



R C Edwards Middle

1157 Madden Bridge Rd
Central, SC 29630

Grades	6-8 Middle School	
Enrollment	787 Students	
Principal	Gary Culler	864-654-1400
Superintendent	Dr. Henry Hunt	864-855-8150
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Below Average
2005	Good	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 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

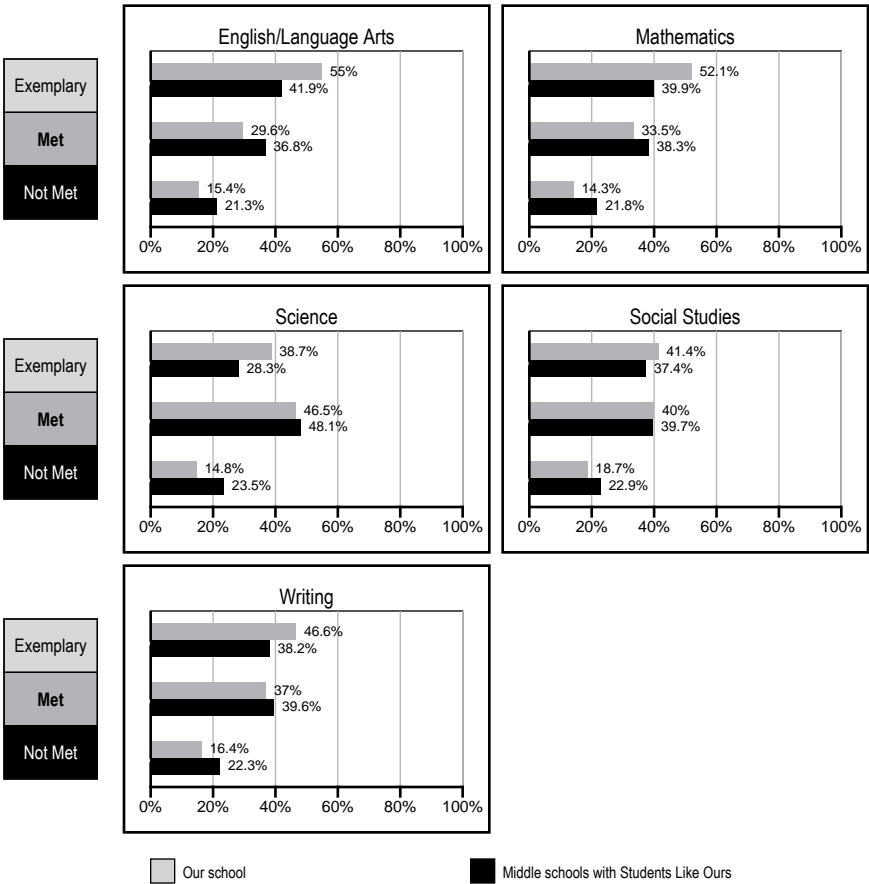
95.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	19	8	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%	99.2%
English 1	100.0%	93.7%
Physical Science	N/A	69.3%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	98.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=787)				
Students enrolled in high school credit courses (grades 7 & 8)	44.3%	Down from 85.8%	34.1%	21.6%
Retention rate	2.4%	Up from 2.2%	1.1%	1.2%
Attendance rate	96.5%	Up from 96.1%	96.3%	95.9%
Eligible for gifted and talented	34.0%	Up from 29.1%	25.1%	14.8%
With disabilities other than speech	13.7%	Down from 14.8%	10.8%	12.6%
Older than usual for grade	2.2%	Down from 2.6%	1.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.8%	Down from 5.1%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	61.5%	Up from 59.6%	58.0%	56.9%
Continuing contract teachers	82.7%	Down from 88.5%	78.4%	72.7%
Teachers with emergency or provisional certificates	4.1%	Up from 2.1%	4.0%	5.3%
Teachers returning from previous year	92.4%	Up from 91.9%	85.5%	82.9%
Teacher attendance rate	96.4%	Up from 93.3%	95.1%	95.2%
Average teacher salary*	\$47,924	Up 3.3%	\$48,674	\$46,599
Professional development days/teacher	2.9 days	Down from 9.7 days	10.6 days	10.8 days
School				
Principal's years at school	1.0	No Change	5.0	3.0
Student-teacher ratio in core subjects	26.4 to 1	Up from 24.3 to 1	21.6 to 1	20.1 to 1
Prime instructional time	92.4%	Up from 88.5%	90.6%	89.9%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 41.7%	97.8%	97.8%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$7,103	Up 2.8%	\$7,286	\$7,645
Percent of expenditures for instruction**	57.9%	Up from 56.5%	65.8%	63.4%
Percent of expenditures for teacher salaries**	54.9%	Up from 52.3%	59.6%	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

The 2008-09 school year has been a year of achievement for our school. It is the mission of RC 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 multitude of opportunities. Our sixth, seventh, and eighth graders have had numerous opportunities to showcase their talents in academics, athletics, and the arts. Our Algebra I classes scored an average of 96% and our English I classes an average of 94% on the end of course exams. Our Festival Band won top national awards for its performance at the Presidential Inaugural Heritage Band Festival in Baltimore, Maryland and was awarded the highest possible mark of Superior from each of the five judges on the panel. The Chess Club finished first place in the State competition, and our MATHCOUNTS team placed 1st in the regional competition and 6th in the state. Thirteen students placed in the Biology Merit Exam including one student placing first in this state-wide competition. Edwards had 38 students named South Carolina Junior Scholars and 10 students qualify for the Talent Search Program sponsored by Duke University including one Grand Award.

Some exemplary programs at Edwards include our Panthers in Action, Students of the Month, The 100% Club and Breakfast of Champions. The Panthers In Action are our tour guides for new students; the Student of the Month program identifies students who have excelled in the classroom as model students; the 100% Club is for students who have turned in all of their work; and the Breakfast of Champions rewards students who have not incurred disciplinary action during the previous quarter. Due to the efforts of the school's instructional coach, students now receive recognition for ten point gains in their MAP scores. The MAP prepares students to take PASS and more importantly provides valuable information about students' progress throughout the year so that teachers can meet their needs more effectively. Promethean Boards for each classroom and laptops for each teacher have been purchased for the school to incorporate current technology within the classroom. In an effort to invest in the surrounding community, Edwards contributes to many outreach programs. Students and faculty make donations to local charities such as Relay for Life, Hoops For Heart, and United Way; participate in fundraisers such as Pickens County Group of Concerned Citizens for Animals, and Senior Citizens Day.

R. C. Edwards Middle School would not be the learning environment for students that it is without the help and support of parents, volunteers, the School Improvement Council, teachers and staff. Our PTSO, a parent-teacher-student organization, is increasing the number of volunteers within our school every year. A record number of volunteers gave their time this year as our school has enjoyed the benefits of this undertaking.

Kim Vick, School Improvement Council Chairperson
Gary Culler, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	219	110
Percent satisfied with learning environment	100.0%	69.7%	72.5%
Percent satisfied with social and physical environment	98.0%	80.7%	76.9%
Percent satisfied with school-home relations	100.0%	84.3%	71.7%

* 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 25 out of 25 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	0.7%	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	96.5%	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 = 58.8% (Met or Exemplary)

All Students	768	99.9	16.4	32	51.6	89.9	87.9	82.8	Yes	Yes
Gender										
Male	406	100	20.1	31.6	48.3	87.9	85.3	79.3	N/A	N/A
Female	362	99.7	12.3	32.5	55.3	92	90.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	601	99.8	12.4	30.1	57.6	92.6	89.1	89.5	Yes	Yes
African American	108	100	34.6	42.3	23.1	77.9	78.6	73.7	Yes	Yes
Asian/Pacific Islander	20	100	5.3	21.1	73.7	94.7	95.6	92.3	I/S	I/S
Hispanic	35	100	35.5	41.9	22.6	77.4	82.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
Disability Status										
Disabled	95	100	46.7	40.2	13	68.5	60.5	52	Yes	Yes
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	43	100	27.5	35	37.5	80	82.9	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	272	100	28.6	43.3	28.2	79.8	81.2	75.5	Yes	Yes

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

All Students	768	100	15.9	36.6	47.5	89.5	83.8	78.9	Yes	Yes
Gender										
Male	406	100	15.2	36	48.8	89.2	82.3	77	N/A	N/A
Female	362	100	16.8	37.2	46	89.8	85.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	601	100	11.8	34.1	54	92.6	85.6	87.2	Yes	Yes
African American	108	100	40.4	46.2	13.5	71.2	67.7	66.7	Yes	Yes
Asian/Pacific Islander	20	100	N/AV	N/AV	N/AV	100	91.1	93	I/S	I/S
Hispanic	35	100	19.4	61.3	19.4	87.1	80.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
Disability Status										
Disabled	95	100	51.1	43.5	5.4	62	52.9	45.5	Yes	Yes
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	43	100	15	50	35	90	82.9	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	272	100	27.4	50	22.6	80.6	75.9	70.2	Yes	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	518	99.4	14.6	46.7	38.7	85.4	76.8	67.5
Gender								
Male	282	98.9	14.8	44.4	40.7	85.2	76.3	67
Female	236	100	14.4	49.3	36.2	85.6	77.4	68
Racial/Ethnic Group								
White	396	99.5	10.2	46	43.9	89.8	79.2	79.5
African American	80	98.8	33.3	52	14.7	66.7	58.3	50.3
Asian/Pacific Islander	16	100	N/AV	N/AV	N/AV	100	88.1	84.3
Hispanic	24	100	30.4	43.5	26.1	69.6	66.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	63	96.8	50	41.7	8.3	50	45	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	31	100	20	50	30	80	69.8	59.6
Socio-Economic Status								
Subsided meals	192	99	27.5	54.5	18	72.5	67.4	55.1
Social Studies								
All Students	521	99.6	18.5	40	41.4	81.5	78.8	72.3
Gender								
Male	269	99.3	18.4	35.2	46.5	81.6	78.5	71.5
Female	252	100	18.7	45.1	36.2	81.3	79.2	73.2
Racial/Ethnic Group								
White	416	99.5	15.2	38.3	46.5	84.8	80	80.7
African American	67	100	38.5	46.2	15.4	61.5	68.4	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90	88.5
Hispanic	24	100	19	61.9	19	81	76.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	72.2
Disability Status								
Disabled	70	97.1	47.8	29.9	22.4	52.2	49.1	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	27	100	15.4	57.7	26.9	84.6	77.8	67.9
Socio-Economic Status								
Subsided meals	184	99.5	33.9	46.8	19.3	66.1	69.8	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	775	99.9	16.4	37	46.6	83.6	78.9	70.2	96.5	96.5
Gender										
Male	407	100	20.3	38.7	41	79.7	72.2	63.2	96.6	96.4
Female	368	99.7	12.1	35.1	52.8	87.9	86.1	77.5	96.4	96.5
Racial/Ethnic Group										
White	609	99.8	13.1	34.5	52.4	86.9	80.6	79.1	96.4	96.4
African American	108	100	30.8	47.1	22.1	69.2	65.8	57.6	96.2	96.8
Asian/Pacific Islander	20	100	5.3	26.3	68.4	94.7	93.2	86.2	98.5	98
Hispanic	34	100	32.3	54.8	12.9	67.7	69.2	62.6	97.4	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.4	68.7	N/A	96.2
Disability Status										
Disabled	96	100	56.5	39.1	4.3	43.5	33.3	26.1	95.9	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.5
English Proficiency										
Limited English Proficient	43	100	27.5	42.5	30	72.5	73.4	61.2	97.9	97.7
Socio-Economic Status										
Subsided meals	270	100	28.9	47.4	23.7	71.1	67.9	58.9	95.4	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							
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	257	100	11.6	34.7	53.8	88.4
	7	271	99.6	16.9	32.3	50.8	83.1
	8	240	100	21	28.8	50.2	79
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	257	100	12.7	34.3	53	87.3
	7	271	100	14.6	37.2	48.3	85.4
	8	240	100	21	38.4	40.6	79
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	127	99.2	14.5	54.8	30.6	85.5
	7	271	99.3	14.2	43.8	41.9	85.8
	8	120	100	15.7	44.3	40	84.3
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	130	100	6.3	56.3	37.3	93.7
	7	271	99.3	26.2	36.5	37.3	73.8
	8	120	100	14.7	30.2	55.2	85.3
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	257	100	11.6	39.8	48.6	88.4
	7	272	99.6	17.9	30.9	51.1	82.1
	8	246	100	19.7	40.8	39.5	80.3

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