



Sandhills Middle School

582 Meadowfield Road
Gaston, SC 29053

| | | |
|-----------------------|--------------------------|--------------|
| Grades | 7-8 Middle School | |
| Enrollment | 449 Students | |
| Principal | Justin Nutter | 803-926-1890 |
| Superintendent | Linda G. Lavender, Ph.D. | 803-568-1000 |
| Board Chair | Jeff Hart, Jr. | 803-568-2262 |

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|---------------|
| 2012 | Average | Good |
| 2011 | Average | Average |
| 2010 | Average | Good |
| 2009 | Average | Average |
| 2008 | 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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

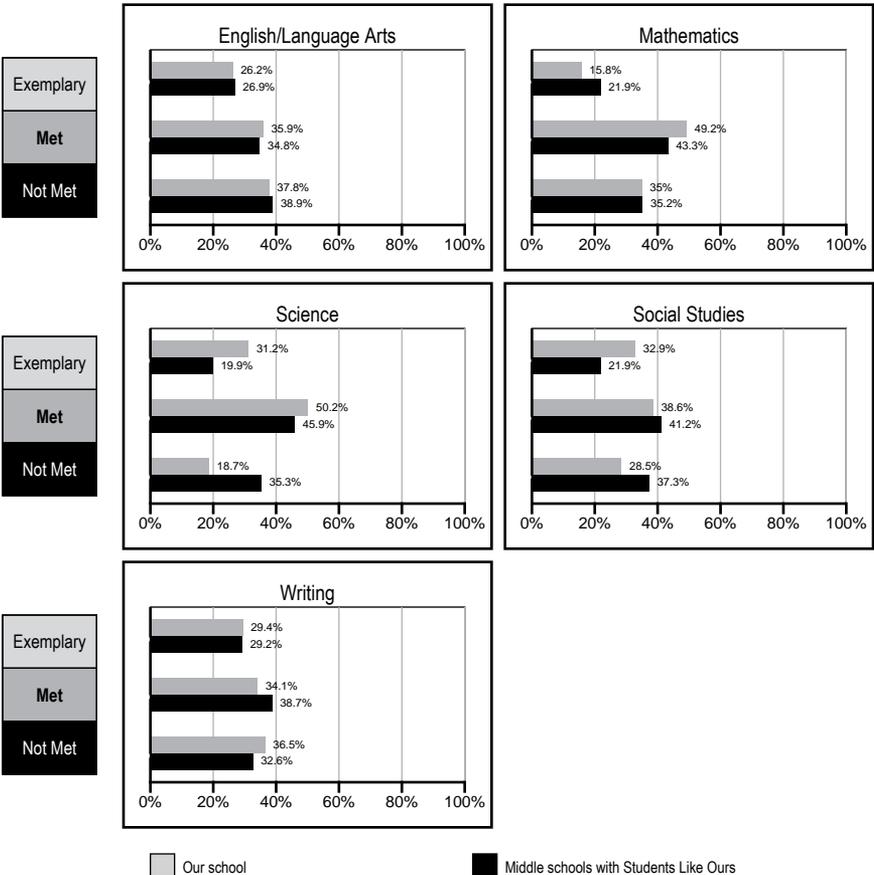
97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 4 | 44 | 7 | 3 |

* Ratings are calculated with data available by 11/07/2012.

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 | 88.7% | 95.5% |
| English 1 | 98.1% | 91.6% |
| Physical Science | N/A | N/A |
| US History and the Constitution | N/A | N/A |
| All Subjects | 93.0% | 95.5% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=449) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 26.7% | Up from 18.8% | 19.6% | 22.9% |
| Retention rate | 0.0% | No Change | 1.0% | 0.8% |
| Attendance rate | 94.2% | Down from 94.5% | 95.9% | 96.2% |
| Served by gifted and talented program | N/AV | N/AV | N/AV | N/AV |
| With disabilities other than speech | N/AV | N/AV | N/AV | N/AV |
| Older than usual for grade | N/AV | N/AV | N/AV | N/AV |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.7% | Down from 1.6% | 0.5% | 0.5% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=31) | | | | |
| Teachers with advanced degrees | 58.1% | Up from 55.9% | 60.7% | 61.3% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | 80.2% | Down from 82.9% | 85.0% | 86.7% |
| Teacher attendance rate | 95.3% | Down from 96.8% | 94.8% | 95.2% |
| Average teacher salary* | \$40,305 | Up 1.0% | \$45,650 | \$46,422 |
| Professional development days/teacher | 10.0 days | Up from 9.1 days | 10.6 days | 10.0 days |
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 27.0 to 1 | Up from 23.2 to 1 | 22.4 to 1 | 22.0 to 1 |
| Prime instructional time | 88.9% | Down from 90.7% | 89.2% | 90.1% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 99.9% | Up from 99.4% | 98.4% | 98.8% |
| Character development program | Good | No Change | Good | Good |
| Dollars spent per pupil** | \$6,762 | Down 13.5% | \$7,398 | \$7,245 |
| Percent of expenditures for instruction** | 57.0% | Down from 59.8% | 62.5% | 63.1% |
| Percent of expenditures for teacher salaries** | 55.2% | Down from 55.7% | 59.0% | 60.9% |

* 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

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 2011-12, our learning community focused on developing our skills in providing targeted differentiated instruction to our students. Through the utilization of effective formative assessment and tiered summative assessments, our team continued to grow in our ability to determine needs of each student. Our team completed a study of Leading and Managing a Differentiated Classroom by Carol Ann Tomlinson and worked collaboratively to implement new strategies including flexible grouping and anchor activities to enhance student engagement and the implementation of precision instruction for all 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. Our teachers participated in routine peer observations, video analysis, and peer coaching as we worked collaboratively to intentionally plan effective focus lessons that specifically explained content and modeled desired skills for students.

Throughout the year, each teacher continued to intentionally engage students in purposeful writing experiences within their own curriculum. Our team developed our understanding and utilization of the Common Core State Standards for literacy in the core and technical subjects to engage students in authentic composition at appropriate cognitive levels across all subject areas.

Our students continue to demonstrate their Tiger Pride through their performance inside and outside of the classroom! Once again SMS was recognized as a Palmetto Silver Award winner for student achievement on the PASS test. Our SMS Band and Jazz Band earned Superior ratings at state competitions, while our SMS Honor Choir earned an Excellent rating at the State Chorus Festival.

Our challenges for 2012-13 include continuing to develop our ability to plan and implement high quality instruction throughout the learning progression by purposefully using phases of instruction to challenge all students at high levels and provide targeted assistance. Through effective utilization of formative and summative data, we desire to differentiate assessments across the curriculum to effectively accommodate for student reading levels. Finally, in preparation for transition to the Common Core State Standards, we will continue our focus on the authentic and intentional utilization of critical literacy across the curriculum.

We appreciate the support of our parents and community members as we continue to establish a community where teachers, students, staff, parents, and community combine resources to provide whatever it takes to ensure every student's success.

Justin Nutter, Principal
Shannon Jones, Chair, School Improvement Council

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 29 | 182 | 75 |
| Percent satisfied with learning environment | 93.1% | 76.5% | 79.7% |
| Percent satisfied with social and physical environment | 96.6% | 79.7% | 78.4% |
| Percent satisfied with school-home relations | 82.8% | 86.8% | 72.6% |

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 82.9 |
| Overall Grade Conversion | B |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Sandhills Middle School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 2.6% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.9% | 5.1% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.9% | 0.0% | No |
| Student attendance rate | 94.2% | 94.0%* | Yes |

* Or greater than last year

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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 6-8 | | | | | | |
| All Students | 632.0 | 630.6 | 637.9 | 629.9 | 99.8 | 99.8 |
| Male | 624.7 | 629.5 | 637.2 | 630.6 | 100.0 | 100.0 |
| Female | 640.6 | 631.8 | 638.8 | 629.1 | 99.5 | 99.5 |
| White | 637.5 | 635.9 | 645.0 | 633.6 | 99.7 | 99.7 |
| African American | 617.7 | 617.2 | 621.6 | 616.4 | 100.0 | 100.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 592.4 | 599.0 | 593.4 | 593.1 | 100.0 | 100.0 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 624.5 | 625.7 | 632.2 | 623.0 | 99.7 | 99.7 |
| Annual Measurable Objective (AMO) | 624.0 | 624.0 | 624.0 | 624.0 | 95.0 | 95.0 |

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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 | | | | | | | |
| 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 |
| 2012 | 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 | 229 | 100 | 36.4 | 40.6 | 23 | 63.6 |
| | 8 | 217 | 99.5 | 39.3 | 31.1 | 29.6 | 60.7 |
| Mathematics | | | | | | | |
| 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 |
| 2012 | 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 | 229 | 100 | 31.3 | 49.3 | 19.4 | 68.7 |
| | 8 | 217 | 99.5 | 38.8 | 49 | 12.1 | 61.2 |
| Science | | | | | | | |
| 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 |
| 2012 | 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 | 229 | 100 | 16.6 | 51.2 | 32.3 | 83.4 |
| | 8 | 109 | 100 | 23.1 | 48.1 | 28.8 | 76.9 |

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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 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 |
| 2012 | 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 | 229 | 100 | 30 | 42.4 | 27.6 | 70 |
| | 8 | 107 | 100 | 25.5 | 30.4 | 44.1 | 74.5 |
| Writing | | | | | | | |
| 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 |
| 2012 | 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 | 224 | 99.6 | 36.8 | 34 | 29.2 | 63.2 |

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