



SANDHILLS MIDDLE

582 Meadowfield Road
Gaston, SC 29053

Grades	7-8 Middle School	
Enrollment	489 Students	
Principal	Justin Nutter	803-926-1890
Superintendent	Linda G. Lavender, Ph.D.	803-568-1000
Board Chair	Mr. Jefford Hart, Jr.	803-568-2262

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Good
2009	Average	Average
2008	Below Average	At-Risk
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

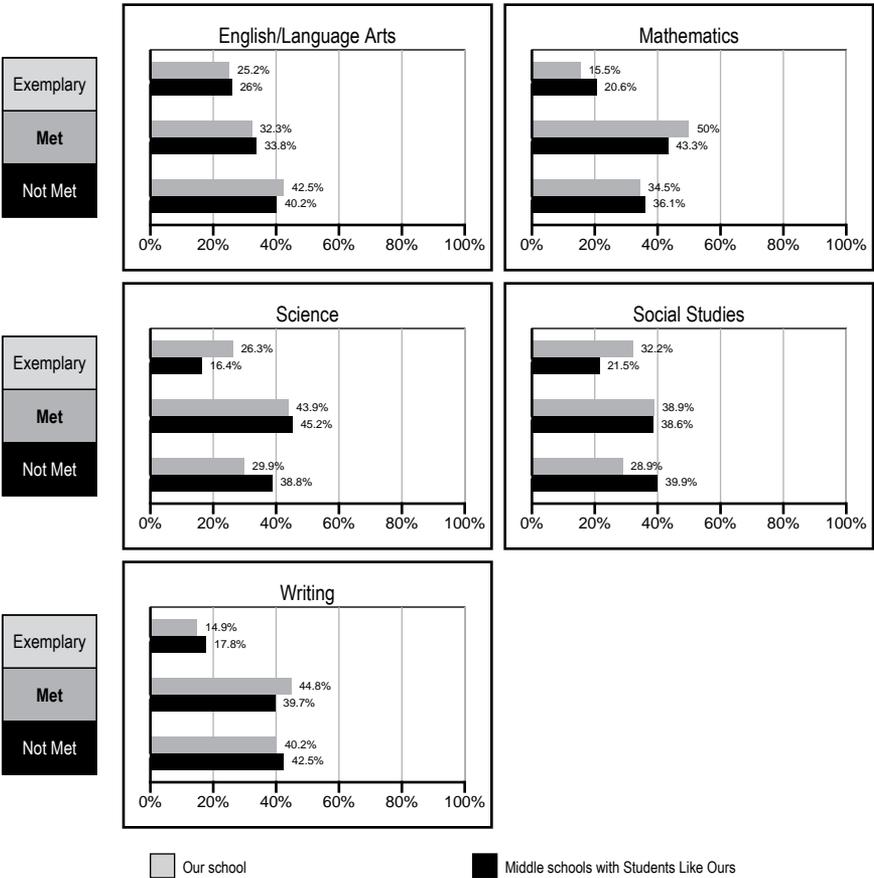
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	39	10	2

* Ratings are calculated with data available by 11/09/2011.

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	97.5%	97.4%
English 1	100.0%	92.1%
Biology 1/Applied Biology 2	N/A	98.2%
Physical Science	N/A	57.8%
US History and the Constitution	N/A	N/A
All Subjects	98.5%	95.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=489)				
Students enrolled in high school credit courses (grades 7 & 8)	18.8%	Up from 16.9%	18.5%	24.5%
Retention rate	0.0%	No Change	0.6%	0.7%
Attendance rate	94.5%	Down from 99.8%	95.8%	95.9%
Served by gifted and talented program	13.9%	Up from 11.2%	13.9%	17.8%
With disabilities other than speech	16.9%	Up from 15.8%	10.2%	9.2%
Older than usual for grade	0.2%	Down from 2.7%	1.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.6%	Up from 0.8%	0.6%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	55.9%	Down from 57.5%	57.2%	60.0%
Continuing contract teachers	82.4%	Up from 70.0%	82.3%	82.6%
Teachers returning from previous year	82.9%	Up from 78.1%	83.0%	85.6%
Teacher attendance rate	96.8%	Up from 95.9%	95.3%	95.3%
Average teacher salary*	\$39,909	Down 0.1%	\$45,102	\$46,300
Professional development days/teacher	9.1 days	Down from 11.1 days	10.5 days	9.9 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 22.2 to 1	20.9 to 1	21.5 to 1
Prime instructional time	90.7%	Down from 94.9%	90.4%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 99.7%	96.7%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,820	Down 9.5%	\$7,725	\$7,634
Percent of expenditures for instruction**	59.8%	Up from 49.3%	62.7%	64.0%
Percent of expenditures for teacher salaries**	55.7%	Up from 44.7%	59.9%	61.2%

* 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

Students, parents, faculty, and staff at Sandhills Middle School are proud to work together to create an exemplary learning community that embodies our mission of “being and creating lifelong learners in a safe and supportive environment.”

During the 2010-11 school year, our learning community focused on building our capacity to actively utilize student performance data to inform and guide instruction. Our team worked to develop our formative assessment strategies through training with the Keeping Learning on Track® program. Our teachers also continued to develop our ability to effectively assess student learning in multiple ways through the utilization of multi-format summative assessments strategically placed along the learning progression. The collaborative analysis of these assessments allows us to intentionally focus instruction on specific student needs.

Our commitment to ensure student performance at the highest level was demonstrated in our focus on providing proactive assistance to academically at-risk students. Our teachers worked with the entire Lexington Four instructional team in developing our ability to strategically use different phases of instruction throughout the learning progression. Through intentional planning of focus lessons and providing specific guided learning opportunities to students needing assistance, our ability to provide precision instruction to meet specific needs of each student is improving.

The SMS Improvement Council made the improvement of student writing skills a primary focus of their efforts this year. Our SIC sponsored a “Write Into the Night” program to provide families an informative and interactive opportunity to experience the writing process. We want to thank our parents and community for their involvement with SMS! Your partnership is invaluable in developing our citizens of the future!

Our challenges for 2010-11 include continuing to develop our ability to effectively assess student learning, utilizing student achievement data to provide targeted and timely interventions, helping our students develop a solid career plan as they approach high school, and challenging our students to develop critical literacy skills. Our school team will utilize formative and summative student achievement data more systematically and intentionally in order to assist each student. We will be sharing data more frequently with our early adolescent students in order to assist each student develop ownership of his/her learning and future career options. It is vital that we help our students find and develop areas of interest and talent as they approach their high school career. Through the inclusion of career clusters into all curriculum areas, we will work with both seventh and eighth grade students to develop career goals. Finally, our team will continue to infuse critical reading and writing in all subject areas to develop our students’ skills and communicate the importance of literacy for all of our students.

Justin Nutter, Principal

Lacie Barber, Chair, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	233	75
Percent satisfied with learning environment	97.0%	82.7%	78.1%
Percent satisfied with social and physical environment	100.0%	81.8%	79.7%
Percent satisfied with school-home relations	87.9%	82.8%	76.7%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 13 out of 21 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.5%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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 = 79.4% (Met or Exemplary)

All Students	487	100	42.5	32.3	25.2	67	72.9	82.4	No	Yes
Gender										
Male	245	100	48.7	28.6	22.8	61.6	67.6	78.7	N/A	N/A
Female	242	100	36.4	36	27.6	72.4	78.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	346	100	39.8	31.1	29.2	68	74.5	88.9	No	Yes
African American	113	100	50.5	35.9	13.6	63.1	67.2	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	24	100	39.1	39.1	21.7	73.9	74.4	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	66.7	83	I/S	I/S
Disability Status										
Disabled	84	100	83.8	12.2	4.1	24.3	32.9	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	40	40	20	73.3	72.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	370	100	46.5	32.9	20.6	62.9	69.4	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	487	100	34.5	50	15.5	78.8	75.2	81.9	No	Yes
Gender										
Male	245	100	35.7	51.8	12.5	78.6	72.7	79.9	N/A	N/A
Female	242	100	33.3	48.2	18.4	78.9	77.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	346	100	32	50.3	17.7	79.8	78	88.9	Yes	Yes
African American	113	100	39.8	51.5	8.7	74.8	65.6	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	24	100	47.8	39.1	13	82.6	74.4	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	84.4	I/S	I/S
Disability Status										
Disabled	84	100	78.4	18.9	2.7	45.9	41.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	40	46.7	13.3	80	70.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	370	100	38.5	47.9	13.5	75.3	72.3	74.9	No	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
Science								
All Students	360	99.4	29.4	44.1	26.4	70.6	63.7	68.6
Gender								
Male	179	98.9	32.1	42.6	25.3	67.9	62.1	68.3
Female	181	100	26.9	45.6	27.5	73.1	65.3	68.9
Racial/Ethnic Group								
White	256	100	28	42.3	29.7	72	67.3	80.7
African American	83	98.8	35.1	51.4	13.5	64.9	52.8	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	17	100	23.5	41.2	35.3	76.5	58.9	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	67	98.5	62.7	32.2	5.1	37.3	30.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	10	I/S	18.2	45.5	36.4	81.8	55.6	60.7
Socio-Economic Status								
Subsidized meals	277	99.3	35	41.7	23.2	65	58.5	57.3
Social Studies								
All Students	357	100	28.9	38.9	32.2	71.1	69.9	72.5
Gender								
Male	181	100	28.9	39.8	31.3	71.1	69.9	72
Female	176	100	28.9	38	33.1	71.1	69.8	73.1
Racial/Ethnic Group								
White	259	100	29.6	36.3	34.2	70.4	71.3	81
African American	84	100	29.1	45.6	25.3	70.9	63	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	12	100	18.2	45.5	36.4	81.8	82.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	63	100	57.1	32.1	10.7	42.9	38.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	77.1	69.7
Socio-Economic Status								
Subsidized meals	274	100	32.7	39.4	27.9	67.3	66	62.9

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 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	260	99.2	39.7	45.2	15.1	60.3	60.9	73.2	94.5	95.1
Gender										
Male	132	99.2	44.2	45	10.8	55.8	52.3	67.2	94.4	95.2
Female	128	99.2	35.3	45.4	19.3	64.7	70.4	79.4	94.6	95
Racial/Ethnic Group										
White	180	98.9	34.9	47.6	17.5	65.1	65.8	81.5	93.8	94.7
African American	59	100	49.1	43.4	7.5	50.9	50.9	61.3	96.2	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	99.9
Hispanic	19	100	50	33.3	16.7	50	43.8	66.7	95.9	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2	96	94
Disability Status										
Disabled	42	100	N/AV	N/AV	N/AV	13.5	10.6	26	93.4	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	54.5	27.3	18.2	45.5	39.1	65.7	96.6	96.5
Socio-Economic Status										
Subsidized meals	190	99.5	42.9	44.6	12.6	57.1	57.3	63.2	94.1	94.8

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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							
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	0	N/A	N/A	N/A	N/A	N/A
	7	249	100	32.2	40.8	27	67.8
	8	250	100	44.3	27.4	28.3	55.7
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	230	100	45.1	28.8	26	54.9
	8	257	100	40.1	35.4	24.5	59.9
Mathematics							
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	0	N/A	N/A	N/A	N/A	N/A
	7	249	100	26.6	46.8	26.6	73.4
	8	250	100	46	43.5	10.5	54
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	230	100	36.7	42.3	20.9	63.3
	8	257	100	32.5	57	10.5	67.5
Science							
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	0	N/A	N/A	N/A	N/A	N/A
	7	249	99.6	16.8	51.3	31.9	83.2
	8	124	100	29.9	39.3	30.8	70.1
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	230	100	28.8	49.3	21.9	71.2
	8	130	98.5	30.5	34.7	34.7	69.5

Abbreviations for Missing Data

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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							
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	0	N/A	N/A	N/A	N/A	N/A
	7	249	99.6	29.3	36.6	34.1	70.7
	8	126	100	28.3	46.7	25	71.7
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	230	100	33.5	32.1	34.4	66.5
	8	127	100	20.5	51.3	28.2	79.5
Writing							
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	247	99.6	40.8	48.1	11.2	59.2
	8	254	100	36.7	47.5	15.8	63.3
2011	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	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	260	99.2	39.7	45.2	15.1	60.3

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