



Sangaree Middle

1050 Discovery Drive
Ladson, SC 29456

Grades	6-8 Middle School	
Enrollment	833 Students	
Principal	Jude Gehlmann, Ed.D	843-821-4028
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	Below Average
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

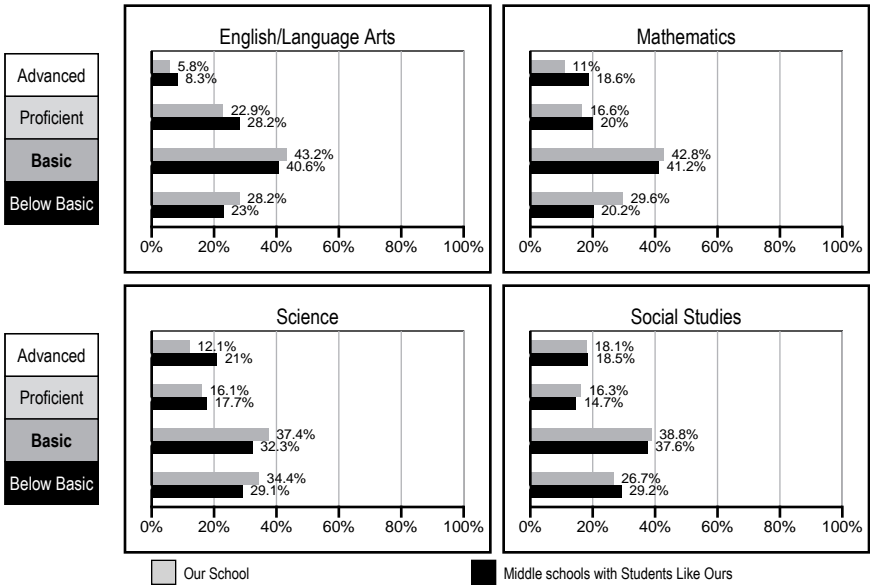
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	31	11	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported /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	95.7	98.3
English 1	95.0	93.9
Physical Science	0	36.0
All Subjects	95.4	97.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=833)				
Students enrolled in high school credit courses (grades 7 & 8)	22.7%	Up from 15.4%	27.0%	19.4%
Retention rate	5.7%	Down from 6.9%	1.7%	1.8%
Attendance rate	95.8%	Up from 95.5%	95.8%	95.8%
Eligible for gifted and talented	13.4%	Down from 15.7%	18.7%	15.3%
With disabilities other than speech	13.1%	Up from 11.0%	13.2%	12.9%
Older than usual for grade	4.6%	Up from 3.0%	2.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.2%	Up from 1.4%	0.8%	0.7%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	44.4%	Down from 53.1%	57.6%	55.0%
Continuing contract teachers	59.3%	Down from 73.5%	74.5%	70.6%
Teachers with emergency or provisional certificates	7.1%	Up from 4.7%	5.0%	5.4%
Teachers returning from previous year	84.5%	N/A	86.8%	83.4%
Teacher attendance rate	95.4%	Down from 96.2%	95.1%	94.9%
Average teacher salary	\$44,254	Down 0.5%	\$45,357	\$44,706
Professional development days/teacher	8.9 days	Down from 9.8 days	13.2 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio in core subjects	26.4 to 1	Up from 24.9 to 1	22.4 to 1	20.1 to 1
Prime instructional time	90.6%	Down from 90.9%	89.4%	89.3%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.9%	98.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil*	\$6,522	Up 4.6%	\$6,576	\$7,097
Percent of expenditures for instruction*	59.1%	Down from 65.5%	63.7%	64.4%
Percent of expenditures for teacher salaries*	54.5%	Down from 60.0%	60.1%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2007-2008 school year was another successful year for Sangaree Middle School. The primary commitment of increasing student achievement remains the main focus of the School Improvement Council and the Sangaree Middle School faculty and staff.

In an effort to maximize learning opportunities for our students, we continue to implement the 10 key practices of the Making Middle Grades Work Network. During the 2007-2008 school year, Sangaree Middle School focused on effectively using students' data for instruction, creating an advisory program, and increasing parental involvement. In November 2007, the Making Middle Grades Work Technical Assistance Team visited and provided the school with feedback. Based on the feedback provided, the faculty and staff will focus on strengthening the advisory program, promoting literacy across the curriculum, and improving and varying teaching strategies during the 2008-2009 school year.

Academic opportunities at Sangaree Middle School include participation in academic competitions and high school credit class options. Sangaree Middle School offered high school credit in the following areas: Algebra I, English I, Spanish I, and Keyboarding Applications. Academic teams participated in the Quest Competition. We had 16 students qualify as Junior Scholars based on their excellent performance on the PSAT. The Math Counts team participated in the regional event at the Citadel.

In addition to various academic opportunities, Sangaree Middle School strives to promote growth in the arts. The visual arts department received 103 awards during the school year, including 3 District PTSA Reflections Winners and 2 awards at the South Carolina Duck Stamp Competition. Barbara Richardson, visual arts instructor, was named the South Carolina Duck Stamp Teacher of the Year. The Bands of Sangaree received a Superior Rating at Concert Festival. Sixteen students participated in Regional and State Band. Two students participated in All County Chorus. The Lego Robotics Team placed 3rd in the Regional Competition.

In May 2008, Sangaree Middle School was recognized as a South Carolina Red Carpet School for creating a family-friendly school environment and providing excellent customer service, according to the State Department of Education.

Our commitment to accountability is re-defined by our demonstrated successes. We are proud of our accomplishments, and we are ready to face the 2008-2009 school year.

Dr. Jude T. Gehlmann, Principal
Mrs. Tamisha Hill, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	202	61
Percent satisfied with learning environment	81.3%	62.4%	75.0%
Percent satisfied with social and physical environment	93.8%	70.1%	72.4%
Percent satisfied with school-home relations	72.9%	75.1%	78.3%

* 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 17 out of 27 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. Sanction: Implement the restructuring plan.
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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	791	100	28.6	45.2	22	4.2	38	48.6	48.2	No	Yes
Gender											
Male	419	100	35.1	46.1	17.5	1.3	29.1	40.8	41.7	N/A	N/A
Female	372	100	21.4	44.3	26.9	7.4	47.7	56.8	55	N/A	N/A
Racial/Ethnic Group											
White	498	100	25.7	45.2	24.2	4.9	42.2	55.4	60	Yes	Yes
African American	209	100	33.9	47.3	15.6	3.2	28.5	36.5	31.7	No	Yes
Asian/Pacific Islander	15	100	14.3	35.7	42.9	7.1	57.1	73	70.4	I/S	I/S
Hispanic	66	100	38.7	41.9	17.7	1.6	29	39.9	38.4	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	105	100	71	26	3	0	5	12.9	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	43	100	46.2	43.6	7.7	2.6	15.4	37.4	36.9	I/S	Yes
Socio-Economic Status											
Subsided meals	317	100	35.3	48.6	13.3	2.8	28.7	38.5	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	791	100	31	44.4	15.3	9.3	36.9	44.2	45.8	No	Yes
Gender											
Male	419	100	32.7	42.1	15.7	9.4	38.5	44.4	45.6	N/A	N/A
Female	372	100	29.1	46.9	14.9	9.1	35.1	43.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	498	100	28.3	42.8	18.4	10.5	42.8	52.8	59	Yes	Yes
African American	209	100	36.6	51.6	8.6	3.2	23.1	28.2	26.9	No	Yes
Asian/Pacific Islander	15	100	7.1	28.6	14.3	50	64.3	70.4	71.3	I/S	I/S
Hispanic	66	100	40.3	38.7	11.3	9.7	27.4	38.9	38.1	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
Disability Status											
Disabled	105	100	67	29	3	1	9	14.6	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	43	100	53.8	30.8	7.7	7.7	20.5	38.6	38.7	I/S	Yes
Socio-Economic Status											
Subsided meals	317	100	39.2	44.8	12.6	3.5	25.5	33.8	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	534	100	34.5	37.5	16.1	11.9	28	35.1	35.7	95.8	96.4
Gender											
Male	291	100	36.2	33.6	17.9	12.3	30.2	36.3	37.4	95.3	96.3
Female	243	100	32.5	42.1	14	11.4	25.4	33.9	33.8	96.4	96.5
Racial/Ethnic Group											
White	333	100	31.3	37.7	16.3	14.7	31	44.8	49.2	95.3	96
African American	143	100	43.3	37.8	15	3.9	18.9	18.5	17	96.5	96.9
Asian/Pacific Islander	13	100	16.7	33.3	16.7	33.3	50	51.3	58	98.8	97.5
Hispanic	42	100	39	31.7	19.5	9.8	29.3	26.8	24.9	97.1	96.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	88.9	95.2
Disability Status											
Disabled	80	100	65.8	27.6	3.9	2.6	6.6	9.8	14	94.5	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	27	100	56	28	8	8	16	24.3	24.4	97.3	96.9
Socio-Economic Status											
Subsided meals	215	100	40.7	38.7	12.9	7.7	20.6	23.7	21.1	94.9	96.1
Social Studies											
All Students	537	99.3	26.3	39.2	16.5	18.1	34.5	34.6	34	95.8	96.4
Gender											
Male	276	98.9	30.4	35.2	16.6	17.8	34.4	36.3	36.6	95.3	96.3
Female	261	99.6	22	43.3	16.3	18.4	34.7	32.8	31.3	96.4	96.5
Racial/Ethnic Group											
White	334	99.1	24.9	38.7	16.3	20.1	36.4	40.9	44.5	95.3	96
African American	141	99.3	29.4	40.5	17.5	12.7	30.2	22.7	19.1	96.5	96.9
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	98.8	97.5
Hispanic	50	100	29.8	40.4	14.9	14.9	29.8	31.3	27.5	97.1	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	88.9	95.2
Disability Status											
Disabled	66	98.5	54.8	37.1	3.2	4.8	8.1	11.8	14.4	94.5	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	34	100	32.3	45.2	9.7	12.9	22.6	29.6	27.3	97.3	96.9
Socio-Economic Status											
Subsided meals	222	98.7	33	39	14.5	13.5	28	25.5	21	94.9	96.1

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	287	100	39.9	41.1	17.5	1.5	19
	7	275	100	27.2	43.1	27.2	2.4	29.7
	8	214	100	26	52	19.9	2	21.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	252	100	23.9	43.4	27.4	5.3	32.7
	7	281	100	31.2	48.9	18	1.9	19.9
	8	258	100	30	42.9	21.3	5.8	27.1
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	287	100	24	47.9	21.7	6.5	28.1
	7	275	100	19.9	46.7	17.9	15.4	33.3
	8	214	100	30.6	55.1	9.7	4.6	14.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	252	100	31	38.5	17.3	13.3	30.5
	7	281	100	27.1	47	18	7.9	25.9
	8	258	100	35.4	47.1	10.4	7.1	17.5
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	145	100	38.1	33.6	11.2	17.2	28.4
	7	275	100	30.1	32.1	19.1	18.7	37.8
	8	108	99.1	28.9	50.5	12.4	8.2	20.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	126	100	45.1	26.5	15.9	12.4	28.3
	7	281	100	30.5	44.7	15	9.8	24.8
	8	127	100	33.3	31.6	18.8	16.2	35
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	142	100	14.6	40	30.8	14.6	45.4
	7	275	100	36.6	35.8	11.8	15.9	27.6
	8	106	100	24.5	52	18.4	5.1	23.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	125	100	8	28.6	22.3	41.1	63.4
	7	281	100	36.1	38	12	13.9	25.9
	8	131	97	21.7	51.7	20.8	5.8	26.7

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