



William S Sandel Elementary

2700 Seminole Rd.
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	509 Students	
Principal	Fae M. Young	803-731-8906
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	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Below Average	At-Risk
2004	Average	Below Average

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

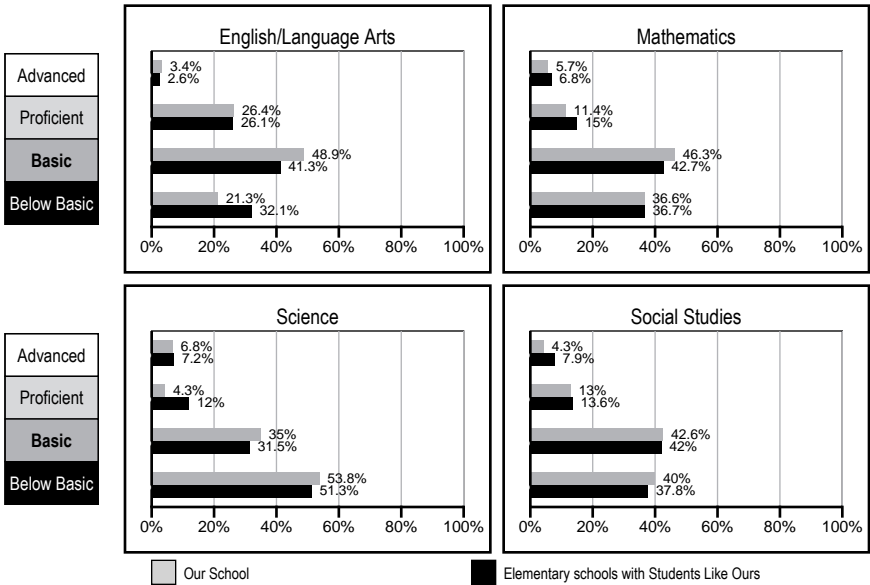
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	59	41

* 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=509)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.7%	Down from 4.7%	3.1%	2.3%
Attendance rate	95.9%	Up from 95.4%	96.0%	96.3%
Eligible for gifted and talented	1.3%	Down from 7.5%	3.5%	10.4%
With disabilities other than speech	9.7%	Up from 8.7%	7.9%	7.5%
Older than usual for grade	0.8%	Down from 1.5%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 1.5%	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	67.6%	Up from 61.5%	54.4%	56.7%
Continuing contract teachers	70.3%	Up from 61.5%	70.0%	77.3%
Teachers with emergency or provisional certificates	3.3%	Down from 6.3%	0.0%	0.0%
Teachers returning from previous year	86.3%	Up from 80.6%	83.1%	86.4%
Teacher attendance rate	94.6%	Down from 95.3%	95.0%	94.9%
Average teacher salary	\$46,847	Up 4.7%	\$43,955	\$45,345
Professional development days/teacher	11.3 days	Down from 15.1 days	13.4 days	12.6 days
School				
Principal's years at school	10.0	Up from 8.0	3.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 19.7 to 1	16.6 to 1	18.5 to 1
Prime instructional time	88.1%	Down from 89.0%	89.3%	89.8%
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*	\$6,764	Down 0.2%	\$8,094	\$7,052
Percent of expenditures for instruction*	80.5%	Down from 81.7%	69.0%	69.1%
Percent of expenditures for teacher salaries*	77.2%	Down from 78.0%	62.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

As part of Richland One's urban advantage, W.S. Sandel Elementary takes pride in the diversity of our school's population of 511 students. We celebrate the culture of eight different ethnic groups. In keeping with the NCLB requirement, 93.7% of the instructional staff is highly qualified in their area of instruction and 9 of the 14 instructional assistants have college degrees. There are six National Board certified teachers and five others are pursuing certification. Three teachers received incentive bonuses for making significant gains in ELA, math and/or social studies.

We continue to focus on the district's goals and initiatives with our focus on the Cycle of Continuous School Improvement, Data Teams and Classroom Walk-Throughs as a monitoring tool for student learning and classroom instruction. We utilized 2006-2007 PACT data to assess long-term needs for academic improvement. The PACT results indicate students in grades 3-4 demonstrated the most gains in all for subject areas. Benchmark results were used to address our most immediate needs and to organize small groups to address the skill gaps in Math and ELA. The STAR Diagnostic Reading Inventory is also used to monitor students' progress. This inventory is administered at the beginning of the year and during the second and third grading periods. Results are used to monitor gains in students' reading levels.

Other programs designed to assist students are the after-school tutorial program and the SuccessMaker Lab for grades 3-5. Accelerated Reading/Math and Knowledge Box are also programs designed to assist students at their individual levels in all core subject areas. The district after-school tutorial and SCE&G fund our homework and remediation programs for second- and third-grade students in ELA, math and science. Our ESOL program focuses on language acquisition for non-to limited-English-speaking students. Breakthrough to Literacy is utilized in child development and kindergarten classes. Our parent educator provides an outreach program for the parents of students in the four-year-old child development program. The outreach program provides strategies and ideas for parents and also includes a monthly Books and Breakfast. The Reading Recovery Program provides one-on-one instructional interventions for first-time first-graders who have difficulty reading. The goal of this program is to bring these children's literacy skills within the average range of their peers' achievements. The Character Education Program continues to be implemented as a means to foster ethical, responsible, and caring young people. It is embedded into the curriculum and designed to provide guidelines for a safe and respectful teaching and learning environment.

Sandel continues to focus on addressing reading and mathematics as areas needing the most improvement. In order to meet the demands of moving our students to proficient and advance on the PACT, sustained effort will be continued from our students, faculty, and parents. We will continue to incorporate programs and activities that will increase parent involvement. We believe that working together we can accomplish these goals to ensure that our students have a promising future.

Fae M. Young, Principal Shirley Hamilton, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	59	21
Percent satisfied with learning environment	87.1%	71.2%	66.7%
Percent satisfied with social and physical environment	80.6%	63.8%	81.0%
Percent satisfied with school-home relations	53.3%	83.1%	78.9%

* 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. 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	0.0%	0.0%	Yes
Student attendance rate	95.9%	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	209	100	20.5	50.3	25.9	3.2	42.2	41.2	48.2	Yes	Yes
Gender											
Male	93	100	22.2	51.9	23.5	2.5	37	35	41.7	N/A	N/A
Female	116	100	19.2	49	27.9	3.8	46.2	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	192	100	19	52.3	25.9	2.9	42.5	33.3	31.7	Yes	Yes
Asian/Pacific Islander	2	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	31	100	27.6	62.1	10.3	0	41.4	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	14	100	60	20	20	0	20	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	165	100	22.4	49	25.2	3.4	40.1	31.2	34	Yes	Yes

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

All Students	209	100	34.6	48.6	11.4	5.4	31.4	34.9	45.8	No	Yes
Gender											
Male	93	100	34.6	50.6	9.9	4.9	32.1	33.8	45.6	N/A	N/A
Female	116	100	34.6	47.1	12.5	5.8	30.8	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	192	100	33.9	49.4	10.9	5.7	31.6	25.8	26.9	No	Yes
Asian/Pacific Islander	2	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	31	100	44.8	51.7	3.4	0	24.1	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	14	100	50	40	10	0	20	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	165	100	36.1	47.6	10.9	5.4	29.9	24.6	31.4	No	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	143	99.3	50	34.7	8.1	7.3	15.3	25.3	35.7	95.9	96.1
Gender											
Male	59	98.3	50	32	12	6	18	26	37.4	96.2	95.8
Female	84	100	50	36.5	5.4	8.1	13.5	24.6	33.8	95.7	96.3
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	94	96.3
African American	130	99.2	50.4	34.2	7.7	7.7	15.4	16.4	17	96	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	89.8	96
Hispanic	6	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	25	100	56.5	17.4	21.7	4.3	26.1	8.9	14	93.7	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	9	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	96.9	96.7
Socio-Economic Status											
Subsided meals	107	99.1	50	35.1	8.5	6.4	14.9	15.1	21.1	95.8	95.8
Social Studies											
All Students	145	99.3	37.9	46	12.1	4	16.1	27.2	34	95.9	96.1
Gender											
Male	63	100	35.2	44.4	18.5	1.9	20.4	28.1	36.6	96.2	95.8
Female	82	98.8	40	47.1	7.1	5.7	12.9	26.2	31.3	95.7	96.3
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	94	96.3
African American	133	99.3	37.6	47	12	3.4	15.4	18.2	19.1	96	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	89.8	96
Hispanic	4	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	20	95	29.4	64.7	5.9	0	5.9	9.7	14.4	93.7	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	10	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	96.9	96.7
Socio-Economic Status											
Subsided meals	111	99.1	43.8	43.8	9.4	3.1	12.5	16.8	21	95.8	95.8

* Adj - 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

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	76	100	19.7	46.5	29.6	4.2	33.8	
	4	80	98.8	18.5	61.5	20	0	20	
	5	80	100	53.6	31.9	11.6	2.9	14.5	
	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	64	100	8.8	49.1	33.3	8.8	42.1	
	4	79	100	18.8	43.8	35.9	1.6	37.5	
	5	66	100	32.8	57.8	9.4	0	9.4	
	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	76	100	36.6	50.7	11.3	1.4	12.7	
	4	80	100	22.7	59.1	13.6	4.5	18.2	
	5	80	100	52.2	39.1	4.3	4.3	8.7	
	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	64	100	35.1	45.6	8.8	10.5	19.3	
	4	79	100	32.8	48.4	14.1	4.7	18.8	
	5	66	100	35.9	51.6	10.9	1.6	12.5	
	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	
Science									
2007	3	44	100	48.5	39.4	12.1	0	12.1	
	4	80	98.8	54.7	32.8	10.9	1.6	12.5	
	5	41	100	62.5	34.4	3.1	0	3.1	
	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	31	96.8	32.1	42.9	17.9	7.1	25	
	4	79	100	42.2	40.6	6.3	10.9	17.2	
	5	33	100	81.3	15.6	3.1	0	3.1	
	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	41	100	17.2	62.1	20.7	0	20.7	
	4	80	100	29.7	53.1	17.2	0	17.2	
	5	43	100	76.5	14.7	5.9	2.9	8.8	
	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	33	100	34.5	48.3	10.3	6.9	17.2	
	4	79	98.7	25.4	54	15.9	4.8	20.6	
	5	33	100	65.6	28.1	6.3	0	6.3	
	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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