



SANDERS MIDDLE

609 Green St.
Laurens, South Carolina

Grades	6-8 Middle School	
Enrollment	384 Students	
Principal	George Ward	864-984-0354
Superintendent	Dr. Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

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	Below Average	At-Risk
2006	Below Average	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

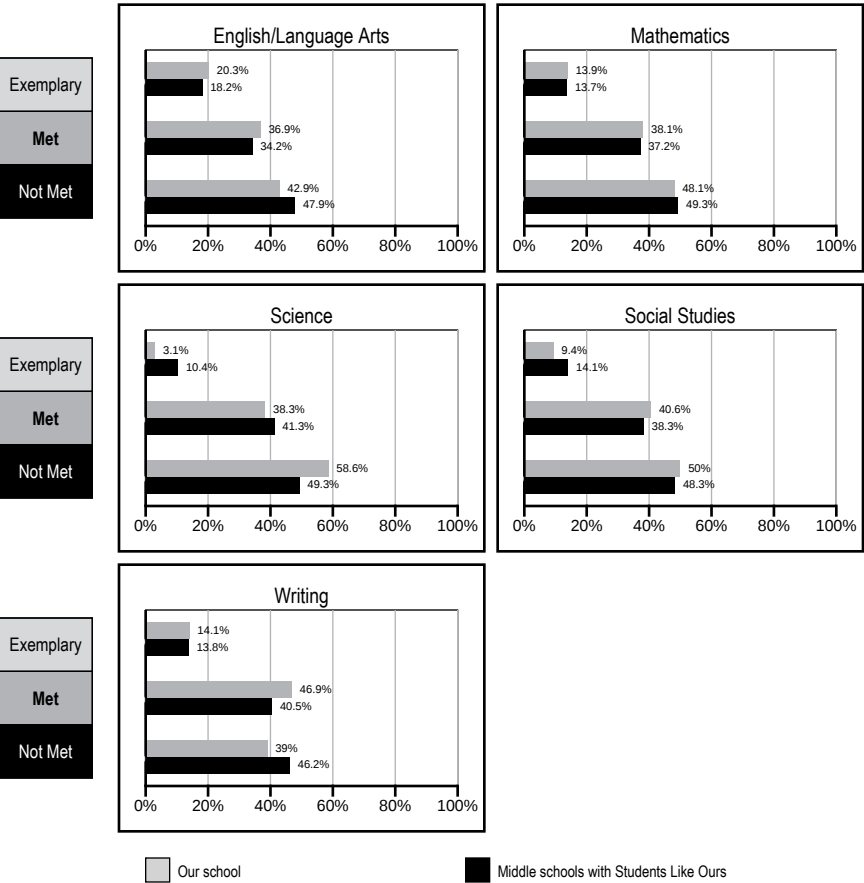
97.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	14	31	13

* 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	100.0%	90.5%
English 1	N/A	86.5%
Physical Science	N/A	57.5%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	88.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=384)				
Students enrolled in high school credit courses (grades 7 & 8)	19.6%	Up from 6.6%	13.2%	24.2%
Retention rate	0.8%	Up from 0.0%	1.1%	0.7%
Attendance rate	95.0%	No Change	95.3%	95.9%
Eligible for gifted and talented	4.6%	Up from 4.0%	7.8%	16.4%
With disabilities other than speech	15.4%	Up from 14.1%	14.5%	12.0%
Older than usual for grade	7.8%	Down from 8.8%	4.7%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	60.0%	Up from 52.4%	58.3%	58.5%
Continuing contract teachers	80.0%	Up from 66.7%	68.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	11.8%	4.0%
Teachers returning from previous year	75.0%	Up from 62.6%	78.3%	84.6%
Teacher attendance rate	96.2%	No Change	95.7%	95.4%
Average teacher salary*	\$44,913	Up 2.2%	\$44,459	\$46,561
Professional development days/teacher	14.4 days	Up from 8.7 days	10.9 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 21.5 to 1	18.4 to 1	21.1 to 1
Prime instructional time	90.6%	Down from 90.8%	89.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 99.9%	95.1%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,459	Up 3.2%	\$9,682	\$7,802
Percent of expenditures for instruction**	62.3%	Up from 59.8%	60.5%	63.8%
Percent of expenditures for teacher salaries**	57.9%	Up from 52.9%	56.0%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2009-2010 school year at Sanders Middle School was very productive. We accomplished many achievements and initiatives this past year, all of which would not have been possible without the dedication of our faculty/staff, students, parents, and community helpers.

We are proud of the fact that Sanders achieved Adequate Yearly Progress (AYP) this past year. The recognition of meeting AYP certainly affirmed that we are headed in the right direction. Our goal is to continue to move forward.

Sanders Middle School has entered into the realm of the School Choice initiative with the addition of Montessori education. This was our first year with a sixth-grade Montessori. We will add a grade in each of the next two years, culminating with a full 6-8 middle school Montessori program. Our program was very successful this past year, and we expect it to only get stronger as we progress.

This year we received a grant through Lowe's that will allow the development of outside classrooms. We believe that this will help our students in all subject areas of the curriculum. This year we continued the 21st Century grant for the after-school program. This year we increased our total enrollment for the program by 20 students.

In addition to all of our other initiatives, we have increased our total number of students enrolled in classes for high school credit from 12 to 44. In an effort to spread the word about the wonderful things that are going on at Sanders, we developed an online news show called the "Sanders Buzz." Our students played active roles in each episode.

This past year saw the development of our PTO. We had a few dedicated parents who helped to accomplish much for our teachers and students this year. We continue to increase our technology at Sanders. Over 60% of our classrooms have interactive white boards to increase student engagement.

We have also continued with our character development program with the assistance of morning announcements and our Principal's 200 Club. We are in our third year of our summer reading program with "No Book Left Unread." We are encouraging the entire Sanders community to read and record their minutes.

These are just a few of the wonderful things that are happening at Sanders. We do realize that we still have work to do. We are always focused on improving test scores and strengthening our school/community relationships.

George M. Ward, Principal
Freddie Davenport, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	87	35
Percent satisfied with learning environment	81.0%	79.1%	85.7%
Percent satisfied with social and physical environment	85.7%	86.2%	73.5%
Percent satisfied with school-home relations	80.0%	80.5%	78.8%

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

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 Adequate Yearly Progress NO

This school met 27 out of 29 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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	382	99.7	42.9	36.7	20.3	73.7	83.5	83.5	Yes	Yes
Gender										
Male	206	99.5	44.4	35.4	20.1	70.9	80.1	80.1	N/A	N/A
Female	176	100	41.2	38.2	20.6	77	87.2	87	N/A	N/A
Racial/Ethnic Group										
White	155	99.4	35	31.5	33.6	82.5	88.5	89.6	Yes	Yes
African American	173	100	50.6	37.7	11.7	64.8	74.8	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	52	100	41.7	47.9	10.4	77.1	77.4	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	63	98.4	74.1	22.2	3.7	51.9	62.7	51.7	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	44.4	46.7	8.9	75.6	77	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	317	99.7	44.6	37.6	17.8	72.5	80.3	76.9	Yes	Yes

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

All Students	382	99.7	49.2	38.7	12.1	66.9	80.2	80.4	Yes	Yes
Gender										
Male	206	99.5	54	34.9	11.1	63.5	78.4	78.4	N/A	N/A
Female	176	100	43.6	43	13.3	70.9	82.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	155	99.4	42	42	16.1	74.1	85.8	87.8	Yes	Yes
African American	173	100	60.5	30.2	9.3	59.3	71.1	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	52	100	33.3	56.3	10.4	70.8	70.8	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	63	98.4	N/A	N/A	N/A	31.5	52.2	46.1	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	35.6	53.3	11.1	68.9	71.1	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	317	99.7	50.7	38.3	11.1	65.1	76.1	72.8	Yes	Yes

* 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

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	246	99.2	58.1	38.3	3.5	41.9	63.9	67.3
Gender								
Male	140	98.6	58.1	36.4	5.4	41.9	63.4	66.9
Female	106	100	58.2	40.8	1	41.8	64.5	67.7
Racial/Ethnic Group								
White	96	99	42.7	50.6	6.7	57.3	74.8	79.6
African American	119	99.2	72.1	27	0.9	27.9	43.5	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	29	100	53.8	42.3	3.8	46.2	50.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	39	94.9	78.8	15.2	6.1	21.2	43.1	33.8
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	27	100	56	40	4	44	51.9	58.6
Socio-Economic Status								
Subsidized meals	209	99	59.6	36.4	4	40.4	57.1	55.4

Social Studies

All Students	244	99.2	50.2	40.4	9.3	49.8	65.8	70.9
Gender								
Male	127	99.2	54.3	32.8	12.9	45.7	65.7	70.1
Female	117	99.2	45.9	48.6	5.5	54.1	66	71.7
Racial/Ethnic Group								
White	100	99	40.7	46.2	13.2	59.3	72.7	79.2
African American	108	99.1	60.4	32.7	6.9	39.6	53.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	36	100	45.5	48.5	6.1	54.5	56.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	36	94.4	N/A	N/A	N/A	27.6	42.9	39.3
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	28	100	44.8	51.7	3.4	55.2	58.1	68
Socio-Economic Status								
Subsidized meals	198	99	52.4	39.5	8.1	47.6	60.8	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	381	97.6	38.5	47.3	14.2	61.5	71.7	72.1	95	95.5
Gender										
Male	206	96.6	45.7	43	11.3	54.3	64.7	65.2	94.2	95.3
Female	175	98.9	30.3	52.1	17.6	69.7	79.3	79.2	96	95.6
Racial/Ethnic Group										
White	155	97.4	31	47.9	21.1	69	78.2	80.8	93.1	95.2
African American	172	97.7	46.3	45	8.8	53.8	60.8	59.7	96.3	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	94.7	94.7
Hispanic	52	98.1	35.4	52.1	12.5	64.6	61.4	64.6	96.7	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	87.8
Disability Status										
Disabled	62	88.7	N/AV	N/AV	N/AV	22.9	35.8	27.7	93.3	94.8
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	63.5	91.1	91.5
English Proficiency										
Limited English Proficient	46	97.8	37.8	51.1	11.1	62.2	61	63.7	97	97.3
Socio-Economic Status										
Subsidized meals	319	97.5	38.3	50.2	11.5	61.7	66.2	61.9	94.9	95.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	114	99.1	37.9	48.5	13.6	62.1
	7	108	99.1	47.8	37	15.2	52.2
	8	102	100	40.9	44.3	14.8	59.1
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	161	100	32.5	37.7	29.8	67.5
	7	111	100	44.7	41.7	13.6	55.3
	8	110	99.1	57	30	13	43
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	114	99.1	43.7	48.5	7.8	56.3
	7	108	99.1	40.2	52.2	7.6	59.8
	8	102	100	52.3	35.2	12.5	47.7
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	161	100	35.8	46.4	17.9	64.2
	7	111	100	55.3	35.9	8.7	44.7
	8	110	99.1	63	30	7	37
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	56	100	N/AV	N/AV	N/AV	43.4
	7	108	99.1	52.2	46.7	1.1	47.8
	8	54	100	54.3	43.5	2.2	45.7
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	81	98.8	62.7	34.7	2.7	37.3
	7	110	99.1	54.5	43.6	2	45.5
	8	55	100	58.8	33.3	7.8	41.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	58	100	43.1	54.9	2	56.9
	7	108	99.1	72.8	26.1	1.1	27.2
	8	48	100	50	40.5	9.5	50
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	80	98.8	28	60	12	72
	7	110	100	65.7	28.4	5.9	34.3
	8	54	98.2	52.1	35.4	12.5	47.9
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	113	97.4	35	54.4	10.7	65
	7	101	98	38.9	46.7	14.4	61.1
	8	100	98	33.7	47.7	18.6	66.3
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	162	98.2	24.7	52.7	22.7	75.3
	7	109	97.3	48.5	45.5	5.9	51.5
	8	110	97.3	49	41	10	51

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample