2	65.3	71.2	79.9	N/A	N/A
Female	268	100	39.9	39.5	20.6	69.4	72.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	302	100	32.2	40.1	27.7	78.8	81.1	88.9	No	Yes
African American	264	99.2	54.3	35	10.7	53.8	62.1	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	16	100	62.5	25	12.5	50	58.3	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	84	98.8	73	17.6	9.5	39.2	37.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	61.5	23.1	15.4	46.2	56.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	409	100	47.6	37.8	14.5	61.9	66.1	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	388	99.5	47.9	42.5	9.6	52.1	55	68.6
Gender								
Male	207	99	45.8	45.3	8.9	54.2	58	68.3
Female	181	100	50.3	39.4	10.3	49.7	51.8	68.9
Racial/Ethnic Group								
White	184	100	31.4	54.3	14.3	68.6	69.8	80.7
African American	193	99	64.1	31.2	4.7	35.9	40.6	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	39.1	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	62	98.4	68.5	24.1	7.4	31.5	27.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	35.7	60.7
Socio-Economic Status								
Subsidized meals	271	99.6	55.3	38.2	6.5	44.7	48.1	57.3

Social Studies								
All Students	393	98.5	43.4	41.5	15.1	56.6	60.9	72.5
Gender								
Male	219	98.6	44.9	38.6	16.4	55.1	61.6	72
Female	174	98.3	41.5	45.1	13.4	58.5	60.1	73.1
Racial/Ethnic Group								
White	211	99.5	35.4	45.6	18.9	64.6	70.3	81
African American	168	97	53.6	37.1	9.3	46.4	50.5	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	55	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	60	93.3	66.7	29.6	3.7	33.3	34.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	56.3	69.7
Socio-Economic Status								
Subsidized meals	277	99.3	47.4	41.5	11	52.6	56	62.9

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	206	97.6	48.1	38.6	13.2	51.9	56.6	73.2	95.7	95.8
Gender										
Male	124	96	48.2	41.1	10.7	51.8	55.6	67.2	95.4	95.4
Female	82	100	48.1	35.1	16.9	51.9	57.6	79.4	96	96.2
Racial/Ethnic Group										
White	115	98.3	39.8	40.7	19.4	60.2	65.5	81.5	95.3	95
African American	84	96.4	56.8	37.8	5.4	43.2	47.4	61.3	96.1	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	97	94.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	36.4	66.7	96	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	96.3	97.1
Disability Status										
Disabled	25	84	N/AV	N/AV	N/AV	N/AV	4.2	26	95	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	65.7	96.7	96.7
Socio-Economic Status										
Subsidized meals	141	97.2	53.4	36.8	9.8	46.6	50.8	63.2	95.5	95.8

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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							
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
2011	3	191	100	37.7	29.7	32.6	62.3
	4	191	99.5	43	41.3	15.6	57
	5	205	99.5	38.2	44	17.8	61.8
	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							
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
2011	3	191	100	52.6	25.7	21.7	47.4
	4	191	99.5	31.3	48	20.7	68.7
	5	205	99.5	44.5	38.2	17.3	55.5
	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							
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
2011	3	95	99	63.1	25	11.9	36.9
	4	191	99.5	41.3	50.3	8.4	58.7
	5	102	100	46.7	43.5	9.8	53.3
	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

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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							
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
2011	3	98	96.9	50	29.3	20.7	50
	4	191	99.5	37.4	49.7	12.8	62.6
	5	104	98.1	48	38	14	52
	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							
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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	206	97.6	48.1	38.6	13.2	51.9
	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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