

W G SANDERS MIDDLE

3455 Pine Belt Rd.
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	398 Students	
Principal	Andrenna A. Smith	803-738-7575
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

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	At-Risk	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://.eoc.sc.gov

W G SANDERS MIDDLE	11/09/11-4001034

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

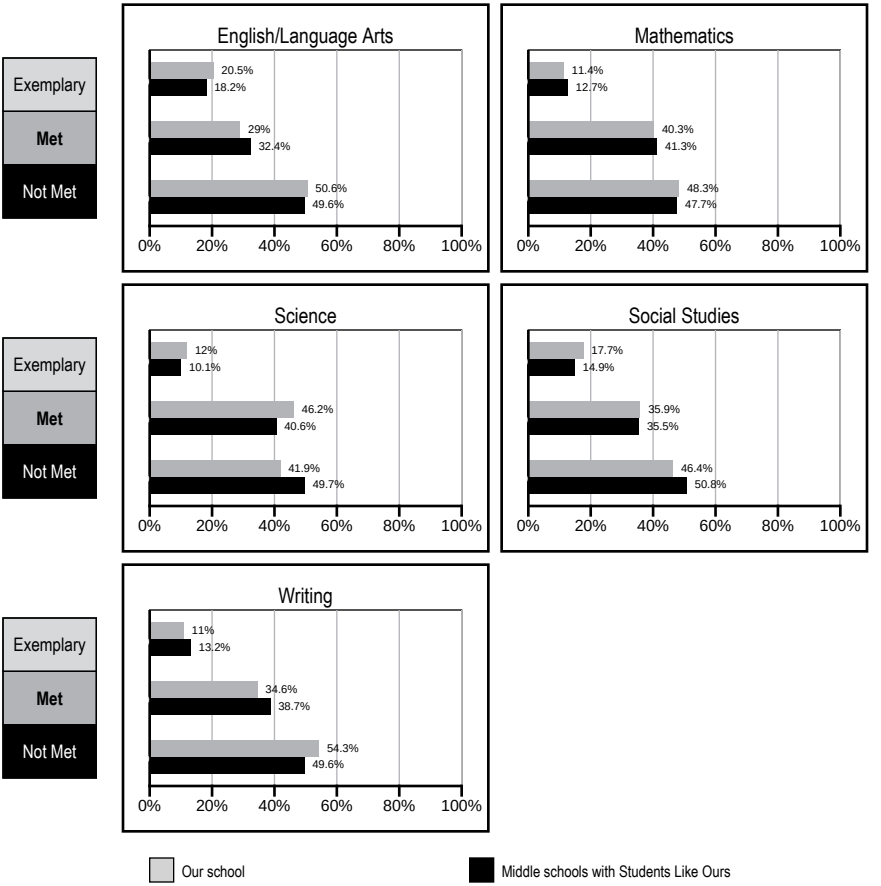
Percent of students tested in 2010-11 whose 2009-10 test scores were located	97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	19	32	21

* 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

W G SANDERS MIDDLE 11/09/11-4001034

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	64.4%	90.0%
English 1	N/A	87.8%
Biology 1/Applied Biology 2	N/A	36.8%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	64.4%	89.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=398)				
Students enrolled in high school credit courses (grades 7 & 8)	56.0%	Up from 27.2%	14.2%	24.5%
Retention rate	0.0%	No Change	1.0%	0.7%
Attendance rate	97.9%	Up from 96.7%	95.4%	95.9%
Served by gifted and talented program	16.9%	Up from 15.4%	7.2%	17.8%
With disabilities other than speech	11.4%	Down from 14.4%	11.1%	9.2%
Older than usual for grade	0.5%	Down from 1.5%	2.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.8%	Down from 2.2%	0.3%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	72.4%	Down from 73.5%	59.5%	60.0%
Continuing contract teachers	72.4%	Up from 58.8%	69.0%	82.6%
Teachers returning from previous year	82.6%	Up from 76.4%	80.2%	85.6%
Teacher attendance rate	92.7%	Down from 94.1%	95.3%	95.3%
Average teacher salary*	$47,905	Down 4.1%	$44,264	$46,300
Professional development days/teacher	24.5 days	Up from 18.0 days	10.6 days	9.9 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 21.1 to 1	19.0 to 1	21.5 to 1
Prime instructional time	87.1%	Down from 88.4%	89.5%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.0%	Down from 98.6%	97.5%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	$10,504	Down 8.7%	$9,685	$7,634
Percent of expenditures for instruction**	67.1%	Down from 71.8%	61.6%	64.0%
Percent of expenditures for teacher salaries**	60.4%	Down from 62.5%	56.3%	61.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

In the midst of budgetary confinements and uncertainties, we are fortunate to be a part of Richland County School District One where the primary goal is to protect classroom instruction. With the support of our district, we have been able to focus on improving the quality of instruction for our students.

This year, we made strides in providing literacy supports for students and parents through a variety of school and community programming and partnership initiatives. Each day, Sanders students participated in a school-wide thirty-minute Tiger Learning Connection (TLC) program to enhance skills in the areas of literacy, numeracy, data, and character education. In addition, students were engaged in literacy-based communicative arts activities that created a positive combination for enhancing critical thinking and learning skills. To further enhance our literacy initiative, additional school-based literacy activities were supported by Palmetto Health, 100 Black Men of Greater Columbia, University of South Carolina's Educational Talent Search, Subway, Food Lion, and Chick-fil-A. One special literacy alliances was formed with Brandi Cummings, LLC, who provided poetry studies and writing sessions with our girls. The renowned poet, Nikki Giovanni, was invited as a guest speaker for our 2011 Community Partnership Gala. She provided culminating literacy workshops for our students and served as the keynote speaker as we kicked off our literacy initiative for the 2011-2012 school year.

To enhance our school's teacher quality, our staff spent the year engaged in strategies that further developed our Tiger Professional Learning Community. The core academic teachers participated in monthly planning sessions with teachers from other district middle schools. In addition the math team participated in monthly Saturday study sessions.

Our strong academic focus has resulted in having our school, W. G. Sanders Middle School, meet expected progress based on the guidelines approved by the State Board of Education, resulting in the automatic release from the Palmetto Priority Schools (PPS) initiative. In addition, there were many staff recognitions and awards, some of which included having our principal receive the 2010 Instructional Leadership Award from the DataWorks Educational Research Foundation and having one of our teachers named as our state's 2011 International Educator of the Year. Our students were recognized as state and local winners for writings, art creations, band performances, and much more. They participated in week-end service learning projects and provided ongoing support to our community. In addition, our students were chosen to represent South Carolina with their participation in the national "Let's Move" fitness initiative that has been promoted by Michelle Obama.

It remains a continuous focus for our school to ensure the success of all students. A substantial number of our students continue to enter 6th grade reading below their age-appropriate grade level. Our staff and School Improvement Council continue to study research that will assist us in responding to the intervention needed for these students.

Jacquelyn Stewart, SIC Chairperson Andrenna A. Smith, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	126	50
Percent satisfied with learning environment	88.6%	68.8%	83.0%
Percent satisfied with social and physical environment	91.7%	79.5%	78.7%
Percent satisfied with school-home relations	76.5%	82.3%	85.4%

* 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 12 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.9%	94.0%**	Yes

* Or greater than last year

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W G SANDERS MIDDLE										11/09/11-4001034
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 = 79.4% (Met or Exemplary)										
All Students	409	99.8	49.4	28.9	21.7	61.4	78.3	82.4	No	Yes
Gender										
Male	199	100	55.6	24	20.5	55	74.3	78.7	N/A	N/A
Female	210	99.5	43.9	33.3	22.8	67.2	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	401	99.8	49.6	28.3	22.1	61.2	74.2	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	79	98.7	70.4	18.3	11.3	39.4	45.7	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	327	99.7	51.7	28.5	19.8	59.7	73.5	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	409	99.8	47.2	41.7	11.1	66.7	75.1	81.9	Yes	Yes
Gender										
Male	199	100	48	40.4	11.7	65.5	73.5	79.9	N/A	N/A
Female	210	99.5	46.6	42.9	10.6	67.7	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	401	99.8	47.9	41.1	11	66.3	70.3	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	79	98.7	76.1	22.5	1.4	35.2	40.4	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	327	99.7	49.7	40.3	10.1	65.3	69.8	74.9	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	278	99.6	42.1	45.8	12.1	57.9	58.7	68.6
Gender								
Male	140	100	45.8	39.8	14.4	54.2	58.2	68.3
Female	138	99.3	38.5	51.6	9.8	61.5	59.2	68.9
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	272	99.6	41.7	46	12.3	58.3	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	57	98.3	70	26	4	30	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	54.3	60.7
Socio-Economic Status								
Subsidized meals	221	99.6	43.5	44	12.6	56.5	50.1	57.3
Social Studies								
All Students	277	99.6	45.7	37	17.3	54.3	64.7	72.5
Gender								
Male	137	100	43.3	32.5	24.2	56.7	63.6	72
Female	140	99.3	48	41.5	10.6	52	65.8	73.1
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	273	99.6	46	37.2	16.7	54	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	50	98	64.4	28.9	6.7	35.6	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.7	69.7
Socio-Economic Status								
Subsidized meals	224	99.6	47.4	37.8	14.8	52.6	56.8	62.9

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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	139	100	54.3	34.6	11	45.7	66.5	73.2	97.9	96.1
Gender										
Male	63	100	54.5	34.5	10.9	45.5	62	67.2	97.4	95.9
Female	76	100	54.2	34.7	11.1	45.8	71.2	79.4	98.3	96.3
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	87.8	81.5	98.3	96.2
African American	134	100	54.5	35	10.6	45.5	60.7	61.3	97.8	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	99.9	96.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	66.7	99.9	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	94.5
Disability Status										
Disabled	24	100	86.4	9.1	4.5	13.6	23.7	26	97.4	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	N/A	95.9
Socio-Economic Status										
Subsidized meals	115	100	60	33.3	6.7	40	59.1	63.2	97.8	95.9

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W G SANDERS MIDDLE							11/09/11-4001034
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	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
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	124	100	44.1	25.2	30.6	55.9
	7	146	99.3	46.3	36.6	17.1	53.7
	8	139	100	57.1	24.6	18.3	42.9
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	138	100	48	37	15	52
	7	139	100	52	36.2	11.8	48
	8	109	100	49	45	6	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	124	100	39.6	47.7	12.6	60.4
	7	146	99.3	53.7	32.5	13.8	46.3
	8	139	100	47.6	45.2	7.1	52.4
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	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
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	61	100	38.2	60	1.8	61.8
	7	146	99.3	44.7	43.1	12.2	55.3
	8	71	100	40.3	38.7	21	59.7

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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	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
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	64	100	26.3	54.4	19.3	73.7
	7	145	99.3	54.1	30.3	15.6	45.9
	8	68	100	46.9	34.4	18.8	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	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
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	139	100	54.3	34.6	11	45.7

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