



Sedgefield Intermediate

225 Garwood Road
Goose Creek, SC 29445

Grades	3-5 Elementary School	
Enrollment	620 Students	
Principal	Susan Best	843-820-4090
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	At-Risk
2007	Average	Below Average
2006	Average	Good
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

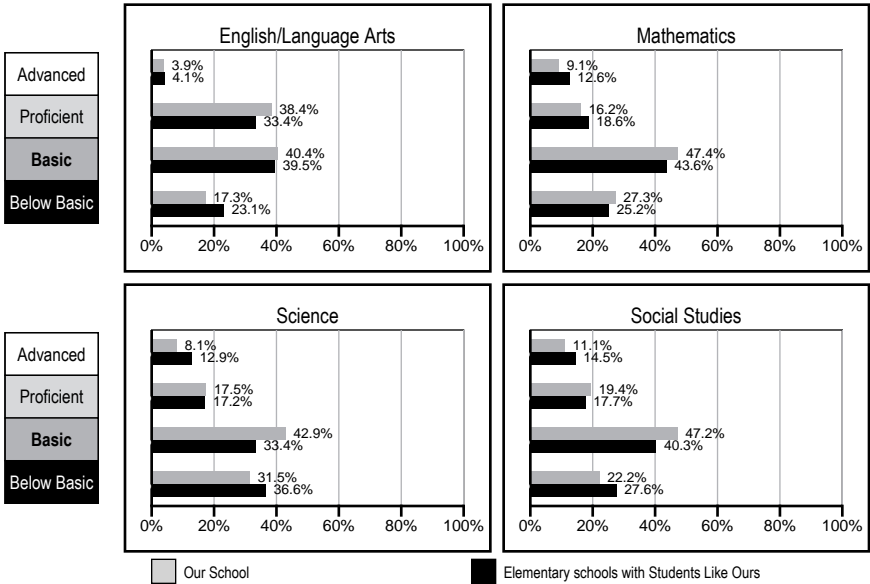
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	38	43	1

* 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=620)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.5%	Up from 1.7%	2.9%	2.3%
Attendance rate	97.0%	Up from 96.7%	96.0%	96.3%
Eligible for gifted and talented	4.2%	Down from 7.0%	7.5%	10.4%
With disabilities other than speech	10.5%	Up from 9.5%	9.0%	7.5%
Older than usual for grade	1.0%	Down from 1.1%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.4%	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	51.4%	Down from 60.0%	54.3%	56.7%
Continuing contract teachers	62.2%	Down from 78.4%	77.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	77.9%	Up from 75.3%	86.2%	86.4%
Teacher attendance rate	95.9%	Up from 94.9%	94.7%	94.9%
Average teacher salary	\$42,858	Down 1.5%	\$44,839	\$45,345
Professional development days/teacher	16.7 days	Up from 15.5 days	12.8 days	12.6 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 22.8 to 1	18.2 to 1	18.5 to 1
Prime instructional time	91.8%	Up from 90.3%	88.9%	89.8%
Opportunities in the arts	Good	No Change	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	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,723	Up 8.4%	\$7,363	\$7,052
Percent of expenditures for instruction*	59.8%	Down from 63.0%	68.4%	69.1%
Percent of expenditures for teacher salaries*	53.2%	Down from 57.8%	63.1%	64.2%

* 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 Intermediate School, home to a diverse population of approximately 600 third, fourth, and fifth grade students, provides a safe and caring learning environment. We focus our efforts on providing our students with challenging learning activities that promote thinking, 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. During the past school year students became more proficient in South Carolina Curriculum Standards and demonstrated gains on PACT and MAP.

We continued our reading initiative for third graders and expanded to include fourth grade. As a recipient of a 21st Century Learning Community Grant, forty-five of our students participated in an after-school tutoring and enrichment program. At each grade level there was a class of identified gifted and academically high-achieving students. A full-time ESOL teacher worked with our students and classroom teachers to provide additional services to limited English speaking students and parents.

Through a partnership with Jones Apparel, plans for a playground have become a reality. Initiatives also designed to enhance achievement included a fully equipped computer lab staffed by a certified teacher. A video production lab was used to produce WSFI, our daily news program. School-wide SMART interactive white boards were utilized to differentiate instruction.

Every Monday evening the media center and computer lab were open for family literacy events. In addition, specially planned Parent Nights provided information through fun activities. Monthly reading incentives motivated students to increase their reading time. Through community efforts and school partnerships, we were able to "Give the Gift of Reading." Each student selected a new book before winter and summer break to further support our reading initiative.

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 initiated a Friends of Special Friends program. In addition, several service learning projects were directed by Student Council. Currently, two teachers have received the prestigious National Board Certification. Corrine Janney, SIC Chairperson, was honored as a Jefferson Award recipient for her outstanding volunteer efforts on behalf of our school. We work in partnership with parents and the community to help our children develop a love of learning and an appreciation of themselves and others.

Susan K. Best, Principal
Corrine A. Janney, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	177	128
Percent satisfied with learning environment	100.0%	83.5%	88.7%
Percent satisfied with social and physical environment	100.0%	82.4%	85.1%
Percent satisfied with school-home relations	94.4%	90.3%	83.6%

* Only students at the highest elementary 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

School Adequate Yearly Progress

NO

This school met 21 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

Corrective Action

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	97.0%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	608	99.8	16.8	41.4	37.8	4	53.5	48.6	48.2	Yes	Yes
Gender											
Male	309	100	23.9	44.6	29.5	2.1	43.5	40.8	41.7	N/A	N/A
Female	299	99.7	9.3	38.1	46.7	5.9	64.1	56.8	55	N/A	N/A
Racial/Ethnic Group											
White	236	99.6	15.3	35.2	44.4	5.1	61.6	55.4	60	Yes	Yes
African American	270	100	15.1	47.4	35.1	2.4	49.4	36.5	31.7	Yes	Yes
Asian/Pacific Islander	22	100	10	35	40	15	70	73	70.4	I/S	I/S
Hispanic	80	100	29.4	41.2	26.5	2.9	38.2	39.9	38.4	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	91	100	42	40.7	14.8	2.5	30.9	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	93	100	26.9	39.7	30.8	2.6	43.6	37.4	36.9	Yes	Yes
Socio-Economic Status											
Subsidized meals	426	100	19	43.8	34.4	2.9	48.7	38.5	34	Yes	Yes

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

All Students	608	100	26.8	48.6	15.8	8.8	37.2	44.2	45.8	No	Yes
Gender											
Male	309	100	30.9	45.6	14	9.5	33.7	44.4	45.6	N/A	N/A
Female	299	100	22.5	51.7	17.7	8.1	41	43.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	236	100	20.3	43.8	22.1	13.8	47.9	52.8	59	Yes	Yes
African American	270	100	32.3	52.2	11.6	4	28.7	28.2	26.9	No	Yes
Asian/Pacific Islander	22	100	15	55	10	20	40	70.4	71.3	I/S	I/S
Hispanic	80	100	30.9	48.5	13.2	7.4	33.8	38.9	38.1	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
Disability Status											
Disabled	91	100	44.4	50.6	2.5	2.5	16	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	93	100	29.5	48.7	14.1	7.7	35.9	38.6	38.7	No	Yes
Socio-Economic Status											
Subsidized meals	426	100	30.2	50.5	13.8	5.5	31.5	33.8	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
Science											
All Students	404	99.8	31.4	43.6	17.1	7.9	24.9	35.1	35.7	97	96.4
Gender											
Male	208	99.5	34.2	38.9	16.8	10	26.8	36.3	37.4	96.9	96.3
Female	196	100	28.5	48.6	17.3	5.6	22.9	33.9	33.8	97.1	96.5
Racial/Ethnic Group											
White	150	100	20.9	43.9	23	12.2	35.3	44.8	49.2	96.3	96
African American	179	99.4	34.9	44.6	15.7	4.8	20.5	18.5	17	97.4	96.9
Asian/Pacific Islander	17	100	20	66.7	6.7	6.7	13.3	51.3	58	98	97.5
Hispanic	58	100	53.1	32.7	8.2	6.1	14.3	26.8	24.9	97.2	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	99.9	95.2
Disability Status											
Disabled	58	100	57.4	40.7	0	1.9	1.9	9.8	14	96	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	69	100	42.1	38.6	10.5	8.8	19.3	24.3	24.4	97.3	96.9
Socio-Economic Status											
Subsidized meals	289	99.7	36.9	43.3	14.1	5.7	19.8	23.7	21.1	97	96.1
Social Studies											
All Students	404	99.8	21.8	48.2	19.1	10.8	29.9	34.6	34	97	96.4
Gender											
Male	207	99.5	25.1	47.1	17.3	10.5	27.7	36.3	36.6	96.9	96.3
Female	197	100	18.3	49.4	21.1	11.1	32.2	32.8	31.3	97.1	96.5
Racial/Ethnic Group											
White	158	100	17.9	39.3	25.5	17.2	42.8	40.9	44.5	96.3	96
African American	189	99.5	27.6	54	12.1	6.3	18.4	22.7	19.1	97.4	96.9
Asian/Pacific Islander	13	100	8.3	50	33.3	8.3	41.7	59.5	58.9	98	97.5
Hispanic	44	100	15	55	22.5	7.5	30	31.3	27.5	97.2	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	99.9	95.2
Disability Status											
Disabled	63	100	30.9	49.1	18.2	1.8	20	11.8	14.4	96	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	55	100	16.3	49	26.5	8.2	34.7	29.6	27.3	97.3	96.9
Socio-Economic Status											
Subsidized meals	285	99.7	24.2	52	16.4	7.4	23.8	25.5	21	97	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	195	100	13.1	29.5	51.7	5.7	57.4
	4	180	100	17.5	42.8	36.7	3	39.8
	5	206	100	20.9	53.8	24.7	0.5	25.3
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	203	100	17.6	31.3	42.3	8.8	51.1
	4	200	100	16.7	38.2	44.6	0.5	45.2
	5	205	99.5	16	54.5	26.7	2.7	29.4
	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
Mathematics								
2007	3	195	100	22.7	58.5	17	1.7	18.8
	4	180	100	20.5	45.8	21.7	12	33.7
	5	206	100	18.7	52.2	16.5	12.6	29.1
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	203	100	35.7	50	7.1	7.1	14.3
	4	200	100	23.7	48.4	16.1	11.8	28
	5	205	100	21.3	47.3	23.9	7.4	31.4
	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
Science								
2007	3	96	100	33.3	41.4	19.5	5.7	25.3
	4	180	100	45.1	36.4	14.8	3.7	18.5
	5	108	100	29.5	44.3	15.9	10.2	26.1
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	104	100	30.4	40.2	21.7	7.6	29.3
	4	200	99.5	29.7	47	16.8	6.5	23.2
	5	100	100	35.9	40.2	13	10.9	23.9
	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	101	100	13.8	54	25.3	6.9	32.2
	4	180	100	20.4	48.1	23.5	8	31.5
	5	106	100	32.6	46.1	16.9	4.5	21.3
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	99	100	20	43.3	24.4	12.2	36.7
	4	200	99.5	17.3	51.4	21.1	10.3	31.4
	5	105	100	32.3	46.9	10.4	10.4	20.8
	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

Abbreviations for Missing Data

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