



Edisto High School

500 RM Foster Drive
Cordova, SC 29039

Grades	9-12 High School	
Enrollment	732 Students	
Principal	David Damm	803-536-1553
Superintendent	Brenda Turner	803-534-8081
Board Chair	Peggy Tyler	803-534-8081

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	At-Risk
2010	Average	Below Average
2009	Below Average	At-Risk
2008	Average	Excellent

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://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
6	4	17	1	0

* Ratings are calculated with data available by 11/14/2012.

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

Percent	Our High School			High Schools with Students Like Ours		
	2010	2011	2012	2010	2011	2012
Passed 2 subtests (%)	70.7%	71.2%	70.5%	70.3%	69.6%	71.4%
Passed 1 subtest (%)	18.3%	15.8%	14.5%	15.8%	17.8%	16.1%
Passed no subtests (%)	11.0%	13.0%	15.1%	14.0%	12.6%	12.5%

HSAP Passage Rate by Spring 2012

Percent	Our High School	High Schools with Students Like Ours
	88.4%	90.2%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	220	199	180	168
Number of Graduates in Cohort	159	157	131	126
Rate	72.3%	78.9%	72.2%	72.7%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	255	210	204	174
Number of Graduates in Cohort	180	162	140	135
Rate	70.6%	77.1%	72.4%	76.7%

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	58.7%	69.1%
English 1	32.8%	58.0%
Biology 1/Applied Biology 2	72.0%	69.1%
US History and the Constitution	36.1%	39.2%
All Tests	47.8%	55.2%

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

Abbreviations for Missing Data

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School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=732)				
Retention rate	5.4%	Up from 3.5%	3.9%	3.0%
Attendance rate	96.7%	Down from 99.9%	95.7%	95.3%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.0%	Down from 2.9%	1.2%	0.9%
Enrolled in AP/IB programs	7.2%	Up from 5.5%	6.6%	13.4%
Successful on AP/IB exams	30.8%	N/A	30.8%	50.9%
Eligible for LIFE Scholarship	0.0%	Down from 27.0%	28.0%	30.1%
Annual dropout rate	1.9%	Down from 2.9%	2.5%	2.3%
Career/technology students in co-curricular organizations	5.5%	Down from 5.7%	5.5%	2.7%
Enrollment in career/technology courses	358	Up from 283	276	395
Students participating in work-based experiences	11.9%	Down from 13.1%	11.9%	7.4%
Career/technology students attaining technical skills	63.1%	Down from 78.5%	82.6%	84.0%
Career/technology completers placed	100.0%	No Change	95.5%	98.4%
Teachers (n=42)				
Teachers with advanced degrees	61.9%	Down from 65.4%	61.4%	63.2%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	85.2%	Up from 84.3%	84.9%	86.6%
Teacher attendance rate	96.2%	No Change	95.3%	95.2%
Average teacher salary*	\$46,951	Up 0.1%	\$46,394	\$47,326
Professional development days/teacher	N/R	N/R	11.2 days	9.7 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	25.2 to 1	Up from 23.3 to 1	24.6 to 1	27.1 to 1
Prime instructional time	91.6%	Down from 95.2%	89.5%	89.4%
Dollars spent per pupil**	\$8,780	Up 5.6%	\$8,467	\$7,708
Percent of expenditures for teacher salaries**	62.3%	Down from 62.7%	53.6%	57.1%
Percent of expenditures for instruction**	65.1%	Up from 64.6%	55.6%	59.6%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.8%	Up from 92.9%	97.7%	97.8%
Character development program	Good	Up from Average	Good	Good
Modern language program assessment	N/A	N/A	Excellent	Good
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

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Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	173	88.4%	559	47.8%	199	78.9%
Gender						
Male	88	85.2%	278	45.7%	106	69.8%
Female	85	91.8%	281	49.8%	93	89.2%
Racial/Ethnic Group						
White	86	91.9%	282	54.6%	99	79.8%
African American	86	84.9%	257	38.1%	98	77.6%
Asian/Pacific Islander	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
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	13	53.8%	53	20.8%	10	60.0%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status						
Subsidized meals	119	85.7%	412	44.2%	135	76.3%

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 is a rural 9th – 12th grade school of less than 750 students. Student enrollment has been declining but student achievement is on the rise. We continue to operate on a 4 X 4 block schedule and are supported by a local career center offering courses in areas of automotive technology, welding, early childhood education, cosmetology, hospitality and tourism, and engineering. We have been able to expand our Advanced Placement and Honors offerings this year, allowing more students access to these higher level courses. Our students have the opportunity to take classes virtually for both initial credit and credit recovery. In cooperation with Orangeburg-Calhoun Technical College, students may also take dual credit offerings. Our instructional focus as a professional teaching staff has been gaining knowledge concerning lesson design strategies proven to positively impact student achievement. We have adopted the approach that an excellent school is excellent at everything...from academics to athletics to extra-curricular activities. We have our sights set on being an exemplary school in all areas. Our motto, "Empowering today's students to seize tomorrow's opportunities" provides our daily direction.

SY 2011-2012 was a good year for us. We continue to work aggressively to establish a culture of high expectations, academic and otherwise. We've seen gains, as demonstrated in this Report Card. Enrollment in our National Honor Society nearly doubled from 2010-2011 to 2011-2012. Advanced Placement enrollment was up twofold. We are fortunate to have a group of young, high-achieving students who really want more for themselves and the school. They push all of us and our objective is to provide them growth opportunity. At this year's fall academic awards ceremony, we called the names of over 300 students on the "A and A/B Honor Roll." That's over 40% of our enrollment. We are very fortunate to have a productive combination of excellent teachers and capable, willing students. As we continue to push ourselves and operate with a sense of purpose, our students will grow and mature. We were also able to seize the opportunity to begin new initiatives in the school this year. Our road map to success has been defined as aggressive first year remediation for incoming freshman specific to their needs in an attempt to prepare them for a rigorous content oriented experience grades 10-12. We began our High School 101 transition course with good results. That particular program will expand next year, reaching out to twice as many 9th grade students assisting them in the transition to the high school. We will begin a summer reading program thanks to the leadership of one of our teachers, in working with other teachers. If we can improve literacy, we will progress academically. We experimented with an academic remediation program in our In School Suspension program that we believe will help serve our students. As a staff, we have done some work on engagement strategies and relationship building with a focus on improved student achievement. We will continue to expand our understanding of lesson design strategies. We have used our time wisely as professionals to expand our knowledge concerning vital behaviors of this profession, those things that really impact learning.

Though we have a long way to go, this school is improving because of the efforts of teachers, students, parents/guardians, school and district level administrators, this school board and our community. Expertise exists within our school and district to bring sustainable success. Edisto High School will continue to be student-centered, working towards a goal of creating meaningful opportunities for all of our young people.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	82	32
Percent satisfied with learning environment	86.0%	61.7%	80.6%
Percent satisfied with social and physical environment	97.7%	78.8%	84.4%
Percent satisfied with school-home relations	60.5%	77.8%	84.4%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	59.0
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Edisto High School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.2%	0.0%	No

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
Grades 9-12							
All Students	226	221	71	67	100.0	99.4	72.3
Male	220	220	71	67	100.0	100.0	64.9
Female	231	222	72	66	100.0	98.9	78.0
White	233	229	75	69	100.0	98.9	77.1
African American	218	212	68	64	100.0	100.0	67.9
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
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	28.6
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	221	216	71	65	100.0	99.1	63.9
Annual Measurable Objective (AMO)	223	220	76	71	95.0	95	73.1

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	189	99.5	14.1	40.7	33.9	11.3	55.9
	2012	171	100.0	15.2	39.6	31.1	14.0	56.7
Mathematics								
All Students	2011	189	98.9	26.6	36.2	30.5	6.8	48.0
	2012	171	99.4	23.8	34.1	30.5	11.6	51.8

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