SATCHEL FORD ROAD ELEMENTARY

5901 Satchel Ford Road
Columbia, South Carolina

Grades	K-5 Elementary School	
Enrollment	664 Students	
Principal	Connie Alley	803-738-7209
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	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
2011	**Excellent**	**Excellent**
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Below Average
2007	Good	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

SATCHEL FORD ROAD ELEMENTARY 11/09/11-4001056

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

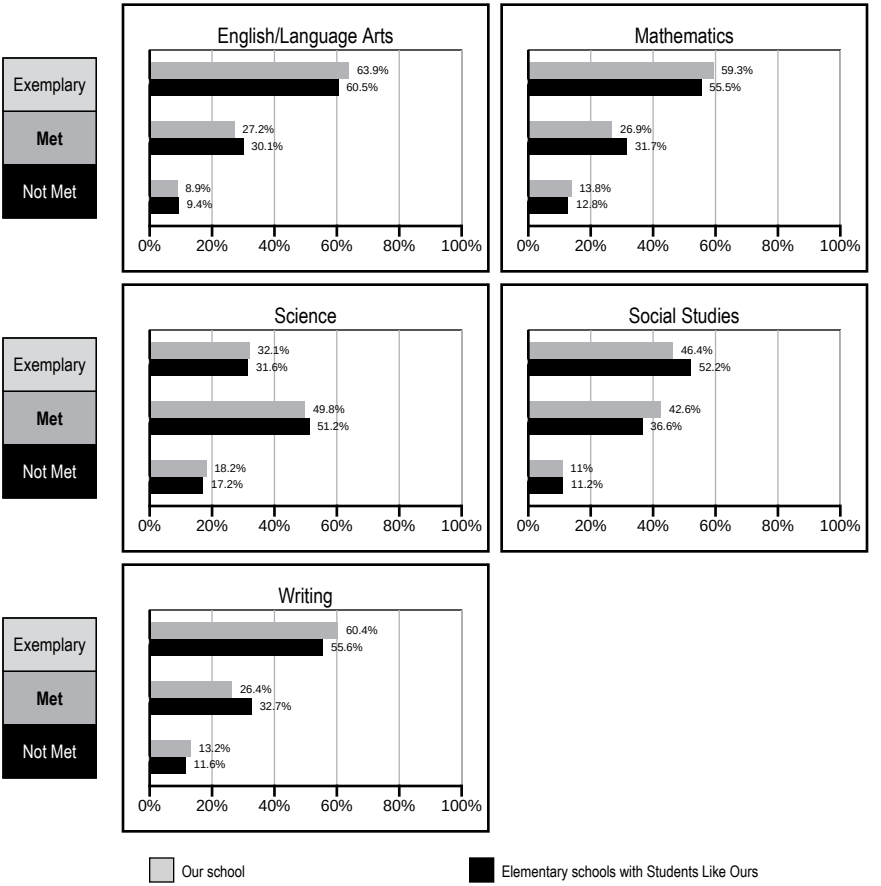
Percent of students tested in 2010-11 whose 2009-10 test scores were located	97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	1	0	0	0

* 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
Students (n=664)				
First graders who attended full-day kindergarten	98.4%	Up from 90.7%	98.4%	100.0%
Retention rate	0.6%	Down from 1.7%	0.5%	1.1%
Attendance rate	96.7%	Up from 96.2%	96.7%	96.2%
Served by gifted and talented program	38.9%	Up from 35.9%	31.0%	13.4%
With disabilities other than speech	4.1%	Down from 9.1%	3.0%	4.1%
Older than usual for grade	0.3%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	63.6%	Up from 63.0%	63.0%	62.5%
Continuing contract teachers	75.0%	Up from 71.7%	92.1%	88.2%
Teachers returning from previous year	91.5%	Up from 87.4%	91.0%	87.8%
Teacher attendance rate	93.3%	Down from 94.6%	95.2%	95.2%
Average teacher salary*	$51,873	Up 1.1%	$48,638	$46,773
Professional development days/teacher	5.8 days	Down from 10.7 days	9.8 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 19.3 to 1	21.4 to 1	19.9 to 1
Prime instructional time	89.3%	Down from 90.3%	91.2%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil**	$7,717	Down 2.6%	$6,424	$7,447
Percent of expenditures for instruction**	78.4%	Down from 78.6%	69.9%	68.4%
Percent of expenditures for teacher salaries**	76.3%	Up from 72.9%	68.7%	65.8%

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

** 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 the academic achievement for all students. The focus on improving student writing was continued during the 2010-2011 school year with special emphasis on student conferencing. Teachers continued to plan writing units and conference with students to improve the quality of student writing.

Through a survey conducted by the School Improvement Council (SIC), the need to focus on improving student nutrition and health was established. The director of Richland One Student Nutrition and the SC Department of Education were invited to meet with SIC to provide information on the nutritional value of the food served in the cafeteria. A member of Student Nutritional Services was invited to an additional meeting to explore the possibility of Satchel Ford piloting new food menu items. A food company that specializes in disguising healthy foods in popular dishes sponsored a taste testing for representatives from K-5 grade classes. PTO supported the SIC focus by organizing a school wide 'Walk-a-thon" where all students participated in a mile walk/run. Neighbors and community members provided support the day of the event.

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 six 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 fourth consecutive year, the second grade wrote its own opera, What's the Matter? 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 three states of matter: solid, liquid and gas.

The Brave Arts Steering Committee, the parent advisory organization for the arts, sponsored three Saturday Arts Academy classes for students: Steel Drums, Film Making and BroadwayBasics Dance Class. Due to interest, plans are being made to expand the Saturday Arts Academy during the 2011-2012 school year.

Students at Satchel Ford were provided a variety of afterschool opportunities. In addition to Steel Drums, two new Braves Aftercare clubs were started: Arts and Crafts and Golf. In addition to aftercare clubs, other clubs were offered: Dance Club, Recycling Club, Book Club and Student Council.

Satchel Ford was honored by the School Board of Commissioners for raising the most money for Walk for Life and Relay for Life, events to support the American Cancer Society.

For the 2011-12 school year, the faculty has decided to continue to focus on the teaching of writing and reading as the primary areas for improvement.

Elizabeth Hedgepath, SIC Chairperson
Connie D. Derrick, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	109	90
Percent satisfied with learning environment	86.7%	84.3%	92.9%
Percent satisfied with social and physical environment	100.0%	84.0%	94.1%
Percent satisfied with school-home relations	97.7%	87.7%	83.3%

* 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	YES

This school met 21 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	

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	96.7%	94.0%**	Yes

* Or greater than last year

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SATCHEL FORD ROAD ELEMENTARY										11/09/11-4001056
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	325	100	10.3	26.7	63	92.6	78.3	82.4	Yes	Yes
Gender										
Male	151	100	12	31	57	90.8	74.3	78.7	N/A	N/A
Female	174	100	8.9	23.1	68	94.1	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	217	100	4.2	22.4	73.4	96.3	92.8	88.9	Yes	Yes
African American	92	100	26.5	36.1	37.3	83.1	74.2	72.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.4	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.4	83	I/S	I/S
Disability Status										
Disabled	47	100	45.7	26.1	28.3	60.9	45.7	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	98	100	25	40.9	34.1	81.8	73.5	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	325	100	14.8	27	58.2	91.3	75.1	81.9	Yes	Yes
Gender										
Male	151	100	12.7	26.1	61.3	91.5	73.5	79.9	N/A	N/A
Female	174	100	16.6	27.8	55.6	91.1	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	217	100	7.5	22	70.6	97.2	92.1	88.9	Yes	Yes
African American	92	100	32.5	41	26.5	75.9	70.3	71.4	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.3	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	84.4	I/S	I/S
Disability Status										
Disabled	47	100	45.7	32.6	21.7	67.4	40.4	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	98	100	29.5	37.5	33	78.4	69.8	74.9	Yes	Yes

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

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SATCHEL FORD ROAD ELEMENTARY								11/09/11-4001056
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
Science								
All Students	222	100	18.8	49.3	31.9	81.2	58.7	68.6
Gender								
Male	106	100	20	43	37	80	58.2	68.3
Female	116	100	17.7	54.9	27.4	82.3	59.2	68.9
Racial/Ethnic Group								
White	145	100	11.2	49	39.9	88.8	87.8	80.7
African American	65	100	39.7	46.6	13.8	60.3	51	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	70.1	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75	70.8
Disability Status								
Disabled	31	100	46.7	36.7	16.7	53.3	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	54.3	60.7
Socio-Economic Status								
Subsidized meals	72	100	44.4	42.9	12.7	55.6	50.1	57.3
Social Studies								
All Students	223	100	13.1	41.6	45.3	86.9	64.7	72.5
Gender								
Male	106	100	13.9	35.6	50.5	86.1	63.6	72
Female	117	100	12.4	46.9	40.7	87.6	65.8	73.1
Racial/Ethnic Group								
White	147	100	4.8	39	56.2	95.2	88.4	81
African American	65	100	33.9	50.8	15.3	66.1	58.3	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	73.3	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	73.7	73.5
Disability Status								
Disabled	35	100	40	40	20	60	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.7	69.7
Socio-Economic Status								
Subsidized meals	66	100	27.9	50.8	21.3	72.1	56.8	62.9

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SATCHEL FORD ROAD ELEMENTARY										11/09/11-4001056
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	113	99.1	13.2	26.4	60.4	86.8	66.5	73.2	96.7	96.1
Gender										
Male	57	100	21.2	25	53.8	78.8	62	67.2	96.8	95.9
Female	56	98.2	5.6	27.8	66.7	94.4	71.2	79.4	96.6	96.3
Racial/Ethnic Group										
White	78	100	5.3	25	69.7	94.7	87.8	81.5	96.9	96.2
African American	32	96.9	37	29.6	33.3	63	60.7	61.3	96.4	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.3	87	97.5	96.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	74.8	66.7	93.4	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.9	94.5
Disability Status										
Disabled	17	94.1	N/AV	N/AV	N/AV	35.7	23.7	26	95.8	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	90.1	95.9
Socio-Economic Status										
Subsidized meals	34	97.1	33.3	37	29.6	66.7	59.1	63.2	95.5	95.9

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SATCHEL FORD ROAD ELEMENTARY 11/09/11-4001056

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	3	94	100	7.9	12.4	79.8	92.1
	4	119	100	11.3	30.4	58.3	88.7
	5	111	100	11.3	34.9	53.8	88.7
	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
Mathematics							
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
2011	3	94	100	18	19.1	62.9	82
	4	119	100	11.3	29.6	59.1	88.7
	5	111	100	16	30.2	53.8	84
	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
Science							
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
2011	3	47	100	23.4	34	42.6	76.6
	4	119	100	18.3	55.7	26.1	81.7
	5	55	100	16	50	34	84
	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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PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	3	48	100	11.6	32.6	55.8	88.4
	4	119	100	10.4	44.3	45.2	89.6
	5	56	100	19.6	42.9	37.5	80.4
	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
Writing							
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
2011	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	113	99.1	13.2	26.4	60.4	86.8
	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

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