



SEDGEFIELD INTERMEDIATE

225 Garwood Road
Goose Creek, SC 29445

Grades	3-5 Elementary School	
Enrollment	636 Students	
Principal	Susan Best	843-820-4090
Superintendent	Dr. Anthony Parker	843-899-8600
Board Chair	Kathy Schwalbe	843-573-7794

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	Good

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

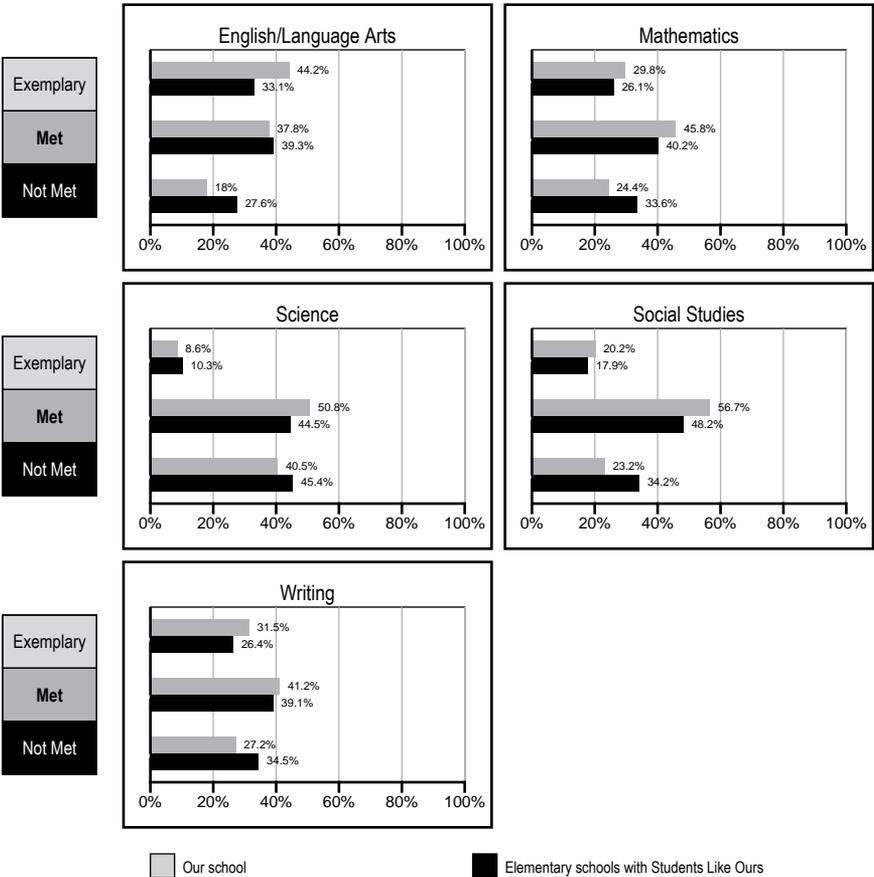
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	90	19	3

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

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=636)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.5%	Down from 0.8%	1.6%	1.2%
Attendance rate	96.7%	Down from 97.1%	95.7%	96.1%
Eligible for gifted and talented	5.3%	Up from 4.8%	8.7%	11.7%
With disabilities other than speech	11.3%	Up from 10.5%	9.1%	8.0%
Older than usual for grade	0.5%	Down from 0.8%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	60.5%	Up from 52.8%	60.0%	60.5%
Continuing contract teachers	84.2%	Up from 80.6%	84.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.7%	Up from 81.5%	86.4%	87.0%
Teacher attendance rate	94.9%	Down from 96.7%	95.0%	95.4%
Average teacher salary*	\$45,821	Up 3.4%	\$46,733	\$47,288
Professional development days/teacher	17.8 days	Up from 16.3 days	11.1 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Down from 25.1 to 1	19.1 to 1	19.2 to 1
Prime instructional time	91.5%	Down from 93.2%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,286	Up 5.1%	\$7,702	\$7,548
Percent of expenditures for instruction**	59.5%	Down from 63.9%	67.8%	68.7%
Percent of expenditures for teacher salaries**	53.8%	Down from 57.0%	64.5%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Sedgefield Intermediate School, home to a diverse population of approximately 625 third, fourth, and fifth grade students, provides a safe and caring learning environment where we challenge and empower our students for success. We focus our efforts on providing dynamic instruction, learning activities that promote thinking and problem-solving, opportunities for artistic expression, technology exploration, and involvement in service-learning projects. Our staff is dedicated to ensuring all students achieve academically and socially to build a legacy of success. During the past school year, our students became more proficient in South Carolina Curriculum Standards and demonstrated gains on PASS and MAP.

Again, we partnered with Goose Creek High School to continue implementation of the largest Teen Trendsetters Reading Mentoring program in the United States, which provided 103 SFI students with a reading mentor each week. We also served 117 students who had identified math deficiencies with computer-assisted instruction. At each grade level there was a class of identified gifted and academically high-achieving students.

Initiatives designed to enhance achievement included a fully-equipped computer lab staffed by a certified teacher. Schoolwide SMART interactive white boards were utilized to differentiate instruction. Teachers also utilized document cameras and student-response systems.

Each month specially planned Parent Nights provided information to parents about curriculum through fun family activities. Monthly reading incentives motivated students to increase their reading time. Each student selected a new book before winter and summer break to further support our reading initiative. This was made possible through community efforts and school partnerships. Our Volunteer of the Year, Elijah Nichols, received state recognition from the State Board of Education for his hours of service.

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. Our school participated in Special Olympics and continued the Friends of Special Friends program. In addition, several service-learning projects were directed by Student Council and schoolwide recycling was facilitated by our fourth grade classes. Currently, four teachers have received the prestigious National Board Certification. We work in partnership with parents and the community to focus on our centerpiece, the children, to help them develop a love of learning and an appreciation of themselves and others.

Susan K. Best, Principal
 Ginger McCoy, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	202	121
Percent satisfied with learning environment	100.0%	97.5%	88.3%
Percent satisfied with social and physical environment	97.2%	89.9%	85.0%
Percent satisfied with school-home relations	97.2%	94.5%	81.4%

* 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

YES

This school met 29 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	0.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	622	99.5	18.1	38.4	43.5	90.6	85.9	83.5	Yes	Yes
Gender										
Male	306	99	22.6	37	40.4	87.4	81.9	80.1	N/A	N/A
Female	316	100	14	39.6	46.4	93.5	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	224	99.1	13.4	34.3	52.2	92.5	89.8	89.6	Yes	Yes
African American	305	99.7	23.2	42.4	34.4	87.3	79.3	74.6	Yes	Yes
Asian/Pacific Islander	25	100	4.2	33.3	62.5	100	93.4	92.7	I/S	I/S
Hispanic	65	100	16.7	36.7	46.7	95	82.4	79.6	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.4	85.1	I/S	I/S
Disability Status										
Disabled	100	97	46.1	38.2	15.7	74.2	57.2	51.7	Yes	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	67	100	15.2	39.4	45.5	95.5	83.3	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	482	99.6	20.3	40.6	39	89.5	81.2	76.9	Yes	Yes

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

All Students	622	100	26	45.1	29	86	83.5	80.4	Yes	Yes
Gender										
Male	306	100	27.1	39.9	33	83.5	81.1	78.4	N/A	N/A
Female	316	100	24.9	49.8	25.3	88.4	86	82.5	N/A	N/A
Racial/Ethnic Group										
White	224	100	22.2	40.4	37.4	89.2	88	87.8	Yes	Yes
African American	305	100	31.4	47.7	20.9	81.9	75	69.3	Yes	Yes
Asian/Pacific Islander	25	100	8.3	41.7	50	91.7	94.1	93.5	I/S	I/S
Hispanic	65	100	21.7	51.7	26.7	91.7	83.4	78.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.6	83.2	I/S	I/S
Disability Status										
Disabled	100	100	59.8	27.2	13	60.9	50	46.1	Yes	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	67	100	16.7	54.5	28.8	92.4	85.4	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	482	100	28	47.7	24.3	85	78	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	421	98.6	40.5	50.8	8.7	59.5	69.8	67.3
Gender								
Male	201	98.5	42.7	46.1	11.2	57.3	69.3	66.9
Female	220	98.6	38.5	55	6.5	61.5	70.3	67.7
Racial/Ethnic Group								
White	151	98.7	29	57.3	13.7	71	78.8	79.6
African American	212	98.1	48.7	46.1	5.2	51.3	54.4	49.7
Asian/Pacific Islander	18	100	17.6	64.7	17.6	82.4	83	84.4
Hispanic	38	100	51.4	45.7	2.9	48.6	64.4	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	65.4	69.5
Disability Status								
Disabled	72	94.4	64.5	29	6.5	35.5	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	40	100	41	53.8	5.1	59	65.8	58.6
Socio-Economic Status								
Subsidized meals	324	98.8	47.1	47.5	5.4	52.9	60.2	55.4
Social Studies								
All Students	413	98.8	24.3	55.9	19.8	75.7	73.4	70.9
Gender								
Male	211	99.1	25.1	49.7	25.1	74.9	72.2	70.1
Female	202	98.5	23.5	62	14.4	76.5	74.7	71.7
Racial/Ethnic Group								
White	150	98	19.1	54.2	26.7	80.9	78.7	79.2
African American	201	99	31.2	52.2	16.7	68.8	63.8	58.4
Asian/Pacific Islander	18	100	11.1	72.2	16.7	88.9	83.3	86.8
Hispanic	42	100	15.8	71.1	13.2	84.2	72.9	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	71	71.2
Disability Status								
Disabled	61	93.4	53.7	40.7	5.6	46.3	41.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	46	100	11.4	79.5	9.1	88.6	70.8	68
Socio-Economic Status								
Subsidized meals	321	99.1	27.4	58.2	14.4	72.6	66	60.8

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	618	97.1	27.2	41.2	31.5	72.8	72.9	72.1	96.7	96.2
Gender										
Male	301	97.7	34.4	40.4	25.2	65.6	65.6	65.2	96.9	96.1
Female	317	96.5	20.5	42	37.5	79.5	80.7	79.2	96.6	96.2
Racial/Ethnic Group										
White	221	96.4	23.1	34.7	42.2	76.9	78.3	80.8	96.2	95.7
African American	305	97.7	30.8	47.3	22	69.2	64	59.7	97.1	96.8
Asian/Pacific Islander	25	100	4.2	37.5	58.3	95.8	88.7	87	98	97.2
Hispanic	65	95.4	35	38.3	26.7	65	65.4	64.6	96.6	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.1	73.4	93.5	95.3
Disability Status										
Disabled	92	80.4	64.8	26.8	8.5	35.2	30.3	27.7	95.9	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	68	98.5	31.3	35.8	32.8	68.7	67.1	63.7	97	96.8
Socio-Economic Status										
Subsidized meals	484	98.1	30.3	43.5	26.2	69.7	65.2	61.9	96.7	95.9

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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	228	99.6	19.3	35	45.7	80.7
	4	226	99.6	33.3	35.4	31.3	66.7
	5	207	100	19.3	47.4	33.3	80.7
	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
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
Mathematics							
2009	3	228	99.6	38.6	39.1	22.3	61.4
	4	226	99.6	32.8	50.3	16.9	67.2
	5	207	100	26	59.9	14.1	74
	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
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
Science							
2009	3	114	95.6	48.9	41.3	9.8	51.1
	4	226	100	41.3	52.6	6.1	58.7
	5	102	100	33	59.8	7.2	67
	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
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

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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							
2009	3	113	100	24.8	54.5	20.8	75.2
	4	225	100	19.6	61.9	18.6	80.4
	5	105	100	28.4	51.6	20	71.6
	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	
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	
Writing							
2009	3	223	98.2	32.7	35.2	32.2	67.3
	4	221	96.8	40.3	33.5	26.2	59.7
	5	206	97.6	27	45	28	73
	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	
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	

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