



## WILLIAM S SANDEL ELEMENTARY

2700 Seminole Rd.  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	535 Students	
<b>Principal</b>	Fae M. Young	803-731-8906
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Dwayne Smiling	803-231-7556

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	Below Average	Below Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Below Average

## 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://eoc.sc.gov>

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

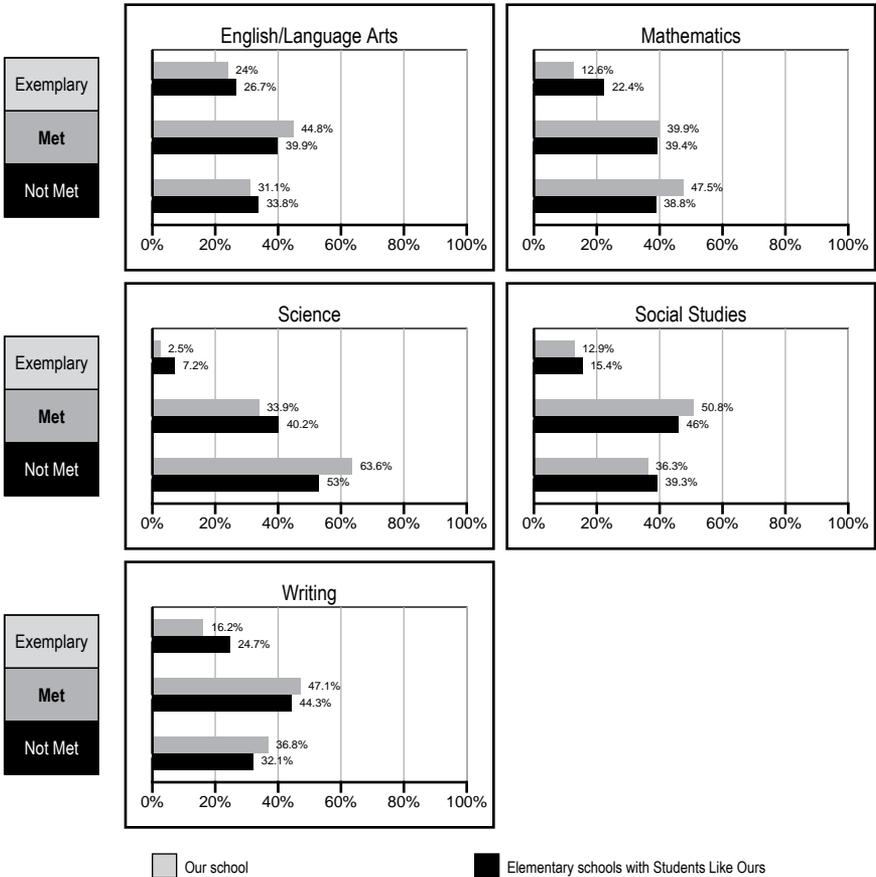
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 91.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	8	92	53	23

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* 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
<b>Students (n=535)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Up from 2.1%	1.5%	1.1%
Attendance rate	95.3%	Down from 95.6%	96.2%	96.2%
Served by gifted and talented program	5.3%	Up from 4.3%	5.5%	13.4%
With disabilities other than speech	2.5%	Down from 9.4%	4.3%	4.1%
Older than usual for grade	0.5%	Down from 0.8%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.6%	0.0%	0.0%
<b>Teachers (n=37)</b>				
Teachers with advanced degrees	67.6%	Down from 68.6%	61.8%	62.5%
Continuing contract teachers	86.5%	Up from 82.9%	82.4%	88.2%
Teachers returning from previous year	90.6%	Up from 89.4%	84.7%	87.8%
Teacher attendance rate	93.4%	Down from 93.8%	95.2%	95.2%
Average teacher salary*	\$49,073	Down 5.2%	\$45,083	\$46,773
Professional development days/teacher	8.9 days	Up from 8.8 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	12.0	Up from 10.0	3.8	4.0
Student-teacher ratio in core subjects	21.7 to 1	No Change	17.6 to 1	19.9 to 1
Prime instructional time	86.8%	Down from 88.5%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,174	Down 11.0%	\$8,426	\$7,447
Percent of expenditures for instruction**	80.5%	Down from 82.2%	67.8%	68.4%
Percent of expenditures for teacher salaries**	77.9%	Up from 74.2%	64.2%	65.8%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

W. S. Sandel Elementary takes pride in making AYP for the second year in a row. As a culturally diverse school of 551 students we celebrate 6 different ethnic groups. Our certified staff continues to focus on professional growth as we add two additional National Board certified teachers to the 100% highly qualified instructional staff.

In keeping with our mission to prepare every student to be successful contributing citizens, our focus continues to be on all the components of literacy and the improvement of all the mathematical concepts. The process used to monitor instructional delivery and student learning includes the Cycle of Continuous Improvement (PDCA), data teams and literacy teams. We utilized the district common assessment results, MAP assessments and PASS data to determine the instructional needs of the students in grades 3-5. InView, CogAT, Dominie, EISA and the district Math Assessment are used to determine the instructional needs of students in grades PreK-2. To assist with addressing gaps in the curriculum and to identify students and their skill levels, TargetTeach provides five steps to curriculum alignment that include strategies, resources, tasks, and reports. Response to Intervention is another process used to address the different tiers of student performance. MAP testing, STAR Reading and Math Inventory and SuccessMaker are used to monitor students' progress. Student gains are celebrated at the end of each assessment cycle.

Other programs designed to assist students is the after school Comprehensive Remediation Program (CRP), SuccessMaker Lab for grades 3-5, Study Island, Think Central Math, and Accelerated Reading and Math computer assisted programs. These programs provide students with individual levels of practice in the core subject areas. SCE&G sponsors a Homework Center to meet the needs of students in grades 2 and 3 who do not qualify for the district's after-school tutorial program. The Reading Teacher also provides instruction to targeted students in one-to-one and small group instruction utilizing SIPPS and Making Meaning programs. Partnering with the Midlands Reading Consortium (MRC) has provided one-to-one support to students in 1st grade and ATA funds supports part-time staffing of school day tutors that focuses exclusively on students not meeting standards in reading and math.

The initiation of three school wide reading programs; "Reading World Series", "Read to Lead a Better Life" and "Reading March Madness" kept students reading year round and pushed our number of books read to approximately 22,000 with 84% accuracy bases on AR goals.

Our relationship with City Year Corp Members has helped to foster good citizenship, team work and conflict resolution as well as support our focus on literacy.

Additional programs and incentives that promote parent involvement in our learning community increased parent engagement by 10% based on sign-in sheets, phone calls and home visits. We believe that together we can accomplish the school and district goals to ensure optimum students' performance for a promising future.

Wanda D. Jones, SIC Chairperson  
Fae M. Young, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	67	30
Percent satisfied with learning environment	87.0%	87.9%	83.3%
Percent satisfied with social and physical environment	100.0%	86.6%	76.7%
Percent satisfied with school-home relations	56.5%	87.9%	72.4%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 10 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

## 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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	226	99.6	31.9	43.5	24.6	79.1	78.3	82.4	Yes	Yes
<b>Gender</b>										
Male	112	100	35.6	39.1	25.3	74.7	74.3	78.7	N/A	N/A
Female	114	99.1	28.8	47.1	24	82.7	82.3	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	208	99.5	31.1	43.7	25.1	79.8	74.2	72.9	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	89.4	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	77.8	11.1	11.1	37	45.7	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	16	100	I/S	I/S	I/S	I/S	79.5	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	200	99.5	32.5	43.8	23.7	78.1	73.5	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	226	99.1	46.8	40.5	12.6	65.3	75.1	81.9	No	Yes
<b>Gender</b>										
Male	112	100	43.7	42.5	13.8	67.8	73.5	79.9	N/A	N/A
Female	114	98.3	49.5	38.8	11.7	63.1	76.8	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	208	99	46.7	40.7	12.6	65.4	70.3	71.4	No	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	93.3	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	77.8	18.5	3.7	33.3	40.4	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	16	100	I/S	I/S	I/S	I/S	84	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	200	99	48.2	39.9	11.9	63.7	69.8	74.9	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
<b>Science</b>								
All Students	152	99.3	62.2	33.1	4.7	37.8	58.7	68.6
<b>Gender</b>								
Male	79	100	61	30.5	8.5	39	58.2	68.3
Female	73	98.6	63.2	35.3	1.5	36.8	59.2	68.9
<b>Racial/Ethnic Group</b>								
White	2	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	142	99.3	61.2	34.7	4.1	38.8	51	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	70.1	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
<b>Disability Status</b>								
Disabled	21	100	70.6	11.8	17.6	29.4	29.7	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	54.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	133	99.3	65.8	31.5	2.7	34.2	50.1	57.3
<b>Social Studies</b>								
All Students	151	99.3	38.6	49.2	12.1	61.4	64.7	72.5
<b>Gender</b>								
Male	70	100	35	50	15	65	63.6	72
Female	81	98.8	41.7	48.6	9.7	58.3	65.8	73.1
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	138	99.3	35.5	51.2	13.2	64.5	58.3	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	73.3	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
<b>Disability Status</b>								
Disabled	22	100	N/AV	N/AV	N/AV	33.3	33.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	12	100	58.3	33.3	8.3	41.7	65.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	136	99.3	38.7	50.4	10.9	61.3	56.8	62.9

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
<b>Writing</b>										
All Students	81	95.1	36.8	47.1	16.2	63.2	66.5	73.2	95.3	96.1
<b>Gender</b>										
Male	41	92.7	36.7	53.3	10	63.3	62	67.2	95.2	95.9
Female	40	97.5	36.8	42.1	21.1	63.2	71.2	79.4	95.4	96.3
<b>Racial/Ethnic Group</b>										
White	1	I/S	I/S	I/S	I/S	I/S	87.8	81.5	92.5	96.2
African American	76	94.7	34.8	48.5	16.7	65.2	60.7	61.3	95.5	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.3	87	94.9	96.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	66.7	90.9	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	92.2	94.5
<b>Disability Status</b>										
Disabled	13	69.2	I/S	I/S	I/S	I/S	23.7	26	93.2	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	66.2	65.7	95.3	95.9
<b>Socio-Economic Status</b>										
Subsidized meals	61	96.7	37	48.1	14.8	63	59.1	63.2	95.4	95.9

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	72	100	29.5	36.1	34.4	70.5
	4	92	100	35.9	50	14.1	64.1
	5	66	100	41.8	34.5	23.6	58.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	73	100	31.1	34.4	34.4	68.9
	4	77	98.7	25.8	50	24.2	74.2
	5	76	100	38.2	45.6	16.2	61.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A	
<b>Mathematics</b>							
<b>2010</b>	3	72	100	60.7	23	16.4	39.3
	4	92	100	52.6	42.3	5.1	47.4
	5	66	100	54.5	36.4	9.1	45.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	73	100	52.5	32.8	14.8	47.5
	4	77	97.4	32.8	50.8	16.4	67.2
	5	76	100	54.4	38.2	7.4	45.6
	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	N/A	N/AV	N/A	N/A	N/A	N/A	
<b>Science</b>							
<b>2010</b>	3	35	100	65.5	31	3.4	34.5
	4	92	100	48.1	49.4	2.5	51.9
	5	32	100	N/A	N/A	N/A	34.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	36	100	86.7	10	3.3	13.3
	4	77	98.7	49.2	46	4.8	50.8
	5	39	100	64.7	29.4	5.9	35.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A	

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	37	94.6	48.4	41.9	9.7	51.6
	4	92	100	41.8	51.9	6.3	58.2
	5	34	94.1	55.2	41.4	3.4	44.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	37	100	36.4	39.4	24.2	63.6
	4	77	98.7	33.3	60.3	6.3	66.7
	5	37	100	50	38.9	11.1	50
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2010</b>	3	71	97.2	29.5	42.6	27.9	70.5
	4	93	92.5	43.2	41.9	14.9	56.8
	5	63	95.2	32.7	40.4	26.9	67.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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	81	95.1	36.8	47.1	16.2	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	N/A	N/AV	N/A	N/A	N/A	N/A

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