

Edgefield County School District

3 Par Drive
Edgefield, SC 29824

Grades	PK-12 District	
Enrollment	3,375 Students	
Superintendent	Greg W. Anderson	803-275-4601
Board Chair	J. Carroll Wates	803-637-6732

THE STATE OF SOUTH CAROLINA 2013 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Good*
2012	Average	At-Risk
2011	Average	Below Average
2010	Average	Excellent
2009	Below Average	At-Risk

* The District's 2013 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

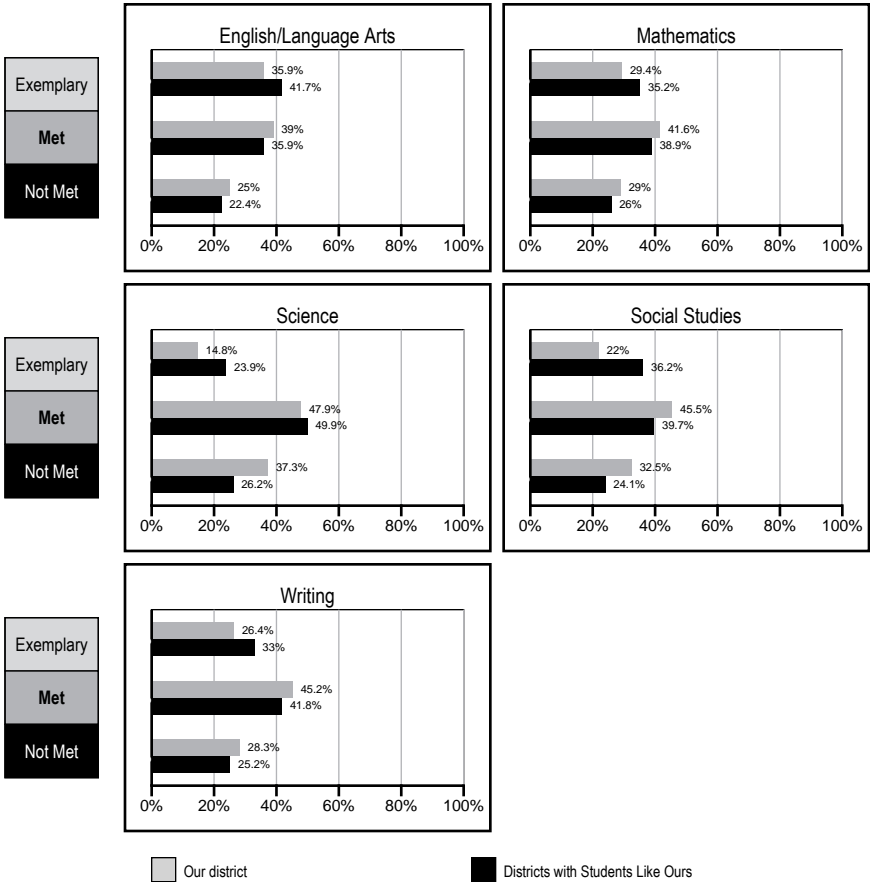
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97.9%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	8	2	0	0

* Ratings are calculated with data available by 01/16/2014.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

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 /S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our District			Districts with Students Like Ours		
	2011	2012	2013	2011	2012	2013
Passed both subtests	78.6%	80.3%	81.6%	78.8%	80.7%	83.1%
Passed one subtest	14.5%	11.5%	8.4%	12.3%	11.9%	10.6%
Passed no subtests	6.9%	8.2%	10.0%	8.9%	7.7%	6.3%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	76.4%	82.0%
English 1	82.1%	78.3%
Biology 1/Applied Biology 2	76.8%	78.7%
US History and the Constitution	46.6%	59.6%
All Subjects	72.5%	75.0%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Four-Year Cohort	222	228	840	712
Number of Graduates in Cohort	163	180	601	566
Rate	73.4%	78.9%	76.3%	80.1%

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	231	197	816	715
Number of Graduates in Cohort	192	168	604	575
Rate	83.1%	85.3%	78.2%	81.2%

Abbreviations for Missing Data

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

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,375)				
First graders who attended full-day kindergarten	98.5%	Down from 100.0%	99.2%	99.2%
Retention rate	2.8%	No Change	1.6%	1.9%
Attendance rate	95.8%	Down from 96.0%	95.9%	95.8%
Served by gifted and talented program	9.7%	N/A	16.0%	12.0%
With disabilities	16.7%	N/A	13.7%	12.7%
Older than usual for grade	7.0%	N/A	4.4%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 1.8%	0.8%	0.7%
Enrolled in AP/IB programs	11.6%	Down from 13.8%	18.6%	14.0%
Successful on AP/IB exams	37.2%	Up from 32.1%	58.4%	50.5%
Eligible for LIFE Scholarship	26.7%	Down from 51.8%	30.7%	31.8%
Enrolled in adult education GED or diploma programs	29	Up from 22	71	50
Completions in adult education GED or diploma programs	29	Up from 21	53	37
Annual dropout rate	0.1%	Down from 0.8%	2.1%	2.3%
Teachers (n=258)				
Teachers with advanced degrees	57.4%	Down from 57.7%	64.3%	61.4%
Continuing contract teachers	82.2%	Down from 83.6%	85.5%	80.0%
Teachers returning from previous year	87.5%	Down from 89.5%	91.4%	90.4%
Teacher attendance rate	95.2%	N/R	95.0%	94.8%
Average teacher salary*	\$46,827	Up 2.2%	\$49,176	\$47,587
Vacancies for more than nine weeks	1.2%	Down from 1.5%	0.1%	0.2%
Professional development days/teacher	4.0 days	Down from 7.5 days	10.3 days	10.3 days
District				
Superintendent's years at district	1.0	Up from 0.0	6.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 22.6 to 1	21.8 to 1	22.2 to 1
Prime instructional time	89.9%	N/R	89.9%	89.4%
Dollars spent per pupil**	\$9,250	Up 5.9%	\$8,948	\$9,101
Percent of expenditures for teacher salaries**	50.0%	Down from 51.9%	53.0%	52.0%
Percent of expenditures for instruction**	51.0%	Down from 54.2%	56.5%	56.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	8	Down from 9	15	11
Number of magnet schools	0	No Change	0	0
Portable classrooms	1.4%	No Change	0.6%	0.9%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	8.0	No Change	13.5	10.0
Parents attending conferences	100.0%	No Change	98.3%	100.0%
Average administrator salary	\$73,899	Up 3.4%	\$81,397	\$79,389

* 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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Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	187	93.6%	951	72.5%	228	78.9%
Gender						
Male	102	90.2%	511	68.3%	127	67.7%
Female	85	97.6%	440	77.3%	101	93.1%
Racial/Ethnic Group						
White	79	94.9%	425	80.2%	89	79.8%
African American	101	92.1%	489	64.2%	128	77.3%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	30	90.0%	10	90.0%
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	32	75.0%	162	39.5%	30	63.3%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status						
Subsidized meals	93	91.4%	580	65.2%	137	73.7%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2013

	Our District	Districts with Students Like Ours
Percent	93.6%	93.0%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2012	2013	2012	2013	2012	2013	2012	2013		
District	481	476	500	515	474	458	1454	1448		
State	477	479	487	484	458	460	1422	1423		
Nation	491	491	505	503	481	480	1477	1474		
ACT	English		Math		Reading		Science		Total	
	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
District	18.5	17.7	19.6	20.0	19.4	19.1	19.5	19.2	19.4	19.1
State	19.1	19.3	20.1	20.1	20.1	20.5	19.9	20.1	19.9	20.1
Nation	20.5	20.2	21.1	20.9	21.3	21.1	20.9	20.7	21.1	20.9

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School District Governance

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	9.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

The Edgefield County School District began a new chapter in its history with the start of the 2012-2013 school year. Admittedly, the mandates from both the state and federal governments had caused employees to become confused and dismayed and the purpose of public education had been lost in the process.

Against this background, the district came together as never before in unison and rediscovered its drive to achieve the goal of providing the best education for all students it serves. Employees became united, attitudes changed for the better, the results of hard work became apparent and all students benefited as a result.

This renewed spirit and commonality of purpose provided the foundation for an exciting school year in which teaching and learning activities were evident for students, teachers, and all staff in the Edgefield County School District. Our newly adopted slogan Preparing Our Children for the Real World the Right Way was more than just a district slogan. It was the driving force behind all classroom activities, student performances, community interactions, and staff professional development opportunities. Building Relationships Individually and Daily with Great Expectations (B.R.I.D.G.E.) was a constant reminder that positive relationships are key to improving all elements of an excellent school system that can transition students to be college and career ready.

Preparation for implementation of the Common Core State Standards (CCSS) at all grade levels was initiated with a district curriculum leadership team. This team of curriculum leaders from each school met monthly to dissect and understand all parts and levels of the CCSS. After each meeting, these leaders took the information to each school for weekly professional development activities. In addition, the Response to Intervention (RTI) program is being expanded during the coming school year to each elementary and middle school for more in depth small group and individualized instruction.

A district focus to improve technology includes the overdue upgrades to the infrastructure at all schools and the implementation of Chrome Books in the elementary classrooms. Through the Foundation for Public Schools in Edgefield County and many business partners, the use of personal computers will expand to the middle and high school as a three (3) year phase in plan moves forward.

The fine arts program at each school continues to offer extraordinary experiences to all students. For the first time in the school's history, the Strom Thurmond High School Marching Band, proudly known as the "Rebel Regiment" won the South Carolina State Championship Band Competition! There were also individual and group winners for several state art, music and band competitions that continually note the district's dedication to all aspects of fine arts education.

The football stadium at Strom Thurmond High School was originally built over fifty (50) years ago for an anticipated enrollment of five hundred (500) students. At the beginning of the season for the 2013-2014 school year, this stadium will have had a complete overhaul increasing seating capacity, total compliance with handicapped requirements and an on-site field house which will provide dressing rooms, storage and the availability of meeting rooms for academic needs. This renovation was carefully designed with security in mind and because it is contiguous to one of the district's middle schools, the possibilities are endless for this new complex use for band competitions and community needs.

In addition to the renovations to the football complex, the lone high school of the district proved once again that it has something for every student. The FFA, Mock Trial and fine arts are a few examples of the extracurricular activities that teach students the value of excellence as these organizations were recognized on both the state and federal levels. Administrators and teachers constantly helped each student find his or her purpose in life.

This is the year that saw the awakening of a "sleeping giant" as the mindset of all employees is now to make our district the best in the state. By making sure that the interests of the children are always first, we believe that we can achieve this goal.

Greg W. Anderson, Superintendent

Abbreviations for Missing Data

J. Carol Waters, Board Chair

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ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	75.2
Overall Grade Conversion	C
Points Total - Elementary Grades	74.3
Points Total - Middle Grades	80.1
Points Total - High School Grades	56.8

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator (Title I Schools)

Two schools were identified as Title I Reward School.

School	Status
Johnston Elementary	Priority
W E Parker Elementary	Focus

Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
Grades 3-5							
All Students	656.5	640.2	616.3	627.8	99.6	99.8	N/A
Male	650.8	637.9	617.2	629.3	99.3	99.5	N/A
Female	662.7	642.7	615.3	626.1	100.0	100.0	N/A
White	671.6	655.6	636.9	641.9	100.0	100.0	N/A
African American	639.6	624.2	592.6	611.3	99.1	99.4	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	644.5	620.4	594.4	622.8	100.0	100.0	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	608.1	596.2	577.7	596.0	100.0	100.0	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	641.6	625.9	600.0	617.0	99.4	99.6	N/A
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0	N/A
Grades 6-8							
All Students	644.7	644.4	612.6	617.7	99.8	99.8	N/A
Male	640.9	642.5	613.8	621.3	100.0	100.0	N/A
Female	648.9	646.4	611.3	613.7	99.8	99.8	N/A
White	658.0	657.1	624.5	626.3	99.8	99.8	N/A
African American	628.6	628.9	597.9	607.2	100.0	100.0	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	588.1	590.2	567.1	566.6	100.0	100.0	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	632.2	631.5	602.1	608.2	100.0	100.0	N/A
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0	N/A
Grades 9-12							
All Students	233.9	230.4	80.2	68.1	96.4	96.4	73.3
Male	229.1	227.8	78.9	68.7	94.2	94.2	68.1
Female	239.0	233.2	81.4	67.2	98.9	98.9	79.5
White	243.6	241.1	85.2	71.2	96.6	96.6	75.6
African American	224.4	220.1	72.7	64.5	97.0	97.0	70.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	206.0	200.2	68.5	60.8	92.7	92.7	39.5
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	227.9	222.5	75.3	65.0	95.1	95.1	67.3
Annual Measurable Objective (AMO)	226.0	223.0	77.0	73.0	95.0	95.0	74.1

Abbreviations for Missing Data

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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							
2012	3	269	100	25.1	21.2	53.7	74.9
	4	297	100	29.2	30.9	39.9	70.8
	5	298	100	28	44.7	27.3	72
	6	296	99.7	30.7	32.8	36.6	69.3
	7	295	99.3	28.7	37.8	33.6	71.3
	8	282	99.7	27.6	36.4	36	72.4
2013	3	252	99.6	15.6	30.7	53.7	84.4
	4	260	99.2	25.4	39.3	35.3	74.6
	5	293	100	22.5	43	34.5	77.5
	6	304	99.7	25	44.2	30.8	75
	7	292	100	27.7	41.8	30.5	72.3
	8	291	99.7	32.4	34.5	33.1	67.6
Mathematics							
2012	3	269	99.6	34.5	30.2	35.3	65.5
	4	297	100	31.3	38.2	30.6	68.8
	5	298	99.3	25.1	49.1	25.8	74.9
	6	296	99.7	25.9	44.5	29.7	74.1
	7	295	99.3	29.4	47.9	22.7	70.6
	8	282	99.7	23.2	50	26.8	76.8
2013	3	252	99.6	34.8	28.3	36.9	65.2
	4	260	99.6	22.5	49.8	27.7	77.5
	5	293	99.7	33.2	41	25.8	66.8
	6	304	99.7	30.1	46.6	23.3	69.9
	7	293	100	30.1	35	35	69.9
	8	291	99.7	23	52.2	24.8	77
Science							
2012	3	140	100	39.3	34.8	25.9	60.7
	4	294	100	33.7	51.9	14.4	66.3
	5	147	100	33.6	46.6	19.9	66.4
	6	150	100	40.4	51.4	8.2	59.6
	7	295	99.3	32.5	47.6	19.9	67.5
	8	142	100	26.7	44.4	28.9	73.3
2013	3	124	100	42.6	42.6	14.8	57.4
	4	258	100	36.9	46	17.1	63.1
	5	146	100	35.5	49.6	14.9	64.5
	6	152	99.3	43.8	50	6.3	56.3
	7	293	100	33.9	55.2	10.8	66.1
	8	145	98.6	34.6	40.4	25	65.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	134	100	34.9	45.7	19.4	65.1
	4	291	100	25.5	53.9	20.6	74.5
	5	152	99.3	39.2	43.9	16.9	60.8
	6	148	99.3	29.5	56.8	13.7	70.5
	7	293	99	41.9	40.1	18	58.1
	8	140	99.3	29.2	40.1	30.7	70.8
2013	3	128	97.7	25.6	58.7	15.7	74.4
	4	258	100	26.6	51.6	21.8	73.4
	5	149	99.3	40	34.5	25.5	60
	6	153	98	25.9	64.6	9.5	74.1
	7	293	99.7	39.3	36.1	24.6	60.7
	8	146	98.6	31.4	41.4	27.1	68.6
Writing							
2012	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	300	96.7	31.6	42.8	25.6	68.4
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	282	99.7	21.5	32.1	46.4	78.5
2013	3	255	98.4	34.6	41.6	23.9	65.4
	4	259	96.9	33.3	44.7	22	66.7
	5	294	95.9	34.7	40.5	24.8	65.3
	6	303	98.4	22.3	50.2	27.5	77.7
	7	292	99	21.4	47.7	30.9	78.6
	8	284	99.7	23	47.5	29.5	77

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*
English/Language Arts								
All Students	2012	287	96.9	11.5	35.6	33.8	19.1	52.9
	2013	197	96.4	11.1	31.6	24.7	32.6	57.4

Mathematics								
All Students	2012	287	96.9	16.5	31.3	27.7	24.5	52.2
	2013	197	96.4	17.4	26.8	30.0	25.8	55.8

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate, grades K-8	95.8%	94.0%*	Yes

* Adjusted to account for natural variation in performance.

** Or greater than last year

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