Holistic Needs Assessment
Sanderson High School

1) What are the most pressing challenges or needs of this school? How do you know?
   The two most pressing challenges at Sanderson High School are the declining enrollment and student attendance.

Declining Enrollment:
Since 2017, Sanderson's enrollment is down 243 students. We are one of the smallest high schools in terms of student enrollment in the district. We are losing students to magnet high schools. We have three magnet high schools within close proximity to our school.

| Demographic Data											
Year	# American Indian	# Asian	# Black	# Hispanic	# Pacific Islander	# Two or More Races	# White	# Total Students	# EC Students	# AIG	F&R %
2019-2020	9	56	428	295	2	67	938	1,795	244	297	30.7
2018-2019	4	56	488	293	7	64	968	1,880	264	323	31.4
2017-2018	6	56	545	336	5	72	1,018	2,038	288	362	32.6

Student Attendance:
The number of students that are absent or tardy each day is increasing. We had 3,211 absences at the end of quarter one this year compared to 2,662 at that time last year. During quarter one, we had 2,229 tardies. Out of the 253 major office referrals written during first quarter, 95 were for school/class attendance and 9 were for being tardy. This is larger than any other referral category.

Attendance Data		
	# of Students with at Least 1 Absence	Total # of Days Absent
2019-2020 Quarter 1	933	3,211
2018-2019 Quarter 4	1,140	4,398
2018-2019 Quarter 3	1,146	4,270
2018-2019 Quarter 2	1,143	4,054
2018-2019 Quarter 1	953	2,662

Number of tardies by period for quarter one.

T3 DATA PERIOD
FROM 2019-08-26 TO 2019-10-31

4th: 19.8 % (442)

1st: 36.2 % (808)

3rd: 23.4 % (521)

2nd: 20.5 % (458)
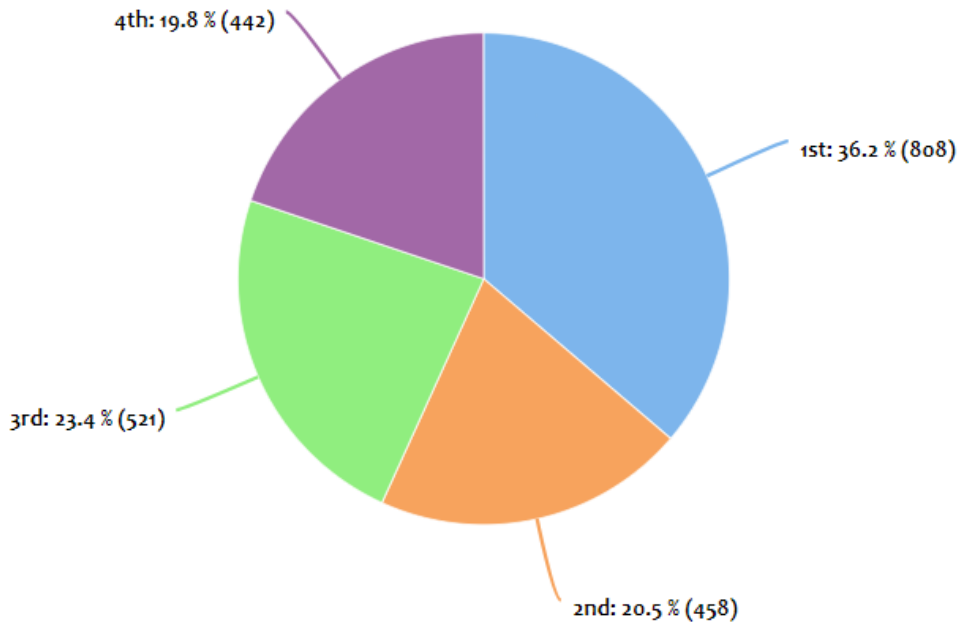
Tardies by period by race. The first column is how many students make up that subgroup.

TARDY DISTRIBUTION

	White
	Black
	Hispanic
	Asian
	Mixed
	Indian
	Pacific Islander

School: 67 (3.7%), 56 (3.1%), 296 (16.5%), 425 (23.7%), 941 (52.4%)
Total: 43 (3.9%), 31 (2.8%), 237 (21.3%), 355 (32.0%), 436 (39.2%)
1st: 36 (4.4%), 19 (2.3%), 183 (22.6%), 281 (34.7%), 282 (34.9%)
2nd: 16 (3.5%), 16 (3.5%), 110 (24.0%), 187 (40.8%), 125 (27.3%)
3rd: 18 (3.5%), 13 (2.5%), 119 (22.8%), 199 (38.2%), 166 (31.9%)
4th: 17 (3.8%), 105 (23.7%), 172 (38.8%), 139 (31.4%)
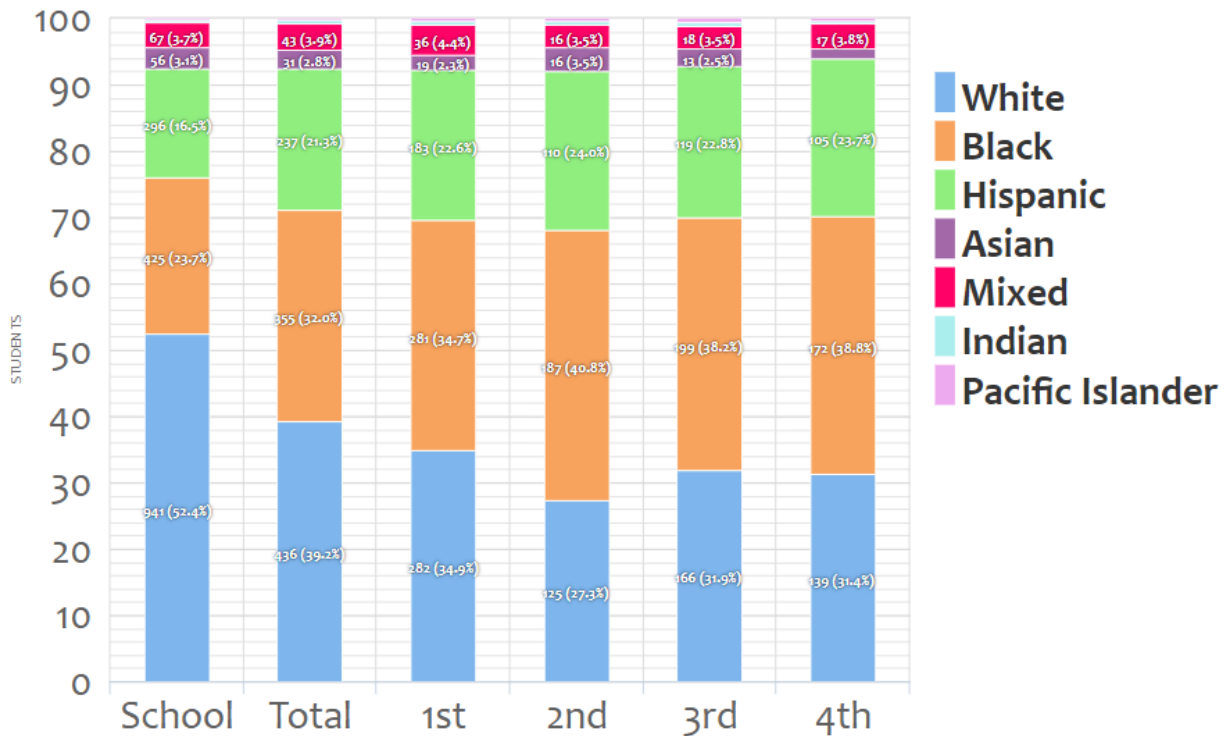
STUDENTS

Quarter 1 Discipline Data 2019-2020:

449 incidents reported
253 major incidents
196 minor incidents
119 students make up the 449 incidents.

Quarter 1 Major Discipline Data	
Incident Type	Number of Referrals
Appropriate Language	7
Compliance with Directives	43
Electronic Devices	7
Falsification or Deceit	1
Fire Setting	1
Harassment/Bullying	10
Honor Code	1
Mutual Respect	10
Physical Aggression/Fighting	32
Property Damage	2
Repeated Level 1 Violations	5
Report Firearm or Destructive Device	1
School/Class Attendance	95
Substantially Disruptive/Dangerous Behavior	12
Tardy	9
Theft	2
Threat/False Threat	6
Tobacco, Vaporizers, & Nicotine Products	9

The 253 major incidents resulted in 29 short-term suspensions. 25 students comprised the 29 short-term suspensions. Of the 25 students, 12 are identified as special education students. Of the 25 students, 12 are African American, 6 are Hispanic, 1 is multi-racial, and 6 are white.

2) What student performance trends can you identify?

Our students are failing more classes than this time last year. At the end of quarter one, 318 students had at least one F compared to 217 students at the same time last year. We have 196 more F's at the end of quarter one than we did last year. Our students' proficiency scores are also low. Only 30.4% of our students taking Math 1 are proficient and only 54% are proficient in Math 3. Our black students are 28.8% proficient compared to 71.8% of our white students. Sanderson can celebrate that they were one of four high schools in the district to exceed growth last year! Of the four high schools that exceeded growth, Sanderson had the highest growth! We have also scored a letter grade B for the past two years.

Failure Data		
	# of Students with at Least 1 F	Total Number of F's
2019-2020 Quarter 1	318	525
2018-2019 Quarter 4	418	690

2018-2019 Quarter 3	330	540
2018-2019 Quarter 2	352	591
2018-2019 Quarter 1	217	329

Career and College Ready (Levels 4 & 5)

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	SWD	NSWD	AIG	HMS	FCS	MIL	MIG
All Subjects	37.4 1691	41.7 786	33.7 905	* <10	16.3 49	15.4 468	20.6 282	39.7 58	56.9 826	15.0 618	50.3 1073	<5 201	11.8 229	41.5 1462	85.6 215	15.2 33	* <10	* <10	* <10
Grade 9-12	37.4 1691	41.7 786	33.7 905	* <10	16.3 49	15.4 468	20.6 282	39.7 58	56.9 826	15.0 618	50.3 1073	<5 201	11.8 229	41.5 1462	85.6 215	15.2 33	* <10	* <10	* <10
NC Math 1 (9-12)	5.9 253	7.5 120	<5 133	* <10	7.7 13	<5 91	<5 50	* <10	11.8 93	<5 135	11.0 118	<5 56	7.8 51	5.4 203	* <10	* <10	* <10	* <10	* <10
NC Math 3 (9-12)	31.1 476	32.8 232	29.5 244	* <10	10.0 10	10.6 123	11.8 68	26.7 15	47.1 259	11.0 146	40.0 330	<5 30	8.1 37	33.0 439	76.3 76	* <10	* <10	* <10	* <10
Biology	45.0 482	49.8 211	41.3 271	* <10	28.6 14	19.7 137	25.9 81	42.9 21	68.0 228	19.3 176	59.8 306	<5 64	13.0 69	50.4 413	93.9 66	* <10	* <10	* <10	* <10
English II	52.7 480	61.9 223	44.7 257	* <10	16.7 12	25.6 117	33.7 83	50.0 20	74.0 246	25.5 161	66.5 319	5.9 51	15.1 73	59.5 407	91.4 70	30.0 10	* <10	* <10	* <10

Grade Level Proficient (Levels 3, 4 & 5)

	ALL	FEM	MALE	AMIN	ASIA	BLCK	HISP	MULT	WHTE	EDS	NEDS	ELS	SWD	NSWD	AIG	HMS	FCS	MIL	MIG
All Subjects	51.8 1691	55.5 786	48.6 905	* <10	30.6 49	28.8 468	34.8 282	53.4 58	71.8 826	25.6 618	66.9 1073	10.4 201	22.7 229	56.4 1462	92.6 215	30.3 33	* <10	* <10	* <10
Grade 9-12	51.8 1691	55.5 786	48.6 905	* <10	30.6 49	28.8 468	34.8 282	53.4 58	71.8 826	25.6 618	66.9 1073	10.4 201	22.7 229	56.4 1462	92.6 215	30.3 33	* <10	* <10	* <10
NC Math 1 (9-12)	30.4 253	34.2 120	27.1 133	* <10	30.8 13	14.3 91	34.0 50	* <10	43.0 93	17.0 135	45.8 118	12.5 56	23.5 51	32.0 203	* <10	* <10	* <10	* <10	* <10
NC Math 3 (9-12)	54.0 476	53.9 232	54.1 244	* <10	40.0 10	34.1 123	33.8 68	53.3 15	69.5 259	29.5 146	64.8 330	20.0 30	24.3 37	56.5 439	88.2 76	* <10	* <10	* <10	* <10
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English II	60.8 480	70.4 223	52.5 257	* <10	25.0 12	36.8 117	41.0 83	60.0 20	80.9 246	32.3 161	75.2 319	7.8 51	24.7 73	67.3 407	>95 70	50.0 10	* <10	* <10	* <10

School Report Card		
School Year	School Letter Grade	School Performance Grade Score
2018-2019	B	73
2017-2018	B	71
2016-2017	C	69

Academic Growth History		
School Year	Score	Not Met, Met, Exceeded
2018-2019	91.3	Exceeded Growth
2017-2018	78.6	Met Growth
2016-2017	72.6	Met Growth

3) What teacher working condition trends can you identify?

For the past two years, Sanderson's teacher turnover rate has been higher than the districts. We have lost 15% of our staff each year for the last two years. Managing student conduct is a major area for growth on the Teacher Working Conditions Survey and it has been since 2014. The culture in the building needs to improve since only 55.8% of staff feel that there is an atmosphere of trust and mutual respect. Teachers serving in leadership roles is a strength at Sanderson.

TWC Data – Areas for Growth			
	2018	2016	2014
Time: Teachers are protected from duties that interfere with their essential role of educating students.	52.1%	50.5%	41.7%
Managing Student Conduct: Students at this school understand expectations for their conduct.	49.6%	51.0%	35.1%
Managing Student Conduct: Students at this school follow rules of conduct.	27.6%	33.3%	23.5%
Managing Student Conduct: School administrators consistently enforce rules for student conduct.	26.7%	24.2%	15.3%
Managing Student Conduct: Teachers consistently enforce rules for student conduct.	35.8%	39.2%	39.3%
Managing Student Conduct: The faculty work in a school environment that is safe.	63.6%	84.2%	73.9%
School Leadership: There is an atmosphere of trust and mutual respect in this school.	55.8%	49.5%	33.3%
Professional Development: Professional development is differentiated to meet the individual needs of teachers.	49.5%	40.9%	42.5%
Professional Development: Professional development is evaluated and results are communicated to teachers.	56.2%	43.5%	46.3%

Teacher Turnover Rate		
Year	SHS Turnover Rate	WCPSS Turnover Rate
2018	15%	11%
2017	15%	14%
2016	7%	14%
2015	17%	14%

TWC Data – Strengths			
	2018	2016	2014
Community Support and Involvement: The community we serve is supportive of the school.	96.5%	96.0%	92.8%
Teacher Leadership: Teachers are recognized as educational experts.	82.0%	82.7%	52.6%
Teacher Leadership: Teachers are encouraged to participate in school leadership roles.	96.7%	96.0%	82.1%
School Leadership: The school leadership facilitates using data to improve student learning.	90.0%	93.9%	82.3%
Professional Development: Professional learning opportunities are aligned with the school's improvement plan.	91.7%	88.9%	79.4%
Professional Development: Teachers are encouraged to reflect on their own practice.	94.1%	92.8%	82.6%
Overall, my school is a good place to work and learn.	82.5%	82.7%	68.5%

4) Based on what you answered in the collection and analysis of the previous sections, identify potential barriers for innovation and improvement in the school. How do you know?

One potential barrier for innovation and improvement is veteran teachers and administrators being satisfied with the status quo. I have heard different people say, "This is how it has always been done." There does not seem to be a movement for looking at things differently.

As far as I can tell, there have been no major changes to the attendance policy to increase student attendance. There is not an attendance committee that meets regularly with administration.

The staff needs professional development on Professional Learning Teams. PLT meetings are structured like grade level/team meetings rather than focusing on data and students' needs.

The culture is shifting with the new principal that started at the beginning of September.