



SEDGEFIELD MIDDLE

131 Charles Gibson
Goose Creek, SC 29445

Grades	6-8 Middle School	
Enrollment	894 Students	
Principal	Michael G. Lucas	843-797-2620
Superintendent	Dr. Anthony Parker	843-899-8600
Board Chair	Kathy Schwalbe	843-573-7794

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	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 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

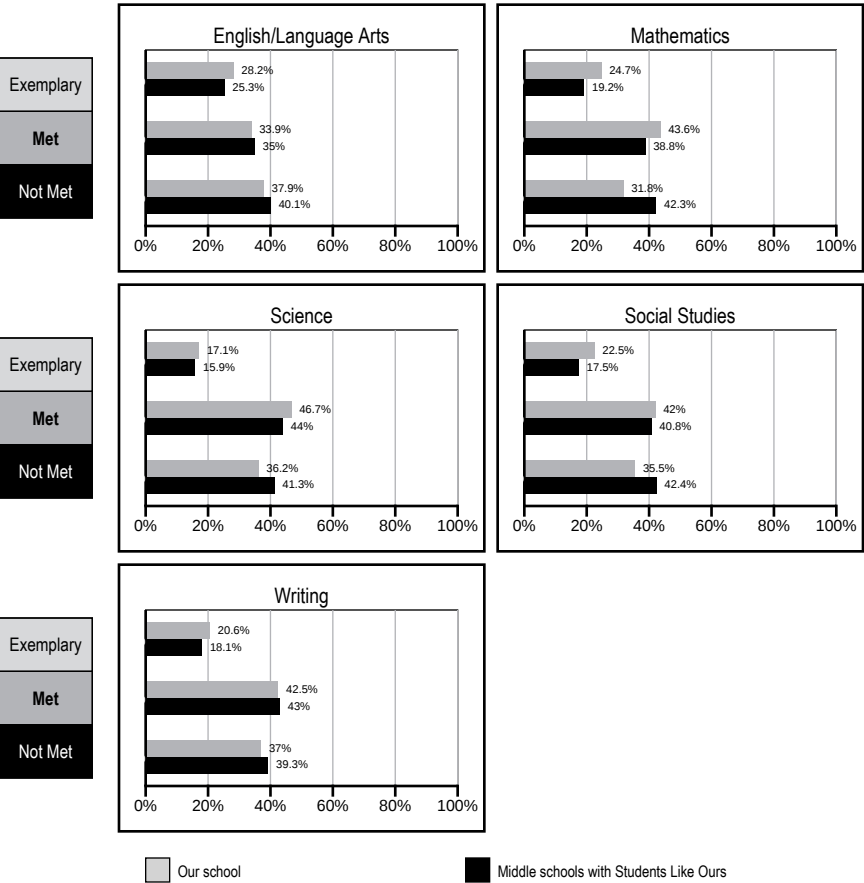
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	29	19	3

* Ratings are calculated with data available by 03/09/2011.

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

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	98.6%	92.8%
English 1	100.0%	91.6%
Physical Science	N/A	73.7%
US History and the Constitution	N/A	N/A
All Subjects	99.3%	90.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=894)				
Students enrolled in high school credit courses (grades 7 & 8)	35.8%	Up from 35.7%	17.0%	24.2%
Retention rate	1.4%	Down from 3.3%	0.8%	0.7%
Attendance rate	97.8%	Up from 96.1%	95.4%	95.9%
Eligible for gifted and talented	10.8%	Up from 8.1%	11.2%	16.4%
With disabilities other than speech	13.2%	Down from 14.2%	14.1%	12.0%
Older than usual for grade	4.3%	Down from 6.5%	3.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.7%	Down from 8.1%	0.5%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	62.5%	Up from 56.9%	57.4%	58.5%
Continuing contract teachers	72.9%	Up from 62.7%	72.9%	80.0%
Teachers with emergency or provisional certificates	7.7%	Down from 11.9%	6.0%	4.0%
Teachers returning from previous year	77.9%	Up from 74.7%	82.2%	84.6%
Teacher attendance rate	94.7%	Down from 95.4%	95.3%	95.4%
Average teacher salary*	\$45,750	Up 1.4%	\$45,346	\$46,561
Professional development days/teacher	5.8 days	Down from 8.2 days	10.4 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	23.6 to 1	Up from 21.1 to 1	20.3 to 1	21.1 to 1
Prime instructional time	92.0%	Up from 90.8%	90.0%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	82.7%	Up from 44.8%	95.4%	98.1%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	\$7,617	Up 15.3%	\$8,618	\$7,802
Percent of expenditures for instruction**	58.8%	Down from 61.6%	62.1%	63.8%
Percent of expenditures for teacher salaries**	55.4%	Down from 57.0%	58.1%	60.0%

* 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 over 800 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 English/Language arts, Mathematics, Social Studies, and Science. Nearly 90% of participating students passed end-of-course exams in Algebra I and English I. 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, Band, Chorus, Career Technology, and Computer Literacy.

Sedgefield Middle School teachers utilize inviting and engaging teaching strategies that 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 extra-help opportunities in a computer-lab setting. Tutorials in all subject areas are available for students. 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, Shark News, and Yearbook. Academic-challenge opportunities for students 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.

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	35	252	113
Percent satisfied with learning environment	80.0%	62.0%	69.6%
Percent satisfied with social and physical environment	91.4%	70.4%	70.5%
Percent satisfied with school-home relations	54.3%	78.0%	65.1%

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

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	0.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.0%	0.0%	No
Student attendance rate	97.8%	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	830	99.9	40.7	33.7	25.6	74	85.9	83.5	Yes	Yes
Gender										
Male	427	100	49	30.5	20.5	66.9	81.9	80.1	N/A	N/A
Female	403	99.8	32	37.1	30.9	81.3	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	329	100	30.8	36	33.1	82.8	89.8	89.6	Yes	Yes
African American	376	99.7	49.4	31.4	19.2	66.3	79.3	74.6	Yes	Yes
Asian/Pacific Islander	35	100	25	28.1	46.9	84.4	93.4	92.7	I/S	I/S
Hispanic	86	100	48.7	35.9	15.4	67.9	82.4	79.6	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.4	85.1	I/S	I/S
Disability Status										
Disabled	126	99.2	82.1	17	0.9	39.3	57.2	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	83	100	44.7	36.5	18.8	70.6	83.3	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	588	100	43.4	34.2	22.4	71.6	81.2	76.9	Yes	Yes

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

All Students	830	99.9	34.5	44.3	21.2	76.6	83.5	80.4	Yes	Yes
Gender										
Male	427	100	42.1	38.2	19.7	70.8	81.1	78.4	N/A	N/A
Female	403	99.8	26.7	50.7	22.7	82.7	86	82.5	N/A	N/A
Racial/Ethnic Group										
White	329	100	25.6	45.8	28.6	83.4	88	87.8	Yes	Yes
African American	376	99.7	42.2	43.9	14	70.3	75	69.3	Yes	Yes
Asian/Pacific Islander	35	100	18.8	40.6	40.6	84.4	94.1	93.5	I/S	I/S
Hispanic	86	100	42.3	42.3	15.4	73.1	83.4	78.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	88.6	83.2	I/S	I/S
Disability Status										
Disabled	126	99.2	73.2	23.2	3.6	41.1	50	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	83	100	42.4	38.8	18.8	72.9	85.4	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	588	100	37.5	43.7	18.8	75.2	78	72.8	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

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	549	99.5	36.5	46.5	17.1	63.5	69.8	67.3
Gender								
Male	268	98.9	37.1	44.8	18.1	62.9	69.3	66.9
Female	281	100	35.9	48.1	16	64.1	70.3	67.7
Racial/Ethnic Group								
White	224	99.6	28.1	45.2	26.7	71.9	78.8	79.6
African American	242	99.2	41.5	49.6	8.9	58.5	54.4	49.7
Asian/Pacific Islander	20	100	40	30	30	60	83	84.4
Hispanic	60	100	46.3	44.4	9.3	53.7	64.4	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	65.4	69.5
Disability Status								
Disabled	75	96	78.5	18.5	3.1	21.5	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	56	100	45.8	45.8	8.5	54.2	65.8	58.6
Socio-Economic Status								
Subsidized meals	391	100	39.6	46.1	14.4	60.4	60.2	55.4

Social Studies

All Students	544	99.6	35.8	41.8	22.4	64.2	73.4	70.9
Gender								
Male	293	99.3	41.4	36.8	21.8	58.6	72.2	70.1
Female	251	100	29.5	47.4	23.1	70.5	74.7	71.7
Racial/Ethnic Group								
White	219	100	28.6	41.4	30	71.4	78.7	79.2
African American	245	99.6	41.5	42	16.5	58.5	63.8	58.4
Asian/Pacific Islander	24	95.8	27.3	40.9	31.8	72.7	83.3	86.8
Hispanic	53	100	42.9	44.9	12.2	57.1	72.9	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71	71.2
Disability Status								
Disabled	82	97.6	N/A	N/A	N/A	30	41.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	58	100	43.1	41.4	15.5	56.9	70.8	68
Socio-Economic Status								
Subsidized meals	390	99.7	40.1	41.2	18.7	59.9	66	60.8

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	843	98.6	36.6	42.7	20.7	63.4	72.9	72.1	97.8	96.2
Gender										
Male	434	97.5	49	35.9	15.1	51	65.6	65.2	97.5	96.1
Female	409	99.8	24.2	49.5	26.3	75.8	80.7	79.2	98.1	96.2
Racial/Ethnic Group										
White	341	98.5	30.1	43	26.9	69.9	78.3	80.8	97.4	95.7
African American	377	98.4	41.2	44.4	14.4	58.8	64	59.7	98	96.8
Asian/Pacific Islander	36	97.2	18.8	37.5	43.8	81.3	88.7	87	98.7	97.2
Hispanic	85	100	51.3	36.3	12.5	48.8	65.4	64.6	98.3	96.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	84.1	73.4	95.8	95.3
Disability Status										
Disabled	123	91.9	75.2	22.9	1.9	24.8	30.3	27.7	97.4	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	83	98.8	47.1	38.8	14.1	52.9	67.1	63.7	98.4	96.8
Socio-Economic Status										
Subsidized meals	606	99	39.8	42.7	17.5	60.2	65.2	61.9	97.8	95.9

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
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
2010	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
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
2010	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
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
2010	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

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
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
2010	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
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
2010	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

Abbreviations for Missing Data

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