



## William S. Sandel

2700 Seminole Road  
Columbia, SC 29210

**Grades** PK-5 Elementary School  
**Enrollment** 601 Students  
**Principal** Fae M. Young 803-731-8906  
**Superintendent** Dr. Percy A. Mack 803-231-7500  
**Board Chair** Aaron Bishop 803-231-7556

# THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2014</b>	<b>Average</b>	<b>Good</b>
2013	Below Average	Average
2012	Below Average	Below Average
2011	Below Average	Average
2010	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://www.eoc.sc.gov>

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

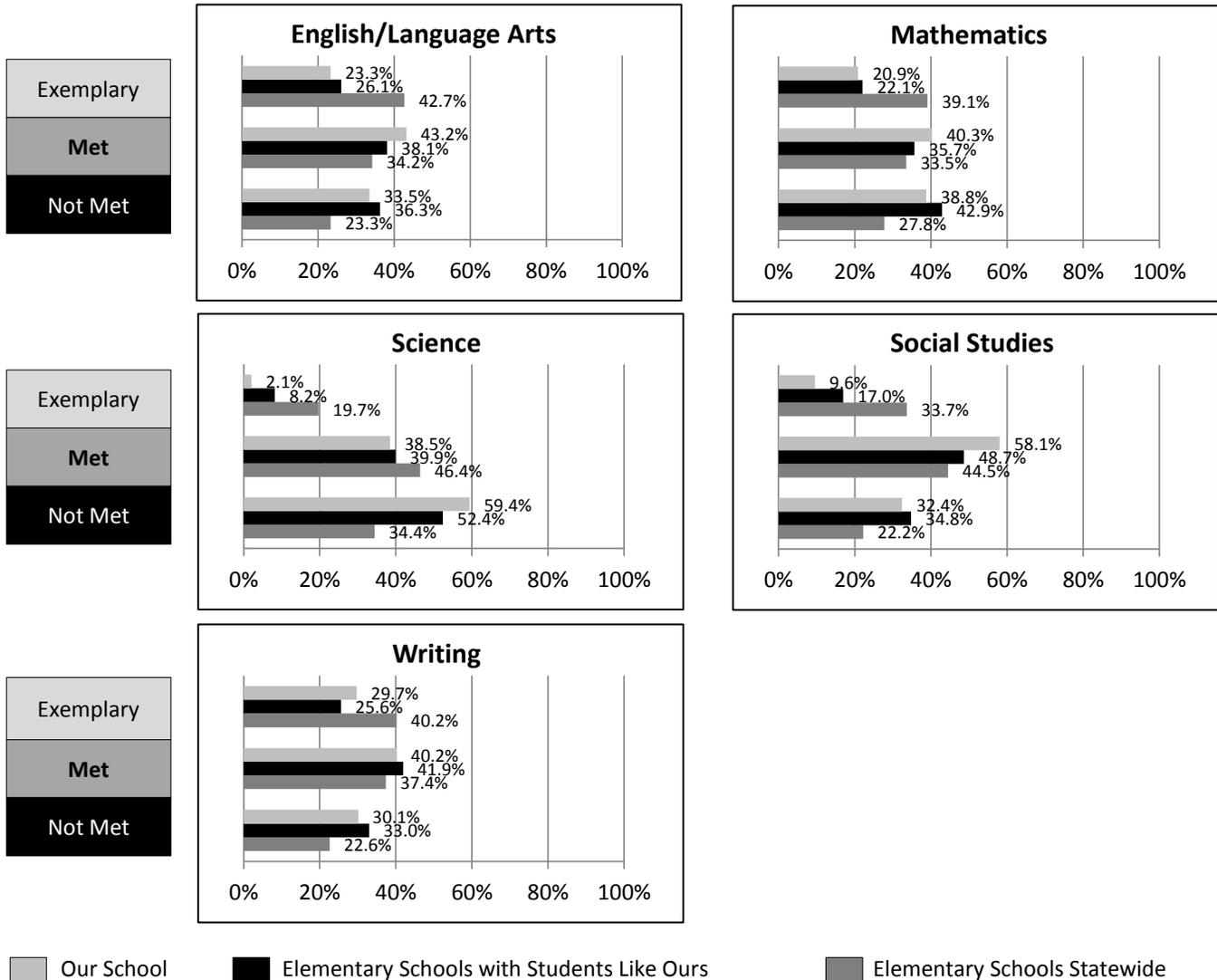
Percent of students tested in 2013-14 whose 2012-13 test scores were located 96.0%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
1	6	102	47	16

\* Ratings are calculated with data available by 04/27/2015.

**South Carolina Palmetto Assessment of State Standards (SC 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 student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means 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 = 601)</b>				
1st graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention Rate	0.4%	Down from 0.7%	1.6%	1.0%
Attendance Rate	95.4%	Down from 95.5%	96.0%	96.5%
Served by gifted and talented program	3.0%	Up from 1.7%	2.7%	7.3%
With disabilities	14.7%	Up from 14.1%	14.1%	12.5%
Older than usual for grade	1.2%	Down from 1.6%	2.9%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n = 43)</b>				
Teachers with advanced degrees	74.4%	Down from 75.6%	59.4%	62.3%
Continuing contract teachers	88.4%	Up from 85.4%	74.2%	81.2%
Teachers returning from previous year	88.0%	Down from 89.4%	83.3%	88.4%
Teacher attendance rate	95.0%	Up from 94.3%	95.3%	95.3%
Average teacher salary*	\$54,519	Up 2.0%	\$45,748	\$47,902
Professional development days/teacher	9.0 days	Down from 10.4 days	10.5 days	10.9 days
<b>School</b>				
Principal's years at school	13.0	Down from 14.0	3.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 20.1 to 1	18.5 to 1	19.9 to 1
Prime instructional time	89.8%	Up from 88.5%	90.3%	90.7%
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**	\$8,432	Up 15.0%	\$8,734	\$7,680
Percent of expenditures for instruction**	77.6%	Down from 78.0%	64.5%	66.8%
Percent of expenditures for teacher salaries**	76.5%	Up from 76.0%	64.0%	66.0%

\* 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**

W.S. Sandel Elementary School is the true face of Richland County School District One. Our school embodies the rich and culturally diverse population of the district. Sandel celebrates 602 students with eight different languages. These students are served by our English as a Second Language Program. Our staff is also culturally diverse representing eight different ethnic backgrounds. Professionally, for the past four years we have maintained 100% highly qualified staff with 10 members who are national board certified.

In keeping with our mission as a leader in transforming lives through education, we strive to empower all students to achieve their potential and dreams. As we analyzed our PASS results we noted that we continue to show weakness in Math and Science. Our focus will continue to be in these areas as we maintain the success we have had in Literacy.

The process used to monitor instructional delivery and student learning includes the Cycle of Continuous Improvement, Data Teams, and Literacy Teams. We utilize district Common Assessment results, MAP and PASS data to determine the instructional needs of the students in grades 3-5. InView , ELDA, ELSA, PAM, CogAT, Dominic 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, Response to Intervention is the process used to address the different levels of students’ performance. MAP testing and the STAR Inventory and district Common Assessments are the key assessment tools used to monitor students’ progress. Results from these assessments are used to determine students’ gains in ELA, Math, Social Studies and Science.

Our Reading Teacher and Math Interventionists assist with addressing skill gaps in students learning. Other programs designed to assist students in the after-school Comprehensive Remediation Program (CRP), SuccessMaker Lab for grades 1-5, Level Literacy Library, Think Central Math, Starfall, and Accelerated Reading and Math computer assisted programs. These programs provide students with individual levels of practice in the core subject areas. Partnering with the Midlands Reading consortium (MRC), and the University of South Carolina teacher cadets provided one-to-one support to students in K-2 and district funds supports part-time staffing of school day tutors that focuses exclusively on students not meeting standards in Reading and Math.

To infuse Math throughout the school we have incorporated several school-wide initiatives that include: “Monday Mental Math Minutes”, “Measure Up”, school wide Math Work Stations, SuccessMaker Race to Success (4-5), Math Fluency Wednesdays, and our “Math, Science, Health and Technology Day”. The programs provide the students with multiple opportunities to be exposed to Math throughout the day. We also celebrate student successes both by individual classes and school wide at the end of each assessment cycle.

We have utilized the National Network of Partnership Schools (NNPS) to plan for and increase parent involvement. Partnering with our partners provides the confidence that we will accomplish the school and district’s goals to ensure optimum student performance for a promising future.

Cameish Williams, SIC Chairperson

Fae M. Young Principal

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	41	66	4
Percent satisfied with learning environment	85.3%	90.9%	-4.0%
Percent satisfied with social and physical environment	95.1%	79.7%	-4.0%
Percent satisfied with school-home relations	72.5%	86.1%	-4.0%

\* 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 2013, 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.

<b>Overall Weighted Points Total</b>	<b>69.4</b>
<b>Overall Grade Conversion</b>	<b>D</b>

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 states' expectations.

**Accountability Indicator (Title I Schools)**

William S. Sandel 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 school 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.
X	Non-Title I School - therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>	
Classes in low poverty schools not taught by highly qualified teachers	0.9	3.2%	
Classes in high poverty schools not taught by highly qualified teachers	4.1	7.3%	
	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes
			<b>State</b>
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)			61.9%
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials			0.0%

\* Or greater than last year

Abbreviations for Missing Data

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## SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
<b>Grades 3-5</b>							
All Students	618.3	611.6	591.3	617.1	99.6	100.0	98.9
Male	612.0	601.8	591.1	617.7	99.2	100.0	98.9
Female	625.3	622.3	591.5	616.4	100.0	100.0	98.8
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	623.1	614.3	597.5	620.9	99.5	100.0	98.6
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	598.0	587.9	N/A	N/A	97.7	100.0	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0	N/A
Subsidized Meals	618.0	612.5	590.0	616.7	99.6	100.0	99.4
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

## Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

Two Year Elementary and Middle School Grades Trend Data

2013	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	96	613.1	99.0	96	581.3	100.0
4	81	617.9	97.5	81	607.7	100.0	
5	75	617.1	98.7	75	601.5	98.7	
6	N/A	N/A	N/AV	N/A	N/A	N/AV	
7	N/A	N/A	N/AV	N/A	N/A	N/AV	
8	N/A	N/A	N/AV	N/A	N/A	N/AV	
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	51	565.3	100.0	45	604.0	100.0
	4	81	595.9	100.0	81	623.3	100.0
	5	37	586.8	100.0	38	608.5	97.4
	6	N/A	N/A	N/AV	N/A	N/A	N/AV
	7	N/A	N/A	N/AV	N/A	N/A	N/AV
	8	N/A	N/A	N/AV	N/A	N/A	N/AV

2014	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	84	619.5	100.0	84	618.2	98.8
4	90	612.6	98.9	91	606.9	97.8	
5	77	623.6	101.3	77	610.6	101.3	
6	N/A	N/A	N/A	N/A	N/A	N/A	
7	N/A	N/A	N/A	N/A	N/A	N/A	
8	N/A	N/A	N/A	N/A	N/A	N/A	
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	3	42	590.0	97.7	42	609.4	100.0
	4	91	591.3	97.8	91	621.7	97.8
	5	37	592.8	94.9	37	615.1	100.0
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

NOTE: Results include the SC-ALT test.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

**Performance by Group - ESEA/Federal Accountability (District)** 4/27/2015 4001059

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
<b>Grades 3 - 5</b>								
All Students	635.8	627.0	611.2	635.9	99.8	99.9	99.8	N/A
Male	630.1	625.3	610.9	635.0	99.7	99.9	99.8	N/A
Female	641.7	628.8	611.5	637.0	100.0	100.0	99.8	N/A
White	682.9	679.4	660.6	680.4	100.0	99.9	99.7	N/A
African American	624.0	613.1	598.8	624.7	99.8	99.9	99.9	N/A
Asian/Pacific Islander	647.8	653.9	629.2	641.2	100.0	100.0	98.5	N/A
Hispanic	632.0	630.7	607.3	639.2	100.0	100.0	100.0	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	588.7	578.4	573.3	599.2	99.1	99.7	99.2	N/A
Limited English Proficient	622.9	627.4	599.8	625.0	100.0	100.0	99.3	N/A
Subsidized Meals	622.9	613.3	598.1	623.9	99.8	99.9	99.9	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
<b>Grades 6 - 8</b>								
All Students	618.9	620.8	627.9	636.4	100.0	99.9	99.9	N/A
Male	610.3	617.1	625.5	637.0	99.9	99.9	99.8	N/A
Female	627.4	624.4	630.3	635.8	100.0	100.0	99.9	N/A
White	668.1	668.3	683.4	692.3	99.9	99.9	99.9	N/A
African American	605.1	607.0	612.1	620.4	100.0	99.9	99.9	N/A
Asian/Pacific Islander	636.3	650.8	654.6	670.4	98.7	100.0	100.0	N/A
Hispanic	621.0	626.8	630.5	644.4	100.0	100.0	100.0	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	573.5	580.1	581.4	596.7	100.0	100.0	99.5	N/A
Limited English Proficient	603.1	619.3	617.0	630.9	99.4	100.0	100.0	N/A
Subsidized Meals	603.7	606.4	610.3	620.1	100.0	99.9	99.8	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
<b>Grades 9 - 12</b>								
All Students	224.5	216.3	76.2	71.7	99.6	99.3	100.0	74.1
Male	220.4	214.0	75.8	72.9	99.5	99.2	100.0	65.3
Female	228.6	218.6	76.6	70.7	99.7	99.4	100.0	82.2
White	244.6	242.8	88.8	80.4	99.7	99.7	100.0	81.0
African American	219.0	208.7	72.9	69.1	99.6	99.1	100.0	72.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	57.7
Hispanic	228.7	221.6	78.5	73.8	100.0	100.0	100.0	75.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	200.6	191.5	64.3	63.4	99.2	98.7	100.0	33.9
Limited English Proficient	211.7	210.9	73.3	66.3	100.0	100.0	100.0	59.5
Subsidized Meals	217.7	208.2	72.4	68.0	99.5	99.3	100.0	71.6
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

**Performance by Group - ESEA/Federal Accountability (State)** 4/27/2015 4001059

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies* / History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
<b>Grades 3 - 5</b>								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
<b>Grades 6 - 8</b>								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
<b>Grades 9 - 12</b>								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

\* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

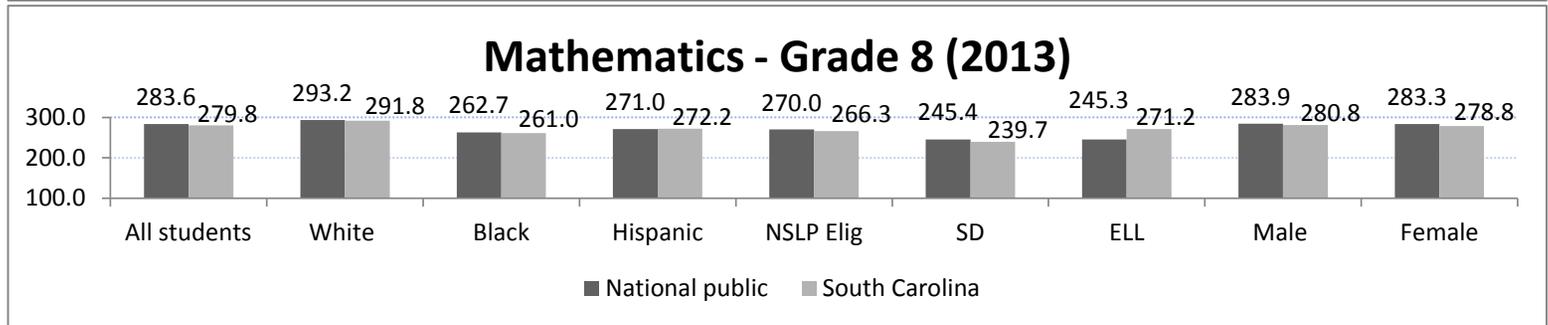
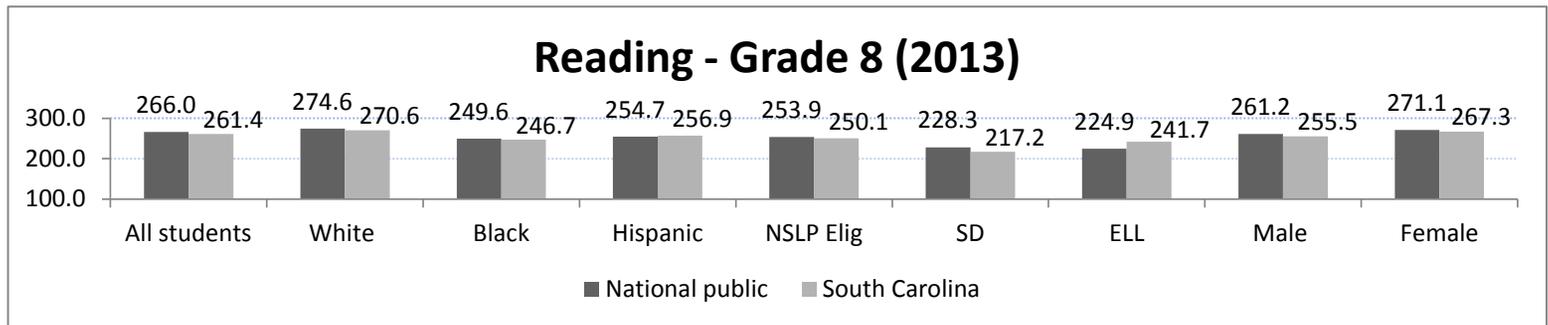
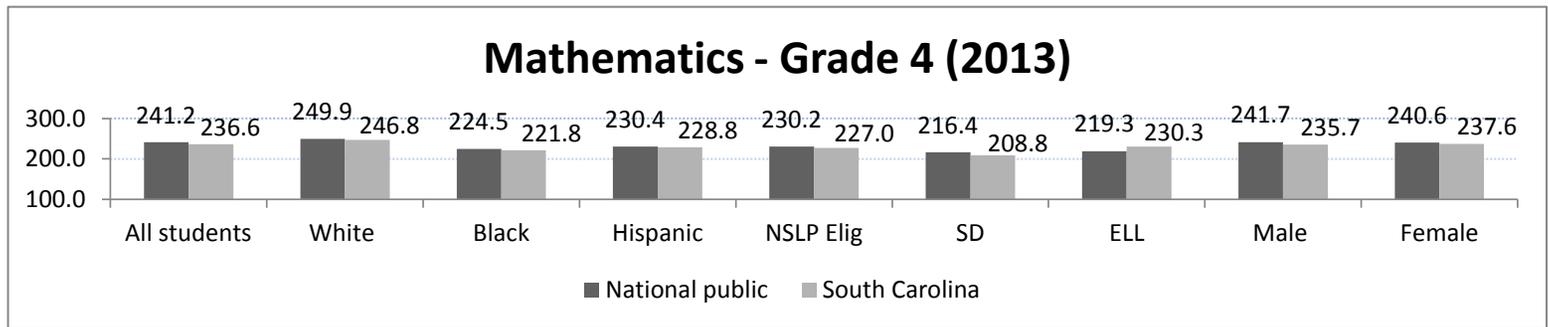
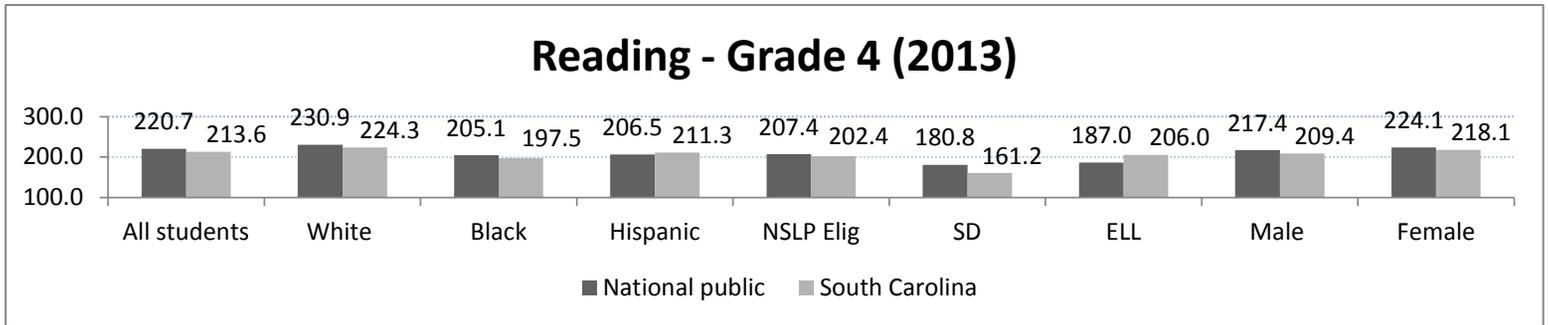
N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

\*Performance reported for SC and nation, data not available at school level.



Key	
NSLP	National school lunch program
SD	Student with disabilities
ELL	English language learner
NAEP	National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

	Our School
Number of recently arrived ELL students exempted from ELA in state assessments	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