



CLYDE SANDERS ELEMENTARY

805 Morrison Dr.
Charleston, SC 29403

Grades	PK-8 Middle School	
Enrollment	393 Students	
Principal	Melvin S. Middleton Jr.	843-724-7783
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	At-Risk
2009	Below Average	Below Average
2008	At-Risk	At-Risk
2007	Average	Excellent
2006	N/A	N/A

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 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.

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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

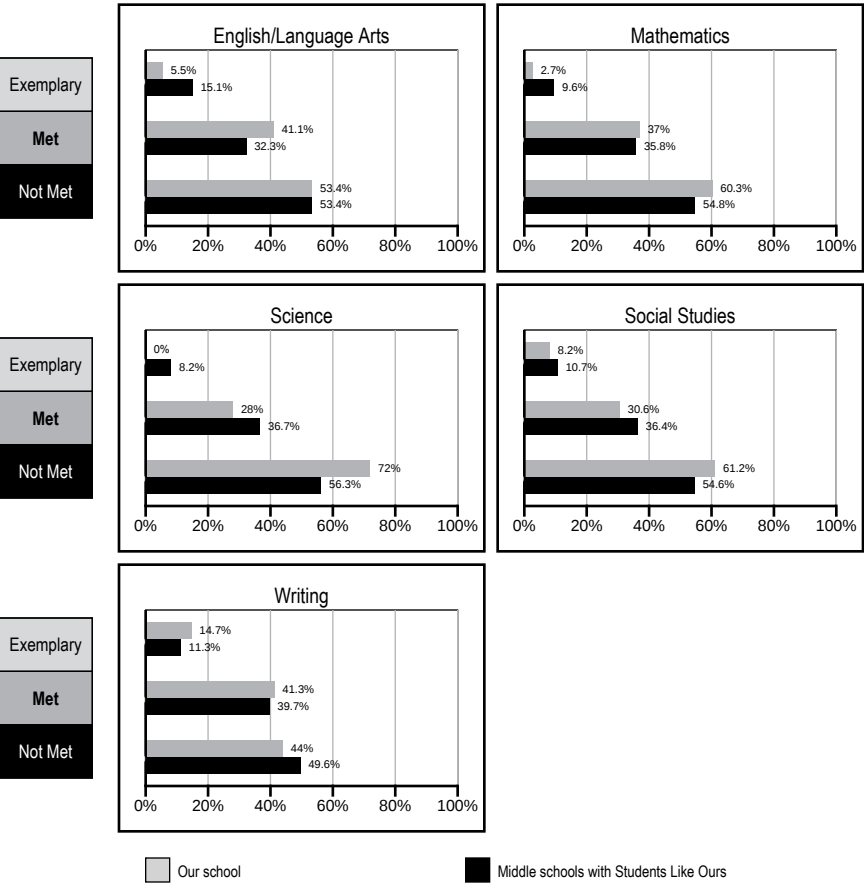
98.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	4	17	21

* Ratings are calculated with data available by 03/09/2011.

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	87.4%
English 1	N/A	89.9%
Physical Science	N/A	39.3%
US History and the Constitution	N/A	N/A
All Subjects	N/A	87.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=393)				
Students enrolled in high school credit courses (grades 7 & 8)	18.4%	Up from 0.0%	17.8%	24.2%
Retention rate	3.0%	Down from 4.9%	1.0%	0.7%
Attendance rate	93.8%	Down from 94.3%	95.4%	95.9%
Eligible for gifted and talented	7.1%	Up from 1.1%	4.8%	16.4%
With disabilities other than speech	5.0%	No Change	15.1%	12.0%
Older than usual for grade	3.9%	Up from 3.5%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Down from 2.5%	0.3%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	52.9%	Up from 45.8%	53.8%	58.5%
Continuing contract teachers	67.6%	Up from 54.2%	67.6%	80.0%
Teachers with emergency or provisional certificates	14.3%	No Change	11.4%	4.0%
Teachers returning from previous year	87.9%	Up from 83.4%	77.3%	84.6%
Teacher attendance rate	97.4%	Up from 95.2%	95.5%	95.4%
Average teacher salary*	\$44,056	Up 8.7%	\$44,188	\$46,561
Professional development days/teacher	12.7 days	Down from 14.4 days	10.0 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	2.5	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 16.7 to 1	16.0 to 1	21.1 to 1
Prime instructional time	91.1%	Up from 89.5%	90.3%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.8%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,383	Down 5.3%	\$10,993	\$7,802
Percent of expenditures for instruction**	62.7%	Down from 63.0%	60.3%	63.8%
Percent of expenditures for teacher salaries**	60.0%	Up from 59.3%	55.0%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Sanders-Clyde is a Title I school with a total enrollment of approximately 400 students. The school has a grade-span of Pre-K through 8th grade. Special education students receive assistance through inclusion, as well as self-contained models. The 2009-2010 school-year brought with it quite a bit of excitement. The school saw an increase of approximately 70 students, as compared to the previous year. A major milestone was reached, as students and staff moved out of a temporary facility into a new state-of-the-art building. The facility, with a price tag of 25.7 million dollars, is home to the largest piece of public art in the city, a ceramic tile mural, mounted on one of the exterior walls of the gymnasium. The mural was reproduced from a painting by world-renowned artist and Sanders-Clyde patron, Jonathan Green. Capping off the year, the school hosted its first-annual Open House Week, highlighting the artistic endeavors of the students. This coincided with the continued implementation of an arts-integrated curriculum.

During the school-year, students and faculty were honored with individual and group awards. Third grade teacher Maisha Rounds was named the Charleston County Teacher of the Year. In addition, student representatives were honored for excellence in spelling bees, art contests, and oratorical contests.

One of the school's major successes was making Adequate Yearly Progress (AYP). In the previous year, the school missed six of the thirteen categories. Although the elementary school showed improvement across the board, it maintained its Absolute and Improvement Ratings of "At Risk." The middle school posted gains, providing an improvement in Absolute Rating from "At Risk" to "Below Average." The middle school's Improvement Rating also moved from "At Risk" to "Below Average."

Response to Intervention (RTI) was a major focus this year. The school's Core Team met weekly to address the diverse needs of the student population. The school utilized several research-based intervention programs to assist struggling learners. These included Rewards, Voyager Expanded Learning, and Reading Recovery. Third-grade students needing intensive intervention were part of a Third-Grade Academy. This program was designed to provide prescriptive intervention in the areas of reading and math. In addition, the further implementation of Positive Behavior Interventions and Supports (PBIS) garnered the school an award for first-year implementation. A crucial component of all of the programs was the emphasis on implementation with fidelity.

Continued professional development in the implementation of an "arts infused" curriculum has allowed teachers to become more proficient in the delivery of quality "arts infused" lessons.

Melvin S. Middleton Jr., Principal
Latonya Gamble, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 9 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.7%	0.0%	No
Student attendance rate	93.8%	94.0%*	No

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	212	100	48.7	42.4	8.9	74.3	85	83.5	Yes	Yes
Gender										
Male	103	100	55.3	40.4	4.3	68.1	81.6	80.1	N/A	N/A
Female	109	100	42.3	44.3	13.4	80.4	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	95.3	89.6	I/S	I/S
African American	210	100	48.7	42.3	9	74.1	75.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	12	100	I/S	I/S	I/S	I/S	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	203	100	48.1	42.7	9.2	74.1	76.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	212	100	60.2	36.6	3.1	55.5	81	80.4	No	Yes
Gender										
Male	103	100	61.7	35.1	3.2	53.2	78.9	78.4	N/A	N/A
Female	109	100	58.8	38.1	3.1	57.7	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	94.5	87.8	I/S	I/S
African American	210	100	60.3	36.5	3.2	55.6	68	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	12	100	I/S	I/S	I/S	I/S	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	203	100	59.5	37.3	3.2	55.7	70.2	72.8	No	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	141	100	72.3	26.9	0.8	27.7	67.4	67.3
Gender								
Male	67	100	69.8	28.6	1.6	30.2	66.2	66.9
Female	74	100	N/A	N/A	N/A	25.4	68.5	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	89	79.6
African American	140	100	72.9	26.4	0.8	27.1	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	135	100	73	26.2	0.8	27	49.3	55.4

Social Studies

All Students	136	100	50	41.9	8.1	50	73.8	70.9
Gender								
Male	68	100	50.8	41.3	7.9	49.2	72.3	70.1
Female	68	100	49.2	42.6	8.2	50.8	75.3	71.7
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	90.1	79.2
African American	134	100	50	42.6	7.4	50	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	129	100	52.1	41.2	6.7	47.9	60.2	60.8

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	211	98.6	43.8	42.7	13.5	56.3	75	72.1	93.8	95.7
Gender										
Male	103	97.1	49.5	41.1	9.5	50.5	69.1	65.2	93.2	95.5
Female	108	100	38.1	44.3	17.5	61.9	81	79.2	94.4	95.8
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	91	80.8	97.8	95.8
African American	209	98.6	44.2	42.1	13.7	55.8	60.2	59.7	93.8	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	N/A	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.7	64.6	92.2	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	8.3	28.4	27.7	93	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	63.5	63.7	92.2	96.3
Socio-Economic Status										
Subsidized meals	203	98.5	44.3	41.6	14.1	55.7	61.1	61.9	93.9	95.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected 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
English/Language Arts							
2009	3	31	100	46.2	42.3	11.5	53.8
	4	46	100	69.4	27.8	2.8	30.6
	5	35	100	32.1	60.7	7.1	67.9
	6	20	100	N/AV	N/AV	N/AV	52.6
	7	21	100	55	40	5	45
	8	19	100	58.8	29.4	11.8	41.2
2010	3	50	100	42.5	42.5	15	57.5
	4	39	100	42.1	47.4	10.5	57.9
	5	43	100	53.8	38.5	7.7	46.2
	6	33	100	43.3	53.3	3.3	56.7
	7	27	100	61.5	30.8	7.7	38.5
	8	20	100	55.6	38.9	5.6	44.4
Mathematics							
2009	3	31	100	65.4	26.9	7.7	34.6
	4	46	100	47.2	38.9	13.9	52.8
	5	35	100	35.7	53.6	10.7	64.3
	6	20	100	47.4	47.4	5.3	52.6
	7	21	100	N/AV	N/AV	N/AV	60
	8	19	100	N/AV	N/AV	N/AV	35.3
2010	3	50	100	62.5	32.5	5	37.5
	4	39	100	50	47.4	2.6	50
	5	43	100	66.7	30.8	2.6	33.3
	6	33	100	50	43.3	6.7	50
	7	27	100	N/A	N/A	N/A	30.8
	8	20	100	N/A	N/A	N/A	33.3
Science							
2009	3	16	100	N/AV	N/AV	N/AV	7.7
	4	46	100	N/AV	N/AV	N/AV	25
	5	17	100	N/AV	N/AV	N/AV	35.7
	6	11	100	I/S	I/S	I/S	I/S
	7	21	100	N/AV	N/AV	N/AV	25
	8	9	I/S	I/S	I/S	I/S	I/S
2010	3	26	100	N/A	N/A	N/A	14.3
	4	39	100	68.4	28.9	2.6	31.6
	5	22	100	N/A	N/A	N/A	33.3
	6	17	100	N/A	N/A	N/A	18.8
	7	27	100	N/A	N/A	N/A	30.8
	8	10	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected 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							
2009	3	15	100	30.8	61.5	7.7	69.2
	4	46	100	30.6	66.7	2.8	69.4
	5	18	100	35.7	57.1	7.1	64.3
	6	9	I/S	I/S	I/S	I/S	I/S
	7	21	100	35	45	20	65
	8	10	I/S	I/S	I/S	I/S	I/S
2010	3	24	100	57.9	36.8	5.3	42.1
	4	39	100	31.6	57.9	10.5	68.4
	5	21	100	50	44.4	5.6	50
	6	16	100	57.1	35.7	7.1	42.9
	7	27	100	65.4	23.1	11.5	34.6
	8	9	I/S	I/S	I/S	I/S	I/S
Writing							
2009	3	31	100	77.8	14.8	7.4	22.2
	4	45	97.8	69.4	16.7	13.9	30.6
	5	33	100	57.1	35.7	7.1	42.9
	6	20	100	40	50	10	60
	7	20	100	47.4	47.4	5.3	52.6
	8	19	100	N/AV	N/AV	N/AV	52.9
2010	3	49	100	41.9	46.5	11.6	58.1
	4	38	97.4	45.9	43.2	10.8	54.1
	5	43	100	46.2	38.5	15.4	53.8
	6	33	100	36.7	40	23.3	63.3
	7	28	96.4	53.8	42.3	3.8	46.2
	8	20	95	35.3	47.1	17.6	64.7

Abbreviations for Missing Data

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