



Sanders-Clyde Elementary

220 Nassau St.
Charleston, SC 29403

Grades	PK-8 Elementary School	
Enrollment	310 Students	
Principal	Melvin Middleton	843-724-7783
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	Good	Excellent
2006	Good	Excellent
2005	Average	Excellent
2004	Below Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

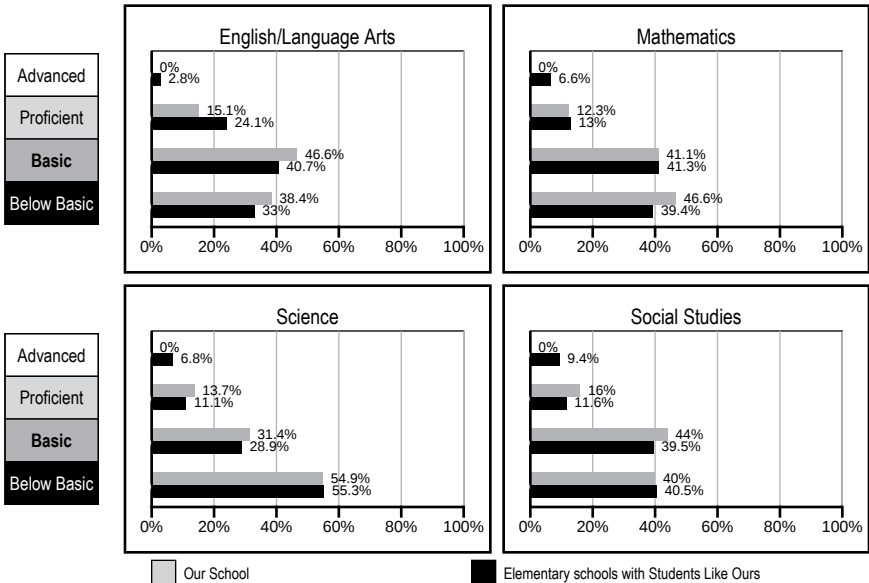
96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	2	19	30

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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 Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=310)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.9%	Down from 6.0%	3.1%	2.3%
Attendance rate	95.1%	Down from 95.6%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 1.5%	2.5%	10.4%
With disabilities other than speech	3.4%	Down from 4.5%	7.8%	7.5%
Older than usual for grade	3.1%	Up from 1.6%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	29.2%	Down from 33.3%	53.1%	56.7%
Continuing contract teachers	41.7%	Down from 55.6%	66.7%	77.3%
Teachers with emergency or provisional certificates	26.7%	Up from 8.3%	0.0%	0.0%
Teachers returning from previous year	75.3%	Up from 60.8%	81.3%	86.4%
Teacher attendance rate	96.6%	Down from 97.7%	94.9%	94.9%
Average teacher salary	\$37,686	Down 2.3%	\$43,538	\$45,345
Professional development days/teacher	23.6 days	Up from 6.6 days	13.7 days	12.6 days
School				
Principal's years at school	4.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	11.7 to 1	Down from 17.0 to 1	16.1 to 1	18.5 to 1
Prime instructional time	91.3%	Down from 92.3%	89.4%	89.8%
Opportunities in the arts	Fair	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$8,241	Down 40.3%	\$8,435	\$7,052
Percent of expenditures for instruction*	61.5%	Up from 60.7%	68.3%	69.1%
Percent of expenditures for teacher salaries*	44.6%	Down from 54.9%	60.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Sanders-Clyde Elementary/Middle School, a Title I school, located on the Charleston peninsula, serves students in grades PK-8. The student population is approximately 325 students, 99.82% of whom are African-American and receive free/reduced lunch.

This has been a very difficult but rewarding school year. Enrollment increased by approximately 75 students, faculty/staff increased by 12, a new Associate Principal (Melvin Middleton) came aboard, and I was also assigned as principal of Wilmot J. Fraser Elementary School.

Our toughest battle this year has been the middle school. Middle school has proven to be a different being. This year, we struggled to develop a full middle school concept. We committed to continuing single-gender education and its proven benefits, because we have found that for both boys and girls, the experience of single-gender education is important for their emotional growth, academic progress, and general well-being. Next year, we plan on implementing single gender in grades 3-8.

Business and community partnerships are still increasing. We have been blessed to add on the St. Andrews Episcopal Church. They provide one-to-one tutoring, mentoring, Tuesday lunch for faculty and staff, and other pertinent support to our families.

We are blessed this year to begin the groundbreaking on our new, arts-infused school. The unveiling of our new school took place in March.

MiShawna DeLaine Moore, Principal
Shamekei Gray, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	23	7
Percent satisfied with learning environment	88.9%	100.0%	I/S
Percent satisfied with social and physical environment	92.6%	100.0%	I/S
Percent satisfied with school-home relations	88.9%	100.0%	I/S

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

School Adequate Yearly Progress

NO

This school met 7 out of 13 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. Sanction: Implement the restructuring plan.
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	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.3%	0.0%	No
Student attendance rate	95.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	153	99.4	42.5	46.5	11	0	22.8	53.5	48.2	No	Yes
Gender											
Male	72	100	50.8	34.4	14.8	0	23	47.3	41.7	N/A	N/A
Female	81	98.8	34.8	57.6	7.6	0	22.7	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	152	99.3	42.9	46	11.1	0	22.2	32.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	12	100	90	10	0	0	0	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	150	100	43.2	45.6	11.2	0	22.4	33	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	153	99.4	48	44.9	7.1	0	15	49.7	45.8	No	Yes
Gender											
Male	72	100	54.1	34.4	11.5	0	18	49.5	45.6	N/A	N/A
Female	81	98.8	42.4	54.5	3	0	12.1	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	152	99.3	48.4	44.4	7.1	0	14.3	26.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	12	100	90	10	0	0	10	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	150	100	48	44.8	7.2	0	15.2	28.3	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	105	99.1	57	33.7	9.3	0	9.3	39.2	35.7	95.1	96
Gender											
Male	47	100	57.5	32.5	10	0	10	40.8	37.4	94.2	95.8
Female	58	98.3	56.5	34.8	8.7	0	8.7	37.6	33.8	95.9	96.1
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	93.5	96.1
African American	104	99	57.6	32.9	9.4	0	9.4	15.3	17	95.1	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	94.8	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	N/A	96.3
Socio-Economic Status											
Subsided meals	102	100	57.1	33.3	9.5	0	9.5	17.1	21.1	95.1	95.5

Social Studies

All Students	104	99	38.6	50	11.4	0	11.4	40.2	34	95.1	96
Gender											
Male	49	100	34.9	53.5	11.6	0	11.6	42	36.6	94.2	95.8
Female	55	98.2	42.2	46.7	11.1	0	11.1	38.3	31.3	95.9	96.1
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	93.5	96.1
African American	103	99	37.9	50.6	11.5	0	11.5	19.1	19.1	95.1	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	18.2	14.4	94.8	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	N/A	96.3
Socio-Economic Status											
Subsided meals	102	100	39.1	49.4	11.5	0	11.5	20.1	21	95.1	95.5

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	26	100	4.2	12.5	75	8.3	83.3
	4	20	100	5.3	10.5	57.9	26.3	84.2
	5	16	100	9.1	36.4	54.5	0	54.5
	6	21	100	36.8	31.6	31.6	0	31.6
	7	25	100	17.4	47.8	34.8	0	34.8
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	34	100	37	37	25.9	0	25.9
	4	31	100	28.6	57.1	14.3	0	14.3
	5	23	100	55.6	44.4	0	0	0
	6	15	100	46.2	53.8	0	0	0
	7	25	96	36.8	47.4	15.8	0	15.8
	8	25	100	59.1	40.9	0	0	0
Mathematics								
2007	3	26	100	4.2	66.7	16.7	12.5	29.2
	4	20	100	5.3	0	0	94.7	94.7
	5	16	100	0	18.2	63.6	18.2	81.8
	6	21	100	15.8	21.1	52.6	10.5	63.2
	7	25	100	13	34.8	47.8	4.3	52.2
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	34	100	55.6	40.7	3.7	0	3.7
	4	31	100	28.6	46.4	25	0	25
	5	23	100	61.1	33.3	5.6	0	5.6
	6	15	100	23.1	76.9	0	0	0
	7	25	96	36.8	63.2	0	0	0
	8	25	100	77.3	22.7	0	0	0
Science								
2007	3	13	100	15.4	38.5	46.2	0	46.2
	4	20	100	10.5	52.6	36.8	0	36.8
	5	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	25	100	17.4	47.8	34.8	0	34.8
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	17	100	57.1	21.4	21.4	0	21.4
	4	31	100	57.1	35.7	7.1	0	7.1
	5	12	100	44.4	33.3	22.2	0	22.2
	6	7	I/S	I/S	I/S	I/S	I/S	I/S
	7	25	96	52.6	47.4	0	0	0
	8	13	100	60	30	10	0	10
Social Studies								
2007	3	13	100	18.2	63.6	18.2	0	18.2
	4	20	100	0	31.6	26.3	42.1	68.4
	5	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	12	100	40	40	20	0	20
	7	25	100	30.4	47.8	21.7	0	21.7
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	17	100	30.8	38.5	30.8	0	30.8
	4	31	100	39.3	46.4	14.3	0	14.3
	5	11	100	55.6	44.4	0	0	0
	6	8	I/S	I/S	I/S	I/S	I/S	I/S
	7	25	96	42.1	52.6	5.3	0	5.3
	8	12	100	41.7	50	8.3	0	8.3

Abbreviations for Missing Data

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