



SC Annual School Report Card Summary

W G SANDERS MIDDLE
Richland 1
Grades: 6-8 **Enrollment: 412**
Principal: Andrenna A. Smith
Superintendent: Dr. Percy A. Mack
Board Chair: Vince Ford

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Below Average	Average	TBD	TBD	Not Met	N/A
2009	Below Average	Below Average	N/A	N/A	Not Met	N/A
2008	At-Risk	At-Risk	N/A	N/A	Not Met	N/A

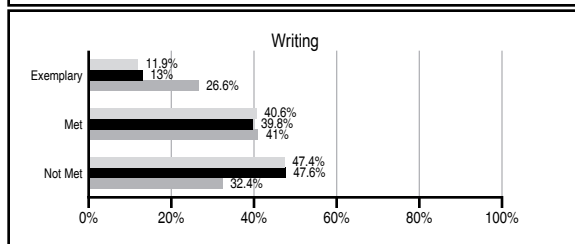
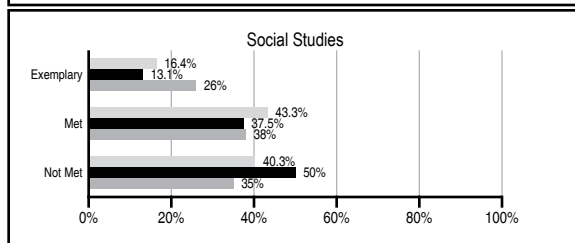
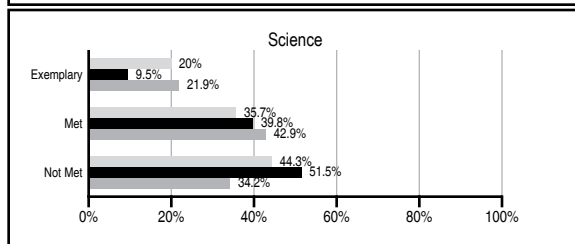
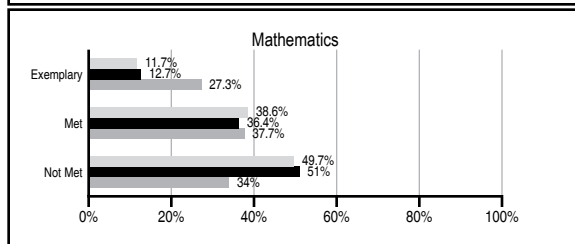
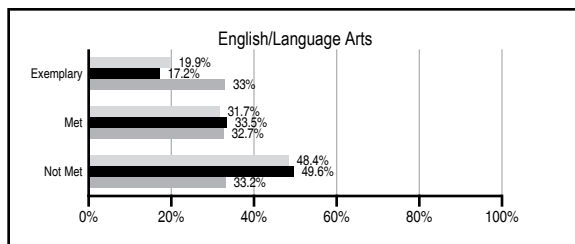
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	14	34	21

* Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

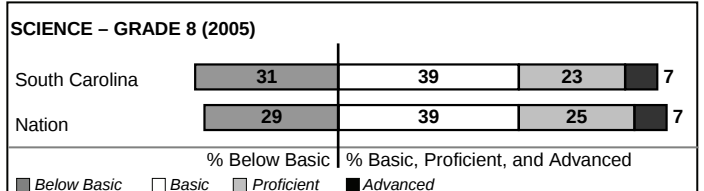
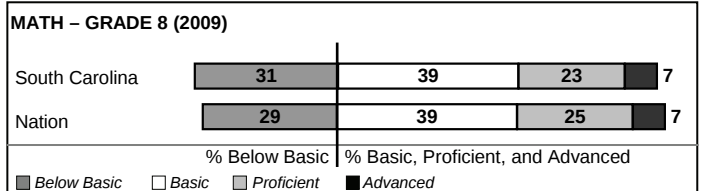
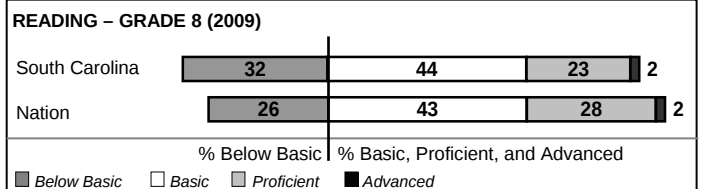
PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



END OF COURSE TESTS - 2010

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	82.1	88.9
English 1	N/A	87.6
Physical Science	N/A	42.1
US History and the Constitution	N/A	N/A
All Subjects	82.1	87.5

SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

W G SANDERS MIDDLE [Richland 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=412)				
Students enrolled in high school credit courses (grades 7 & 8)	27.2%	Down from 38.5%	13.6%	24.2%
Retention rate	0.0%	Down from 1.5%	1.0%	0.7%
Attendance rate	96.7%	Up from 95.3%	95.4%	95.9%
Eligible for gifted and talented	15.4%	Up from 12.0%	7.0%	16.4%
With disabilities other than speech	14.4%	Up from 11.1%	14.5%	12.0%
Older than usual for grade	1.5%	Down from 3.5%	4.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.2%	Up from 1.0%	0.3%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	73.5%	Up from 68.4%	58.3%	58.5%
Continuing contract teachers	58.8%	Up from 57.9%	66.7%	80.0%
Teachers with emergency or provisional certificates	12.9%	Down from 19.4%	12.5%	4.0%
Teachers returning from previous year	76.4%	Down from 79.8%	77.9%	84.6%
Teacher attendance rate	94.1%	Up from 94.0%	95.7%	95.4%
Average teacher salary*	\$49,938	Down 0.0%	\$44,664	\$46,561
Classes not taught by highly qualified teachers	0.0%	No Change	4.7%	1.3%
Professional development days/teacher	18.0 days	Up from 10.9 days	10.5 days	10.2 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 16.5 to 1	17.9 to 1	21.1 to 1
Prime instructional time	88.4%	Up from 88.0%	89.8%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 98.8%	97.5%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$11,508	Up 1.6%	\$10,029	\$7,802
Percent of expenditures for instruction**	71.8%	Up from 68.7%	60.4%	63.8%
Percent of expenditures for teacher salaries**	62.5%	Up from 60.2%	55.9%	60.0%
% of AYP objectives met	94.1%	Up from 88.2%	88.2%	92.3%

* Length of contract = 185+ days.
** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	38	103	50
Percent satisfied with learning environment	78.9%	74.5%	79.6%
Percent satisfied with social and physical environment	86.8%	79.4%	83.3%
Percent satisfied with school-home relations	69.4%	86.0%	80.4%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The ultimate goal of W. G. Sanders Middle School is to increase student achievement in English language arts, mathematics, science and social studies. The W. G. Sanders Middle School Leadership Team is elated to report that we have made significant achievement gains over the past two years. Our Absolute Index, as a result of increased scores on standardized testing, has improved by one level, and our school has been removed from the State's Palmetto Priority School list. We had a 6.6% increase in the percentage of students making their reading growth targets, as measured by the Measures of Academic Progress (MAP), and a 1.1% increase in the percentage of students making their math growth targets, as measured by the same assessment. In addition, we have seen an 11 point increase in the percentage of Algebra I students who have passed the Algebra I End of Course Exam. We credit our increase to having a literacy-based yearly focus to which all activities were aligned.

During this past school year, we have experienced an increase in parental and community involvement. Under the leadership efforts of our parent and community liaison, we have provided weekly parenting activities that have been designed to meet the needs of the individual parent. Also, we provided monthly literacy-based programs for our community. We have developed eight additional partnerships. One of our new partners, the Federal Bureau of Investigations (FBI), provided weekly afterschool literacy-based activities for our students. A second new partner, The 100 Black Men of Columbia, implemented a mentoring program for our male students.

Our goal continues to be focused on increasing academic gains in all core courses. Although we have made strides in improving the literacy of our students, we still struggle with the difficulties of meeting the many needs of serving an impoverished community. Still, our students enter our school with deficiencies in reading, writing, listening, speaking, and thinking at high levels. In order to have our students reach their optimal literacy potential, we are planning additional literacy-based staff development for non-ELA teachers. We want our teachers and students to develop their literacy within the math, science, and social studies content areas. Other planned staff development sessions will develop our staff's learning in providing highly-engaging, authentic, and rigorous standards-based lessons for our students. Teachers will be trained in providing lessons through the Explicit Direct Instruction (EDI) approach which is based on the premise that all children can learn. This approach helps teachers deliver effective lessons to improve achievement. Also, we plan to continue our initiatives to extend the learning beyond the classroom. This past year, we began to establish home libraries for our students. Each student was provided 14 books as a start-up collection for their home libraries. For the upcoming school year, we hope to provide 5-10 additional books for each child's home library.

Although we have increased our parent participation, we still face the challenge of engaging all of our parents. In addition, we struggle to find alternative funding sources to continue to attract, develop, and sustain highly effective teachers. With the active guidance of our School Improvement Council, we stand ready to face our challenges and are excited about the possibilities for our future.

Wilma McQueen, SIC
Andrenna Smith, Principal