



R C EDWARDS MIDDLE

1157 Madden Bridge Rd
Central, SC 29630

Grades	6-8 Middle School	
Enrollment	796 Students	
Principal	Gary Culler	864-654-1400
Superintendent	Dr. Henry Hunt	864-397-1000
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Below Average
2006	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

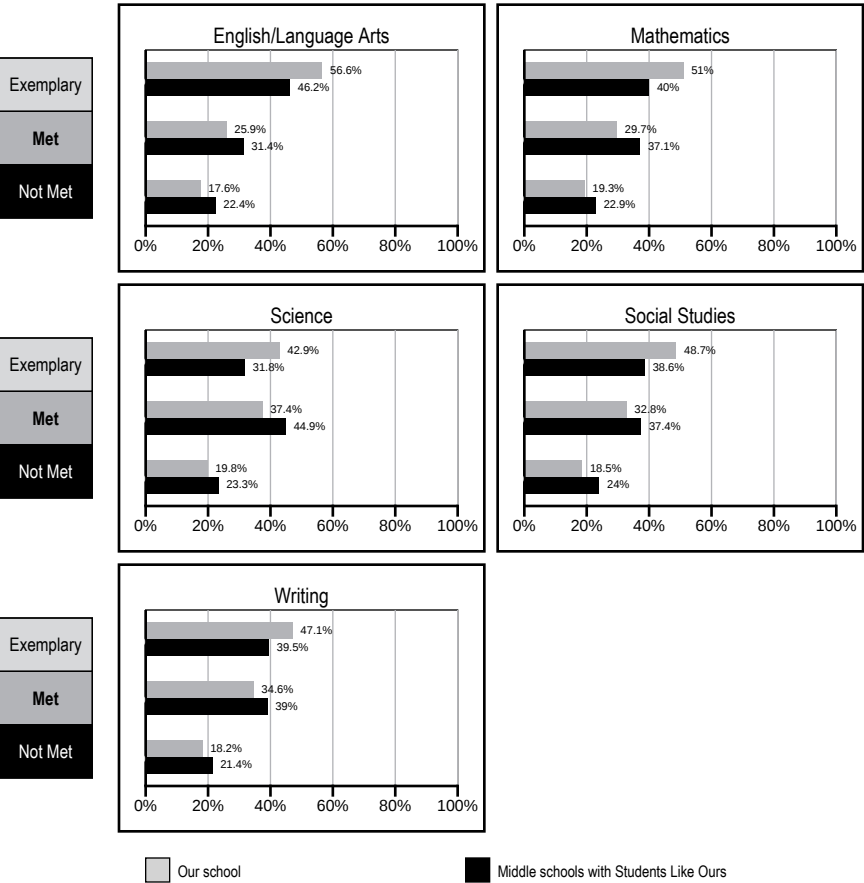
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	15	4	1	0

* Ratings are calculated with data available by 03/09/2011.

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	98.4%	98.4%
English 1	100.0%	93.4%
Physical Science	N/A	73.8%
US History and the Constitution	N/A	100.0%
All Subjects	99.0%	97.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=796)				
Students enrolled in high school credit courses (grades 7 & 8)	45.7%	Up from 44.3%	40.1%	24.2%
Retention rate	0.5%	Down from 2.4%	0.6%	0.7%
Attendance rate	96.4%	Down from 96.5%	96.6%	95.9%
Eligible for gifted and talented	35.6%	Up from 34.0%	24.5%	16.4%
With disabilities other than speech	13.5%	Down from 13.7%	9.8%	12.0%
Older than usual for grade	1.1%	Down from 2.2%	1.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 2.8%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	65.3%	Up from 61.5%	58.5%	58.5%
Continuing contract teachers	91.8%	Up from 82.7%	83.0%	80.0%
Teachers with emergency or provisional certificates	2.2%	Down from 4.1%	2.6%	4.0%
Teachers returning from previous year	91.8%	Down from 92.4%	87.0%	84.6%
Teacher attendance rate	96.0%	Down from 96.4%	95.8%	95.4%
Average teacher salary*	\$48,085	Up 0.3%	\$48,583	\$46,561
Professional development days/teacher	3.3 days	Up from 2.9 days	8.6 days	10.2 days
School				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	26.0 to 1	Down from 26.4 to 1	22.3 to 1	21.1 to 1
Prime instructional time	91.7%	Down from 92.4%	92.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	66.8%	Down from 99.5%	98.4%	98.1%
Character development program	At-Risk	Down from Average	Good	Good
Dollars spent per pupil**	\$7,362	Up 3.6%	\$7,097	\$7,802
Percent of expenditures for instruction**	58.9%	Up from 57.9%	66.4%	63.8%
Percent of expenditures for teacher salaries**	54.3%	Down from 54.9%	63.7%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2009-2010 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 for our stakeholders.

Our school was a proud recipient of State and National awards for academic excellence. Annual Yearly Progress (AYP) as defined by the Federal Government was achieved. Palmetto Gold, a State measure of growth over a three year period, was awarded. RC Edwards was also rated as “excellent” on the school report card.

Our students have had numerous opportunities to showcase their talents in academics, athletics, and the arts. Our Algebra 1 classes scored an average of 92% and our English 1 classes an average of 93% on end of course exams. Our Festival Band won top national awards for its performance at the New York City Heritage festival at the Riverside church and was awarded the highest possible rating of gold 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. Fourteen students placed in the Biology Merit Exam. Edwards had 42 students named South Carolina Junior Scholars and 17 students qualify for the Talent-Search Program sponsored by Duke University including two Grand Award winners.

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 Students 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 for the previous quarter; and Breakfast of Champions rewards students who have not incurred disciplinary action during the previous quarter. 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.

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 and participate in fundraisers such as Hands up for Haiti, and Senior citizens Day. This year we are proud to achieve the Purple Award from Relay for Life, having raised over \$11,500.

Gary Culler, Principal

Kim Vick, School Improvement Council Chair

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	52	245	75
Percent satisfied with learning environment	96.2%	77.6%	84.0%
Percent satisfied with social and physical environment	94.2%	81.1%	77.3%
Percent satisfied with school-home relations	96.1%	85.9%	68.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 23 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	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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	781	100	19.4	27.7	52.8	86.5	87.2	83.5	Yes	Yes
Gender										
Male	416	100	21.6	28.4	50	85.4	84	80.1	N/A	N/A
Female	365	100	17	27	56	87.7	90.7	87	N/A	N/A
Racial/Ethnic Group										
White	603	100	14	25.9	60.1	91.7	88.7	89.6	Yes	Yes
African American	114	100	39.4	39.4	21.1	67	75.4	74.6	Yes	Yes
Asian/Pacific Islander	25	100	4.3	21.7	73.9	100	93.1	92.7	I/S	I/S
Hispanic	31	100	56.7	23.3	20	56.7	82.5	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	93.1	85.1	I/S	I/S
Disability Status										
Disabled	102	100	57.1	28.6	14.3	55.1	57.1	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	38.9	25.9	35.2	70.4	81.2	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	286	100	38.8	36.2	25	71.6	81.6	76.9	Yes	Yes

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

All Students	781	100	22.1	32.9	45	87.1	83.8	80.4	Yes	Yes
Gender										
Male	416	100	21.1	32.7	46.2	87.7	81.7	78.4	N/A	N/A
Female	365	100	23.1	33.1	43.7	86.4	86.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	603	100	15.3	33.2	51.4	91.7	85.6	87.8	Yes	Yes
African American	114	100	54.1	31.2	14.7	64.2	71.2	69.3	Yes	Yes
Asian/Pacific Islander	25	100	8.7	17.4	73.9	100	92.2	93.5	I/S	I/S
Hispanic	31	100	40	43.3	16.7	76.7	72.5	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.8	83.2	I/S	I/S
Disability Status										
Disabled	102	100	63.3	32.7	4.1	53.1	51.2	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	27.8	37	35.2	83.3	78.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	286	100	42.2	44	13.8	72.4	76.6	72.8	Yes	Yes

* 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

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
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Science

All Students	520	99.8	19.6	37.4	43	80.4	76.1	67.3
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Gender

Male	272	99.6	18.8	35.4	45.8	81.2	76.1	66.9
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Female	248	100	20.4	39.6	40	79.6	76.2	67.7
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Racial/Ethnic Group

White	398	100	15.4	35.2	49.4	84.6	78.5	79.6
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African American	80	98.8	40	41.3	18.7	60	57.3	49.7
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Asian/Pacific Islander	17	100	N/A	N/A	N/A	100	92.8	84.4
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Hispanic	20	100	30	60	10	70	66.5	59.4
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	65	69.5
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Disability Status

Disabled	65	100	55.6	31.7	12.7	44.4	43.7	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	31	100	26.3	44.7	28.9	73.7	68.5	58.6
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Socio-Economic Status

Subsidized meals	199	100	36.5	43.4	20.1	63.5	65.7	55.4
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Social Studies

All Students	524	99.8	18.6	32.7	48.6	81.4	77	70.9
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Gender

Male	277	99.6	19.9	25.8	54.3	80.1	76	70.1
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Female	247	100	17.3	40.3	42.4	82.7	78	71.7
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Racial/Ethnic Group

White	407	99.8	15.4	29	55.7	84.6	78.5	79.2
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African American	75	100	35.6	47.9	16.4	64.4	64.5	58.4
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Asian/Pacific Islander	17	100	N/A	N/A	N/A	100	83.5	86.8
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Hispanic	20	100	25	55	20	75	73.6	68
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	70.6	71.2
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Disability Status

Disabled	62	98.4	55.9	27.1	16.9	44.1	41.2	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	29	100	14.7	44.1	41.2	85.3	76.2	68
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Socio-Economic Status

Subsidized meals	180	99.4	37.4	39.2	23.4	62.6	67.4	60.8
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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	784	99.5	17.9	34.8	47.3	82.1	79.4	72.1	96.4	96.2
Gender										
Male	415	99	19.9	36.8	43.3	80.1	72.7	65.2	96.5	96.2
Female	369	100	15.7	32.6	51.7	84.3	86.5	79.2	96.3	96.2
Racial/Ethnic Group										
White	607	99.5	12.9	32.8	54.3	87.1	81.3	80.8	96.3	96.1
African American	113	100	39.1	46.4	14.5	60.9	65.4	59.7	96.5	96.6
Asian/Pacific Islander	25	96	4.5	13.6	81.8	95.5	88	87	98.5	97.7
Hispanic	31	100	45.2	38.7	16.1	54.8	69.4	64.6	96	96.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	62.1	73.4	88.9	95.1
Disability Status										
Disabled	103	98.1	61.9	32	6.2	38.1	34.8	27.7	95.4	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	93.1
English Proficiency										
Limited English Proficient	45	100	32.7	29.1	38.2	67.3	72.5	63.7	97	97.4
Socio-Economic Status										
Subsidized meals	284	99.3	34	48.1	17.9	66	69.8	61.9	95.3	95.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	271	100	23.4	29.9	46.7	76.6
	7	263	100	16.7	27.1	56.2	83.3
	8	247	100	18.1	26.1	55.9	81.9

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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	271	100	27.6	29.1	43.3	72.4
	7	263	100	18.6	33.3	48.1	81.4
	8	247	100	19.7	36.6	43.7	80.3

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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	133	100	29.5	54.3	16.3	70.5
	7	263	100	14	36.4	49.6	86
	8	124	99.2	21.2	21.2	57.6	78.8

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	138	99.3	17.3	42.9	39.8	82.7
	7	263	100	23.6	31	45.3	76.4
	8	123	100	9.2	25.2	65.5	90.8
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
2010	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	270	100	20.6	39.3	40.1	79.4
	7	266	99.6	17.3	34.2	48.5	82.7
	8	248	98.8	15.6	30.4	54	84.4

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample