



## SANGAREE MIDDLE

1050 Discovery Drive  
Ladson, SC 29456

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	707 Students	
<b>Principal</b>	Margaret Day	843-821-4028
<b>Superintendent</b>	Rodney Thompson	843-899-8600
<b>Board Chair</b>	Kathy Schwalbe	843-797-5815

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Good
2009	Average	Average
2008	Below Average	At-Risk
2007	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**

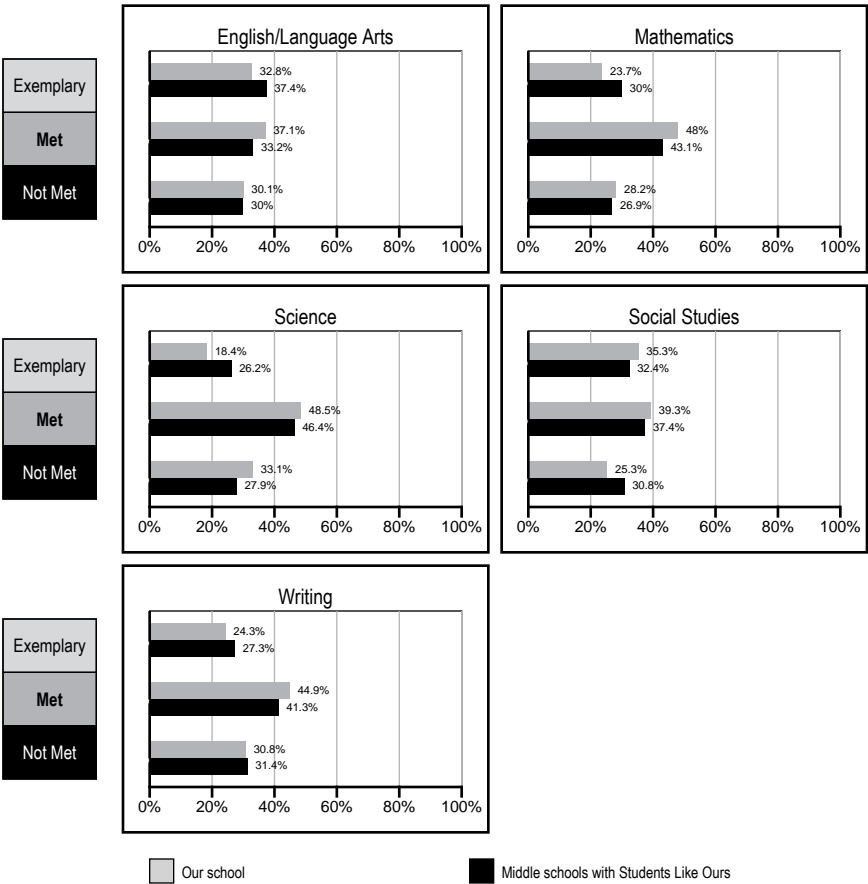
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.6%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
3	17	37	0	0

\* 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	94.6%	98.0%
English 1	94.4%	96.5%
Biology 1/Applied Biology 2	N/A	86.3%
Physical Science	N/A	82.0%
US History and the Constitution	N/A	N/A
All Subjects	94.5%	97.5%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=707)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	41.9%	Up from 24.9%	23.2%	24.5%
Retention rate	0.7%	No Change	0.9%	0.7%
Attendance rate	96.0%	Up from 95.4%	95.7%	95.9%
Served by gifted and talented program	14.3%	Down from 15.0%	20.3%	17.8%
With disabilities other than speech	8.7%	Down from 12.0%	10.3%	9.2%
Older than usual for grade	2.2%	Down from 4.5%	1.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.7%	Down from 6.0%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	56.5%	Up from 52.7%	61.0%	60.0%
Continuing contract teachers	84.8%	Up from 67.3%	87.1%	82.6%
Teachers returning from previous year	84.6%	Down from 85.3%	86.9%	85.6%
Teacher attendance rate	96.0%	Up from 95.3%	95.0%	95.3%
Average teacher salary*	\$46,345	Up 2.1%	\$46,642	\$46,300
Professional development days/teacher	10.8 days	Up from 10.3 days	9.6 days	9.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 17.9 to 1	21.6 to 1	21.5 to 1
Prime instructional time	91.7%	Up from 90.3%	89.9%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.0%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,748	Up 10.9%	\$7,483	\$7,634
Percent of expenditures for instruction**	63.5%	Up from 62.1%	64.9%	64.0%
Percent of expenditures for teacher salaries**	59.0%	Up from 58.4%	62.7%	61.2%

\* 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

The 2010-2011 school year was extremely eventful for Sangaree Middle School. The faculty, staff, students, parents and community welcomed a new administrative team. This new team renewed our commitment to work collaboratively to focus on learning for all students who entered our doors. We extended this focus on learning to the adults in the building as well. We continued our desire to fully implement the 10 key practices of Making Middle Grades Work. Through working within Professional Learning Communities to plan instruction and assessments, our teachers maintained their commitment to provide a quality education to all students.

This year we were fortunate to participate in the Literacy Across the Content Areas initiative. This afforded us the opportunity to allow our students to discover e-books through the Nook. To compliment the literacy initiative, we several of our teachers and students were involved in the Jamestown Reading pilot project geared at reading intervention. Additionally, we increased opportunities for students to be actively engaged in learning through the influx of technology throughout the school. Teachers made connections between math and science through the use of Calculator Based Labs; students and teachers interacted with SMARTBoards using the document cameras, remote slates, and Senteos. We also offered a summer STEMs camp opportunity for students to explore robotics, video game programming, and Kinex force and motion.

This year, we made recognizing student accomplishments a priority. Through a student incentive program, we recognized students for meeting academic and behavioral expectations. The "Order of the Eagle" award was given to students each quarter to honor good citizenship and work ethic; Students of the Month were honored for exhibiting good character. Additional recognition was bestowed upon our students as we recognized 8 Junior Scholars, 2 Duke TIP scholars, as well as several visual arts awards and performing arts awards. The SRM band earned an Outstanding Performance Award by the State Band Directors' Association. Additionally, we had a Grand Winner in the MESAS State Science Contest!

Last, but certainly not least, SRM was recognized as a Palmetto Silver Award recipient for both performance and closing the gap. We are extremely proud of our accomplishments this year and are certain that SRM will continue to work toward excellence during the 2011 -2012 school year!

Mrs. Margaret Day, Principal

Mr. Kelly Broad, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	205	53
Percent satisfied with learning environment	70.2%	56.4%	82.7%
Percent satisfied with social and physical environment	83.0%	65.7%	76.9%
Percent satisfied with school-home relations	60.9%	78.3%	79.2%

\* 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 19 out of 25 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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	699	99.9	30.5	36.8	32.7	79.7	85.3	82.4	Yes	Yes
<b>Gender</b>										
Male	354	99.7	36.9	33.3	29.7	75.4	81.3	78.7	N/A	N/A
Female	345	100	23.7	40.5	35.8	84.2	89.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	399	99.8	26.1	36.7	37.2	82.2	89	88.9	Yes	Yes
African American	205	100	41.5	34.7	23.8	72.5	78.6	72.9	No	Yes
Asian/Pacific Islander	18	100	23.5	35.3	41.2	88.2	94.1	93	I/S	I/S
Hispanic	62	100	20.8	50.9	28.3	86.8	85	79.3	Yes	Yes
American Indian/Alaskan	15	100	40	20	40	73.3	87	83	I/S	I/S
<b>Disability Status</b>										
Disabled	88	100	67.9	24.7	7.4	50.6	54.4	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	35	100	29.7	48.6	21.6	78.4	84.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	389	99.7	38.4	35.9	25.6	73	80.4	75.4	No	Yes

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

All Students	699	99.9	28.8	47.8	23.4	81.2	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	354	99.7	31.8	44.1	24	79.9	82.7	79.9	N/A	N/A
Female	345	100	25.6	51.6	22.8	82.6	86.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	399	99.8	25.3	46.6	28	83.6	88.6	88.9	Yes	Yes
African American	205	100	38.9	49.2	11.9	75.1	77.1	71.4	No	Yes
Asian/Pacific Islander	18	100	23.5	52.9	23.5	82.4	94.2	94.6	I/S	I/S
Hispanic	62	100	20.8	50.9	28.3	86.8	83.3	81.1	Yes	Yes
American Indian/Alaskan	15	100	20	40	40	80	85.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	88	100	72.8	22.2	4.9	48.1	53	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	35	100	32.4	40.5	27	73	83.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	389	99.7	35.7	46.5	17.8	75.5	79.5	74.9	No	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
<b>Science</b>								
All Students	465	99.8	33.6	48.1	18.3	66.4	70.9	68.6
<b>Gender</b>								
Male	242	99.6	32.3	45.4	22.3	67.7	70.4	68.3
Female	223	100	35	51.2	13.8	65	71.4	68.9
<b>Racial/Ethnic Group</b>								
White	270	99.6	28.3	51.6	20.1	71.7	79.9	80.7
African American	135	100	42.9	41.3	15.9	57.1	56.5	51.4
Asian/Pacific Islander	13	100	33.3	33.3	33.3	66.7	85.1	85.3
Hispanic	40	100	33.3	57.6	9.1	66.7	64.3	61.6
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	67.4	70.8
<b>Disability Status</b>								
Disabled	59	100	63.6	34.5	1.8	36.4	39.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	20	100	40.9	50	9.1	59.1	65.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	266	100	39.3	45.5	15.2	60.7	61.8	57.3
<b>Social Studies</b>								
All Students	471	100	26.4	38.8	34.9	73.6	75.7	72.5
<b>Gender</b>								
Male	230	100	28.8	36.7	34.4	71.2	74.3	72
Female	241	100	24	40.7	35.3	76	77.1	73.1
<b>Racial/Ethnic Group</b>								
White	266	100	25.3	37.1	37.6	74.7	81.1	81
African American	140	100	33.1	41.4	25.6	66.9	66.4	60
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	90.7	89
Hispanic	45	100	12.8	46.2	41	87.2	73.2	69.6
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	77.5	73.5
<b>Disability Status</b>								
Disabled	59	100	72.2	18.5	9.3	27.8	43.5	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	27	100	15.4	42.3	42.3	84.6	73.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	251	100	32.3	39.7	28	67.7	68.4	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
<b>Writing</b>										
All Students	231	97.8	30.5	45.1	24.4	69.5	73.5	73.2	96	96.3
<b>Gender</b>										
Male	117	97.4	43.2	36.9	19.8	56.8	66.8	67.2	95.7	96.3
Female	114	98.3	16.7	53.9	29.4	83.3	80.6	79.4	96.2	96.3
<b>Racial/Ethnic Group</b>										
White	128	99.2	30.3	39.5	30.3	69.7	78.5	81.5	95.4	95.9
African American	67	95.5	33.3	48.3	18.3	66.7	64.8	61.3	97.1	96.9
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	87	87	96.7	97.1
Hispanic	20	100	31.6	63.2	5.3	68.4	72.1	66.7	96	96.5
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	72.7	72.2	94.2	95.5
<b>Disability Status</b>										
Disabled	29	86.2	83.3	12.5	4.2	16.7	27.7	26	94.2	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	36.4	45.5	18.2	63.6	69	65.7	97.4	97
<b>Socio-Economic Status</b>										
Subsidized meals	127	97.6	36.2	46.6	17.2	63.8	65.4	63.2	95.6	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
<b>English/Language Arts</b>							
<b>2010</b>	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	233	100	25	40.5	34.5	75
	7	235	100	27.2	34.8	37.9	72.8
	8	244	100	37.8	35.1	27.1	62.2
<b>2011</b>	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	228	99.6	25.8	37.1	37.1	74.2
	7	238	100	31.8	36.8	31.4	68.2
	8	233	100	33.8	36.6	29.6	66.2
<b>Mathematics</b>							
<b>2010</b>	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	233	100	23.2	45	31.8	76.8
	7	236	100	27.2	48.2	24.6	72.8
	8	244	100	40.9	46.7	12.4	59.1
<b>2011</b>	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	228	99.6	20.2	42.3	37.6	79.8
	7	238	100	32.7	46.4	20.9	67.3
	8	233	100	33.3	54.6	12	66.7
<b>Science</b>							
<b>2010</b>	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	117	99.2	38.2	54.5	7.3	61.8
	7	235	100	23.3	51.6	25.1	76.7
	8	119	100	30.4	42	27.7	69.6
<b>2011</b>	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	113	100	28.7	58.3	13	71.3
	7	238	100	33.6	49.1	17.3	66.4
	8	114	99.1	38.5	35.6	26	61.5

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
<b>Social Studies</b>							
<b>2010</b>	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	116	100	9.1	43.6	47.3	90.9
	7	236	100	30.8	31.7	37.5	69.2
	8	125	99.2	25	29.5	45.5	75
<b>2011</b>	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	114	100	18.1	47.6	34.3	81.9
	7	238	100	30.9	35.9	33.2	69.1
	8	119	100	25.2	36	38.7	74.8
<b>Writing</b>							
<b>2010</b>	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	232	97	24.2	50.7	25.1	75.8
	7	234	96.6	21.6	49.5	28.9	78.4
	8	246	98.8	25.9	43.9	30.3	74.1
<b>2011</b>	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	231	97.8	30.5	45.1	24.4	69.5

Abbreviations for Missing Data

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