



Edgewood Middle

200 Edgewood Circle

Ninety Six, South Carolina

Grades	6-8 Middle School	
Enrollment	384 Students	
Principal	Wally Hall	864-543-3511
Superintendent	Dr. Dan W. Powell	864-543-3100
Board Chair	Mr. Sam Corley	864-543-4283

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	At-Risk
2004	Average	At-Risk

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

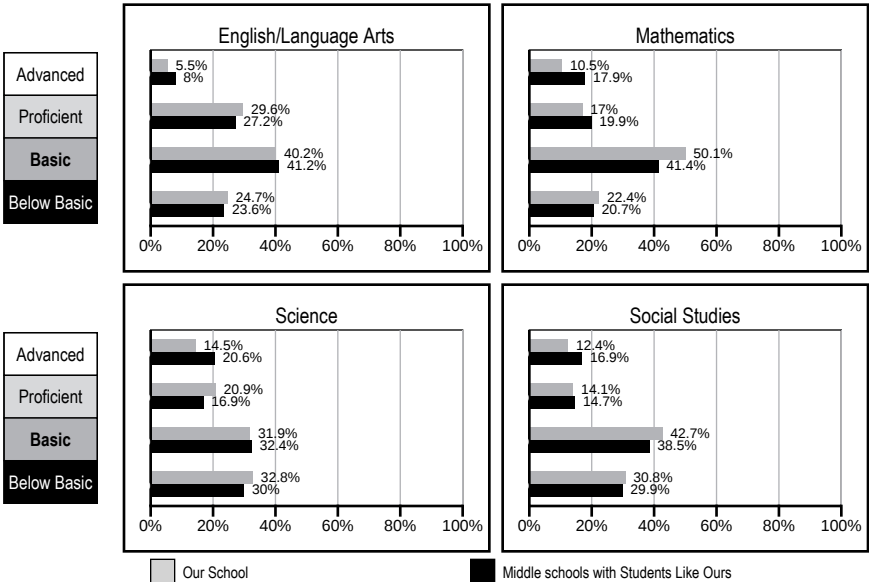
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	27	13	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	98.3
English 1	0	97.3
Physical Science	0	65.5
All Subjects	100.0	97.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=384)				
Students enrolled in high school credit courses (grades 7 & 8)	20.2%	Up from 13.3%	29.4%	19.4%
Retention rate	3.4%	Down from 5.3%	1.7%	1.8%
Attendance rate	96.3%	Down from 96.4%	95.8%	95.8%
Eligible for gifted and talented	24.5%	Up from 23.6%	18.8%	15.3%
With disabilities other than speech	8.5%	Down from 8.8%	13.2%	12.9%
Older than usual for grade	2.3%	Up from 1.9%	2.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.0%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	42.3%	Up from 38.5%	56.7%	55.0%
Continuing contract teachers	73.1%	Down from 84.6%	75.2%	70.6%
Teachers with emergency or provisional certificates	12.5%	Up from 8.7%	5.0%	5.4%
Teachers returning from previous year	89.2%	Up from 89.0%	86.8%	83.4%
Teacher attendance rate	95.7%	Down from 97.4%	95.0%	94.9%
Average teacher salary	\$44,031	Up 4.6%	\$45,357	\$44,706
Professional development days/teacher	14.0 days	Down from 14.4 days	13.2 days	11.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	23.9 to 1	Up from 23.2 to 1	21.9 to 1	20.1 to 1
Prime instructional time	88.6%	Down from 92.5%	89.1%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.9%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$7,381	Up 6.8%	\$6,613	\$7,097
Percent of expenditures for instruction*	64.4%	Up from 62.5%	63.7%	64.4%
Percent of expenditures for teacher salaries*	57.3%	Up from 45.0%	60.1%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

This year, Edgewood Middle began the process to become a Making Middle Grades Work site. "Strive for Five and Win with Ten" was a school-wide focus on literacy and reading this year! We increased the number of students taking Algebra from 33 to 50 students. Our reading fluency and comprehension effort was the fully implemented through our Reading Plus program. Our poverty rate increased slightly based on our free and reduced lunch numbers. Our enrollment numbers where higher this year at 385 students with an extremely large 6th grade class. The gender percentages are nearly equal and our minority population comprises about 25% of the student body.

Our second year offering Algebra I was a success. Six of our Algebra I students scored 100 on the End of Course Test with three others scoring 98 or better. Edgewood's Junior Scholar numbers increased nearly 40% this year. Another sign of success at Edgewood was the school-wide implementation of Inclusion for our Students with Exceptional Needs. We introduced an anti-drug and alcohol program for our 8th grade this year in a partnership with the South Carolina Army National Guard and the "Stay on Track" program. Including the 7th grade program, "Towards No Drugs (TND)" in partnership with Cornerstone, our focus on helping our students remain drug and alcohol free has expanded!

Our character and career program continues to be a success with 100% participation again on Job Shadow Day. Our Fine Arts department continues to excel. Our Chorus program was again selected to participate in the Greenwood and Lander Performing Arts Council's, "In the Spotlight." Finally, our after school Science, Career, and Technology Club sponsored by Capsugel and Pfizer had another successful year. As part of our community service effort, the students and faculty raised over \$6,200 in the annual Relay for Life campaign. We had a 15% increase in the number of teachers who took advantage of professional development opportunities throughout the year. Our staff met all requirements for Highly Qualified status. We had 5 teachers working towards their Master's degrees. 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 – Colie Rushton; Principal – Wally Hall

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	122	65
Percent satisfied with learning environment	84.6%	54.1%	81.3%
Percent satisfied with social and physical environment	57.7%	53.3%	69.8%
Percent satisfied with school-home relations	69.2%	80.3%	71.4%

* 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 13 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. 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	0.0%	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	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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	376	100	24.7	40.2	29.6	5.5	47.4	55.5	48.2	Yes	Yes
Gender											
Male	189	100	31.5	42.5	23.8	2.2	37.6	47.2	41.7	N/A	N/A
Female	187	100	17.8	37.8	35.6	8.9	57.2	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	285	100	18.1	42.4	32.6	6.9	54	61.5	60	Yes	Yes
African American	86	100	47.5	33.8	17.5	1.3	23.8	34.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	33	100	75.8	21.2	3	0	6.1	9.7	16	I/S	I/S
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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	177	100	38.6	38	20.5	3	32.5	42.9	34	No	Yes

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

All Students	376	100	22.2	52.6	15.8	9.4	40.2	47	45.8	Yes	Yes
Gender											
Male	189	100	23.2	53.6	13.3	9.9	40.3	47.2	45.6	N/A	N/A
Female	187	100	21.1	51.7	18.3	8.9	40	46.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	285	100	16.7	52.9	18.5	12	45.7	53.1	59	Yes	Yes
African American	86	100	40	51.3	7.5	1.3	22.5	26.6	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	33	100	63.6	36.4	0	0	6.1	8.1	17.1	I/S	I/S
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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	177	100	32.5	54.8	8.4	4.2	28.3	36.6	31.4	No	Yes

* 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 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
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Science

All Students	244	99.6	32.5	32.1	20.9	14.5	35.5	43.2	35.7	96.3	96.7
Gender											
Male	119	99.2	33.3	27.2	23.7	15.8	39.5	48.4	37.4	96.3	96.7
Female	125	100	31.7	36.7	18.3	13.3	31.7	37.6	33.8	96.3	96.8
Racial/Ethnic Group											
White	182	100	22.5	33.7	27	16.9	43.8	52.2	49.2	96.2	96.6
African American	58	98.3	67.3	26.9	0	5.8	5.8	13.6	17	96.6	97.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	98.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	98	97.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	90.6	92.8
Disability Status											
Disabled	22	100	77.3	18.2	4.5	0	4.5	11.6	14	95.6	96.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	95.6	95.6
Socio-Economic Status											
Subsided meals	118	99.2	47.3	27.3	14.5	10.9	25.5	32.3	21.1	95.3	96.1

Social Studies

All Students	245	99.6	30.5	42.9	14.2	12.4	26.6	36	34	96.3	96.7
Gender											
Male	126	99.2	30.3	42	13.4	14.3	27.7	37.5	36.6	96.3	96.7
Female	119	100	30.7	43.9	14.9	10.5	25.4	34.5	31.3	96.3	96.8
Racial/Ethnic Group											
White	188	100	25.6	43.9	16.1	14.4	30.6	40.5	44.5	96.2	96.6
African American	55	98.2	47.1	39.2	7.8	5.9	13.7	20.6	19.1	96.6	97.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	98.9
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	98	97.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	90.6	92.8
Disability Status											
Disabled	20	100	70	25	0	5	5	5	14.4	95.6	96.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	95.6	95.6
Socio-Economic Status											
Subsided meals	115	99.1	44.3	39.6	9.4	6.6	16	24.3	21	95.3	96.1

* 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	123	100	25.2	37	26.9	10.9	37.8
	7	133	100	21.7	42.6	32.6	3.1	35.7
	8	113	100	25.5	47.3	22.7	4.5	27.3
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	138	100	26.5	34.8	32.6	6.1	38.6
	7	113	100	23.1	41.7	27.8	7.4	35.2
	8	125	100	24	44.6	28.1	3.3	31.4
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	123	100	21	43.7	20.2	15.1	35.3
	7	133	100	13.2	38.8	28.7	19.4	48.1
	8	113	100	42.7	40.9	13.6	2.7	16.4
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	138	100	22.7	44.7	22	10.6	32.6
	7	113	100	10.2	55.6	17.6	16.7	34.3
	8	125	100	32.2	58.7	7.4	1.7	9.1
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	62	100	26.7	41.7	13.3	18.3	31.7
	7	133	100	27.9	34.9	25.6	11.6	37.2
	8	57	100	32.7	58.2	3.6	5.5	9.1
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	70	100	38.8	28.4	17.9	14.9	32.8
	7	113	99.1	36.4	33.6	17.8	12.1	29.9
	8	61	100	18.3	33.3	30	18.3	48.3
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	61	100	25.4	47.5	16.9	10.2	27.1
	7	133	100	41.9	39.5	10.9	7.8	18.6
	8	56	100	30.9	54.5	9.1	5.5	14.5
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	68	100	12.3	52.3	18.5	16.9	35.4
	7	113	99.1	43.9	33.6	9.3	13.1	22.4
	8	64	100	26.2	49.2	18	6.6	24.6

Abbreviations for Missing Data

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