

W G SANDERS MIDDLE

136 Alida Street
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	412 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	At-Risk	Average
2006	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

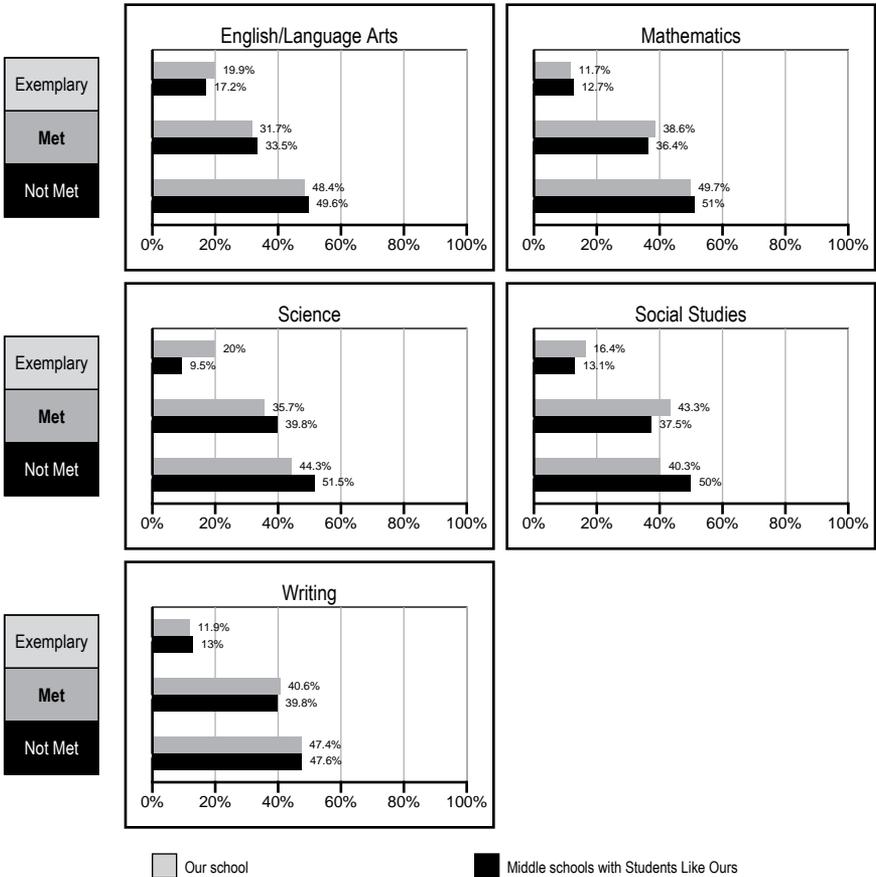
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	14	34	21

* Ratings are calculated with data available by 03/09/2011.

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	82.1%	88.9%
English 1	N/A	87.6%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	82.1%	87.5%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=412)				
Students enrolled in high school credit courses (grades 7 & 8)	27.2%	Down from 38.5%	13.6%	24.2%
Retention rate	0.0%	Down from 1.5%	1.0%	0.7%
Attendance rate	96.7%	Up from 95.3%	95.4%	95.9%
Eligible for gifted and talented	15.4%	Up from 12.0%	7.0%	16.4%
With disabilities other than speech	14.4%	Up from 11.1%	14.5%	12.0%
Older than usual for grade	1.5%	Down from 3.5%	4.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.2%	Up from 1.0%	0.3%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	73.5%	Up from 68.4%	58.3%	58.5%
Continuing contract teachers	58.8%	Up from 57.9%	66.7%	80.0%
Teachers with emergency or provisional certificates	12.9%	Down from 19.4%	12.5%	4.0%
Teachers returning from previous year	76.4%	Down from 79.8%	77.9%	84.6%
Teacher attendance rate	94.1%	Up from 94.0%	95.7%	95.4%
Average teacher salary*	\$49,938	Down 0.0%	\$44,664	\$46,561
Professional development days/teacher	18.0 days	Up from 10.9 days	10.5 days	10.2 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 16.5 to 1	17.9 to 1	21.1 to 1
Prime instructional time	88.4%	Up from 88.0%	89.8%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 98.8%	97.5%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$11,508	Up 1.6%	\$10,029	\$7,802
Percent of expenditures for instruction**	71.8%	Up from 68.7%	60.4%	63.8%
Percent of expenditures for teacher salaries**	62.5%	Up from 60.2%	55.9%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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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. The W. G. Sanders Middle School Leadership Team is elated to report that we have made significant achievement gains over the past two years. Our Absolute Index, as a result of increased scores on standardized testing, has improved by one level, and our school has been removed from the State's Palmetto Priority School list. We had a 6.6% increase in the percentage of students making their reading growth targets, as measured by the Measures of Academic Progress (MAP), and a 1.1% increase in the percentage of students making their math growth targets, as measured by the same assessment. In addition, we have seen an 11 point increase in the percentage of Algebra I students who have passed the Algebra I End of Course Exam. We credit our increase to having a literacy-based yearly focus to which all activities were aligned.

During this past school year, we have experienced an increase in parental and community involvement. Under the leadership efforts of our parent and community liaison, we have provided weekly parenting activities that have been designed to meet the needs of the individual parent. Also, we provided monthly literacy-based programs for our community. We have developed eight additional partnerships. One of our new partners, the Federal Bureau of Investigations (FBI), provided weekly afterschool literacy-based activities for our students. A second new partner, The 100 Black Men of Columbia, implemented a mentoring program for our male students.

Our goal continues to be focused on increasing academic gains in all core courses. Although we have made strides in improving the literacy of our students, we still struggle with the difficulties of meeting the many needs of serving an impoverished community. Still, 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 are planning additional literacy-based staff development for non-ELA teachers. We want our teachers and students to develop their literacy within the math, science, and social studies content areas. Other planned staff development sessions will develop our staff's learning in providing highly-engaging, authentic, and rigorous standards-based lessons for our students. Teachers will be trained in providing lessons through the Explicit Direct Instruction (EDI) approach which is based on the premise that all children can learn. This approach helps teachers deliver effective lessons to improve achievement. Also, we plan to continue our initiatives to extend the learning beyond the classroom. This past year, we began to establish home libraries for our students. Each student was provided 14 books as a start-up collection for their home libraries. For the upcoming school year, we hope to provide 5-10 additional books for each child's home library.

Although we have increased our parent participation, we still face the challenge of engaging all of our parents. In addition, we struggle to find alternative funding sources to continue to attract, develop, and sustain highly effective teachers. With the active guidance of our School Improvement Council, we stand ready to face our challenges and are excited about the possibilities for our future.

Wilma McQueen, SIC

Andrenna Smith, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	103	50
Percent satisfied with learning environment	78.9%	74.5%	79.6%
Percent satisfied with social and physical environment	86.8%	79.4%	83.3%
Percent satisfied with school-home relations	69.4%	86.0%	80.4%

* 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 16 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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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	386	100	47.5	32.2	20.3	68.9	78.2	83.5	Yes	Yes
Gender										
Male	186	100	49.7	31.5	18.8	69.1	74.7	80.1	N/A	N/A
Female	200	100	45.5	32.8	21.7	68.8	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	93.3	89.6	I/S	I/S
African American	377	100	47.7	31.8	20.5	68.8	74.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	63	100	79.6	14.8	5.6	38.9	45.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	316	100	49.1	33.3	17.5	68	73.1	76.9	Yes	Yes

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

All Students	386	100	49.7	39	11.3	62.7	72	80.4	Yes	Yes
Gender										
Male	186	100	56.4	33.3	10.3	56.4	70.3	78.4	N/A	N/A
Female	200	100	43.9	43.9	12.2	68.3	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	90.2	87.8	I/S	I/S
African American	377	100	49.4	39.3	11.3	62.7	67	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	63	100	85.2	13	1.9	25.9	34.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	316	100	53.3	37.5	9.3	60.5	65.9	72.8	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	258	99.6	44.3	35.4	20.3	55.7	56.5	67.3
Gender								
Male	114	100	46	34	20	54	56.1	66.9
Female	144	99.3	43.1	36.5	20.4	56.9	56.8	67.7
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	86.3	79.6
African American	250	99.6	44.3	34.8	20.9	55.7	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	42	97.6	88.6	8.6	2.9	11.4	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	62.7	58.6
Socio-Economic Status								
Subsidized meals	213	99.5	48.2	37.6	14.2	51.8	46.5	55.4
Social Studies								
All Students	268	98.5	40.2	43.1	16.7	59.8	64	70.9
Gender								
Male	134	97.8	39.1	37.4	23.5	60.9	61.9	70.1
Female	134	99.3	41.1	48.4	10.5	58.9	66.1	71.7
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	262	98.5	40.6	42.3	17.1	59.4	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	47	93.6	86.5	8.1	5.4	13.5	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.2	68
Socio-Economic Status								
Subsidized meals	217	99.1	41.8	45.4	12.9	58.2	56.5	60.8

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	390	96.9	47.4	40.6	11.9	52.6	63.4	72.1	96.7	95.9
Gender										
Male	188	96.3	54.7	37.3	8.1	45.3	56.3	65.2	96.1	95.7
Female	202	97.5	41.4	43.5	15.2	58.6	70.4	79.2	97.2	96.1
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	86.2	80.8	97.1	96
African American	380	97.1	47.4	40.7	11.9	52.6	57.3	59.7	96.7	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	N/A	96.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.9	64.6	96.4	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	62	83.9	91.3	6.5	2.2	8.7	21.1	27.7	96	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	63.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	321	97.2	49.7	40	10.3	50.3	55.2	61.9	96.6	95.7

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
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
2010	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	138	100	42.5	37.8	19.7	57.5
	7	139	100	52.8	26.8	20.5	47.2
	8	109	100	47	32	21	53
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
2010	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	138	100	48	37	15	52
	7	139	100	52	36.2	11.8	48
	8	109	100	49	45	6	51
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
2010	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	69	98.6	59.4	28.1	12.5	40.6
	7	139	100	43.3	35.4	21.3	56.7
	8	50	100	26.1	45.7	28.3	73.9

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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							
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
2010	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	69	98.6	21.3	57.4	21.3	78.7
	7	139	99.3	46	37.3	16.7	54
	8	60	96.7	48.1	40.4	11.5	51.9
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
2010	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	140	97.1	44.8	43.2	12	55.2
	7	140	98.6	59.8	34.6	5.5	40.2
	8	110	94.6	35	45	20	65

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