



EDISTO PRIMARY

3239 Cordova Road
Cordova, SC 29039

Grades	PK-2 Primary School	
Enrollment	701 Students	
Principal	Susan A. Zeigler	803-536-4782
Superintendent	Dr. Thomas Sparks	803-534-8081
Board Chair	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
2010	Excellent	Good
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	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 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 PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	0	0	0	0

* Ratings are calculated with data available by 03/09/2011. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructional time	88.7%
Student-teacher ratio in core subjects	20.9 to 1
Teachers with advanced degrees	76.6%
Teachers returning from previous year	87.6%
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	21.8 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and School
	American Montessori Society
	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=701)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Down from 3.4%	2.6%	2.8%
Attendance rate	95.1%	No Change	95.1%	95.6%
With disabilities other than speech	4.1%	Down from 4.6%	4.1%	4.0%
Older than usual for grade	0.0%	No Change	0.0%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	76.6%	Up from 68.8%	69.4%	62.2%
Continuing contract teachers	95.7%	Up from 77.1%	94.1%	90.9%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.6%	Down from 87.8%	88.2%	89.8%
Teacher attendance rate	94.2%	Down from 95.1%	94.4%	95.1%
Average teacher salary*	\$48,096	Up 0.7%	\$47,890	\$47,006
Professional development days/teacher	22.5 days	Up from 20.3 days	18.8 days	17.1 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	5.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 19.2 to 1	19.4 to 1	19.3 to 1
Prime instructional time	88.7%	Down from 89.7%	89.6%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,383	Up 4.4%	\$7,286	\$7,207
Percent of expenditures for instruction**	68.5%	Up from 67.8%	68.2%	68.5%
Percent of expenditures for teacher salaries**	65.1%	Up from 62.9%	64.1%	65.1%

* 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

Report of Principal and School Improvement Council

Edisto Primary School (EPS) strives constantly to be a nurturing place where young students can learn. The administration, faculty, staff, volunteers, parents and community members work together to help students achieve excellence and academic success. EPS has continually received an "Excellent" rating on the state report card since the onset of the statewide reporting system. The school has received accreditation for the past thirty-nine years through the Southern Association of Colleges and Schools. Edisto Primary was recently announced as a Red Carpet School winner.

The educational program of the school has been strengthened through the addition of instructional coaches. A literacy coach and a math/science coach provide professional learning group collaboration which offers time for teacher reflection and new learning in the areas of instruction and assessment. Attention to small-group instruction, hands-on explorations, and student engagement has enhanced the school's focus on the growth of young readers, writers and, thinkers. Students are aware that their reading level always changes, and they are directed to books which give them opportunities to practice reading strategies and move to the next level. They are involved in discovery learning through the use of science kit materials and math manipulatives.

Measures of Academic Progress (MAP) assesses second grade students three times a year through on-line testing. The data generated by this assessment is used to design instruction on individual and small-group instructional levels. The addition of this tool has helped facilitate improvement in reading, math, and language.

Partnership with parents and other community members through monthly "Spotlight on Success" nights, grade level programs, newsletters, regular family conferences and home visits have strengthened the connection and improved communication between the school and the wider community. Continual improvement in this area is an on-going focus.

In 2009 School Improvement Council (SIC) combined and strengthened its efforts between the primary and elementary schools by creating one SIC that continues to enhance the school relationship between the community, parents, children, and staff with more SIC sponsored activities. The list of projects includes Campbell's Soup labels, Box Tops for Education, donation of books to all children, SIC incentives for children and teachers, as well as the project, Growing Together, featuring our community farmers and school-age children.

Edisto Primary continues to face the challenges of improving test scores and student attendance as well as motivating students to achieve their fullest potential in all areas. We are also concerned with building good character and use the Positive Behavior Intervention Support model consistently. These are challenges which we willingly and confidently embrace as we boldly lead our young students into their future.

Susan A. Zeigler, Principal
Sandi Templeton, SIC Chairperson

Evaluations by Teachers

	Teachers
Number of surveys returned	46
Percent satisfied with learning environment	97.8%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	90.9%

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School Adequate Yearly Progress

YES

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.

Teacher Quality and Student Attendance

	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	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year