



## W G Sanders Middle

136 Alida Street  
Columbia, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	433 Students	
<b>Principal</b>	Andrenna A. Smith	803-735-3445
<b>Superintendent</b>	Dr. Percy Mack	803-231-7500
<b>Board Chair</b>	Wendy Brawley	803-231-7556

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	Average
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk
2004	Below Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

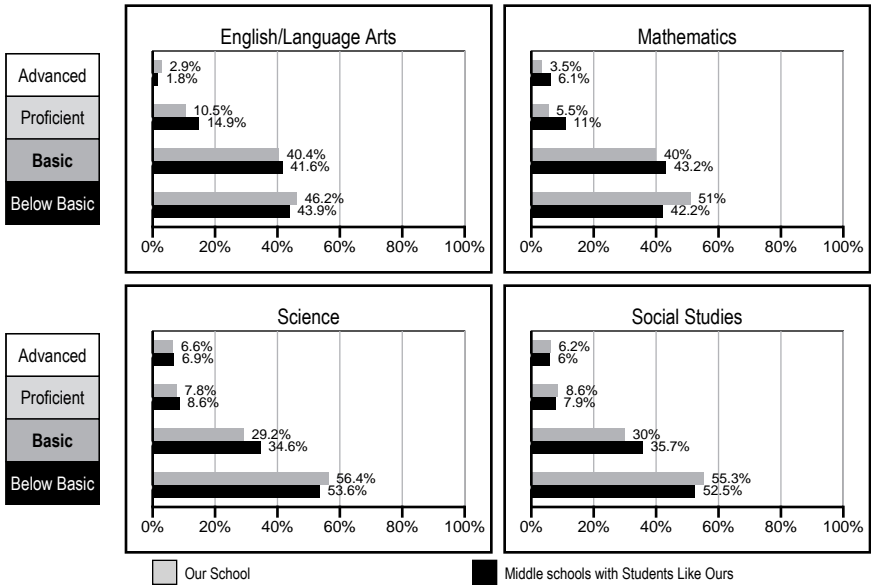
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.5%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	1	3	33

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A-Not Applicable | N/AV-Not Available | N/C-Not Collected | N/R-Not Reported | /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	71.2	89.5
English 1	0	88.7
Physical Science	0	31.5
All Subjects	71.2	87.8

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=433)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	16.2%	Down from 18.1%	11.6%	19.4%
Retention rate	2.3%	Down from 3.4%	2.6%	1.8%
Attendance rate	95.6%	Down from 97.2%	95.1%	95.8%
Eligible for gifted and talented	11.8%	Up from 11.3%	8.2%	15.3%
With disabilities other than speech	10.0%	Down from 12.5%	13.9%	12.9%
Older than usual for grade	3.2%	No Change	6.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Up from 0.6%	0.4%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	63.2%	Up from 61.4%	52.9%	55.0%
Continuing contract teachers	52.6%	Down from 63.6%	56.6%	70.6%
Teachers with emergency or provisional certificates	18.2%	Up from 7.9%	18.2%	5.4%
Teachers returning from previous year	75.5%	Down from 82.1%	77.7%	83.4%
Teacher attendance rate	93.9%	Down from 95.4%	94.8%	94.9%
Average teacher salary	\$48,773	Up 0.5%	\$43,071	\$44,706
Professional development days/teacher	13.0 days	Up from 11.4 days	11.6 days	11.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 18.0 to 1	17.1 to 1	20.1 to 1
Prime instructional time	87.6%	Down from 91.1%	88.4%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	95.9%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$9,544	Up 14.5%	\$7,932	\$7,097
Percent of expenditures for instruction*	68.1%	Down from 72.1%	63.9%	64.4%
Percent of expenditures for teacher salaries*	61.6%	Down from 65.4%	57.2%	59.4%

\* 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 mission of William Guy Sanders Middle School is simply to have a high quality staff that produces successful students. As we live our mission, we are continuing to improve the academic environment for our students. For the 2007 school year, our students met 16 of their 17 objectives for Adequate Yearly Progress, and our Absolute index increased by .2 from the previous school year. All subject levels increased their PACT scores by an average of 11 percentage points. With such a successful year now behind us, we set our goals even higher for the 2009 school year.

Our 434 students were amazing during the 2008 year. Our district's honors orchestra membership increased from 3 to 11, and our district's honors band membership increased from 7 to 12. Our school's academic team placed third in the district with its highest rating ever. The Urban Business Tigers presented original business plans to the University of Phoenix and earned a business trip to Atlanta, Georgia. The Knight Foundation students, because of their community and school involvement, were treated to a tour of New York City. In addition, our Odyssey of the Mind team won the state award and will compete on the national level. Our Lady Tigers volleyball team ranked #2 for the season, while our Lady Tigers basketball team ranked #1 for the regular season. Not wanting to be outdone, our boys' basketball team was named as 1st runner-up to the district basketball championship.

The 2008 school year was also a year for increased parental participation and an increase in the social climate of our school. With the support of our parents and community members, we produced our first musical to a standing room only audience. Also, we presented our first Poetry Café and our first Community Summer Safety Program. Each program was well attended by our parents and community members. Because of implementation of the Positive Behavioral Intervention Services (PBIS) our discipline infractions decreased by 196 referrals when compared to the 2007 school year.

Our focus for the 2008 year was in reading and math, two of the areas that continue to be identified as school-wide weaknesses. In order to maintain our academic improvement in these two areas, we implemented a school-wide lesson plan format that outlines the following: exactly what it is we want students to learn, how we will know when they have learned it, what we will do to facilitate the learning, and what we will do if students did not learn or already know the information. Two key instructional strategies, identifying similarities and differences and summarizing and note taking, were expected to be used in a minimum of 80% of these lesson plans. Each year, our plan is to increase the number of instructional strategies that will be used to enhance the teaching and learning process.

W. G. Sanders Middle School is ready to embrace the challenges of the 2009 school year.

Andrenna Smith, Principal  
Larry Wingate, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	139	103
Percent satisfied with learning environment	86.7%	60.4%	69.3%
Percent satisfied with social and physical environment	81.8%	61.3%	56.1%
Percent satisfied with school-home relations	68.9%	79.9%	75.8%

\* 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 9 out of 15 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. Sanction: Implement the restructuring plan.
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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.0%	0.0%	No
Student attendance rate	95.6%	94.0%	Yes

\* Or greater than last year

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	432	99.5	45.7	40.3	10.9	3.1	23.8	41.2	48.2	No	Yes
<b>Gender</b>											
Male	203	99.5	57.6	35	5.1	2.3	13	35	41.7	N/A	N/A
Female	229	99.6	35.7	44.8	15.7	3.8	32.9	47.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	7	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	424	99.5	45.3	40.8	11.1	2.9	23.9	33.3	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	45	100	82.1	10.3	5.1	2.6	12.8	14.1	16	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	340	99.4	49.7	39.8	8.6	2	19.7	31.2	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	432	99.5	48.8	40.8	6.2	4.1	15	34.9	45.8	No	Yes
<b>Gender</b>											
Male	203	99.5	53.7	37.9	5.1	3.4	12.4	33.8	45.6	N/A	N/A
Female	229	99.6	44.8	43.3	7.1	4.8	17.1	35.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	7	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	424	99.5	48.7	41.3	5.8	4.2	14.7	25.8	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	45	100	79.5	12.8	5.1	2.6	10.3	12.2	17.1	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	340	99.4	53.9	37.5	5.9	2.6	12.8	24.6	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	292	98	55.3	30	7.8	7	14.8	25.3	35.7	95.6	96.1
<b>Gender</b>											
Male	146	95.9	54.8	31.5	5.6	8.1	13.7	26	37.4	94.6	95.8
Female	146	100	55.6	28.6	9.8	6	15.8	24.6	33.8	96.5	96.3
<b>Racial/Ethnic Group</b>											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	97.7	96.3
African American	285	97.9	54.8	30.4	7.6	7.2	14.8	16.4	17	95.5	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	95.5	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
<b>Disability Status</b>											
Disabled	32	96.9	75	17.9	0	7.1	7.1	8.9	14	93.2	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	96.1	96.7
<b>Socio-Economic Status</b>											
Subsided meals	234	97.9	59.2	29.1	6.3	5.3	11.7	15.1	21.1	95.3	95.8
<b>Social Studies</b>											
All Students	290	97.9	54.3	31	8.5	6.2	14.7	27.2	34	95.6	96.1
<b>Gender</b>											
Male	133	96.2	56.6	27.4	8	8	15.9	28.1	36.6	94.6	95.8
Female	157	99.4	52.4	33.8	9	4.8	13.8	26.2	31.3	96.5	96.3
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	97.7	96.3
African American	285	97.9	54.3	31.5	7.9	6.3	14.2	18.2	19.1	95.5	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	95.5	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
<b>Disability Status</b>											
Disabled	30	96.7	80	16	0	4	4	9.7	14.4	93.2	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	96.1	96.7
<b>Socio-Economic Status</b>											
Subsided meals	223	97.8	59.3	29.6	6.5	4.5	11.1	16.8	21	95.3	95.8

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	153	100	41.7	46.5	8.7	3.1	11.8
	7	171	99.4	51.3	34	14	0.7	14.7
	8	154	100	45.9	43	10.4	0.7	11.1
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	122	100	35.1	42.3	18	4.5	22.5
	7	151	99.3	47.8	40.3	8.2	3.7	11.9
	8	159	99.4	52.1	38.7	7.7	1.4	9.2
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	153	100	37.8	45.7	11.8	4.7	16.5
	7	170	100	38.4	45.7	11.3	4.6	15.9
	8	155	100	58.5	37	3	1.5	4.4
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	122	100	46.8	36.9	9	7.2	16.2
	7	151	99.3	44.8	41.8	8.2	5.2	13.4
	8	159	99.4	54.2	43	2.1	0.7	2.8
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	76	98.7	66.7	22.2	4.8	6.3	11.1
	7	171	100	49.3	25.3	14	11.3	25.3
	8	77	98.7	63.2	32.4	2.9	1.5	4.4
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	60	100	48.1	27.8	13	11.1	24.1
	7	151	96.7	52.3	33.3	6.1	8.3	14.4
	8	81	98.8	66.2	25.4	7	1.4	8.5
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	78	98.7	50.8	41.3	4.8	3.2	7.9
	7	171	100	51.3	33.3	7.3	8	15.3
	8	79	97.5	50	37.9	10.6	1.5	12.1
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	62	100	31.6	38.6	22.8	7	29.8
	7	151	96.7	67.4	18.2	6.1	8.3	14.4
	8	77	98.7	47.8	49.3	1.4	1.4	2.9

Abbreviations for Missing Data

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