



Sedgefield Middle

131 Charles Gibson
Goose Creek, SC 29445

Grades	6-8 Middle School	
Enrollment	835 Students	
Principal	Michael G. Lucas	843-797-2620
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	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Below 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

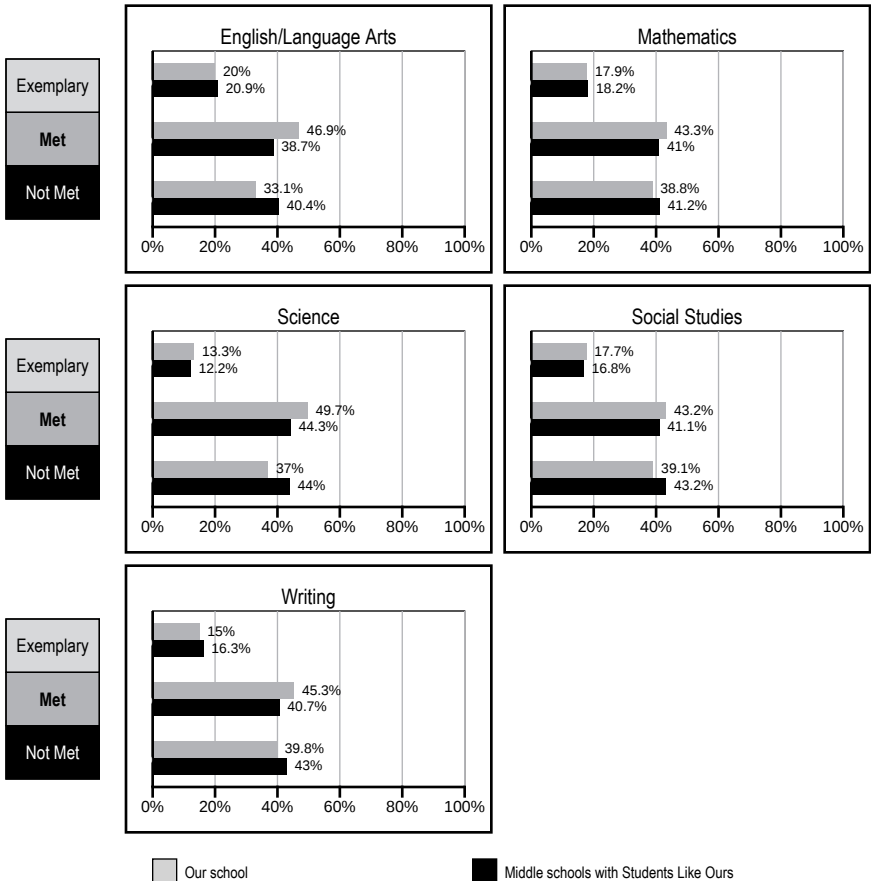
91.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	23	19	4

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

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

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

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	77.6%	91.5%
English 1	95.8%	90.2%
Physical Science	N/A	92.2%
US History and the Constitution	N/A	N/A
All Subjects	85.2%	91.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=835)				
Students enrolled in high school credit courses (grades 7 & 8)	35.7%	Up from 20.8%	15.6%	21.6%
Retention rate	3.3%	Down from 4.5%	1.9%	1.2%
Attendance rate	96.1%	Up from 95.3%	95.4%	95.9%
Eligible for gifted and talented	8.1%	Down from 8.9%	9.7%	14.8%
With disabilities other than speech	14.2%	Down from 14.7%	15.4%	12.6%
Older than usual for grade	6.5%	Up from 4.9%	4.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	8.1%	Down from 18.8%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	56.9%	Up from 50.0%	56.1%	56.9%
Continuing contract teachers	62.7%	Down from 64.8%	67.2%	72.7%
Teachers with emergency or provisional certificates	11.9%	Up from 2.5%	9.7%	5.3%
Teachers returning from previous year	74.7%	Down from 78.5%	81.4%	82.9%
Teacher attendance rate	95.4%	Up from 91.5%	95.2%	95.2%
Average teacher salary*	\$45,102	Up 1.0%	\$45,942	\$46,599
Professional development days/teacher	8.2 days	Down from 8.7 days	10.2 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 22.5 to 1	19.3 to 1	20.1 to 1
Prime instructional time	90.8%	Up from 86.2%	89.6%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	44.8%	Down from 74.7%	97.1%	97.8%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$6,607	Down 19.2%	\$8,162	\$7,645
Percent of expenditures for instruction**	61.6%	Up from 58.6%	62.3%	63.4%
Percent of expenditures for teacher salaries**	57.0%	Up from 53.0%	55.2%	57.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Sedgefield Middle School serves over 800 students in grades six, seven and eight. We strive to provide a challenging curriculum within a safe learning environment to meet the needs of all students. The core curriculum emphasizes English/language arts, mathematics, social studies and science. Nearly 90% of participating students passed end of course exams, which afforded them the opportunity to receive high school credits in Algebra 1, Honors English 1, 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, band, chorus, career technology and computer literacy.

The mission of Sedgefield Middle School is to ensure that all students have the chance to achieve their maximum potential within a safe, nurturing environment while preparing them with the knowledge and skills to become lifelong learners. Teachers utilize inviting and engaging teaching strategies which encourage students to write across our standards-based curriculum. Our teachers have been and continue to be involved in the Teacher Quality Research Grant through the State Department of Education and in the Making Middle Grades Work (MMGW) school improvement initiative. Students receive remediation and enrichment in a computer lab setting where they are aligned with their instructional level. Tutorials in all subject areas are implemented for those students who need extra assistance. The students are served in these tutorials based on their scores from Measures of Academic Progress (MAP), which is a computer-based assessment tool.

Sedgefield Middle students are encouraged to participate in activities and clubs such as Junior Beta Club, Student Council, Service Learning activities, Drama Club, and the Shark News and Yearbook. Students who wish to strive at another level may choose to compete in 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. Students, teachers, staff members, parents and community members work diligently as a team to achieve academic and character-based goals. Sedgefield Middle School students, teachers and staff members are reminded daily of our motto, and we will continue to "Go for the GOLD."

Mike Lucas, Principal
Carie Taylor, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	198	62
Percent satisfied with learning environment	83.9%	51.8%	73.8%
Percent satisfied with social and physical environment	90.9%	63.5%	68.3%
Percent satisfied with school-home relations	51.8%	69.7%	63.9%

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

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School Adequate Yearly Progress

NO

This school met 27 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	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	96.1%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	800	100	33.1	46.7	20.1	76.6	84.7	82.8	Yes	Yes
Gender										
Male	401	100	38.2	45.4	16.3	71.2	80.7	79.3	N/A	N/A
Female	399	100	28.1	48.1	23.9	81.9	89.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	316	100	26.3	48.4	25.3	80.7	88.5	89.5	Yes	Yes
African American	359	100	40.5	45.4	14	71	78.4	73.7	Yes	Yes
Asian/Pacific Islander	29	100	12	56	32	96	92.1	92.3	I/S	I/S
Hispanic	92	100	34.2	44.3	21.5	77.2	80.4	76.5	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	82.5	I/S	I/S
Disability Status										
Disabled	125	100	75.2	18.8	6	35	49.6	52	No	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	96	100	33.7	45.8	20.5	78.3	79.3	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	549	100	35.1	48.1	16.8	75.4	79.8	75.5	Yes	Yes

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

All Students	800	100	35.5	45.6	18.9	73.5	80.2	78.9	Yes	Yes
Gender										
Male	401	100	39.9	41.6	18.6	69.8	77.9	77	N/A	N/A
Female	399	100	31.1	49.7	19.2	77.2	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	316	100	29.5	41.8	28.8	80.4	85.4	87.2	Yes	Yes
African American	359	100	42.1	48.5	9.5	66.5	70.6	66.7	Yes	Yes
Asian/Pacific Islander	29	100	8	52	40	92	93.2	93	I/S	I/S
Hispanic	92	100	39.2	44.3	16.5	70.9	78.4	76	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.1	79.5	I/S	I/S
Disability Status										
Disabled	125	100	68.4	29.1	2.6	38.5	45.2	45.5	No	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	96	100	34.9	48.2	16.9	73.5	80.2	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	549	100	38.3	45.3	16.4	70.5	73.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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
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Science

All Students	546	100	37.2	49.7	13.1	62.8	69.2	67.5
Gender								
Male	280	100	38.7	46.2	15	61.3	68.4	67
Female	266	100	35.7	53.3	11.1	64.3	70.1	68
Racial/Ethnic Group								
White	224	100	26.6	52.2	21.2	73.4	78.2	79.5
African American	236	100	46.6	48.9	4.6	53.4	53.6	50.3
Asian/Pacific Islander	18	100	7.1	57.1	35.7	92.9	86.4	84.3
Hispanic	65	100	46.6	41.4	12.1	53.4	62.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.4	71.2
Disability Status								
Disabled	88	100	71.1	25.3	3.6	28.9	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	67	100	41.7	43.3	15	58.3	64.6	59.6
Socio-Economic Status								
Subsided meals	375	100	42.4	47.8	9.8	57.6	59.5	55.1

Social Studies

All Students	550	99.6	38.6	44	17.5	61.4	74.2	72.3
Gender								
Male	274	99.6	40.2	39.8	19.9	59.8	73.3	71.5
Female	276	99.6	36.9	48	15.1	63.1	75.1	73.2
Racial/Ethnic Group								
White	220	99.6	28.4	50.3	21.3	71.6	80.5	80.7
African American	240	99.6	47.3	39.5	13.2	52.7	62.9	60
Asian/Pacific Islander	23	100	20	45	35	80	87.9	88.5
Hispanic	65	100	47.5	37.3	15.3	52.5	69.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.6	72.2
Disability Status								
Disabled	86	98.8	71.3	23.8	5	28.8	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	66	100	44.1	40.7	15.3	55.9	70.7	67.9
Socio-Economic Status								
Subsided meals	366	99.7	42.3	42	15.7	57.7	66	62.1

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	802	97.5	39.3	45.6	15.1	60.7	69.4	70.2	96.1	96.3
Gender										
Male	404	96.8	48.7	39.6	11.7	51.3	61.4	63.2	95.9	96.3
Female	398	98.2	29.9	51.7	18.4	70.1	77.9	77.5	96.3	96.4
Racial/Ethnic Group										
White	316	97.2	32.9	47.9	19.3	67.1	74.6	79.1	95.4	95.9
African American	361	98.1	46.6	43	10.4	53.4	60.1	57.6	96.5	96.9
Asian/Pacific Islander	28	96.4	12	44	44	88	85.4	86.2	97.9	97.5
Hispanic	93	97.9	42	48.1	9.9	58	63.2	62.6	96.4	96.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	63.2	68.7	84.4	95.8
Disability Status										
Disabled	125	87.2	81.7	17.3	1	18.3	26	26.1	95.4	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	99	98	41.4	42.5	16.1	58.6	62.4	61.2	96.8	96.9
Socio-Economic Status										
Subsidized meals	551	98.6	41.7	45.7	12.5	58.3	61	58.9	96.3	96

Abbreviations for Missing Data

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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	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	278	100	24.3	47.4	28.3	75.7
	7	294	100	34.3	47.8	17.9	65.7
	8	228	100	42.6	44.6	12.9	57.4
Mathematics							
2009	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	278	100	25.1	48.6	26.3	74.9
	7	294	100	31.7	44.8	23.5	68.3
	8	228	100	53.5	43.1	3.5	46.5
Science							
2009	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	140	100	39.7	49.2	11.1	60.3
	7	294	100	32.7	50.2	17.1	67.3
	8	112	100	46.1	49	4.9	53.9
Social Studies							
2009	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	141	98.6	19.5	64.8	15.6	80.5
	7	294	100	46.3	36.2	17.5	53.7
	8	115	100	42.2	38.2	19.6	57.8
Writing							
2009	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	279	96.8	34.1	48.6	17.3	65.9
	7	293	98.6	34	45.5	20.5	66
	8	230	97	53	42	5	47

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