



R C Edwards Middle

1157 Madden Bridge Rd
Central, SC 29630

Grades	6-8 Middle School	
Enrollment	801 Students	
Principal	Gary Culler	864-654-1400
Superintendent	Lee D'Andrea, Ph.D.	864-855-8150
Board Chair	Dr. B. J. Skelton	864-868-9691

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Below Average
2005	Good	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

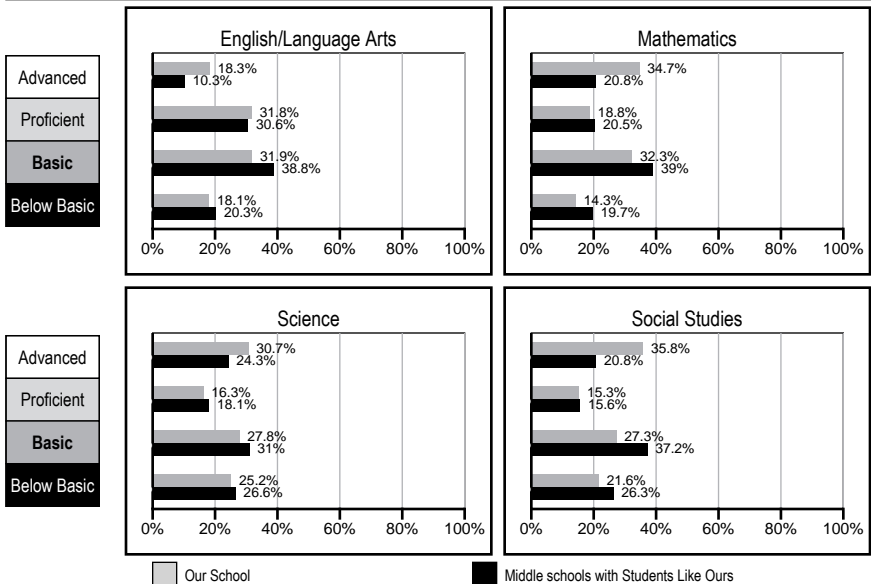
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	24	3	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	97.3
English 1	100.0	93.4
Physical Science	0	40.5
All Subjects	100.0	96.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=801)				
Students enrolled in high school credit courses (grades 7 & 8)	85.8%	Up from 51.2%	30.1%	19.4%
Retention rate	2.2%	Down from 3.3%	1.7%	1.8%
Attendance rate	96.1%	Down from 96.4%	96.3%	95.8%
Eligible for gifted and talented	29.1%	Down from 31.5%	26.2%	15.3%
With disabilities other than speech	14.8%	Up from 13.0%	11.1%	12.9%
Older than usual for grade	2.6%	Down from 2.8%	1.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.1%	Up from 0.0%	1.0%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	59.6%	Up from 56.3%	61.5%	55.0%
Continuing contract teachers	88.5%	Down from 89.6%	75.0%	70.6%
Teachers with emergency or provisional certificates	2.1%	Down from 2.3%	3.7%	5.4%
Teachers returning from previous year	91.9%	Up from 88.2%	84.7%	83.4%
Teacher attendance rate	93.3%	Down from 95.9%	95.3%	94.9%
Average teacher salary	\$46,389	Up 4.3%	\$46,665	\$44,706
Professional development days/teacher	9.7 days	Up from 3.4 days	11.7 days	11.8 days
School				
Principal's years at school	1.0	Down from 11.0	4.0	3.0
Student-teacher ratio in core subjects	24.3 to 1	Down from 25.3 to 1	21.8 to 1	20.1 to 1
Prime instructional time	88.5%	Down from 91.2%	90.3%	89.3%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	41.7%	Down from 65.7%	98.2%	98.0%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil*	\$6,910	Up 11.8%	\$6,292	\$7,097
Percent of expenditures for instruction*	56.5%	Down from 57.1%	66.9%	64.4%
Percent of expenditures for teacher salaries*	52.3%	Down from 54.5%	63.5%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2007-2008 school year has been a year of achievement for our school. It is the mission of R.C. Edwards Middle School to "promote high standards of academic achievement, personal achievement, and career development in a safe environment," and we have accomplished this through a myriad of opportunities.

Our sixth, seventh, and eighth graders have had numerous opportunities to showcase their talents in academics, athletics, and the arts. Our Algebra class average end-of-course exam score was 97.75% and the English 1 end of course average was 96.2%. Math Counts teams placed first in the Region. Three of our students placed in the regional science fair. Lakes and Mountains School for the Arts accepted 38 of our students to participate in their program, and three of our students qualified for the All-State Band. Thirty-eight students were named Jr. Scholars and ten students were awarded Duke Tip with one of them qualifying as a Grand Winner. Our chess club was state champion this year as well.

Some exemplary programs at Edwards include Panther Pride, Student of the Month, and Breakfast of Champions. The Panther Pride honors students who have modeled noteworthy character traits, the Student of the Month program identifies students who have excelled in the classroom, and the Breakfast of Champions rewards students who have not incurred disciplinary action. Students also receive recognition for growth in their MAP scores. The MAP test is a standardized test that shows student growth. It also shows areas of strengths and weaknesses providing valuable information about students' progress throughout the year so that teachers can meet student needs more effectively. Promethean boards and LCD projectors have been purchased to continue to promote high academic achievement, integrating technology in the classroom.

In an effort to invest in the surrounding community, Edwards contributes to many outreach programs. Students and faculty make donations and participate in fundraisers for local charities such as Helping Hands, United Way, and Hoops for Heart along with many other program opportunities.

R.C. Edwards Middle School is the learning environment for students with the help and support of parents, volunteers, the school improvement council, teachers, and staff. Our PTSO, a parent-teacher- student organization, has worked towards increasing the number of volunteers within our school. This effort has been accomplished as our school has enjoyed the benefits of this undertaking. The PTSO and volunteers have worked to beautify the grounds and support our teachers and students. We hope that this program will continue to grow and flourish in the coming year.

Kim Vick, School Improvement Council Chairperson
Reggia Stapleton, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	251	133
Percent satisfied with learning environment	76.7%	71.0%	61.5%
Percent satisfied with social and physical environment	90.7%	71.9%	57.4%
Percent satisfied with school-home relations	88.1%	83.6%	51.6%

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

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School Adequate Yearly Progress

NO

This school met 18 out of 23 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. Sanction: Implement the restructuring plan.
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	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	782	99.9	19.1	34	33	13.9	57.4	55.9	48.2	Yes	Yes
Gender											
Male	413	100	23.3	35.4	29.9	11.4	52.2	49.1	41.7	N/A	N/A
Female	369	99.7	14.4	32.3	36.5	16.7	63.2	63	55	N/A	N/A
Racial/Ethnic Group											
White	600	99.8	14.9	31.9	38.8	14.4	63.5	58.4	60	Yes	Yes
African American	116	100	38.9	45.4	11.1	4.6	28.7	36.2	31.7	Yes	Yes
Asian/Pacific Islander	27	100	4.3	17.4	21.7	56.5	82.6	70.4	70.4	I/S	I/S
Hispanic	34	100	38.7	45.2	12.9	3.2	22.6	41.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	72.7	47	I/S	I/S
Disability Status											
Disabled	115	100	57.4	36.1	5.6	0.9	14.8	17.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	44	100	35.1	37.8	16.2	10.8	32.4	46	36.9	I/S	Yes
Socio-Economic Status											
Subsided meals	265	99.6	36.2	44	18.1	1.6	31.3	41	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	782	99.9	15.8	35.7	19.5	29	57.9	52.3	45.8	Yes	Yes
Gender											
Male	413	100	15.7	35.2	17.5	31.6	56.7	52.2	45.6	N/A	N/A
Female	369	99.7	15.9	36.3	21.8	26.1	59.2	52.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	600	99.8	12.3	34.3	21.1	32.2	62.8	55	59	Yes	Yes
African American	116	100	34.3	46.3	12	7.4	28.7	28.8	26.9	No	Yes
Asian/Pacific Islander	27	100	0	13	13	73.9	87	74.1	71.3	I/S	I/S
Hispanic	34	100	25.8	41.9	19.4	12.9	45.2	42.8	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	46.2	I/S	I/S
Disability Status											
Disabled	115	100	49.1	36.1	10.2	4.6	18.5	18.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	44	100	21.6	35.1	18.9	24.3	51.4	51.2	38.7	I/S	Yes
Socio-Economic Status											
Subsided meals	265	99.6	30.9	46.5	14	8.6	32.1	37.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	515	99.8	25.1	27.8	16.3	30.8	47.1	43.9	35.7	96.1	96.2
Gender											
Male	267	99.6	24.4	23.6	14	38	52	46.3	37.4	96.1	96.2
Female	248	100	25.8	32.1	18.8	23.3	42.1	41.4	33.8	96	96.3
Racial/Ethnic Group											
White	390	100	19.5	27.2	19	34.3	53.3	46.9	49.2	95.8	96.2
African American	83	100	48.7	34.2	6.6	10.5	17.1	19.4	17	96.2	96.3
Asian/Pacific Islander	16	93.8	0	7.7	15.4	76.9	92.3	72.9	58	98.8	98
Hispanic	22	100	55	30	5	10	15	27.9	24.9	97.5	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.9
Disability Status											
Disabled	80	100	59.5	23	6.8	10.8	17.6	15.7	14	95.4	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	29	100	45.8	25	12.5	16.7	29.2	39	24.4	97.9	97.3
Socio-Economic Status											
Subsided meals	175	100	42.4	33.5	13.3	10.8	24.1	30.4	21.1	94.9	95.3
Social Studies											
All Students	511	100	21.6	27.3	15.3	35.7	51	43.8	34	96.1	96.2
Gender											
Male	276	100	19.2	25.7	15.8	39.2	55.1	46.1	36.6	96.1	96.2
Female	235	100	24.4	29.3	14.7	31.6	46.2	41.3	31.3	96	96.3
Racial/Ethnic Group											
White	395	100	18	26.3	16.4	39.3	55.7	45.8	44.5	95.8	96.2
African American	75	100	41.4	34.3	11.4	12.9	24.3	24.6	19.1	96.2	96.3
Asian/Pacific Islander	16	100	0	21.4	0	78.6	78.6	71.7	58.9	98.8	98
Hispanic	23	100	38.1	28.6	19	14.3	33.3	38.5	27.5	97.5	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.9
Disability Status											
Disabled	70	100	46.2	33.8	6.2	13.8	20	16.3	14.4	95.4	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	28	100	33.3	25	12.5	29.2	41.7	43.8	27.3	97.9	97.3
Socio-Economic Status											
Subsided meals	169	100	35.7	38.2	11.5	14.6	26.1	29.6	21	94.9	95.3

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	240	100	18.4	34.2	35.5	11.8	47.4
	7	290	99.7	21.8	29.8	37.8	10.7	48.5
	8	240	100	17	38	31	14	45
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	265	100	14.6	31.9	39	14.6	53.5
	7	246	100	18.9	39.1	31.8	10.3	42.1
	8	271	99.6	23.8	31.4	28.4	16.5	44.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	240	100	12.3	37.3	21.5	28.9	50.4
	7	290	100	14.1	34	21.4	30.5	51.9
	8	240	100	15.7	41	22.3	21	43.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	265	100	12.2	28.7	21.7	37.4	59.1
	7	246	100	13.7	41.2	13.7	31.3	45.1
	8	271	99.6	21.1	37.5	22.6	18.8	41.4
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	119	100	20.9	32.2	23.5	23.5	47
	7	290	100	22.9	28.2	21.4	27.5	48.9
	8	118	100	17.3	25.5	20.9	36.4	57.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	133	100	22	25.2	15.7	37	52.8
	7	246	100	28.3	27	14.6	30	44.6
	8	136	99.3	22.3	31.5	20	26.2	46.2
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	120	100	18.8	40.2	17	24.1	41.1
	7	289	100	26	32.1	16	26	42
	8	122	99.2	16.8	42.9	26.1	14.3	40.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	132	100	6.3	36.2	15	42.5	57.5
	7	246	100	35.6	24	8.6	31.8	40.3
	8	133	100	11.5	24.6	27.7	36.2	63.8

Abbreviations for Missing Data

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