



## SEDGEFIELD MIDDLE

131 Charles Gibson  
Goose Creek, SC 29445

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	899 Students	
<b>Principal</b>	Michael G. Lucas	843-797-2620
<b>Superintendent</b>	Rodney Thompson	843-899-8600
<b>Board Chair</b>	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
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below 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**

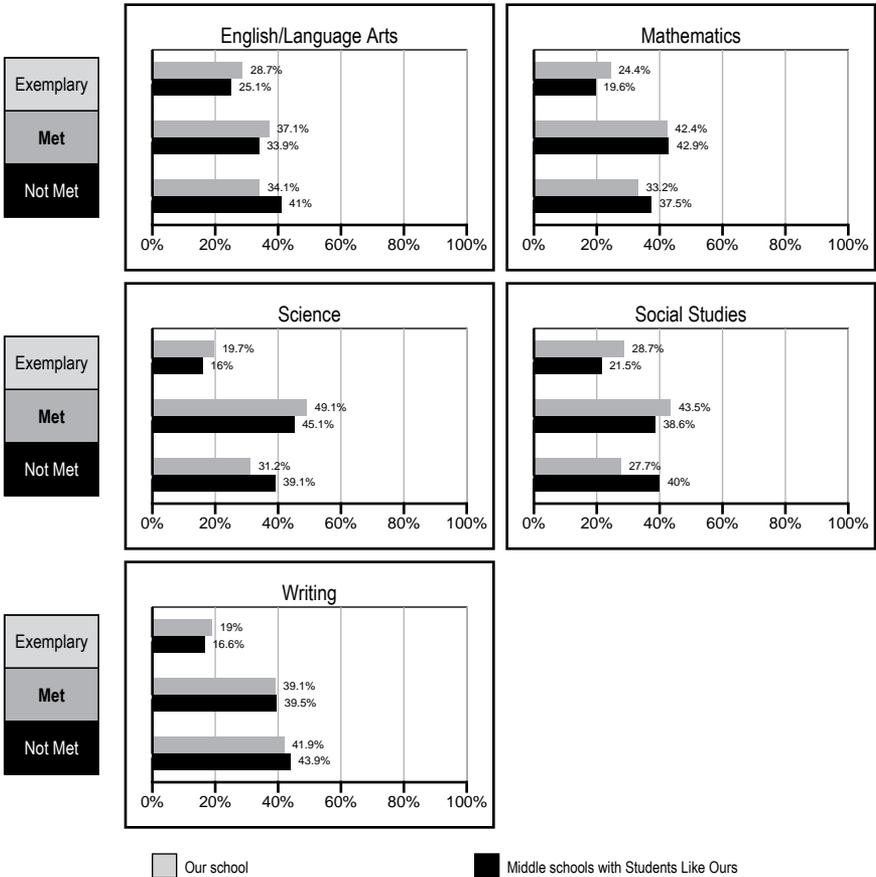
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.5%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	1	33	12	2

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

**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**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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	100.0%	96.5%
English 1	93.9%	91.1%
Biology 1/Applied Biology 2	N/A	93.1%
Physical Science	N/A	46.2%
US History and the Constitution	N/A	N/A
All Subjects	96.9%	94.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=899)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	42.5%	Up from 35.8%	17.2%	24.5%
Retention rate	0.8%	Down from 1.4%	0.5%	0.7%
Attendance rate	97.9%	Up from 97.8%	95.6%	95.9%
Served by gifted and talented program	11.4%	Up from 10.8%	13.0%	17.8%
With disabilities other than speech	6.3%	Down from 13.2%	10.2%	9.2%
Older than usual for grade	2.3%	Down from 4.3%	2.2%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 2.7%	0.8%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=52)</b>				
Teachers with advanced degrees	61.5%	Down from 62.5%	56.1%	60.0%
Continuing contract teachers	61.5%	Down from 72.9%	80.5%	82.6%
Teachers returning from previous year	78.2%	Up from 77.9%	82.8%	85.6%
Teacher attendance rate	98.4%	Up from 94.7%	95.2%	95.3%
Average teacher salary*	\$45,044	Down 1.5%	\$45,077	\$46,300
Professional development days/teacher	11.1 days	Up from 5.8 days	10.8 days	9.9 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Down from 23.6 to 1	20.6 to 1	21.5 to 1
Prime instructional time	96.4%	Up from 92.0%	90.3%	90.1%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	77.0%	Down from 82.7%	96.7%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,063	Down 7.3%	\$8,186	\$7,634
Percent of expenditures for instruction**	61.7%	Up from 58.8%	64.1%	64.0%
Percent of expenditures for teacher salaries**	56.5%	Up from 55.4%	59.6%	61.2%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Sedgefield Middle School serves students in grades six through eight. We strive to provide a rigorous curriculum within a safe learning environment to meet the needs of all students. The core curriculum emphasizes ELA, Mathematics, Social Studies and Science. 100% of our Algebra 1 and English 1 students passed end of course exams. Eighth grade students also have the opportunity to earn a high school credit in Keyboarding and Computer Applications. In addition to our core curriculum, students also have the opportunity to become actively involved in other areas such as Physical Education, Health, Art, Spanish, Chorus and computers.

Sedgefield Middle School teachers utilize inviting and engaging teaching strategies that encourage students to write across our standards-based curriculum. Our school uses the Making Middle Schools Work (MMGW) school improvement initiative.

Sedgefield Middle students are encouraged to participate in activities and clubs such as Junior Beta Club, Student Council, service learning activities, Shark News and yearbook. Academic challenge opportunities include Quest Quiz Bowl and the Post and Courier Challenge, while those musically inclined may choose to vie for selection in All-County Band or All County Chorus.

Sedgefield Middle School is a 6-8 SACS accredited school located in Berkeley County with an enrollment of 869 students. Free and reduced-price lunch data indicate that 85% of the students live in families receiving financial assistance. The diverse population remains stable for students attending the school. Sedgefield's Growth Rating for this year was Average and the Absolute Rating was Average. Within the Sedgefield learning community 42% are African American, 38% are Caucasian, 15% are Hispanic, and 5% are Asian. The percentage of ESL students is increasing annually. Our students and their families speak the following languages: Spanish, Portuguese, and Tagalog. Over 66% of our students live in single parent homes and/or are being raised by grandparents. Our needs assessment is based on the 2010 PASS, Aims Web and MAP scores with approximately 37.9 % students scoring below basic in English Language Arts and 31.8% scoring below basic in Math. In reference to MAPS, students exceed national norm means in Math, Language Usage, and Reading in sixth grade and meet the norm in seventh grade Math. However, all other MAP scores fall below the national means; in seventh grade, Reading and Language Usage fell along with eighth grade norms in Reading, Language Usage and Math. Achievement data from the 2010 PASS reflects 27 out of 29 objectives were met. The two that were not met will be targeted areas focused on within the Strategic Plan along with other needs.

Data from the Measures of Academic Progress (MAP) shows an increase in average growth from fall to spring in all areas except for Math in the eighth grade. We feel these increases were a result of our 2010 strategic plan and its strategies. We still feel the need for the following: remediation in higher order thinking skills; hands on manipulative instruction in math concepts and measurement; grammar and sentence structure; vocabulary and comprehension skills; the writing process; and test-taking strategies. In the subjects of Science and Social Studies the areas of conceptual understanding and comprehension are areas of weaknesses and also need to be addressed.

Michael G. Lucas, Principal  
 Carie Taylor, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	249	121
Percent satisfied with learning environment	80.0%	72.2%	82.1%
Percent satisfied with social and physical environment	95.7%	80.9%	71.4%
Percent satisfied with school-home relations	37.0%	82.2%	65.0%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 25 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.4%	0.0%	No
Student attendance rate	97.9%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	862	97.9	32.9	37.2	30	78.8	85.3	82.4	Yes	Yes
<b>Gender</b>										
Male	450	97.8	40.6	33.9	25.4	72.8	81.3	78.7	N/A	N/A
Female	412	98.1	24.2	40.8	35	85.4	89.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	305	99.7	26.8	35.9	37.3	82.9	89	88.9	Yes	Yes
African American	409	100	38.4	40.5	21.1	75.4	78.6	72.9	Yes	Yes
Asian/Pacific Islander	38	94.7	21.4	25	53.6	85.7	94.1	93	I/S	I/S
Hispanic	99	86.9	33.3	30.6	36.1	76.4	85	79.3	Yes	Yes
American Indian/Alaskan	11	81.8	I/S	I/S	I/S	I/S	87	83	I/S	I/S
<b>Disability Status</b>										
Disabled	133	99.3	67.2	21.6	11.2	45.6	54.4	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	85	78.8	29.9	28.4	41.8	76.1	84.6	78.3	Yes	No
<b>Socio-Economic Status</b>										
Subsidized meals	637	97.5	37.1	37.4	25.5	75.9	80.4	75.4	Yes	Yes

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

All Students	862	99.3	32.9	42.7	24.4	79	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	450	99.1	37.6	39.8	22.7	74.9	82.7	79.9	N/A	N/A
Female	412	99.5	27.8	45.9	26.2	83.5	86.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	305	100	24.3	43.1	32.6	83	88.6	88.9	Yes	Yes
African American	409	100	39.2	44.9	15.9	77.3	77.1	71.4	Yes	Yes
Asian/Pacific Islander	38	92.1	26.7	30	43.3	80	94.2	94.6	I/S	I/S
Hispanic	99	97	37.3	37.3	25.3	73.5	83.3	81.1	No	Yes
American Indian/Alaskan	11	100	I/S	I/S	I/S	I/S	85.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	133	100	64.8	32	3.2	50.4	53	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	85	92.9	38.6	32.5	28.9	74.7	83.3	81.4	No	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	637	99.1	36.7	43.9	19.4	77	79.5	74.9	No	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
<b>Science</b>								
All Students	570	99.7	31.3	48	20.8	68.7	70.9	68.6
<b>Gender</b>								
Male	301	99.7	35.1	44.2	20.7	64.9	70.4	68.3
Female	269	99.6	26.8	52.3	20.9	73.2	71.4	68.9
<b>Racial/Ethnic Group</b>								
White	197	99.5	22.3	51.6	26.1	77.7	79.9	80.7
African American	277	99.6	36.3	48.8	14.9	63.7	56.5	51.4
Asian/Pacific Islander	24	100	19	38.1	42.9	81	85.1	85.3
Hispanic	65	100	42.1	38.6	19.3	57.9	64.3	61.6
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	67.4	70.8
<b>Disability Status</b>								
Disabled	93	98.9	60	29.4	10.6	40	39.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	56	100	36.2	41.4	22.4	63.8	65.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	416	99.8	35.9	47.1	17	64.1	61.8	57.3
<b>Social Studies</b>								
All Students	567	99.8	27.7	43.7	28.7	72.3	75.7	72.5
<b>Gender</b>								
Male	292	99.7	31.3	40.5	28.2	68.7	74.3	72
Female	275	100	23.9	47	29.1	76.1	77.1	73.1
<b>Racial/Ethnic Group</b>								
White	200	99.5	17.4	47.8	34.8	82.6	81.1	81
African American	269	100	34.4	41.5	24.1	65.6	66.4	60
Asian/Pacific Islander	26	100	15	45	40	85	90.7	89
Hispanic	66	100	38.2	36.4	25.5	61.8	73.2	69.6
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	77.5	73.5
<b>Disability Status</b>								
Disabled	86	98.8	54.4	35.4	10.1	45.6	43.5	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	56	100	35.7	37.5	26.8	64.3	73.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	430	100	32.5	41	26.5	67.5	68.4	62.9

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
<b>Writing</b>										
All Students	269	98.9	41.7	39.3	19	58.3	73.5	73.2	97.9	96.3
<b>Gender</b>										
Male	135	98.5	57.3	29.8	12.9	42.7	66.8	67.2	98	96.3
Female	134	99.3	26	48.8	25.2	74	80.6	79.4	97.8	96.3
<b>Racial/Ethnic Group</b>										
White	101	99	33	42.3	24.7	67	78.5	81.5	97.3	95.9
African American	120	99.2	52.3	35.1	12.6	47.7	64.8	61.3	98.3	96.9
Asian/Pacific Islander	14	92.9	I/S	I/S	I/S	I/S	87	87	98.1	97.1
Hispanic	31	100	38.5	46.2	15.4	61.5	72.1	66.7	98.2	96.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.7	72.2	98.1	95.5
<b>Disability Status</b>										
Disabled	29	96.6	N/AV	N/AV	N/AV	6.9	27.7	26	97.6	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
<b>English Proficiency</b>										
Limited English Proficient	30	96.7	53.8	34.6	11.5	46.2	69	65.7	98.3	97
<b>Socio-Economic Status</b>										
Subsidized meals	196	99.5	48.3	38.9	12.8	51.7	65.4	63.2	97.9	96

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
<b>English/Language Arts</b>							
<b>2010</b>	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	279	100	39.6	33.3	27.1	60.4
	7	267	100	33.6	34.8	31.6	66.4
	8	284	99.7	48.5	33.1	18.5	51.5
<b>2011</b>	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	314	98.4	32.3	38.2	29.5	67.7
	7	274	97.8	31.9	40.4	27.7	68.1
	8	274	97.5	34.4	32.8	32.8	65.6
<b>Mathematics</b>							
<b>2010</b>	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	279	100	33.7	41.6	24.7	66.3
	7	267	100	35.2	43.2	21.6	64.8
	8	284	99.7	34.6	48.1	17.3	65.4
<b>2011</b>	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	314	99.7	35.8	43.3	20.8	64.2
	7	274	100	32.1	43.8	24.2	67.9
	8	274	98.2	30.4	40.9	28.7	69.6
<b>Science</b>							
<b>2010</b>	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	136	99.3	46.8	46	7.3	53.2
	7	266	99.3	30.6	52	17.3	69.4
	8	147	100	37.7	37	25.4	62.3
<b>2011</b>	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	157	98.7	40.7	45.5	13.8	59.3
	7	274	100	24.6	54.2	21.3	75.4
	8	139	100	33.1	39.2	27.7	66.9

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
<b>Social Studies</b>							
<b>2010</b>	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	143	99.3	29.5	58.9	11.6	70.5
	7	265	99.6	39.9	35.9	24.2	60.1
	8	136	100	34.1	35.8	30.1	65.9
<b>2011</b>	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	159	99.4	25.5	55	19.5	74.5
	7	274	100	32.1	35	32.9	67.9
	8	134	100	21.4	47	31.6	78.6
<b>Writing</b>							
<b>2010</b>	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	281	98.2	43.4	39.9	16.7	56.6
	7	272	98.2	29.6	48.6	21.7	70.4
	8	290	99.3	36.7	39.7	23.6	63.3
<b>2011</b>	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	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	269	98.9	41.7	39.3	19	58.3

Abbreviations for Missing Data

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