



Sedgefield Intermediate

225 Garwood Road
Goose Creek, SC 29445

Grades	3-5 Elementary School	
Enrollment	652 Students	
Principal	Susan Best	843-820-4090
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	Good
2005	Average	At-Risk

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

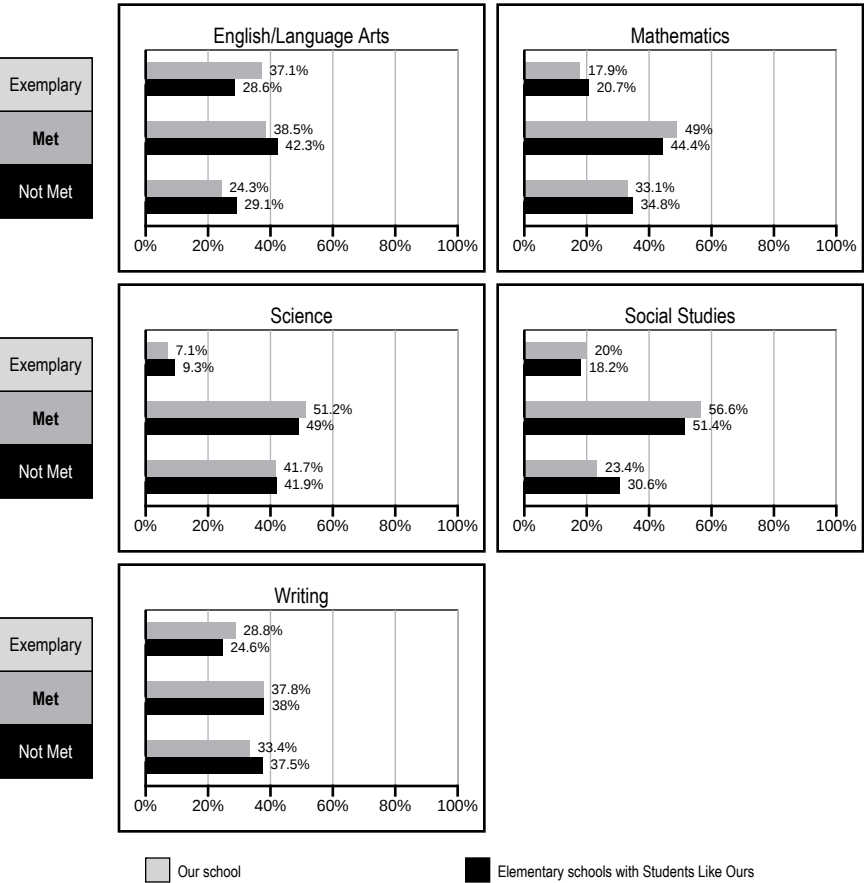
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	89	22	1

* Ratings are calculated with data available by 06/01/2010.

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=652)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.8%	Down from 2.5%	2.6%	1.9%
Attendance rate	97.1%	Up from 97.0%	96.1%	96.3%
Eligible for gifted and talented	4.8%	Up from 4.2%	6.9%	10.0%
With disabilities other than speech	10.5%	No Change	9.1%	7.7%
Older than usual for grade	0.8%	Down from 1.0%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	52.8%	Up from 51.4%	57.0%	59.4%
Continuing contract teachers	80.6%	Up from 62.2%	77.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.5%	Up from 77.9%	84.9%	85.9%
Teacher attendance rate	96.7%	Up from 95.9%	95.0%	95.1%
Average teacher salary*	\$44,307	Up 3.4%	\$46,148	\$47,149
Professional development days/teacher	16.3 days	Down from 16.7 days	11.7 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	25.1 to 1	Up from 20.7 to 1	18.5 to 1	18.8 to 1
Prime instructional time	93.2%	Up from 91.8%	90.0%	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 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,981	Down 12.4%	\$7,666	\$7,458
Percent of expenditures for instruction**	63.9%	Up from 59.8%	68.1%	68.8%
Percent of expenditures for teacher salaries**	57.0%	Up from 53.2%	62.1%	63.2%

* 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 Intermediate School, home to a diverse population of approximately 660 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. We partnered with Goose Creek High School and established the largest Teen Trendsetters Reading Mentoring program in the United States which provided 119 SFI students with a reading mentor each week. We provided assistance to 113 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. A full-time ESOL teacher worked with our students and classroom teachers to provide additional services to limited English speaking students and parents.

Initiatives 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

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. Through community efforts and school partnerships, we were able to "Give the Gift of Reading", which allowed each student to select a new book before winter and summer breaks. Through this initiative we encouraged reading out side of school and enhanced home libraries.

School-wide we initiated a Positive Behavior Intervention System, which interconnected with our character education program. The 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. Currently, two teachers have received the prestigious National Board Certification. 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
Ginger McCoy, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	181	74
Percent satisfied with learning environment	100.0%	90.6%	89.9%
Percent satisfied with social and physical environment	100.0%	86.6%	95.9%
Percent satisfied with school-home relations	94.9%	96.1%	88.7%

* 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	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	CA-DELAY
---------------------------	----------

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	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	661	99.7	24	39.2	36.8	86.5	84.7	82.8	Yes	Yes
Gender										
Male	336	99.7	31.2	39	29.8	82.4	80.7	79.3	N/A	N/A
Female	325	99.7	16.6	39.4	43.9	90.7	89.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	228	99.6	16.9	33.3	49.8	90.5	88.5	89.5	Yes	Yes
African American	338	99.7	28.1	43.5	28.4	84.9	78.4	73.7	Yes	Yes
Asian/Pacific Islander	26	100	12	36	52	96	92.1	92.3	I/S	I/S
Hispanic	68	100	32.2	39	28.8	76.3	80.4	76.5	Yes	Yes
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	89.7	82.5	I/S	I/S
Disability Status										
Disabled	102	99	53.3	29.3	17.4	64.1	49.6	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	81	100	27	36.5	36.5	81.1	79.3	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	500	100	25.4	40.7	33.9	85.1	79.8	75.5	Yes	Yes

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

All Students	661	99.7	32.5	49.7	17.8	77.4	80.2	78.9	Yes	Yes
Gender										
Male	336	99.7	35.3	47.1	17.6	74.6	77.9	77	N/A	N/A
Female	325	99.7	29.8	52.2	18	80.3	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	228	99.6	19.9	50.7	29.4	87.6	85.4	87.2	Yes	Yes
African American	338	99.7	41.1	48.8	10	68.9	70.6	66.7	Yes	Yes
Asian/Pacific Islander	26	100	12	64	24	96	93.2	93	I/S	I/S
Hispanic	68	100	40.7	44.1	15.3	78	78.4	76	Yes	Yes
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	82.1	79.5	I/S	I/S
Disability Status										
Disabled	102	99	56.5	38	5.4	55.4	45.2	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	81	100	31.1	51.4	17.6	83.8	80.2	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	500	100	36.2	50.3	13.5	74.6	73.5	70.2	Yes	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	442	98.9	41	51.7	7.3	59	69.2	67.5
Gender								
Male	219	99.1	42.9	47.6	9.5	57.1	68.4	67
Female	223	98.7	39.3	55.6	5.1	60.7	70.1	68
Racial/Ethnic Group								
White	160	99.4	25.4	62	12.7	74.6	78.2	79.5
African American	222	98.7	51.6	43.8	4.7	48.4	53.6	50.3
Asian/Pacific Islander	14	100	38.5	53.8	7.7	61.5	86.4	84.3
Hispanic	45	97.8	N/AV	N/AV	N/AV	52.6	62.2	60.7
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	72.4	71.2
Disability Status								
Disabled	70	100	58.5	36.9	4.6	41.5	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	50	98	N/AV	N/AV	N/AV	55.6	64.6	59.6
Socio-Economic Status								
Subsided meals	333	98.8	45.1	50	4.9	54.9	59.5	55.1

Social Studies

All Students	443	100	23.1	57.4	19.5	76.9	74.2	72.3
Gender								
Male	233	100	25.1	50.7	24.1	74.9	73.3	71.5
Female	210	100	20.9	64.7	14.4	79.1	75.1	73.2
Racial/Ethnic Group								
White	151	100	15.9	58.3	25.8	84.1	80.5	80.7
African American	224	100	28.9	57.9	13.2	71.1	62.9	60
Asian/Pacific Islander	18	100	11.1	61.1	27.8	88.9	87.9	88.5
Hispanic	49	100	23.3	51.2	25.6	76.7	69.7	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	82.6	72.2
Disability Status								
Disabled	64	100	45.8	50.8	3.4	54.2	42.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	60	100	16.7	55.6	27.8	83.3	70.7	67.9
Socio-Economic Status								
Subsided meals	331	100	24.8	61.5	13.6	75.2	66	62.1

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
Writing										
All Students	650	97.5	33.3	37.8	28.8	66.7	69.4	70.2	97.1	96.3
Gender										
Male	330	97.9	43.3	34.5	22.2	56.7	61.4	63.2	97	96.3
Female	320	97.2	23.1	41.3	35.7	76.9	77.9	77.5	97.2	96.4
Racial/Ethnic Group										
White	224	96.9	25.8	38.4	35.9	74.2	74.6	79.1	96.4	95.9
African American	332	97.6	37.6	40.7	21.7	62.4	60.1	57.6	97.5	96.9
Asian/Pacific Islander	26	100	20	24	56	80	85.4	86.2	97.9	97.5
Hispanic	68	98.5	42.6	27.9	29.5	57.4	63.2	62.6	97.2	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	68.7	97.9	95.8
Disability Status										
Disabled	100	85	69.1	25.9	4.9	30.9	26	26.1	96.3	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	81	100	36.8	28.9	34.2	63.2	62.4	61.2	97.4	96.9
Socio-Economic Status										
Subsidized meals	491	98.2	36.4	37.8	25.8	63.6	61	58.9	97	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
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
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
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
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
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

Abbreviations for Missing Data

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