Sanders-Clyde Elementary\Middle School

805 Morrison Drive
Charleston, SC 29403

Grades	PK-8 Elementary School	
Enrollment	559 Students	
Principal	Anthony S. Dixon	843-724-7783
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA
2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	**At-Risk**	**Below Average**
2011	At-Risk	Average
2010	At-Risk	Below Average
2009	At-Risk	Below Average
2008	At-Risk	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://www.eoc.sc.gov

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located | 97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	67	43	16

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)

English/Language Arts
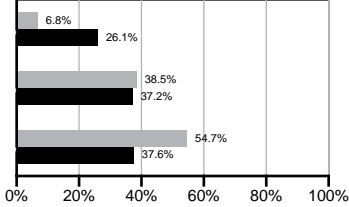
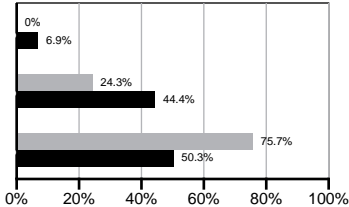|	Our school	Elementary schools with Students Like Ours
Exemplary	6.8%	26.1%
Met	38.5%	37.2%
Not Met	54.7%	37.6%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	8.1%	20.7%
Met	39.1%	39.9%
Not Met	52.8%	40.5%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	0%	6.9%
Met	24.3%	44.4%
Not Met	75.7%	50.3%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	1.9%	14.8%
Met	29.5%	47.6%
Not Met	68.6%	38.8%
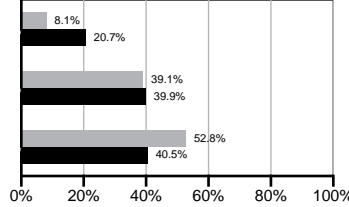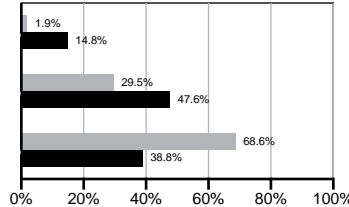
Writing

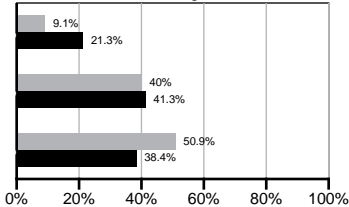|	Our school	Elementary schools with Students Like Ours
Exemplary	9.1%	21.3%
Met	40%	41.3%
Not Met	50.9%	38.4%

☐ Our school   ■ Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=559)				
First graders who attended full-day kindergarten	29.9%	Down from 100.0%	100.0%	100.0%
Retention rate	1.4%	Up from 0.8%	1.2%	1.0%
Attendance rate	96.1%	Up from 95.2%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.0%	Down from 5.3%	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	63.3%	Up from 53.7%	62.3%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	85.7%	Down from 93.8%	84.8%	88.7%
Teacher attendance rate	97.8%	Up from 97.2%	95.3%	95.1%
Average teacher salary*	$42,946	Down 0.4%	$44,712	$47,210
Professional development days/teacher	10.3 days	Down from 11.4 days	9.5 days	10.5 days
School				
Principal's years at school	1.0	Up from 0.5	4.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 17.2 to 1	18.0 to 1	20.0 to 1
Prime instructional time	93.7%	Up from 92.3%	90.6%	90.5%
Opportunities in the arts	Excellent	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$8,087	Down 5.6%	$8,355	$7,247
Percent of expenditures for instruction**	64.4%	Down from 66.3%	66.0%	68.2%
Percent of expenditures for teacher salaries**	61.4%	Down from 64.9%	62.7%	65.7%

*   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

Sanders-Clyde Elementary/Middle School is a Title I school with a total enrollment of 528 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 instruction 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 range in all academic subject areas.

Our greatest challenge has been closing the gap between primary and elementary student achievement. In order to meet these challenges, our teachers have had training in using data to make instructional decisions. We will continue to use school-wide norming data, MAP data, and 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 instruction in the area of literacy. Therefore, all teachers in grades K-8 will receive training and implement a balanced literacy program to include Reader's/Writer's Workshop. 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   Octavia Ford, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	53	26
Percent satisfied with learning environment	83.7%	77.4%	71.4%
Percent satisfied with social and physical environment	83.7%	71.2%	92.0%
Percent satisfied with school-home relations	46.5%	88.7%	79.2%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: http://ed.sc.gov/data/esea/ or request this information from your child's district or school.

Overall Weighted Points Total	47.1
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Sanders-Clyde Elementary\Middle School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☑ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	48.8%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	613.8	611.7	573.2	592.3	99.3	99.3
Male	604.3	609.5	569.8	591.8	100.0	100.0
Female	622.5	613.7	576.1	592.8	98.6	98.6
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	614.2	611.7	573.2	592.3	99.3	99.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	613.3	611.3	573.3	592.2	99.3	99.3
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	64	100	51.7	32.8	15.5	48.3
	4	62	100	59.6	31.6	8.8	40.4
	5	46	100	27.8	61.1	11.1	72.2
	6	51	100	79.6	18.4	2	20.4
	7	37	100	55.2	31	13.8	44.8
	8	19	100	N/AV	N/AV	N/AV	36.8
2012	3	60	98.3	62.5	30.4	7.1	37.5
	4	55	100	51	45.1	3.9	49
	5	55	100	50	40.7	9.3	50
	6	42	100	55.3	26.3	18.4	44.7
	7	37	100	48.6	40	11.4	51.4
	8	24	95.8	23.8	61.9	14.3	76.2
Mathematics							
2011	3	64	100	70.7	24.1	5.2	29.3
	4	62	100	43.9	47.4	8.8	56.1
	5	46	100	30.6	44.4	25	69.4
	6	51	100	N/AV	N/AV	N/AV	40.8
	7	37	100	55.2	34.5	10.3	44.8
	8	19	100	N/AV	N/AV	N/AV	36.8
2012	3	60	98.3	64.3	25	10.7	35.7
	4	55	100	39.2	52.9	7.8	60.8
	5	55	100	53.7	40.7	5.6	46.3
	6	42	100	47.4	23.7	28.9	52.6
	7	37	100	42.9	48.6	8.6	57.1
	8	24	95.8	28.6	57.1	14.3	71.4
Science							
2011	3	32	100	N/AV	N/AV	N/AV	14.3
	4	62	100	N/AV	N/AV	N/AV	24.6
	5	27	100	38.1	57.1	4.8	61.9
	6	26	100	N/AV	N/AV	N/AV	16
	7	37	100	51.7	37.9	10.3	48.3
	8	9	I/S	I/S	I/S	I/S	I/S
2012	3	30	96.7	N/AV	N/AV	N/AV	7.1
	4	55	100	N/AV	N/AV	N/AV	33.3
	5	28	100	N/AV	N/AV	N/AV	25.9
	6	22	95.5	N/AV	N/AV	N/AV	26.3
	7	37	100	51.4	45.7	2.9	48.6
	8	10	I/S	I/S	I/S	I/S	I/S

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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							
2011	3	32	100	66.7	26.7	6.7	33.3
	4	62	100	61.4	36.8	1.8	38.6
	5	19	100	40	46.7	13.3	60
	6	25	100	37.5	58.3	4.2	62.5
	7	37	100	58.6	13.8	27.6	41.4
	8	10	I/S	I/S	I/S	I/S	I/S
2012	3	29	100	N/AV	N/AV	N/AV	14.8
	4	55	100	60.8	35.3	3.9	39.2
	5	27	100	N/AV	N/AV	N/AV	33.3
	6	20	100	42.1	26.3	31.6	57.9
	7	37	100	45.7	45.7	8.6	54.3
	8	14	92.9	25	41.7	33.3	75
Writing							
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	48	100	36.8	39.5	23.7	63.2
	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	19	100	36.8	47.4	15.8	63.2
2012	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	56	96.4	49.1	41.5	9.4	50.9
	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	22	100	18.2	50	31.8	81.8

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