



SC Annual School Report Card Summary

Sanders-Clyde Elementary School
 Charleston
 Grades: PK-8 Enrollment: 507
 Principal: Anthony S. Dixon
 Superintendent: Dr. Nancy J. McGinley
 Board Chair: Mrs. Cindy Bohn Coats

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		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Excellent	TBD	TBD	C	N/A
2012	Below Average	Average	N/A	N/A	F	N/A
2011	At-Risk	Below Average	N/A	N/A	Not Met	N/A

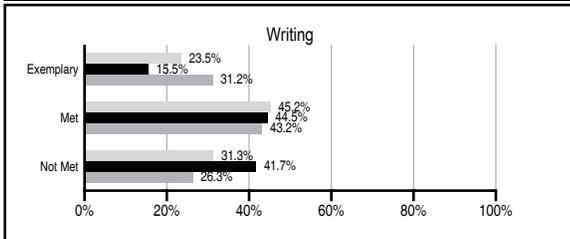
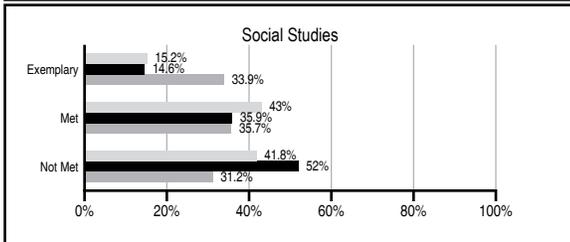
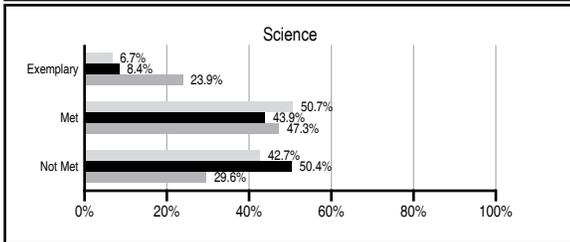
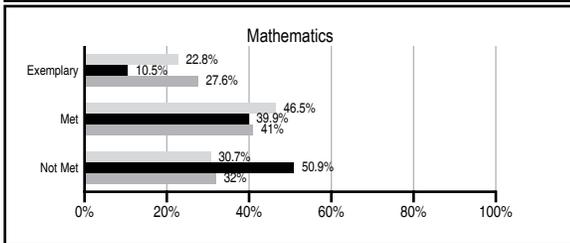
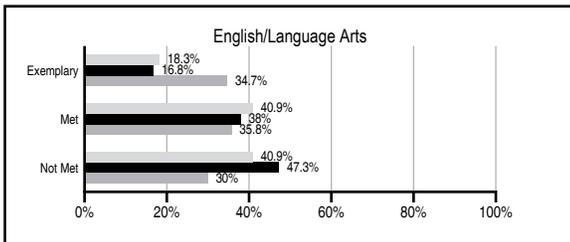
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	13	20	14

* Ratings are calculated with data available by 01/15/2014. 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 - 2013

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	86.8
English 1	N/A	85.0
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	N/A	86.9

SC 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.

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

Sanders-Clyde Elementary School [Charleston]

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=507)				
Students enrolled in high school credit courses (grades 7 & 8)	19.1%	Up from 9.4%	13.9%	24.6%
Retention rate	2.9%	Up from 1.4%	0.6%	0.6%
Attendance rate	96.1%	No Change	95.3%	95.9%
Served by gifted and talented program	1.1%	N/A	5.0%	18.5%
With disabilities	9.6%	N/A	16.3%	13.0%
Older than usual for grade	4.1%	N/A	7.9%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Down from 5.0%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	59.1%	Down from 63.3%	60.0%	61.5%
Continuing contract teachers	65.9%	Down from 73.5%	65.5%	77.2%
Teachers returning from previous year	80.8%	Down from 85.7%	76.8%	85.9%
Teacher attendance rate	95.5%	Down from 97.8%	95.3%	94.9%
Average teacher salary*	\$43,009	Up 0.1%	\$44,373	\$47,313
Classes not taught by highly qualified teachers	7.4%	Down from 48.8%	4.1%	2.0%
Professional development days/teacher	6.6 days	Down from 10.3 days	9.3 days	10.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 16.5 to 1	17.9 to 1	22.1 to 1
Prime instructional time	90.7%	Down from 93.7%	89.4%	89.6%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.3%	99.0%
Character development program	Good	Down from Excellent	Excellent	Good
Dollars spent per pupil**	\$9,756	Up 20.6%	\$10,315	\$7,239
Percent of expenditures for instruction**	66.0%	Up from 64.4%	60.0%	63.0%
Percent of expenditures for teacher salaries**	63.0%	Up from 61.4%	54.0%	61.0%
ESEA composite index score	74.0	Up from 47.1	51.8	83.5

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	45	26	39
Percent satisfied with learning environment	73.4%	57.7%	79.5%
Percent satisfied with social and physical environment	86.6%	73.1%	82%
Percent satisfied with school-home relations	46.6%	77%	82.1%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sanders-Clyde Elementary/Middle School is a Title I school with a total enrollment of 536 students ranging from birth to eighth grade. Our unique school boasts a strong focus on arts integration with a partnership with the highly celebrated artist, Mr. Jonathan Green. This approach to teaching and learning involves using various forms of the arts to teach South Carolina Curriculum Standards.

Our school boasts a dedicated and committed faculty and a safe, nurturing child-centered environment in which to educate all children. We have supportive parents, strong mentor and volunteer programs, and outstanding community support.

We are making progress in raising our academic achievement by using instructional techniques that are best practices, honoring instructional time, involving both students and parents in the learning process, as well as providing staff development that is meaningful in enhancing the school's academic growth. Our goal is to continue to improve the number of students at the Exemplary and Met levels on PASS in all academic subject areas.

Our greatest challenge has been closing the gap between elementary and middle school student achievement. In order to meet these challenges, our teachers have had training in using data to make instructional decisions, building school culture, engaging parents, and in instructional areas such as Balanced Literacy/Numeracy, Reader's/Writer's Workshop, and developing High Progress Literacy Classrooms. We will continue to use school-wide norming data, MAP data, quarterly benchmark results, PASS analysis as well as AIMSWeb and Dominie screening data to improve classroom instruction. Through our use of data, we have concluded that our students need consistent and strong instruction in the area of literacy. We will continue to utilize school-wide differentiation, Study Island Computer Assisted Instruction, and the HeadSprout Phonics Program for our early childhood grades.

Sanders-Clyde continues a partnership agreement with the Charleston Promise Neighborhood and the College of Charleston in the area of professional development. Our continued focus will be on decreasing the number of students at the Not Met levels and on increasing student proficiency. We plan to accomplish this through increasing parental involvement, improving student and teacher attendance, and continuing to increase the rigor of instruction.

Anthony S. Dixon, Principal
Ford, SIC Chairperson

Octavia

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