



Edgewood Middle

200 Edgewood Circle
Ninety Six, South Carolina

Grades	6-8 Middle School	
Enrollment	382 Students	
Principal	Wally Hall	864-543-3511
Superintendent	Dr. Mark Petersen	864-543-3100
Board Chair	Mr. Sam Corley	864-223-2082

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average
2005	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

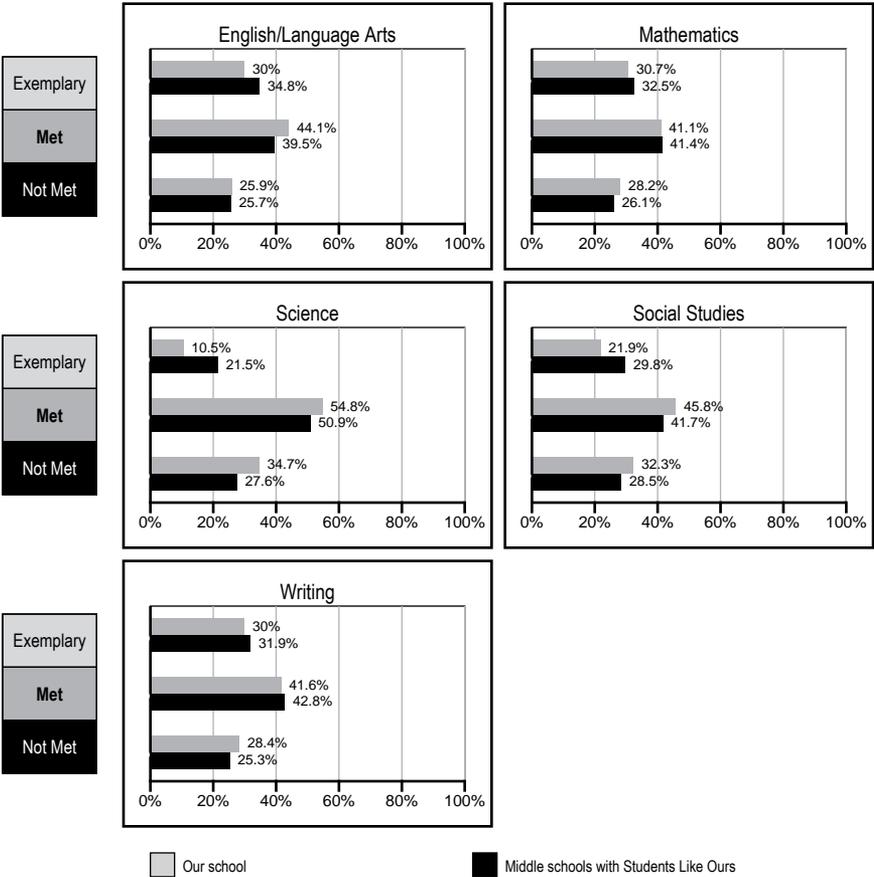
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	10	34	0	0

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	97.4%
English 1	N/A	97.6%
Physical Science	N/A	91.9%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	97.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=382)				
Students enrolled in high school credit courses (grades 7 & 8)	15.4%	Down from 20.2%	24.0%	21.6%
Retention rate	0.3%	Down from 3.4%	1.1%	1.2%
Attendance rate	96.2%	Down from 96.3%	95.9%	95.9%
Eligible for gifted and talented	24.6%	Up from 24.5%	18.9%	14.8%
With disabilities other than speech	7.5%	Down from 8.5%	11.4%	12.6%
Older than usual for grade	2.1%	Down from 2.3%	1.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	46.2%	Up from 42.3%	57.9%	56.9%
Continuing contract teachers	76.9%	Up from 73.1%	76.6%	72.7%
Teachers with emergency or provisional certificates	16.7%	Up from 12.5%	5.5%	5.3%
Teachers returning from previous year	85.3%	Down from 89.2%	85.5%	82.9%
Teacher attendance rate	91.5%	Down from 95.7%	95.0%	95.2%
Average teacher salary*	\$45,721	Up 3.8%	\$47,084	\$46,599
Professional development days/teacher	14.8 days	Up from 14.0 days	10.4 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.5	3.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 23.9 to 1	21.9 to 1	20.1 to 1
Prime instructional time	85.8%	Down from 88.6%	89.8%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	98.7%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,693	Up 4.2%	\$6,934	\$7,645
Percent of expenditures for instruction**	64.5%	Up from 64.4%	63.9%	63.4%
Percent of expenditures for teacher salaries**	55.9%	Down from 57.3%	57.2%	57.0%

* 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

Edgewood Middle had a very successful year in 2008-2009! We had an extremely successful state technical assistance visit in October. In order to increase our focus on literacy, we encouraged students to read 25 books. Our Reading Plus program focusing on reading fluency and comprehension paid off with improved ELA grades on last year's PACT. In social studies, our 8th grade won third place in the Metropolitan state-wide stock market game for their division. All grades in social studies and science saw great improvements on the 2008 PACT assessment. Our Algebra I program continues to be a success story. Over 70% of the 40 students enrolled scored 85 or better in the class. Edgewood continues to be successful in many areas. This year our character and anti-drug and alcohol program included all three grades. This is a great partnership with the South Carolina Army National Guard and the "Stay on Track" program. Our focus is to help every student set goals and remain tobacco, drug, and alcohol free for life! The second year of our school-wide anti-bullying program was a huge success this year. "Don't Feed the Bully" provided our students with an engaging program and valuable lessons. Additionally, our character and career program continues to be a success with 100% participation again on Job Shadow Day. Our Career Day had over 25 business and agency participants this year. The students learn a great deal about the relationship between careers and education. The program was outstanding! Professionally, our staff continues to acquire the necessary knowledge and skills to make every classroom experience for our students the best possible. We continue to increase involvement in professional development activities. Seven of our staff attended the Business Summit in June 2008. Our staff met all requirements for Highly Qualified status. We had 3 teachers earn their Master's degrees. The success stories at Edgewood would not have been possible without the efforts of our outstanding staff! Demographically, our community remains largely rural. Our poverty rate increased slightly based on our free and reduced lunch numbers. We had 378 outstanding students enrolled at Edgewood this year. The gender percentages are nearly equal, and our minority population comprises about 25% of the student body. Anxiously, we await the start of the 2009-2010 school year with the expectation that it will be better than the previous one. We expect all of our students to succeed! Drop by Edgewood and see learning and achievement in progress! Success is our only option!

SIC Chair – Robin McKellar

Principal – Wally Hall

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	98	37
Percent satisfied with learning environment	95.2%	70.4%	77.8%
Percent satisfied with social and physical environment	85.7%	63.9%	70.3%
Percent satisfied with school-home relations	85.7%	79.4%	78.4%

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

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School Adequate Yearly Progress

YES

This school met 17 out of 17 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. 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	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	377	100	25.9	44.1	30	84.6	88.4	82.8	Yes	Yes
Gender										
Male	190	100	31.2	43	25.8	80.1	83.9	79.3	N/A	N/A
Female	187	100	20.3	45.2	34.5	89.3	93.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	278	100	19	45.7	35.3	90	91.6	89.5	Yes	Yes
African American	95	100	46.2	39.6	14.3	69.2	77.7	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	2	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	28	100	N/AV	N/AV	N/AV	32	32.8	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	172	100	38.1	42.5	19.4	73.8	80.7	75.5	Yes	Yes

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

All Students	377	100	29.5	43.3	27.3	80.2	85.7	78.9	Yes	Yes
Gender										
Male	190	100	33.3	38.7	28	75.8	82	77	N/A	N/A
Female	187	100	25.4	48	26.6	84.7	89.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	278	100	20.8	46.1	33.1	85.5	89.7	87.2	Yes	Yes
African American	95	100	54.9	35.2	9.9	64.8	72.3	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	28	100	N/AV	N/AV	N/AV	24	36.2	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	172	100	42.5	41.9	15.6	71.3	78.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	258	100	34.7	54.8	10.5	65.3	71.5	67.5
Gender								
Male	124	100	37.2	52.1	10.7	62.8	68.7	67
Female	134	100	32.3	57.5	10.2	67.7	74.2	68
Racial/Ethnic Group								
White	188	100	22.1	64.1	13.8	77.9	79	79.5
African American	68	100	69.2	29.2	1.5	30.8	46.5	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	21	100	N/AV	N/AV	N/AV	15.8	24.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsized meals	126	100	51.7	44	4.3	48.3	59.8	55.1
Social Studies								
All Students	260	100	32.3	45.8	21.9	67.7	74.6	72.3
Gender								
Male	135	100	32.6	42.4	25	67.4	72.9	71.5
Female	125	100	31.9	49.6	18.5	68.1	76.6	73.2
Racial/Ethnic Group								
White	196	100	26.7	46.6	26.7	73.3	79.7	80.7
African American	61	100	50	44.8	5.2	50	55.3	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	15	100	64.3	28.6	7.1	35.7	37.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsized meals	113	100	45.3	46.2	8.5	54.7	63.8	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	376	100	28.4	41.6	30	71.6	76.5	70.2	96.2	96.5
Gender										
Male	188	100	35.1	42.2	22.7	64.9	69	63.2	96.6	96.6
Female	188	100	21.3	41	37.6	78.7	84.4	77.5	95.9	96.4
Racial/Ethnic Group										
White	276	100	23.1	42.2	34.7	76.9	80	79.1	96	96.4
African American	96	100	43.5	40.2	16.3	56.5	64.1	57.6	96.9	97
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	95	95.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	62.6	98.9	97.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	96.1
Disability Status										
Disabled	28	100	N/AV	N/AV	N/AV	8	17.2	26.1	94.7	95.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	61.2	98.3	97.2
Socio-Economic Status										
Subsided meals	170	100	41.5	37.7	20.8	58.5	65.1	58.9	95.7	96.1

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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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	125	100	22.5	46.7	30.8	77.5
	7	141	100	22.1	51.5	26.5	77.9
	8	111	100	34.6	31.8	33.6	65.4
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	125	100	25	56.7	18.3	75
	7	141	100	24.3	39.7	36	75.7
	8	111	100	41.1	32.7	26.2	58.9
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	62	100	40	51.7	8.3	60
	7	141	100	28.7	62.5	8.8	71.3
	8	55	100	44.2	38.5	17.3	55.8
Social Studies							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	63	100	8.3	66.7	25	91.7
	7	141	100	41.2	43.4	15.4	58.8
	8	56	100	36.4	29.1	34.5	63.6
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	125	100	27.5	45.8	26.7	72.5
	7	142	100	28.5	39.4	32.1	71.5
	8	109	100	29.2	39.6	31.1	70.8

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