

William S Sandel Elementary

2700 Seminole Rd.
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	491 Students	
Principal	Fae M. Young	803-731-8906
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Below Average	At-Risk

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.

http://ed.sc.gov
http://www.eoc.sc.gov

William S Sandel Elementary	06/01/10-4001059

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

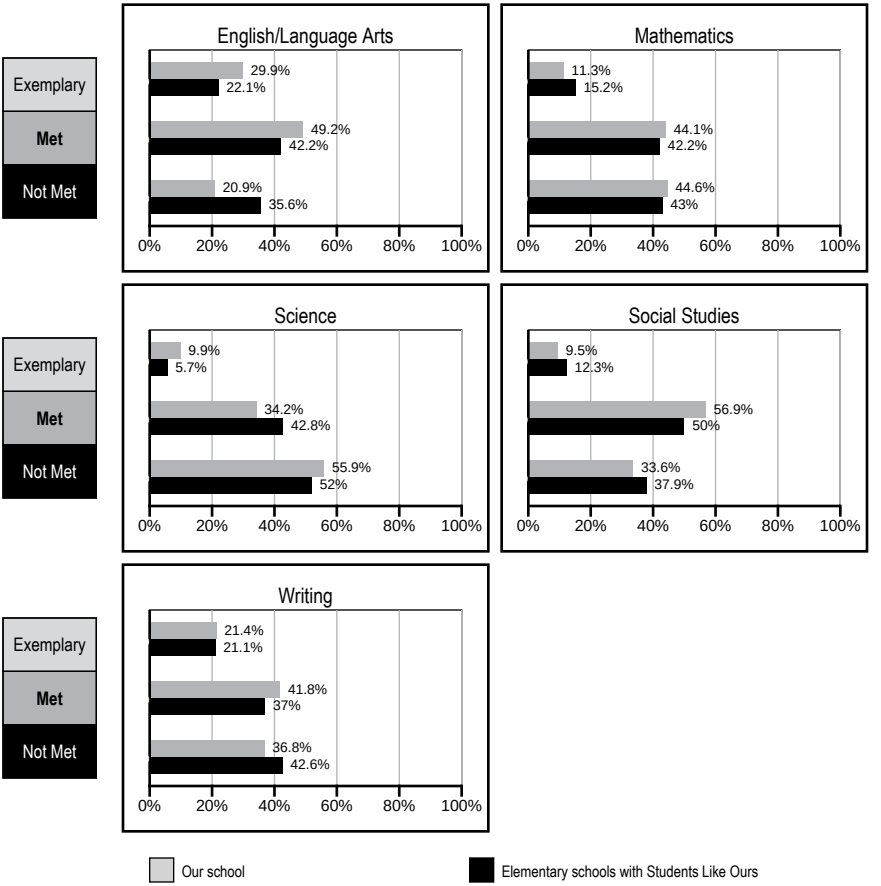
Percent of students tested in 2008-09 whose 2007-08 test scores were located	96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	69	64	32

* Ratings are calculated with data available by 06/01/2010.

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=491)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.9%	Up from 2.7%	2.5%	1.9%
Attendance rate	95.8%	Down from 95.9%	96.0%	96.3%
Eligible for gifted and talented	4.6%	Up from 1.3%	3.3%	10.0%
With disabilities other than speech	8.8%	Down from 9.7%	7.5%	7.7%
Older than usual for grade	0.5%	Down from 0.8%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.6%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	75.0%	Up from 67.6%	57.1%	59.4%
Continuing contract teachers	66.7%	Down from 70.3%	71.6%	80.0%
Teachers with emergency or provisional certificates	3.0%	Down from 3.3%	0.0%	0.0%
Teachers returning from previous year	87.1%	Up from 86.3%	82.1%	85.9%
Teacher attendance rate	93.7%	Down from 94.6%	95.2%	95.1%
Average teacher salary*	$49,350	Up 5.3%	$45,790	$47,149
Professional development days/teacher	11.8 days	Up from 11.3 days	10.7 days	11.1 days
School				
Principal's years at school	11.0	Up from 10.0	3.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 19.2 to 1	16.7 to 1	18.8 to 1
Prime instructional time	87.6%	Down from 88.1%	90.1%	90.4%
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	Good	Excellent
Dollars spent per pupil**	$7,338	Up 8.5%	$8,646	$7,458
Percent of expenditures for instruction**	81.8%	Up from 80.5%	68.3%	68.8%
Percent of expenditures for teacher salaries**	79.3%	Up from 77.2%	62.1%	63.2%

* 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

W.S. Sandel Elementary School takes pride in the diversity of its school's population of 496 students. We celebrate the culture of 6 different ethnic groups. In keeping with the NCLB requirement, 100% of the instructional staff is highly qualified in their area of instruction, and 5 of the 14 instructional assistants have associate or bachelor degrees. Sandel has 9 National Board Certified teachers, and 6 are pursuing certification.

We continue to focus on the district's goals and initiatives with our emphasis on literacy and math acquisition. The process used to monitor instructional delivery and student learning includes the Cycle of Continuous Improvement, Data Teams, and Classroom Walk-Throughs. We utilized district benchmark results, MAP assessment, and PACT data to determine the instructional needs of the students in grades 3-5. Terra Nova, InView, Dominie, and the district Math Assessment were used to determine the instructional needs of students in grades K-2. To assist with addressing gaps in the curriculum and to identify students and their skill levels, Target Teach provides five steps to curriculum alignment that include strategies, resources, tasks, and reports. Response to Intervention is another process used to address the different levels of students' performance. MAP testing and the STAR Diagnostic Reading Inventor are also used to monitor students' progress. Results from these assessments are used to monitor students' gains in English language arts, math, social studies, and science.

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 computer-assisted programs we utilize to provide students with individual levels of practice in all core subject areas. SCE&G funds our homework and remediation programs for second- and third-grade students who do not qualify for the district's after-school tutorial program.

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 parents of pre-K and kindergarten students. The parent educator shares ideas and strategies with parents on a monthly basis during Books and Breakfast and Books and Dinner sessions. Our Reading Recovery Program provides one-on-one instructional interventions for first graders who are experiencing difficulty as emergent readers. The goal of this program is to bring students within the average range of their peers' achievements. The Character Education Program is embedded in the curriculum and is a means to foster the development of ethical, responsible, respectful, and caring young people. The school resource officer provides instruction in two vital areas: drug awareness through the fifth-grade D.A.R.E program and gang awareness through the fourth-grade G.R.E.A.T. program.

Sandel continues to focus on addressing reading, math, and science as areas needing the most attention as we move our students to exemplary on PASS. We will continue to incorporate programs and activities that will increase parental involvement. We believe that by working together we can accomplish these goals to ensure that our students have a promising future.

Fae M. Young, Principal
Ralph Bryant, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	65	25
Percent satisfied with learning environment	89.7%	71.9%	75.0%
Percent satisfied with social and physical environment	96.7%	67.7%	64.0%
Percent satisfied with school-home relations	46.7%	84.6%	68.0%

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

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School Adequate Yearly Progress

YES

This school met 17 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. 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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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William S Sandel Elementary										06/01/10-4001059
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 = 58.8% (Met or Exemplary)										
All Students	222	98.7	18.9	51.6	29.5	89.5	78.6	82.8	Yes	Yes
Gender										
Male	97	97.9	20	50	30	88.8	74.4	79.3	N/A	N/A
Female	125	99.2	18.2	52.7	29.1	90	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	205	99	18.9	51.7	29.4	90	74.6	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.1	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	50	96	29.3	61	9.8	87.8	51.2	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	12	91.7	I/S	I/S	I/S	I/S	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	186	98.9	18.1	52.5	29.4	90	74.1	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	222	99.1	41.9	47.6	10.5	68.6	70.3	78.9	Yes	Yes
Gender										
Male	97	99	39.5	50.6	9.9	69.1	67.8	77	N/A	N/A
Female	125	99.2	43.6	45.5	10.9	68.2	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	205	99	41.7	47.8	10.6	68.9	64.6	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.5	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	50	96	N/AV	N/AV	N/AV	56.1	36.5	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	186	99.5	45.3	44.7	9.9	66.5	64	70.2	Yes	Yes

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

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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	139	99.3	54.5	33.1	12.4	45.5	58.1	67.5
Gender								
Male	61	98.4	52.9	37.3	9.8	47.1	57	67
Female	78	100	55.7	30	14.3	44.3	59.1	68
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	125	99.2	53.6	34.5	11.8	46.4	50.8	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	60.7	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	33	100	60.7	25	14.3	39.3	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	53.2	59.6
Socio-Economic Status								
Subsized meals	119	99.2	57.7	29.8	12.5	42.3	49.1	55.1
Social Studies								
All Students	140	99.3	31.5	59.7	8.9	68.5	65.2	72.3
Gender								
Male	64	100	31.5	59.3	9.3	68.5	63.1	71.5
Female	76	98.7	31.4	60	8.6	68.6	67.2	73.2
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	131	99.2	31.4	60.2	8.5	68.6	59.3	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	31	100	N/AV	N/AV	N/AV	65.4	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	63.6	67.9
Socio-Economic Status								
Subsized meals	114	100	33.3	58.8	7.8	66.7	58	62.1

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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	228	90.4	35.8	42.5	21.8	64.2	63.9	70.2	95.8	95.9
Gender										
Male	96	87.5	49.3	37	13.7	50.7	55.8	63.2	95.6	95.7
Female	132	92.4	26.4	46.2	27.4	73.6	71.9	77.5	96	96.2
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	86.2	79.1	93.2	96
African American	211	89.6	35.7	43.5	20.8	64.3	58	57.6	95.8	95.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.9	86.2	96.1	96.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63.8	62.6	96.2	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	38	52.6	N/AV	N/AV	N/AV	17.6	22.3	26.1	94.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	61.2	61.2	96.8	96.2
Socio-Economic Status										
Subsized meals	175	92	35.2	43	21.8	64.8	56.7	58.9	95.7	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	86	100	13.5	51.4	35.1	86.5
	4	59	100	23.5	52.9	23.5	76.5
	5	77	96.1	21.5	50.8	27.7	78.5
	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
Mathematics							
2009	3	86	100	48.6	43.2	8.1	51.4
	4	59	100	25.5	56.9	17.6	74.5
	5	77	97.4	47	45.5	7.6	53
	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							
2009	3	42	100	60	20	20	40
	4	59	100	44.2	42.3	13.5	55.8
	5	38	97.4	64.7	32.4	2.9	35.3
	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
Social Studies							
2009	3	44	97.7	32.5	62.5	5	67.5
	4	59	100	17.6	66.7	15.7	82.4
	5	37	100	51.5	45.5	3	48.5
	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
Writing							
2009	3	91	89	38.6	41.4	20	61.4
	4	58	96.6	40	38	22	60
	5	79	87.3	28.8	47.5	23.7	71.2
	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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