

W. G. Sanders Middle School

3455 Pinebelt Road
Columbia, SC 29204

Grades	6-8 Middle School	
Enrollment	388 Students	
Principal	Andrenna A. Smith	803-738-7575
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Aaron Bishop	803-231-7556

THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Below Average	Average
2013	Below Average	Average
2012	Below Average	Below Average
2011	Below Average	Average
2010	Below Average	Average

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://www.eoc.sc.gov>



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

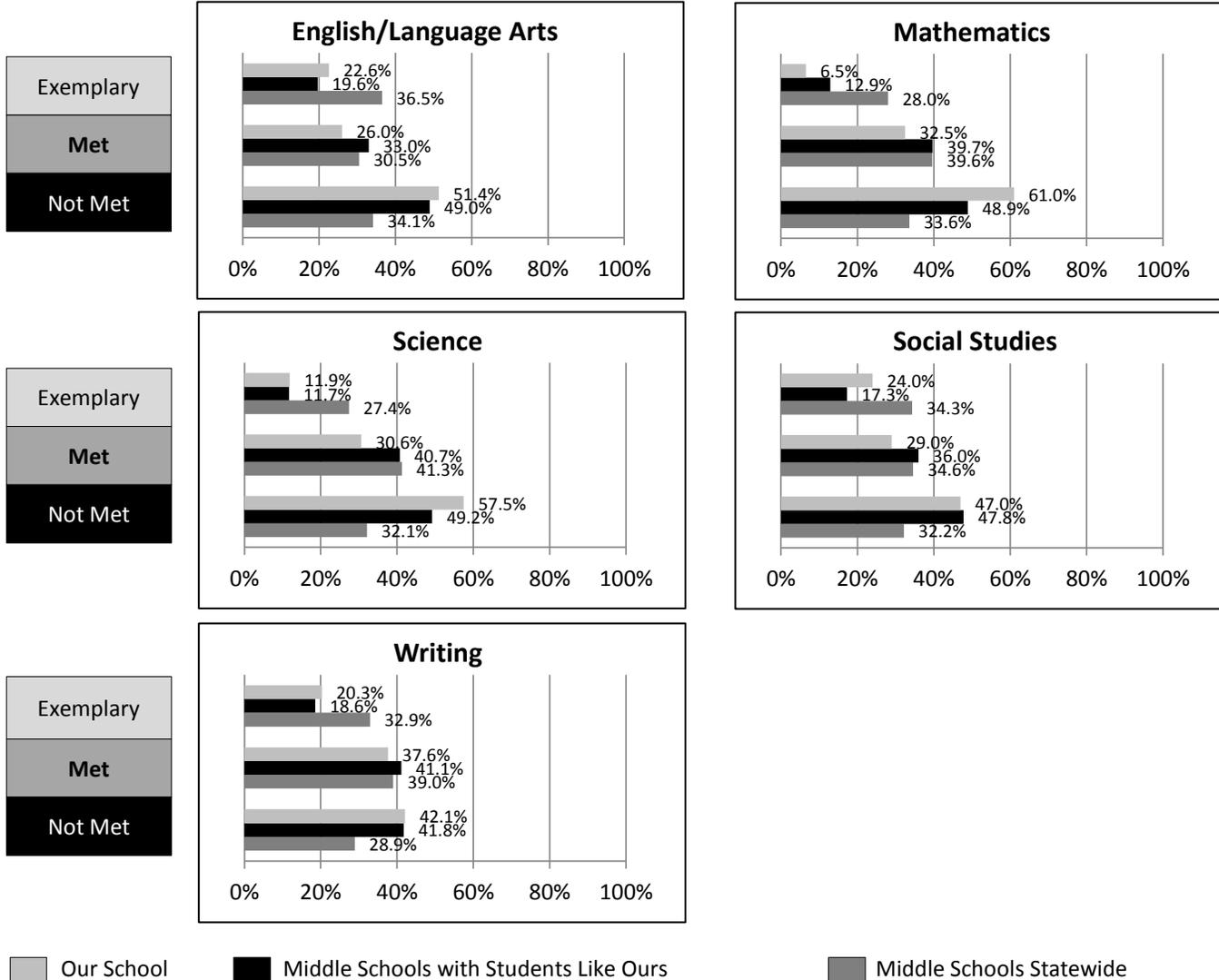
Percent of students tested in 2013-14 whose 2012-13 test scores were located 98.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	27	35	14

* Ratings are calculated with data available by 04/27/2015.

South Carolina Palmetto Assessment of State Standards (SC 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 student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means 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

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n = 388)				
Students enrolled in high school credit courses (grades 7 & 8)	56.3%	Up from 33.9%	15.1%	26.0%
Retention Rate	0.5%	Up from 0.0%	0.7%	0.6%
Attendance Rate	97.0%	Down from 97.1%	95.6%	96.2%
Served by gifted and talented program	18.2%	Up from 13.2%	7.9%	19.4%
With disabilities	20.1%	Down from 22.6%	16.0%	12.8%
Older than usual for grade	3.5%	Up from 2.4%	6.5%	4.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.1%	Up from 1.5%	1.0%	0.4%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n = 33)				
Teachers with advanced degrees	57.6%	Down from 63.6%	58.3%	61.3%
Continuing contract teachers	54.5%	Down from 69.7%	63.3%	75.9%
Teachers returning from previous year	78.5%	Down from 83.1%	77.7%	85.4%
Teacher attendance rate	95.2%	Up from 94.0%	95.3%	95.2%
Average teacher salary*	\$49,161	Up 1.3%	\$45,378	\$47,081
Professional development days/teacher	7.8 days	Down from 9.1 days	9.7 days	10.6 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	3.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.6 to 1	18.6 to 1	21.5 to 1
Prime instructional time	91.4%	Up from 89.8%	89.6%	90.1%
Opportunities in the arts	Excellent	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	98.3%	99.0%
Character development program	Excellent	No change	Good	Good
Dollars spent per pupil**	\$12,903	Up 18.5%	\$9,398	\$7,616
Percent of expenditures for instruction**	59.0%	Up from 54.0%	56.6%	62.0%
Percent of expenditures for teacher salaries**	58.5%	Up from 58.0%	55.4%	61.3%

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

** Prior year audited financial data are reported.

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	96.3%	94.4%
English 1	N/A	87.6%
Biology 1	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	96.3%	92.9%

Abbreviations for Missing Data

N/A-Not Applicable

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I/S-Insufficient Sample

Report of Principal and School Improvement Council

The new mission for W. G. Sanders Middle School is to serve as a leader in transforming lives through education, empowering all students to achieve their potential and dreams. With this mission in mind, W. G. Sanders will be able to maintain its purpose of providing each student with a high quality education.

During the past five years, PASS data indicates that we are making modest gains. For example, all students gained 10.9 percentage points in writing and 2.8 percentage points in ELA. The greatest five year grade level percentage gain was evidenced in 8th grade social studies with a 30.9% gain and in 8th grade writing with a 19.1% gain. Over the past two years, all students gained 2.5 percentage points in science. The greatest two year grade level gain was evidenced in 6th grade ELA with a 10% gain and in 6th grade social studies with a 20.1% gain.

Although our State Report Card indicates our improvement rating as Average, we, as a collective staff, determined that there needed to be an increased effort on improving the teaching and learning environment in our school. We decided that the difference between typical schools and exemplary schools is how and when teachers plan. Therefore, this year, we focused our instructional efforts on engaging in the intensive study and practice of planning for rigor and relevance in all core courses. We implemented a learning-focused instructional model for planning challenging learning goals and instruction that purposely provided the most effective research-based strategies and exemplary practices for maximizing student learning. To that end, teachers and administrators actively participated in designing and evaluating instructional plans to ensure teacher effectiveness and student learning. To further support the daily learning, we continued to strive for student academic success through our Saturday Academy. Also, we maintained our Promoting Academic Achievement Within Students (PAAWS) Academy, a 21st Century Community Learning Center which was designed to foster integration of literacy, technology, problem solving, and critical thinking. Our School Improvement Council and community partners continued to be crucial to our instructional program. Our parents participated in student data conferences, and they participated in social and academic sessions that support student learning. They completed surveys in order to provide feedback on our efforts, and they joined us in implementing school-wide intervention lessons designed for addressing the needs of our students. Subway, Dominos and Food Lion increased their academic support by providing special funding to support our efforts. More than forty local vendors provided academic presentations during our well-attended career fair, and other community members meet with our students during the year to explain the importance of having a good education.

Our academic needs dictate that we continue our process for ensuring the planning of purposeful instruction that is embedded in academic rigor and relevance. Also, we will increase the academic support of our community in implementing a variety of learning opportunities for our students.

Andrenna Smith, Principal

Sydney Bates, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	118	54
Percent satisfied with learning environment	66.7%	64.4%	66.6%
Percent satisfied with social and physical environment	58.8%	68.6%	73.6%
Percent satisfied with school-home relations	55.9%	81.3%	57.7%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	43.3
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the states' expectations.

Accountability Indicator (Title I Schools)

W. G. Sanders Middle School has been designated as a:

	Title I Reward School for Performance - among the highest performing Title I schools in a given year.
	Title I Reward School for Progress - one of the schools with substantial progress in school subgroups.
	Title I Focus School - one of the schools with the highest average performance gap between subgroups.
	Title I Priority School - one of the 5% lowest performing Title I schools.
	Title I School - does not qualify as Reward, Focus or Priority School.
X	Non-Title I School - therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	0.9	3.2%	
Classes in high poverty schools not taught by highly qualified teachers	4.1	7.3%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.1%	0.0%	No
Student attendance rate	97.0%	94.0%*	Yes
		State	
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)		61.9%	
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials		0.0%	

* Or greater than last year

Abbreviations for Missing Data

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SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
Grades 6-8							
All Students	603.0	596.4	601.8	616.8	100.0	100.0	99.6
Male	599.3	598.9	598.1	620.2	100.0	100.0	99.1
Female	606.1	594.3	604.5	613.8	100.0	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	601.9	596.2	600.9	615.6	100.0	100.0	99.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	579.5	577.1	573.6	589.4	100.0	100.0	98.1
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	600.7	595.6	599.8	615.4	100.0	100.0	99.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

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Two Year Elementary and Middle School Grades Trend Data

2013	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	N/A	N/A	N/AV	N/A	N/A	N/AV
4	N/A	N/A	N/AV	N/A	N/A	N/AV	
5	N/A	N/A	N/AV	N/A	N/A	N/AV	
6	126	604.0	100.0	126	590.1	100.0	
7	128	600.7	100.0	128	598.4	100.0	
8	132	604.6	100.0	132	597.0	100.0	
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
3	N/A	N/A	N/AV	N/AV	N/A	N/A	N/AV
4	N/A	N/A	N/AV	N/AV	N/A	N/A	N/AV
5	N/A	N/A	N/AV	N/AV	N/A	N/A	N/AV
6	63	591.5	100.0	63	623.4	100.0	
7	128	597.1	100.0	128	601.9	100.0	
8	67	609.6	100.0	65	603.2	100.0	

2014	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	
5	N/A	N/A	N/A	N/A	N/A	N/A	
6	120	609.1	100.0	120	598.4	100.0	
7	126	595.5	100.0	125	591.5	99.2	
8	128	605.0	100.0	128	599.5	100.0	
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	60	616.2	98.4	59	641.7	98.3	
7	125	599.5	99.2	125	601.5	99.2	
8	65	593.3	100.0	63	625.8	100.0	

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

NOTE: Results include the SC-ALT test.

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Performance by Group - ESEA/Federal Accountability (District) 4/27/2015 4001034

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	635.8	627.0	611.2	635.9	99.8	99.9	99.8	N/A
Male	630.1	625.3	610.9	635.0	99.7	99.9	99.8	N/A
Female	641.7	628.8	611.5	637.0	100.0	100.0	99.8	N/A
White	682.9	679.4	660.6	680.4	100.0	99.9	99.7	N/A
African American	624.0	613.1	598.8	624.7	99.8	99.9	99.9	N/A
Asian/Pacific Islander	647.8	653.9	629.2	641.2	100.0	100.0	98.5	N/A
Hispanic	632.0	630.7	607.3	639.2	100.0	100.0	100.0	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	588.7	578.4	573.3	599.2	99.1	99.7	99.2	N/A
Limited English Proficient	622.9	627.4	599.8	625.0	100.0	100.0	99.3	N/A
Subsidized Meals	622.9	613.3	598.1	623.9	99.8	99.9	99.9	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	618.9	620.8	627.9	636.4	100.0	99.9	99.9	N/A
Male	610.3	617.1	625.5	637.0	99.9	99.9	99.8	N/A
Female	627.4	624.4	630.3	635.8	100.0	100.0	99.9	N/A
White	668.1	668.3	683.4	692.3	99.9	99.9	99.9	N/A
African American	605.1	607.0	612.1	620.4	100.0	99.9	99.9	N/A
Asian/Pacific Islander	636.3	650.8	654.6	670.4	98.7	100.0	100.0	N/A
Hispanic	621.0	626.8	630.5	644.4	100.0	100.0	100.0	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	573.5	580.1	581.4	596.7	100.0	100.0	99.5	N/A
Limited English Proficient	603.1	619.3	617.0	630.9	99.4	100.0	100.0	N/A
Subsidized Meals	603.7	606.4	610.3	620.1	100.0	99.9	99.8	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	224.5	216.3	76.2	71.7	99.6	99.3	100.0	74.1
Male	220.4	214.0	75.8	72.9	99.5	99.2	100.0	65.3
Female	228.6	218.6	76.6	70.7	99.7	99.4	100.0	82.2
White	244.6	242.8	88.8	80.4	99.7	99.7	100.0	81.0
African American	219.0	208.7	72.9	69.1	99.6	99.1	100.0	72.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	57.7
Hispanic	228.7	221.6	78.5	73.8	100.0	100.0	100.0	75.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	200.6	191.5	64.3	63.4	99.2	98.7	100.0	33.9
Limited English Proficient	211.7	210.9	73.3	66.3	100.0	100.0	100.0	59.5
Subsidized Meals	217.7	208.2	72.4	68.0	99.5	99.3	100.0	71.6
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

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N/R-Not Reported

I/S-Insufficient Sample

Performance by Group - ESEA/Federal Accountability (State) 4/27/2015 4001034

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies* / History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

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N/R-Not Reported

I/S-Insufficient Sample

*Performance reported for SC and nation, data not available at school level.



Key	
NSLP	National school lunch program
SD	Student with disabilities
ELL	English language learner
NAEP	National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

	Our School
Number of recently arrived ELL students exempted from ELA in state assessments	0

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