



SEDGEFIELD INTERMEDIATE

225 Garwood Road
Goose Creek, SC 29445

Grades	3-5 Elementary School	
Enrollment	665 Students	
Principal	Clarence L. Hawkins, Sr.	843-820-4090
Superintendent	Rodney Thompson	843-899-8600
Board Chair	Kathy Schwalbe	843-797-5815

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Good
2009	Average	Average
2008	Average	At-Risk
2007	Average	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 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://eoc.sc.gov>

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

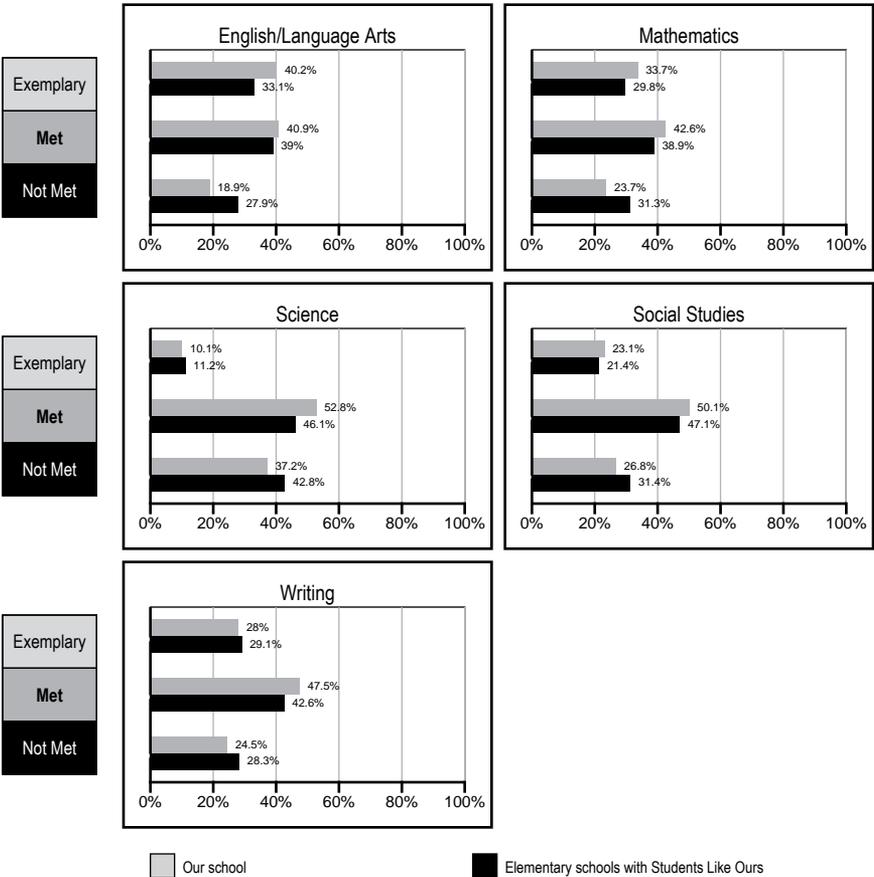
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	12	97	14	3

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=665)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.1%	Down from 0.5%	1.5%	1.1%
Attendance rate	96.6%	Down from 96.7%	95.9%	96.2%
Served by gifted and talented program	9.5%	Up from 5.3%	9.2%	13.4%
With disabilities other than speech	5.3%	Down from 11.3%	4.5%	4.1%
Older than usual for grade	0.3%	Down from 0.5%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	56.1%	Down from 60.5%	60.0%	62.5%
Continuing contract teachers	80.5%	Down from 84.2%	87.5%	88.2%
Teachers returning from previous year	89.3%	Up from 86.7%	86.9%	87.8%
Teacher attendance rate	96.3%	Up from 94.9%	95.1%	95.2%
Average teacher salary*	\$45,543	Down 0.6%	\$46,064	\$46,773
Professional development days/teacher	9.7 days	Down from 17.8 days	10.8 days	10.5 days
School				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Up from 23.1 to 1	19.5 to 1	19.9 to 1
Prime instructional time	92.7%	Up from 91.5%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.2%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,987	Up 11.2%	\$7,489	\$7,447
Percent of expenditures for instruction**	60.7%	Up from 59.5%	67.3%	68.4%
Percent of expenditures for teacher salaries**	53.6%	Down from 53.8%	64.2%	65.8%

* 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

Sedgefield Intermediate School provides a culturally sensitive and diverse learning environment for approximately 665 third, fourth and fifth grade students in Goose Creek, SC. Sedgefield Intermediate fosters a safe, orderly and healthy school where every student is challenged and empowered to be successful in our highly competitive world. Teachers and staff are committed to providing our students the pathways to excellence through authentic learning experiences that embrace the use of technology, engage in collaborative experiences, and challenge them to sharpen and develop problem solving skills. Sedgefield Intermediate’s teachers plan collaboratively, sharing professional experiences and knowledge to ensure that learning is our focus. During this school year students demonstrated their content mastery of the South Carolina Curriculum and Standards through improved scores on PASS and MAP.

In our effort to embrace the Sedgefield community we continued to collaborate with Goose Creek High School implementing the Teen Trendsetters Reading Mentoring program providing students weekly reading mentors. In addition, we established and facilitated a Community Resource Center that provides student enrichment, library usage and fundamental computer use skills to the community during extended school hours and on identified Saturdays. The PTO assisted in furthering our efforts of community engagement by strengthening and fostering new business partner relationships.

We remain excited about the use of technology as an embedded resource in instruction to enhance authentic learning experiences. In addition to the use of SMART interactive white boards, document cameras, and student computer work stations in each classroom, students also participated on the school’s robotic team and participated in regional robotic competitions. We were also proud to host a STEM Camp that provided students the opportunity to explore “Wonders of the Lowcountry” through robotics, computer animations, electronic snap transistors, camera microscopes and a host of other science, technology, engineering, and math experiences.

Schoolwide, we continued a Positive Behavior Intervention System, which interconnected with our character education program. Our character trait of the month fostered citizenship and service learning. Each class recognized a Student of the Month who best exemplified the monthly character trait. We continue to be excited about the many opportunities that we provide students and embrace our parents and the community to focus on our centerpoint, developing a lifelong love for learning.

Clarence L. Hawkins, Sr., Principal
Shiquirlin Wilson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	195	167
Percent satisfied with learning environment	95.0%	96.4%	83.0%
Percent satisfied with social and physical environment	100.0%	92.8%	82.2%
Percent satisfied with school-home relations	80.0%	95.3%	79.1%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 26 out of 29 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	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.3%	0.0%	No
Student attendance rate	96.6%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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 = 79.4% (Met or Exemplary)

All Students	667	100	20.1	40.5	39.5	88.6	85.3	82.4	Yes	Yes
Gender										
Male	316	100	25.8	36.4	37.8	84.5	81.3	78.7	N/A	N/A
Female	351	100	14.9	44.1	41	92.4	89.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	212	100	12	38	50	93.5	89	88.9	Yes	Yes
African American	339	100	27.8	42	30.2	84.7	78.6	72.9	Yes	Yes
Asian/Pacific Islander	32	100	7.1	25	67.9	92.9	94.1	93	I/S	I/S
Hispanic	80	100	15.5	46.5	38	88.7	85	79.3	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87	83	I/S	I/S
Disability Status										
Disabled	109	100	54.3	33.7	12	63	54.4	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	80	100	13.9	47.2	38.9	91.7	84.6	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	529	100	21.9	43.2	34.8	86.9	80.4	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	667	100	24.7	42.1	33.1	83.4	84.4	81.9	Yes	Yes
Gender										
Male	316	100	23.3	39.9	36.7	83.7	82.7	79.9	N/A	N/A
Female	351	100	26	44.1	29.8	83.2	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	212	100	17	35.5	47.5	88	88.6	88.9	Yes	Yes
African American	339	100	33.2	47.1	19.7	78.3	77.1	71.4	No	Yes
Asian/Pacific Islander	32	100	10.7	32.1	57.1	92.9	94.2	94.6	I/S	I/S
Hispanic	80	100	18.3	43.7	38	87.3	83.3	81.1	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	85.7	84.4	I/S	I/S
Disability Status										
Disabled	109	100	58.7	30.4	10.9	57.6	53	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	80	100	15.3	44.4	40.3	88.9	83.3	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	529	100	28.1	44.7	27.2	81.6	79.5	74.9	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	444	100	38	52.1	9.9	62	70.9	68.6
Gender								
Male	202	100	37.7	51.4	10.9	62.3	70.4	68.3
Female	242	100	38.3	52.7	9	61.7	71.4	68.9
Racial/Ethnic Group								
White	141	100	25	59.8	15.2	75	79.9	80.7
African American	214	100	47.6	46	6.3	52.4	56.5	51.4
Asian/Pacific Islander	23	100	26.1	56.5	17.4	73.9	85.1	85.3
Hispanic	63	100	41.4	51.7	6.9	58.6	64.3	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	67.4	70.8
Disability Status								
Disabled	72	100	68.3	30.2	1.6	31.7	39.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	63	100	44.3	49.2	6.6	55.7	65.3	60.7
Socio-Economic Status								
Subsidized meals	359	100	41.5	50.9	7.6	58.5	61.8	57.3
Social Studies								
All Students	443	100	28.4	49.1	22.5	71.6	75.7	72.5
Gender								
Male	213	100	28	48.1	23.8	72	74.3	72
Female	230	100	28.6	50	21.4	71.4	77.1	73.1
Racial/Ethnic Group								
White	140	100	17.2	51.5	31.3	82.8	81.1	81
African American	232	100	38.2	47.7	14.1	61.8	66.4	60
Asian/Pacific Islander	18	100	25	31.3	43.8	75	90.7	89
Hispanic	50	100	20.9	53.5	25.6	79.1	73.2	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.5	73.5
Disability Status								
Disabled	66	100	55.6	40.7	3.7	44.4	43.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	51	100	19.6	56.5	23.9	80.4	73.4	69.7
Socio-Economic Status								
Subsidized meals	343	100	31.1	51.5	17.4	68.9	68.4	62.9

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	229	98.3	24.5	47.5	28	75.5	73.5	73.2	96.6	96.3
Gender										
Male	109	99.1	28.9	40.2	30.9	71.1	66.8	67.2	96.5	96.3
Female	120	97.5	20.4	54.4	25.2	79.6	80.6	79.4	96.7	96.3
Racial/Ethnic Group										
White	76	98.7	17.8	50.7	31.5	82.2	78.5	81.5	95.9	95.9
African American	123	98.4	31.1	47.6	21.4	68.9	64.8	61.3	96.9	96.9
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	87	87	97.1	97.1
Hispanic	17	94.1	30.8	38.5	30.8	69.2	72.1	66.7	97.2	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.7	72.2	95.7	95.5
Disability Status										
Disabled	39	89.7	65.6	28.1	6.3	34.4	27.7	26	95.2	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	18	100	20	40	40	80	69	65.7	97.7	97
Socio-Economic Status										
Subsidized meals	176	99.4	28.8	51.3	19.9	71.2	65.4	63.2	96.6	96

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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							
2010	3	198	100	12.8	29.4	57.8	87.2
	4	211	98.6	16.9	45	38.1	83.1
	5	213	100	24.2	40.2	35.6	75.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	216	100	21.4	31.1	47.4	78.6
	4	220	100	17.6	44.2	38.2	82.4
	5	231	100	21.2	45.8	33	78.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	198	100	22.8	39.4	37.8	77.2
	4	211	100	19.8	53.1	27.1	80.2
	5	213	100	35.1	42.3	22.7	64.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	216	100	35.7	28.1	36.2	64.3
	4	220	100	14.6	52.8	32.7	85.4
	5	231	100	24.1	45.3	30.5	75.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	103	96.1	51.6	37.4	11	48.4
	4	211	100	33.9	60.4	5.7	66.1
	5	107	98.1	43.2	44.2	12.6	56.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	106	100	46.5	35.6	17.8	53.5
	4	220	100	31.7	59.8	8.5	68.3
	5	118	100	41.9	53.3	4.8	58.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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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							
2010	3	96	97.9	17.2	52.9	29.9	82.8
	4	211	100	18.2	62.5	19.3	81.8
	5	106	97.2	43.2	45.3	11.6	56.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	110	100	31.3	42.7	26	68.8
	4	220	100	20.6	59.8	19.6	79.4
	5	113	100	41	34	25	59
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	195	96.9	24.4	42.6	33	75.6
	4	209	97.6	27.5	41.3	31.2	72.5
	5	214	96.7	29.5	39.9	30.6	70.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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	229	98.3	24.5	47.5	28	75.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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