



Sangaree Intermediate

201 School House Lane
Summerville, SC 29483

Grades	3-5 Elementary School	
Enrollment	652 Students	
Principal	Angel Siegling	843-820-3850
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Average
2005	Average	Below Average
2004	Good	Good

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

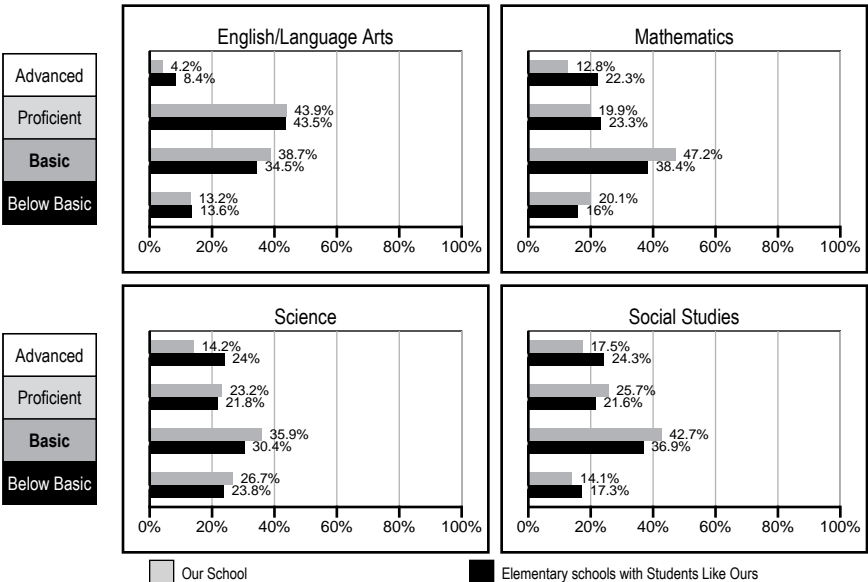
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	34	55	3	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=652)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.8%	Up from 0.3%	2.2%	2.3%
Attendance rate	95.8%	Down from 96.0%	96.4%	96.3%
Eligible for gifted and talented	8.8%	Down from 10.5%	12.9%	10.4%
With disabilities other than speech	12.3%	Up from 9.4%	7.6%	7.5%
Older than usual for grade	0.3%	Down from 0.8%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	62.2%	Down from 66.7%	55.3%	56.7%
Continuing contract teachers	62.2%	Down from 72.2%	78.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.4%	Up from 74.8%	88.2%	86.4%
Teacher attendance rate	94.3%	Down from 95.3%	94.9%	94.9%
Average teacher salary	\$43,630	Down 0%	\$45,484	\$45,345
Professional development days/teacher	29.3 days	Down from 30.3 days	12.1 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Down from 24.2 to 1	19.3 to 1	18.5 to 1
Prime instructional time	88.9%	Down from 89.9%	89.9%	89.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,344	Up 7.9%	\$6,375	\$7,052
Percent of expenditures for instruction*	66.8%	Down from 70.4%	69.7%	69.1%
Percent of expenditures for teacher salaries*	59.9%	Down from 64.4%	65.4%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

We are so excited to be a part of the Sangaree Intermediate School Family! We are blessed to have such a talented staff, hardworking students, and supportive parent population! The 2007-2008 school year was filled with exciting activities in core academics, visual and performing arts, and serving the community. This year we implemented the 3 R Character Education Program. Patriots at Sangaree Intermediate School were responsible, respectful, and ready to learn. A "Patriot Pick" student, representing each homeroom class, was celebrated monthly at the Principal's Patriot Pick Luncheon.

We continued to provide a strong emphasis in the arts as a result of the Distinguished Arts Program and the Arts in Basic Curriculum Grant monies. These additional funds enabled us to provide arts awareness programs, weeklong residencies, and staff development for our teachers on ways to infuse the arts into the curriculum. Some of our favorites this year included: Borenya Women Drummers, Storyteller Tim Lowry, Collage Artist Carl Crawford, and Mr. Potter. We were excited to offer Culture Clubs on each early release day where students traveled to different countries learning about the "life of a child" in that country. Students enjoyed adding stickers to their passports and celebrating the cultural diversities of each country.

We continued to enhance our technology by purchasing 5 additional Smart Touch Boards and by the gracious donation of our PTA and BCSD we were able to add 29 new computers to our classrooms. Other highlights of the year included: Principal's Multiplication Bee, Spelling Bee, First Annual Marley and Me Dog Parade, and our SRI Pet Contest. We continued to celebrate student academic achievement by having our MAP Masters Program and award medals for Honor Roll, Perfect Attendance, and Accelerated Reader. We participated in many community outreach programs such as the Giving Tree for Callen-Lacey, Toys for Tots, Jump Rope for Heart, Kids Who Care, and Relay for Life.

Sangaree Intermediate School continues to be an exciting place to learn!

Anne Sweeney, School Improvement Council Chairperson
Angel Sielging, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	212	171
Percent satisfied with learning environment	86.7%	84.8%	88.7%
Percent satisfied with social and physical environment	96.7%	83.7%	88.1%
Percent satisfied with school-home relations	83.3%	85.8%	89.3%

* 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 20 out of 23 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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	647	99.9	13	38.7	44	4.2	62.1	48.6	48.2	Yes	Yes
Gender											
Male	326	100	16.4	43.3	37.7	2.6	57	40.8	41.7	N/A	N/A
Female	321	99.7	9.4	33.9	50.7	5.9	67.5	56.8	55	N/A	N/A
Racial/Ethnic Group											
White	408	99.8	11.8	35.9	47.1	5.2	66.2	55.4	60	Yes	Yes
African American	173	100	17	48.4	32.7	2	51.6	36.5	31.7	Yes	Yes
Asian/Pacific Islander	14	100	7.7	30.8	46.2	15.4	69.2	73	70.4	I/S	I/S
Hispanic	48	100	10.3	30.8	59	0	61.5	39.9	38.4	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	94	100	47.1	36.8	13.8	2.3	26.4	12.9	16	No	Yes
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	32	100	12.5	29.2	54.2	4.2	62.5	37.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	329	100	18.1	39.9	39.2	2.7	54.9	38.5	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	647	100	20.1	47.3	19.9	12.7	46.3	44.2	45.8	Yes	Yes
Gender											
Male	326	100	17.4	46.9	20.7	15.1	50.8	44.4	45.6	N/A	N/A
Female	321	100	23	47.7	19.2	10.1	41.5	43.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	408	100	16.7	44.9	23.8	14.6	52.5	52.8	59	Yes	Yes
African American	173	100	30.7	51	11.1	7.2	29.4	28.2	26.9	No	Yes
Asian/Pacific Islander	14	100	7.7	61.5	15.4	15.4	46.2	70.4	71.3	I/S	I/S
Hispanic	48	100	12.8	53.8	20.5	12.8	51.3	38.9	38.1	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
Disability Status											
Disabled	94	100	59.8	31	5.7	3.4	19.5	14.6	17.1	No	Yes
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	32	100	16.7	58.3	16.7	8.3	45.8	38.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	329	100	25.3	48.8	17.4	8.5	41.3	33.8	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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
Science											
All Students	429	99.8	26.8	36	23.2	14	37.2	35.1	35.7	95.8	96.4
Gender											
Male	210	100	23.4	36.5	23.9	16.2	40.1	36.3	37.4	95.9	96.3
Female	219	99.5	30.3	35.4	22.6	11.8	34.4	33.9	33.8	95.7	96.5
Racial/Ethnic Group											
White	265	99.6	19	37.2	25.1	18.6	43.7	44.8	49.2	95.4	96
African American	119	100	44.3	33	17.9	4.7	22.6	18.5	17	96.5	96.9
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	97	97.5
Hispanic	33	100	29.6	37	22.2	11.1	33.3	26.8	24.9	96.2	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	91.6	95.2
Disability Status											
Disabled	62	98.4	69.6	17.9	10.7	1.8	12.5	9.8	14	95	95.5
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	23	100	36.8	26.3	21.1	15.8	36.8	24.3	24.4	97	96.9
Socio-Economic Status											
Subsided meals	212	100	34.8	34.8	20.3	10.2	30.5	23.7	21.1	95.4	96.1
Social Studies											
All Students	426	100	14.1	42.7	25.7	17.5	43.2	34.6	34	95.8	96.4
Gender											
Male	224	100	11.5	41.1	26.8	20.6	47.4	36.3	36.6	95.9	96.3
Female	202	100	17.2	44.4	24.4	13.9	38.3	32.8	31.3	95.7	96.5
Racial/Ethnic Group											
White	278	100	12.6	43.9	25.6	17.9	43.5	40.9	44.5	95.4	96
African American	105	100	24.2	38.5	24.2	13.2	37.4	22.7	19.1	96.5	96.9
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	97	97.5
Hispanic	33	100	0	44.4	33.3	22.2	55.6	31.3	27.5	96.2	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	91.6	95.2
Disability Status											
Disabled	57	100	35.2	50	7.4	7.4	14.8	11.8	14.4	95	95.5
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	18	100	0	41.7	41.7	16.7	58.3	29.6	27.3	97	96.9
Socio-Economic Status											
Subsided meals	226	100	20.2	43.4	20.7	15.7	36.4	25.5	21	95.4	96.1

* Adj - Adjusted to account for natural variation in performance.

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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	189	100	11.6	32.9	53.2	2.3	55.5	
	4	227	100	14.2	39.7	42.2	3.9	46.1	
	5	218	100	18.8	38.1	41.1	2	43.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	197	100	8.8	26	58	7.2	65.2	
	4	211	99.5	11.6	37.4	47.9	3.2	51.1	
	5	239	100	17.7	50.5	29.1	2.7	31.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	189	100	21.4	54.9	21.4	2.3	23.7	
	4	227	100	13.7	42.6	24	19.6	43.6	
	5	218	100	19.8	48.7	16.8	14.7	31.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	197	100	26.5	49.7	17.1	6.6	23.8	
	4	211	100	12.6	45.5	23.6	18.3	41.9	
	5	239	100	21.4	46.8	19.1	12.7	31.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	90	100	36.6	41.5	18.3	3.7	22	
	4	227	100	23.5	40.2	21.6	14.7	36.3	
	5	112	100	35	31.1	20.4	13.6	34	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	99	99	33.3	34.4	16.7	15.6	32.2	
	4	210	100	16.8	40.5	28.9	13.7	42.6	
	5	120	100	38.4	29.5	18.8	13.4	32.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	99	100	4.4	39.6	45.1	11	56	
	4	227	100	17.2	45.1	27.9	9.8	37.7	
	5	106	100	40.4	39.4	10.6	9.6	20.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	98	100	8.8	50.5	23.1	17.6	40.7	
	4	209	100	13.2	36.3	32.6	17.9	50.5	
	5	119	100	20.4	47.2	15.7	16.7	32.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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