



SATCHEL FORD ROAD ELEMENTARY

5901 Satchel Ford Road
Columbia, South Carolina

Grades	K-5 Elementary School	
Enrollment	648 Students	
Principal	Connie Alley	803-738-7209
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Below Average
2007	Good	Average
2006	Good	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 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

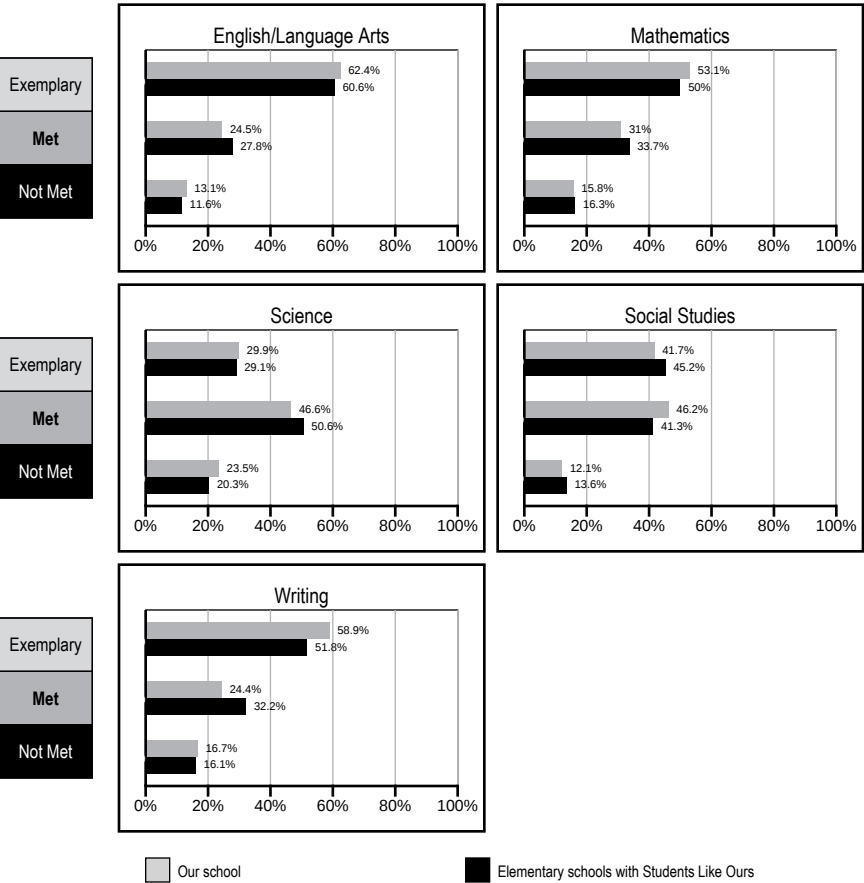
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
18	3	1	0	0

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

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
Students (n=648)				
First graders who attended full-day kindergarten	90.7%	Down from 100.0%	100.0%	100.0%
Retention rate	1.7%	Up from 1.2%	0.7%	1.2%
Attendance rate	96.2%	Up from 95.9%	96.4%	96.1%
Eligible for gifted and talented	35.9%	Up from 33.8%	28.2%	11.7%
With disabilities other than speech	9.1%	Up from 9.0%	5.6%	8.0%
Older than usual for grade	0.0%	Down from 0.5%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	63.0%	Down from 65.2%	62.8%	60.5%
Continuing contract teachers	71.7%	No Change	91.1%	84.6%
Teachers with emergency or provisional certificates	2.6%	No Change	0.0%	0.0%
Teachers returning from previous year	87.4%	Up from 85.2%	89.5%	87.0%
Teacher attendance rate	94.6%	No Change	95.5%	95.4%
Average teacher salary*	\$51,329	Up 1.6%	\$50,049	\$47,288
Professional development days/teacher	10.7 days	Down from 13.7 days	10.3 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 19.1 to 1	21.5 to 1	19.2 to 1
Prime instructional time	90.3%	Up from 90.0%	92.6%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Below Average	Down from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,924	Down 2.3%	\$6,851	\$7,548
Percent of expenditures for instruction**	78.6%	Down from 79.4%	71.4%	68.7%
Percent of expenditures for teacher salaries**	72.9%	Down from 73.0%	69.2%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The staff at Satchel Ford continues to strive to improve the academic achievement for all students. The focus on improving student writing was continued during the 2009-2010 school year with special emphasis on student conferencing. Teachers participated in year-long professional development to support their growth and understanding of the teaching of writing and student conferencing.

Through a survey conducted by our School Improvement Council (SIC), the need to improve the kindergarten playground was established. PTO undertook this project and, with district support, has approved a renovation project that includes the removal of current structures, grading to improve drainage, construction of a concrete tricycle path, and the installation of new equipment. The project is anticipated to be completed by August 2010.

Since 2004, Satchel Ford has been recognized as an Arts in Basic Curriculum (ABC) School by the South Carolina Arts Commission and continues to be awarded this designation through a grant-writing cycle. Satchel Ford has been a five year recipient of the SC State Department of Education's Distinguished Arts Program (DAP) grant. Grant money was designated to book Artists-in-Residencies to teach an art form in each grade level.

For the third consecutive year, the second grade wrote its own opera, "Extinction!" Under the direction of Nicholas Smith, the former conductor of the SC Philharmonic, students wrote choral poems and lyrics to songs, created and choreographed dances, and developed instrumental percussion pieces to exemplify the need to take care of our world. Students at Ash Grove Elementary School in Macclesfield, England, who previously worked with Nicholas Smith, viewed our live performance and talked with our students at the conclusion of the performance.

The first grade students performed an original musical play, "The Wolf," written by our music teacher. The play included dance as well as drama and singing. All other grade levels participated in their traditional performances that incorporate all aspects of the arts.

A steel drum band was started in the Braves Aftercare program for students in grades 3-5. The twenty-five member band performed for a variety of school and community events. In addition, an after-school dance club, started by our dance teacher, performed at PTO meetings, as well as district sponsored events.

Students and staff participated in a "Helping Hands for Haiti" fundraising campaign, as well as the American Cancer Society's Relay for Life.

For the 2010-11 school year, the faculty has decided to continue to focus on the teaching of writing and reading as the primary areas for improvement. Teachers will continue to use the work of Lucy Calkins, the founding director of Columbia University's Teachers College Writing Project and the work of Stephanie Harvey, the author of Comprehension Toolkit, as they teach students reading strategies.

Thomas Kepley, SIC Chairperson

Connie D. Derrick, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	121	93
Percent satisfied with learning environment	93.2%	85.6%	91.1%
Percent satisfied with social and physical environment	97.7%	80.8%	93.3%
Percent satisfied with school-home relations	100.0%	89.2%	84.8%

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

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 19 out of 21 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	
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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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

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

All Students	358	100	14.2	24.2	61.7	89.7	78.2	83.5	Yes	Yes
Gender										
Male	163	100	14.9	22.7	62.3	89	74.7	80.1	N/A	N/A
Female	195	100	13.5	25.4	61.1	90.3	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	227	100	7.2	17.5	75.3	95.1	93.3	89.6	Yes	Yes
African American	118	100	29.8	40.4	29.8	77.9	74.2	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	84.2	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	46	100	54.3	28.3	17.4	52.2	45.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	110	100	31.6	39.8	28.6	75.5	73.1	76.9	Yes	Yes

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

All Students	358	100	16.8	30.7	52.5	87.6	72	80.4	Yes	Yes
Gender										
Male	163	100	14.3	29.9	55.8	87.7	70.3	78.4	N/A	N/A
Female	195	100	18.9	31.4	49.7	87.6	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	227	100	7.2	25.6	67.3	94.6	90.2	87.8	Yes	Yes
African American	118	100	37.5	42.3	20.2	72.1	67	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.4	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	46	100	52.2	34.8	13	52.2	34.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	110	100	35.7	45.9	18.4	72.4	65.9	72.8	Yes	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	238	99.6	23.9	46.4	29.7	76.1	56.5	67.3
Gender								
Male	104	100	24.7	41.2	34	75.3	56.1	66.9
Female	134	99.3	23.2	50.4	26.4	76.8	56.8	67.7
Racial/Ethnic Group								
White	152	99.3	10.9	52.4	36.7	89.1	86.3	79.6
African American	78	100	52.9	35.3	11.8	47.1	48.2	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	76.2	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	32	96.9	67.7	25.8	6.5	32.3	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	I/S	I/S	I/S	I/S	62.7	58.6
Socio-Economic Status								
Subsidized meals	74	100	59.4	29.7	10.9	40.6	46.5	55.4

Social Studies

All Students	235	99.6	12.9	45.8	41.3	87.1	64	70.9
Gender								
Male	111	100	12	37	50.9	88	61.9	70.1
Female	124	99.2	13.7	53.8	32.5	86.3	66.1	71.7
Racial/Ethnic Group								
White	153	100	5.3	40.8	53.9	94.7	86.9	79.2
African American	75	98.7	30.3	56.1	13.6	69.7	57.7	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	82.1	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	30	96.7	41.4	41.4	17.2	58.6	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	65.2	68
Socio-Economic Status								
Subsidized meals	72	98.6	32.3	56.9	10.8	67.7	56.5	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	357	98.9	16.7	24.4	58.9	83.3	63.4	72.1	96.2	95.9
Gender										
Male	162	99.4	19	28.1	52.9	81	56.3	65.2	95.9	95.7
Female	195	98.5	14.8	21.3	63.9	85.2	70.4	79.2	96.4	96.1
Racial/Ethnic Group										
White	226	99.6	7.7	20.7	71.6	92.3	86.2	80.8	96.4	96
African American	118	98.3	36.9	31.1	32	63.1	57.3	59.7	95.9	95.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	81.1	87	95.2	96.2
Hispanic	6	I/S	I/S	I/S	I/S	I/S	62.9	64.6	93.8	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	45	93.3	59.5	28.6	11.9	40.5	21.1	27.7	95.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60.7	63.7	94.9	96.3
Socio-Economic Status										
Subsidized meals	110	98.2	42.3	28.9	28.9	57.7	55.2	61.9	95.3	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	109	100	11.3	17	71.7	88.7
	4	125	99.2	8.5	28	63.6	91.5
	5	116	100	7.2	29.7	63.1	92.8
	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
2010	3	118	100	10.9	17.3	71.8	89.1
	4	115	100	17.3	29.1	53.6	82.7
	5	124	100	13.6	26.3	60.2	86.4
	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
Mathematics							
2009	3	109	100	14.2	28.3	57.5	85.8
	4	125	99.2	4.2	36.4	59.3	95.8
	5	116	100	9.9	27	63.1	90.1
	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
2010	3	118	100	16.4	28.2	55.5	83.6
	4	115	100	15.5	28.2	56.4	84.5
	5	124	100	17.8	35.6	46.6	82.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	55	100	24.5	49.1	26.4	75.5
	4	125	99.2	13.6	52.5	33.9	86.4
	5	58	98.3	14.5	58.2	27.3	85.5
	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
2010	3	59	100	28.8	34.6	36.5	71.2
	4	115	100	22.7	51.8	25.5	77.3
	5	63	100	21.7	46.7	31.7	78.3
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	54	100	3.8	39.6	56.6	96.2
	4	125	99.2	9.3	42.4	48.3	90.7
	5	59	100	10.7	30.4	58.9	89.3
	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
2010	3	59	98.3	12.3	40.4	47.4	87.7
	4	115	100	13.6	49.1	37.3	86.4
	5	61	100	12.1	44.8	43.1	87.9
	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
Writing							
2009	3	109	99.1	12.4	18.1	69.5	87.6
	4	125	98.4	11.1	38.5	50.4	88.9
	5	116	98.3	8.3	30.3	61.5	91.7
	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
2010	3	118	98.3	13.8	19.3	67	86.2
	4	116	98.3	22.9	23.9	53.2	77.1
	5	123	100	13.6	29.7	56.8	86.4
	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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