



Sanders-Clyde Elementary\Middle School

805 Morrison Drive
Charleston, SC 29403

| | | |
|-----------------------|-----------------------|--------------|
| Grades | PK-8 Middle 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 | Below Average | Average |
| 2011 | At-Risk | Below Average |
| 2010 | At-Risk | At-Risk |
| 2009 | Below Average | 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

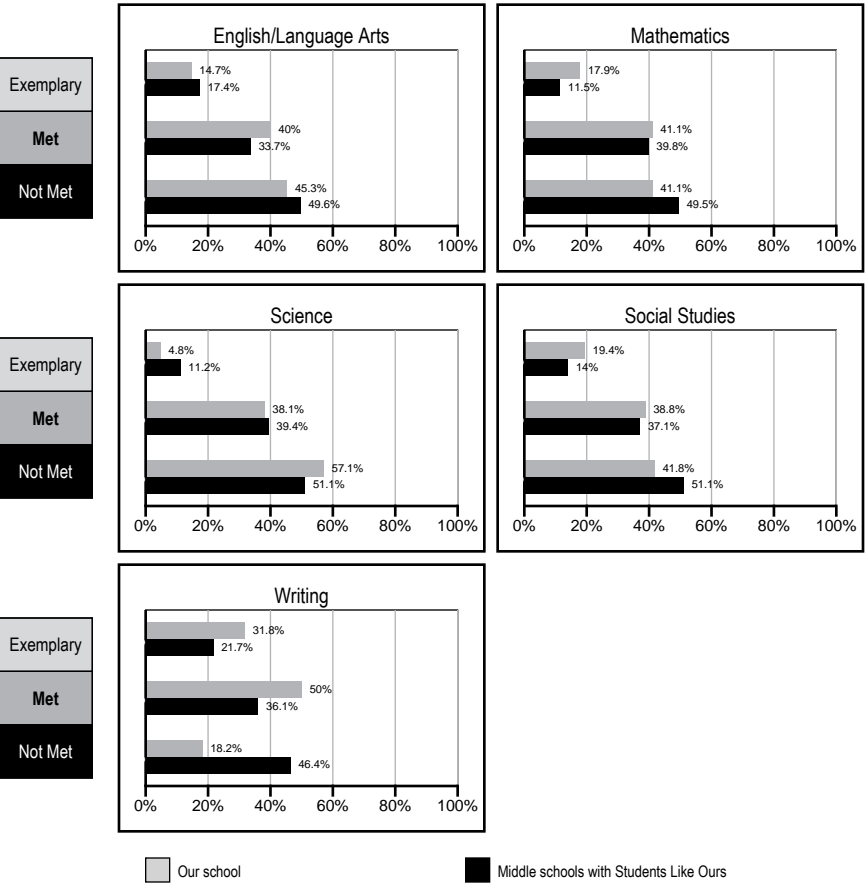
97.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 1 | 12 | 20 | 16 |

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

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

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 | N/A | 84.8% |
| English 1 | N/A | 74.2% |
| Physical Science | N/A | N/A |
| US History and the Constitution | N/A | N/A |
| All Subjects | N/A | 83.9% |

School Profile

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| Students (n=559) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 9.4% | Up from 0.0% | 13.2% | 22.9% |
| Retention rate | 1.4% | Up from 0.8% | 1.2% | 0.8% |
| Attendance rate | 96.1% | Up from 95.2% | 95.9% | 96.2% |
| 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% | 0.4% | 0.5% |
| Annual dropout rate | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=49) | | | | |
| Teachers with advanced degrees | 63.3% | Up from 53.7% | 60.4% | 61.3% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | 85.7% | Down from 93.8% | 80.1% | 86.7% |
| Teacher attendance rate | 97.8% | Up from 97.2% | 95.0% | 95.2% |
| Average teacher salary* | \$42,946 | Down 0.4% | \$43,656 | \$46,422 |
| Professional development days/teacher | 10.3 days | Down from 11.4 days | 8.8 days | 10.0 days |
| School | | | | |
| Principal's years at school | 1.0 | Up from 0.5 | 2.0 | 4.0 |
| Student-teacher ratio in core subjects | 16.5 to 1 | Down from 17.2 to 1 | 18.1 to 1 | 22.0 to 1 |
| Prime instructional time | 93.7% | Up from 92.3% | 89.3% | 90.1% |
| Opportunities in the arts | Excellent | No Change | Good | Good |
| SACS accreditation | No | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 98.4% | 98.8% |
| Character development program | Excellent | No Change | Good | Good |
| Dollars spent per pupil** | \$8,087 | Down 5.6% | \$10,077 | \$7,245 |
| Percent of expenditures for instruction** | 64.4% | Down from 66.3% | 59.3% | 63.1% |
| Percent of expenditures for teacher salaries** | 61.4% | Down from 64.9% | 53.6% | 60.9% |

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

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% | 38.5% | 71.4% |
| Percent satisfied with social and physical environment | 83.7% | 69.2% | 92.0% |
| Percent satisfied with school-home relations | 46.5% | 92.3% | 79.2% |

* Only students at the highest middle 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 6-8

| | | | | | | |
|-----------------------------------|-------|-------|-------|-------|-------|-------|
| All Students | 620.1 | 625.1 | 594.5 | 613.6 | 99.3 | 99.3 |
| Male | 626.0 | 637.4 | 601.1 | 628.2 | 100.0 | 100.0 |
| Female | 614.8 | 613.9 | 587.7 | 600.6 | 98.6 | 98.6 |
| White | N/A | N/A | N/A | N/A | N/A | N/A |
| African American | 619.1 | 624.2 | 594.0 | 613.6 | 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 | 619.9 | 624.6 | 594.5 | 612.5 | 99.3 | 99.3 |
| Annual Measurable Objective (AMO) | 624.0 | 624.0 | 624.0 | 624.0 | 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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N/R–Not Reported

I/S–Insufficient Sample

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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