



W G Sanders Middle

136 Alida Street
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	400 Students	
Principal	Andrenna A. Smith	803-735-3445
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	Average
2006	At-Risk	At-Risk
2005	At-Risk	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 GOAL

By 2010, SC'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.

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.

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

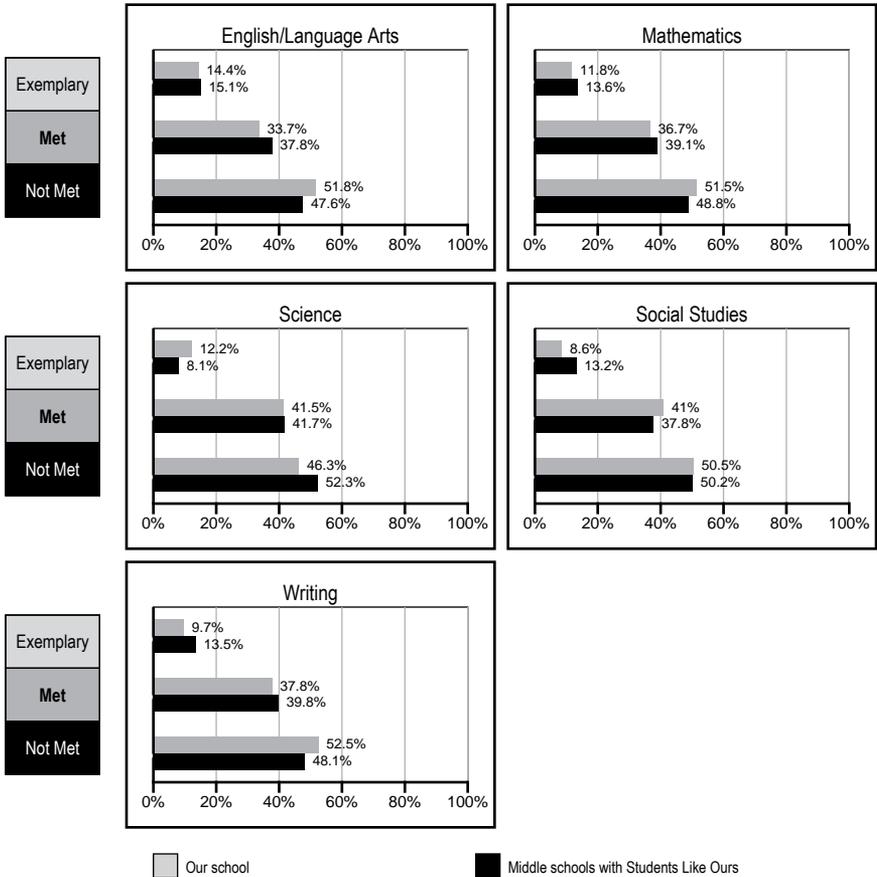
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	9	33	13

* Ratings are calculated with data available by 06/01/2010.

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	71.1%	90.2%
English 1	N/A	85.2%
Physical Science	N/A	30.2%
US History and the Constitution	N/A	N/A
All Subjects	71.1%	88.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=400)				
Students enrolled in high school credit courses (grades 7 & 8)	38.5%	Up from 16.2%	13.1%	21.6%
Retention rate	1.5%	Down from 2.3%	2.3%	1.2%
Attendance rate	95.3%	Down from 95.6%	95.2%	95.9%
Eligible for gifted and talented	12.0%	Up from 11.8%	6.8%	14.8%
With disabilities other than speech	11.1%	Up from 10.0%	14.1%	12.6%
Older than usual for grade	3.5%	Up from 3.2%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 1.2%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	68.4%	Up from 63.2%	54.8%	56.9%
Continuing contract teachers	57.9%	Up from 52.6%	66.7%	72.7%
Teachers with emergency or provisional certificates	19.4%	Up from 18.2%	14.7%	5.3%
Teachers returning from previous year	79.8%	Up from 75.5%	77.1%	82.9%
Teacher attendance rate	94.0%	Up from 93.9%	94.9%	95.2%
Average teacher salary*	\$49,943	Up 2.4%	\$44,738	\$46,599
Professional development days/teacher	10.9 days	Down from 13.0 days	10.9 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 17.2 to 1	17.1 to 1	20.1 to 1
Prime instructional time	88.0%	Up from 87.6%	88.9%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.8%	Down from 99.7%	96.8%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$11,324	Up 18.7%	\$9,558	\$7,645
Percent of expenditures for instruction**	68.7%	Up from 68.1%	61.4%	63.4%
Percent of expenditures for teacher salaries**	60.2%	Down from 61.6%	54.8%	57.0%

* 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 ultimate goal of W. G. Sanders Middle School is to increase student achievement in English language arts, mathematics, science, and social studies. According to our data, student achievement continues to increase, especially in science and social studies. The W. G. Sanders Middle School Leadership Team is elated to report that over the past three years there has been a 5.3% increase in students scoring proficient in ELA, an 8.7% increase at the same level for social studies, and a 5.3% increase at the same level for science. As the team planned for the current year, goals were set to improve performance, particularly for all ELA students, for all science students, and for 8th grade math students. The plan for improvement became a part of our Focused School Renewal Plan whereby improvements were based on MAP test results and science benchmark results.

Our goal was to experience additional academic gains in all core courses. The basic obstacles for reaching this goal was having students from an impoverished background increase their literacy. Our students enter our school with deficiencies in reading, writing, listening, speaking, and thinking at high levels. In order to have our students reach their optimal literacy potential, we planned initiatives that would provide students with instruction that was rigorous and engaging so that they would be literate in all subject areas. Here, we were presented with a second obstacle, which was teacher knowledge and teacher training. To address this deficiency, we actively engaged in TargetTeach strategies that address the gaps in teacher instruction. Also, we implemented a supervisory model that provides additional support and resources to those teachers who were not experiencing academic success with their students.

As a result of the above strategies, we experienced an increase in teacher commitment. Our early release days became more focused as we moved literacy to the forefront. We implemented safety nets for our students by providing additional morning and afternoon tutorial sessions.

Parent communication was improved with weekly newsletters to parents and additional parent night activities that focused on improving literacy. Teachers continued to use eChalk as a means of communicating instruction with parents; however, the use was increased as teachers were provided with ongoing monthly staff developing in this communications program. We expanded our IGPro system with the use of Parent Connect, whereby parents are now able to view student progress on a daily basis.

Our challenges for the upcoming year will continue to be improving literacy within an economically-deprived community, attracting and sustaining quality teachers, and sustaining community and parental involvement. With the active guidance of our School Improvement Council, we are excited about the positive changes that we have for our future.

Wilma McQueen, SIC
Andrenna Smith, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	131	69
Percent satisfied with learning environment	74.4%	55.4%	72.7%
Percent satisfied with social and physical environment	74.4%	56.2%	80.6%
Percent satisfied with school-home relations	59.0%	78.0%	84.1%

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

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School Adequate Yearly Progress

NO

This school met 15 out of 17 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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	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 = 58.8% (Met or Exemplary)

All Students	401	99.8	50.8	34.6	14.5	60.9	78.6	82.8	Yes	Yes
Gender										
Male	190	100	56.2	29.6	14.2	56.8	74.4	79.3	N/A	N/A
Female	211	99.5	46	39.2	14.8	64.6	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	393	99.8	50.9	34.7	14.5	61.1	74.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	56	100	83.7	14.3	2	22.4	51.2	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	301	100	52.1	37.4	10.6	60.4	74.1	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	401	99.5	49.4	38.5	12	61.5	70.3	78.9	Yes	Yes
Gender										
Male	190	99.5	51.5	39.1	9.5	58.6	67.8	77	N/A	N/A
Female	211	99.5	47.6	38.1	14.3	64	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	393	99.5	49.4	38.4	12.2	61.6	64.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	56	100	N/AV	N/AV	N/AV	20.4	36.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	301	99.7	51.7	40.4	7.9	59.6	64	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	261	98.9	44.6	42.9	12.6	55.4	58.1	67.5
Gender								
Male	126	99.2	44.1	42.3	13.5	55.9	57	67
Female	135	98.5	45	43.3	11.7	55	59.1	68
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	256	98.8	44.3	43	12.7	55.7	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	35	97.1	73.3	20	6.7	26.7	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
Socio-Economic Status								
Subsided meals	190	99.5	47.9	44.3	7.8	52.1	49.1	55.1
Social Studies								
All Students	256	98.4	49.1	42	8.8	50.9	65.2	72.3
Gender								
Male	115	98.3	57.4	29.7	12.9	42.6	63.1	71.5
Female	141	98.6	42.4	52	5.6	57.6	67.2	73.2
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	251	98.4	49.5	41.4	9	50.5	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	38	97.4	81.8	15.2	3	18.2	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	63.6	67.9
Socio-Economic Status								
Subsided meals	197	98.5	50	43.6	6.4	50	58	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	406	98.3	52.5	37.8	9.7	47.5	63.9	70.2	95.3	95.9
Gender										
Male	191	97.9	59.4	31.8	8.8	40.6	55.8	63.2	94.6	95.7
Female	215	98.6	46.3	43.2	10.5	53.7	71.9	77.5	96	96.2
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	86.2	79.1	95.5	96
African American	399	98.3	52	38.1	9.9	48	58	57.6	95.3	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	86.2	N/A	96.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.8	62.6	92	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	45	86.7	N/AV	N/AV	N/AV	5.6	22.3	26.1	93.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	61.2	61.2	95	96.2
Socio-Economic Status										
Subsidized meals	295	98	55.1	37.1	7.8	44.9	56.7	58.9	95.1	95.7

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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							
2009	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	139	100	46.8	38.1	15.1	53.2
	7	115	99.1	39.6	41.6	18.8	60.4
	8	147	100	63.4	26	10.7	36.6
Mathematics							
2009	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	139	100	44.4	39.7	15.9	55.6
	7	115	99.1	42.6	46.5	10.9	57.4
	8	147	99.3	59.5	31.3	9.2	40.5
Science							
2009	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	69	100	35.5	51.6	12.9	64.5
	7	115	99.1	31.7	55.4	12.9	68.3
	8	77	97.4	72.1	16.2	11.8	27.9
Social Studies							
2009	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	70	100	46.9	48.4	4.7	53.1
	7	115	99.1	54.5	35.6	9.9	45.5
	8	71	95.8	42.6	45.9	11.5	57.4
Writing							
2009	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	142	98.6	53.6	35.2	11.2	46.4
	7	117	96.6	42.6	44.6	12.9	57.4
	8	147	99.3	59	35.1	6	41

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