



Satchel Ford Road Elementary

5901 Satchel Ford Road
Columbia, South Carolina

Grades	K-5 Elementary School	
Enrollment	642 Students	
Principal	Connie Alley	803-738-7209
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Below Average
2007	Good	Average
2006	Good	Below Average
2005	Good	At-Risk
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

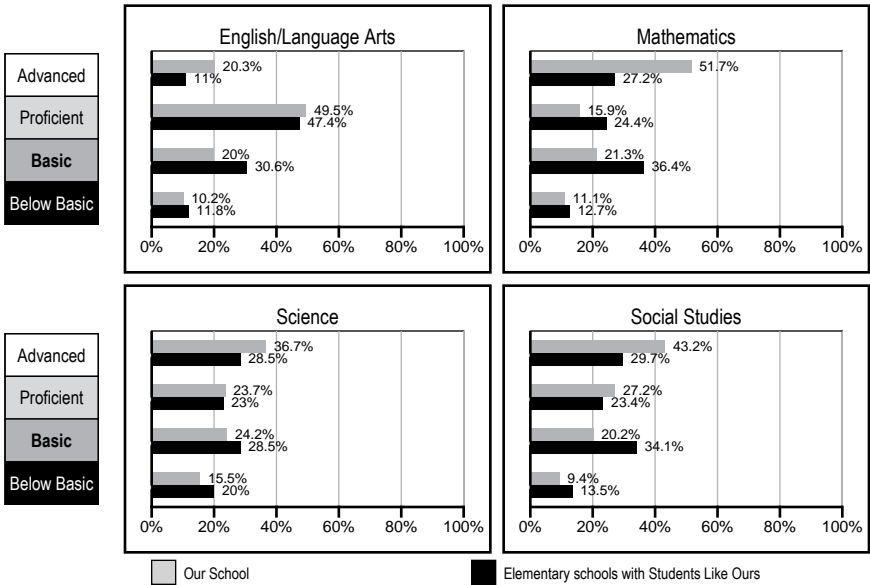
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	22	9	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=642)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Up from 1.2%	1.5%	2.3%
Attendance rate	96.4%	Down from 96.6%	96.7%	96.3%
Eligible for gifted and talented	38.4%	Up from 37.8%	22.2%	10.4%
With disabilities other than speech	8.5%	Up from 8.3%	6.3%	7.5%
Older than usual for grade	0.2%	Down from 0.5%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 2.7%	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	70.8%	Up from 58.0%	60.1%	56.7%
Continuing contract teachers	77.1%	Down from 86.0%	80.0%	77.3%
Teachers with emergency or provisional certificates	4.7%	Up from 4.3%	0.0%	0.0%
Teachers returning from previous year	84.2%	Down from 89.9%	88.2%	86.4%
Teacher attendance rate	94.8%	Down from 95.3%	95.3%	94.9%
Average teacher salary	\$47,854	Up 3.5%	\$47,734	\$45,345
Professional development days/teacher	6.7 days	Down from 12.5 days	12.5 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 17.2 to 1	20.2 to 1	18.5 to 1
Prime instructional time	89.9%	Down from 90.2%	90.5%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,637	Up 8.9%	\$6,498	\$7,052
Percent of expenditures for instruction*	75.3%	Down from 79.0%	70.5%	69.1%
Percent of expenditures for teacher salaries*	71.4%	Down from 73.9%	65.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The staff at Satchel Ford continues to strive to improve academic achievement for all students. Reading has been the primary focus this year. Teachers participated in professional development to improve reading instruction in the classroom. In addition, teachers are utilizing Thinking Maps, graphic organizers that help learners visually represent "higher order thinking," such as classifying, cause and effect, etc.

Many new initiatives identified in the School Renewal Plan have been implemented. "Books and Breakfast" provided parents a time to read and enjoy breakfast with their child at school. A school-wide reading incentive program called the "Alley Split" was created. When the school-wide reading goal was met, Mrs. Alley, the principal, became a "human banana split." The "BUG" Club (Bringing Up Grades) and the "BUS" Club (Bringing Up Scores) were created to recognize students for improved academic achievement. Activities were planned to promote faculty wellness and school community, such as a teacher soccer team, community walk-a-thons, the Biggest Loser Club, Relax at Work and Random Acts of Kindness. As part of the Safe Schools initiative, the crisis management plan has been revised to include detailed procedures for managing emergencies. As part of this initiative, CPR training was offered on-site, with eighteen teachers becoming certified.

Parents also supported the implementation of the School Renewal Plan. The PTO facilitated tours for interested parents, hosted Town Hall meetings and Technology Nights, funded numerous student activities, and organized parents in multiple volunteer opportunities.

Over \$78,000 was spent to improve and expand technology. The PTO donation of \$50,000 along with \$12,000 from the district was used to purchase 15 SMART Boards, 15 mounted digital projectors, and 15 laptops. In addition, state technology funds were used to upgrade the speakers on previously installed SMART Boards and purchase 13 wireless tablets.

Satchel Ford continues to be designated as an Arts in Basic Curriculum (ABC) school. This year, under the direction of Nicholas Smith, the former conductor of the SC Philharmonic, the second-grade students created their own performance entitled Weather or Not. First-grade students participated in a writing residency designed to help children develop the "concept of story" through drama and writing.

The Satchel Ford Fine Arts Steering Committee received the Volunteer Group of the Year award and Mary Mallick, the student council faculty advisor, received the Sam Hopkins Volunteer Administrator of the Year award at the Richland One Volunteer Recognition Breakfast.

For the 2008-09 school year, the primary focus will be on writing. Using the professional work of Lucy Calkins, teachers will learn about and implement Writer's Workshop in their classrooms.

Jonathan Roquemore, SIC Chairperson Connie D. Alley, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	107	55
Percent satisfied with learning environment	88.6%	88.8%	94.4%
Percent satisfied with social and physical environment	95.6%	88.7%	94.5%
Percent satisfied with school-home relations	100.0%	88.8%	92.6%

* 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 15 out of 17 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. Sanction: Implement the restructuring plan.
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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	96.4%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	344	100	10.1	20.2	49.5	20.2	78.2	41.2	48.2	Yes	Yes
Gender											
Male	182	100	10.9	21.8	54.5	12.7	76.4	35	41.7	N/A	N/A
Female	162	100	9.2	18.4	44.1	28.3	80.3	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	236	100	4.9	13.3	56	25.8	89.3	73	60	Yes	Yes
African American	94	100	26.3	35	35	3.8	46.3	33.3	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	38	100	51.5	30.3	18.2	0	36.4	14.1	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	96	100	30.9	37	24.7	7.4	42	31.2	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	344	100	11	21.8	15.8	51.4	76.7	34.9	45.8	Yes	Yes
Gender											
Male	182	100	9.1	20	15.8	55.2	80	33.8	45.6	N/A	N/A
Female	162	100	13.2	23.7	15.8	47.4	73	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	236	100	4.4	15.6	15.1	64.9	87.1	71.2	59	Yes	Yes
African American	94	100	28.8	37.5	18.8	15	48.8	25.8	26.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	38	100	54.5	21.2	12.1	12.1	39.4	12.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	96	100	27.2	37	17.3	18.5	54.3	24.6	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	226	100	15.3	24.4	23.9	36.4	60.3	25.3	35.7	96.4	96.1
Gender											
Male	117	100	12.3	19.8	20.8	47.2	67.9	26	37.4	96.3	95.8
Female	109	100	18.4	29.1	27.2	25.2	52.4	24.6	33.8	96.6	96.3
Racial/Ethnic Group											
White	164	100	6.4	22.4	25.6	45.5	71.2	61.9	49.2	96.8	96.3
African American	56	100	42.9	32.7	18.4	6.1	24.5	16.4	17	95.5	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	95.9	96
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	96.8	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	26	100	50	22.7	18.2	9.1	27.3	8.9	14	95.3	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	97.2	96.7
Socio-Economic Status											
Subsidized meals	58	100	45.8	27.1	18.8	8.3	27.1	15.1	21.1	95.2	95.8
Social Studies											
All Students	231	100	9.3	20.5	27.4	42.8	70.2	27.2	34	96.4	96.1
Gender											
Male	124	100	9.5	19.8	23.3	47.4	70.7	28.1	36.6	96.3	95.8
Female	107	100	9.1	21.2	32.3	37.4	69.7	26.2	31.3	96.6	96.3
Racial/Ethnic Group											
White	157	100	5.3	17.1	27.6	50	77.6	60.9	44.5	96.8	96.3
African American	65	100	20.4	27.8	31.5	20.4	51.9	18.2	19.1	95.5	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	95.9	96
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	96.8	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	24	100	27.3	31.8	27.3	13.6	40.9	9.7	14.4	95.3	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	97.2	96.7
Socio-Economic Status											
Subsidized meals	67	100	20.3	33.9	22	23.7	45.8	16.8	21	95.2	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	115	100	8	15.9	48.7	27.4	76.1	
	4	110	99.1	11.5	22.1	51	15.4	66.3	
	5	105	96.2	11.7	40.4	42.6	5.3	47.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	122	100	10.2	14.8	47.2	27.8	75	
	4	113	100	4.7	13.1	61.7	20.6	82.2	
	5	109	100	15.7	33.3	39.2	11.8	51	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	115	100	8	37.2	27.4	27.4	54.9	
	4	110	99.1	12.5	19.2	15.4	52.9	68.3	
	5	105	97.1	11.7	30.9	25.5	31.9	57.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	122	100	13	29.6	17.6	39.8	57.4	
	4	113	100	4.7	15.9	9.3	70.1	79.4	
	5	109	100	15.7	19.6	20.6	44.1	64.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	58	100	13	31.5	29.6	25.9	55.6	
	4	110	99.1	22.1	21.2	23.1	33.7	56.7	
	5	52	98.1	23.9	37	13	26.1	39.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	20.4	11.1	35.2	33.3	68.5	
	4	113	100	7.5	31.8	23.4	37.4	60.7	
	5	53	100	27.1	22.9	12.5	37.5	50	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	59	100	5.3	31.6	24.6	38.6	63.2	
	4	110	99.1	15.4	31.7	21.2	31.7	52.9	
	5	54	94.4	28.3	32.6	10.9	28.3	39.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	62	100	1.9	20.4	31.5	46.3	77.8	
	4	113	100	8.4	24.3	27.1	40.2	67.3	
	5	56	100	18.5	13	24.1	44.4	68.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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