



SANDERS MIDDLE

609 Green Street
Laurens, South Carolina

Grades	6-8 Middle School	
Enrollment	386 Students	
Principal	George Ward	864-984-0354
Superintendent	Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Below Average	Average
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	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 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://eoc.sc.gov>

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

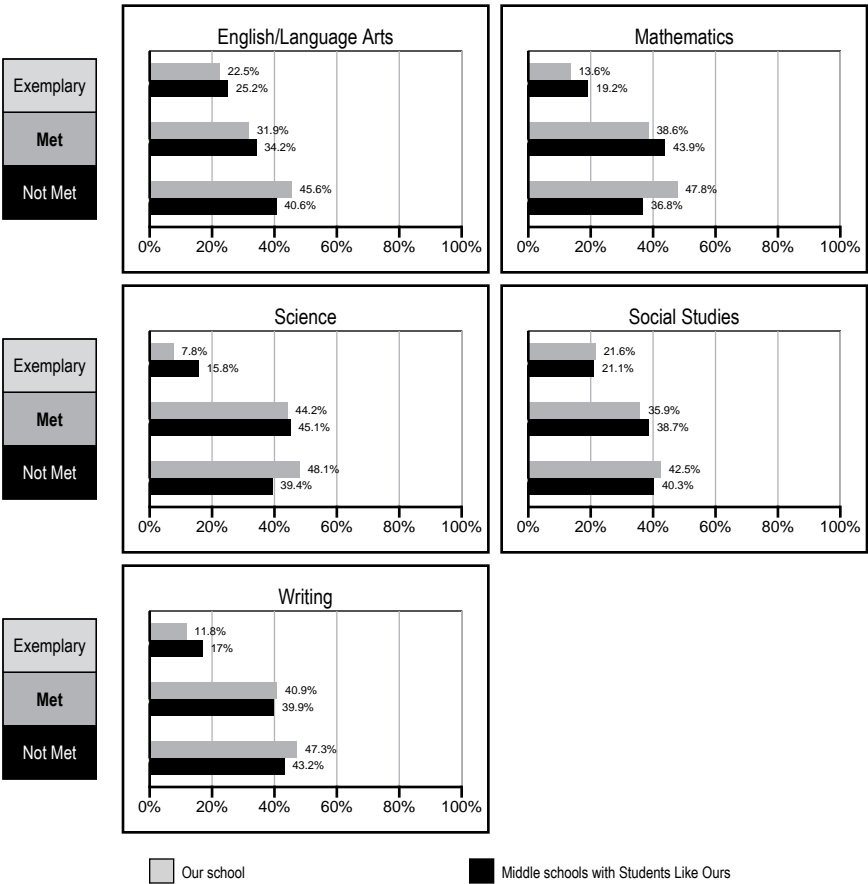
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	33	13	2

* Ratings are calculated with data available by 11/09/2011.

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%	95.1%
English 1	100.0%	90.1%
Biology 1/Applied Biology 2	N/A	93.1%
Physical Science	N/A	46.2%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	93.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=386)				
Students enrolled in high school credit courses (grades 7 & 8)	27.9%	Up from 19.6%	17.0%	24.5%
Retention rate	0.3%	Down from 0.8%	0.6%	0.7%
Attendance rate	95.1%	Up from 95.0%	95.8%	95.9%
Served by gifted and talented program	15.9%	Up from 4.6%	12.9%	17.8%
With disabilities other than speech	10.6%	Down from 15.4%	10.1%	9.2%
Older than usual for grade	5.9%	Down from 7.8%	2.2%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.6%	Up from 0.3%	0.9%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	65.2%	Up from 60.0%	56.3%	60.0%
Continuing contract teachers	95.7%	Up from 80.0%	79.1%	82.6%
Teachers returning from previous year	82.5%	Up from 75.0%	82.9%	85.6%
Teacher attendance rate	95.9%	Down from 96.2%	95.2%	95.3%
Average teacher salary*	\$45,736	Up 1.8%	\$45,049	\$46,300
Professional development days/teacher	14.2 days	Down from 14.4 days	11.0 days	9.9 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 21.4 to 1	20.5 to 1	21.5 to 1
Prime instructional time	90.7%	Up from 90.6%	90.4%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Down from 99.5%	97.0%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$6,939	Down 18.0%	\$8,289	\$7,634
Percent of expenditures for instruction**	67.3%	Up from 62.3%	63.6%	64.0%
Percent of expenditures for teacher salaries**	65.8%	Up from 57.9%	59.4%	61.2%

* 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

We have completed another productive year at Sanders Middle School. This year saw many new accomplishments and challenges. As a school, we accept both the accomplishments as well as the challenges. While we continue to make progress, we recognize that we are not where we would like to be as an educational organization. We continue to strive to meet the objectives of our school vision: "Sanders Middle will strive to provide all learners with opportunities to achieve academic and personal excellence."

Sanders is making progress in our vision statement in many ways. This year we helped the district achieve National Accreditation through the AdvancED process. Sanders was one of four schools in the district chosen to receive a visit from the Quality Review Committee. We were also fortunate to host a Technical Assistance visit from the Southern Regional Education Board (SREB) as a part of the Making Middle Grades Work initiative. We received positive feedback and affirmation on both visits. There were also some continuing challenges noted in the visits that we intend to address.

Sanders Middle is proud to boast several accomplishments by our students from this past year. Three of the five seventh grade students in the district to be recognized as Duke Scholars were Sanders students. Three of our students were selected to the Governor's School for Math and Science program called "From Middle School to College." The number of students representing Sanders in the CHAMPS program, hosted by Presbyterian College, continues to increase. This year we had 100% of our students to pass the End of Course tests for Algebra 1 Honors and English 1 Honors. This is a great accomplishment for our school. The number of students taking honors courses will double for 2011-2012.

We are steadily growing in other areas as well. Our Montessori program is increasing up to three grade levels for the coming year. Improving the use of technology continues to be a focus at Sanders Middle. The majority of our classrooms have Promethean Interactive Whiteboards, and our staff continues to write grants to bring more technology into the classrooms.

As stated earlier, we realize that we still have continuing challenges. We are committed to improving student achievement at Sanders. Because recent data revealed weaknesses in math and science, we are adding an instructional coach for the coming school year. Another challenge is to continue to strengthen our relationship with parents and the community. This is an ongoing goal shared by our School Improvement Council. We intend to address these challenges through continued staff development to improve instructional strategies as well as through building our relationships with students and parents.

Last year was another good year at Sanders Middle School, and we look forward to an even better 2011-2012 school year.

Michelle Gibbs, School Improvement Council Chair
George M. Ward, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	78	21
Percent satisfied with learning environment	80.8%	75.6%	71.4%
Percent satisfied with social and physical environment	84.6%	71.8%	76.2%
Percent satisfied with school-home relations	53.8%	76.6%	76.2%

* 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 12 out of 21 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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	95.1%	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 = 79.4% (Met or Exemplary)

All Students	387	99.5	45.6	31.6	22.8	68.1	79.7	82.4	No	Yes
Gender										
Male	204	99	48.7	32.1	19.3	63.6	76.1	78.7	N/A	N/A
Female	183	100	42.4	31.1	26.6	72.9	83.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	174	99.4	36.2	31.9	31.9	74.2	84.9	88.9	No	Yes
African American	174	99.4	54.2	30.1	15.7	62.7	71.8	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	38	100	47.1	38.2	14.7	67.6	70.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	57	98.3	74.1	18.5	7.4	35.2	51.3	48.1	No	Yes
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	51.6	35.5	12.9	61.3	70	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	305	100	49.1	32.5	18.3	65.7	75.6	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	386	99.7	48.1	38.5	13.5	69	78.6	81.9	No	Yes
Gender										
Male	203	99.5	54	32.1	13.9	64.2	76.8	79.9	N/A	N/A
Female	183	100	41.8	45.2	13	74	80.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	173	100	42.9	37.4	19.6	68.7	83.6	88.9	No	Yes
African American	174	99.4	59	33.1	7.8	64.5	70.7	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	38	100	20.6	70.6	8.8	91.2	70.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	57	98.3	N/AV	N/AV	N/AV	29.6	48.9	47.3	No	Yes
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	22.6	64.5	12.9	90.3	71.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	305	100	49.8	39.4	10.7	66.4	74.3	74.9	No	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	274	100	48.1	43.9	8	51.9	62.4	68.6
Gender								
Male	150	100	51.4	39.3	9.3	48.6	63	68.3
Female	124	100	44.3	49.2	6.6	55.7	61.9	68.9
Racial/Ethnic Group								
White	119	100	39.1	45.2	15.7	60.9	73.1	80.7
African American	128	100	57.4	41	1.6	42.6	46.3	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	26	100	41.7	54.2	4.2	58.3	47.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	44	100	76.2	21.4	2.4	23.8	34.3	35.7
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	20	100	43.5	52.2	4.3	56.5	47.7	60.7
Socio-Economic Status								
Subsidized meals	214	100	51.7	41.4	6.9	48.3	55.6	57.3
Social Studies								
All Students	279	100	42.6	36.1	21.3	57.4	67.7	72.5
Gender								
Male	144	100	46.3	32.1	21.6	53.7	68.3	72
Female	135	100	38.8	40.3	20.9	61.2	66.9	73.1
Racial/Ethnic Group								
White	125	100	35	33.3	31.6	65	75.2	81
African American	122	100	48.7	37.6	13.7	51.3	57.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	31	100	50	39.3	10.7	50	50.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	39	100	78.9	18.4	2.6	21.1	41.3	40.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	22	100	56	36	8	44	50	69.7
Socio-Economic Status								
Subsidized meals	222	100	45.5	35.1	19.4	54.5	61.3	62.9

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	100	98	47.3	40.9	11.8	52.7	70.2	73.2	95.1	95.8
Gender										
Male	55	98.2	50	40	10	50	61.8	67.2	94.4	95.8
Female	45	97.8	44.2	41.9	14	55.8	79	79.4	95.8	95.9
Racial/Ethnic Group										
White	39	100	37.1	42.9	20	62.9	75	81.5	93.5	95.5
African American	50	96	59.6	31.9	8.5	40.4	61.8	61.3	96.4	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	95.6	96.7
Hispanic	11	100	N/AV	N/AV	N/AV	72.7	61.1	66.7	96.3	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	13	92.3	N/AV	N/AV	N/AV	8.3	28.7	26	93.7	95
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	40.5	99.3	99.3
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	64.4	65.7	97	97.4
Socio-Economic Status										
Subsidized meals	85	98.8	50	40.2	9.8	50	64.5	63.2	94.7	95.5

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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							
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
2011	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	120	99.2	40	26.4	33.6	60
	7	167	100	43.4	34	22.6	56.6
	8	100	99	55.8	33.7	10.5	44.2
Mathematics							
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
2011	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	120	99.2	37.3	49.1	13.6	62.7
	7	167	100	46.5	34.6	18.9	53.5
	8	99	100	63.2	32.6	4.2	36.8
Science							
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
2011	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	42.9	53.6	3.6	57.1
	7	167	100	47.8	42.8	9.4	52.2
	8	49	100	55.3	36.2	8.5	44.7

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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							
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
2011	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	62	100	33.9	44.6	21.4	66.1
	7	166	100	44.3	31	24.7	55.7
	8	51	100	46.9	42.9	10.2	53.1
Writing							
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
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	100	98	47.3	40.9	11.8	52.7

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