



William S. Sandel Elementary

2700 Seminole Road
Columbia, SC 29210

Grades	PK-5 Elementary School	
Enrollment	540 Students	
Principal	Fae M. Young	803-731-8906
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Below Average	Below Average
2011	Below Average	Average
2010	Below Average	Below Average
2009	Average	Average
2008	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 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>

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

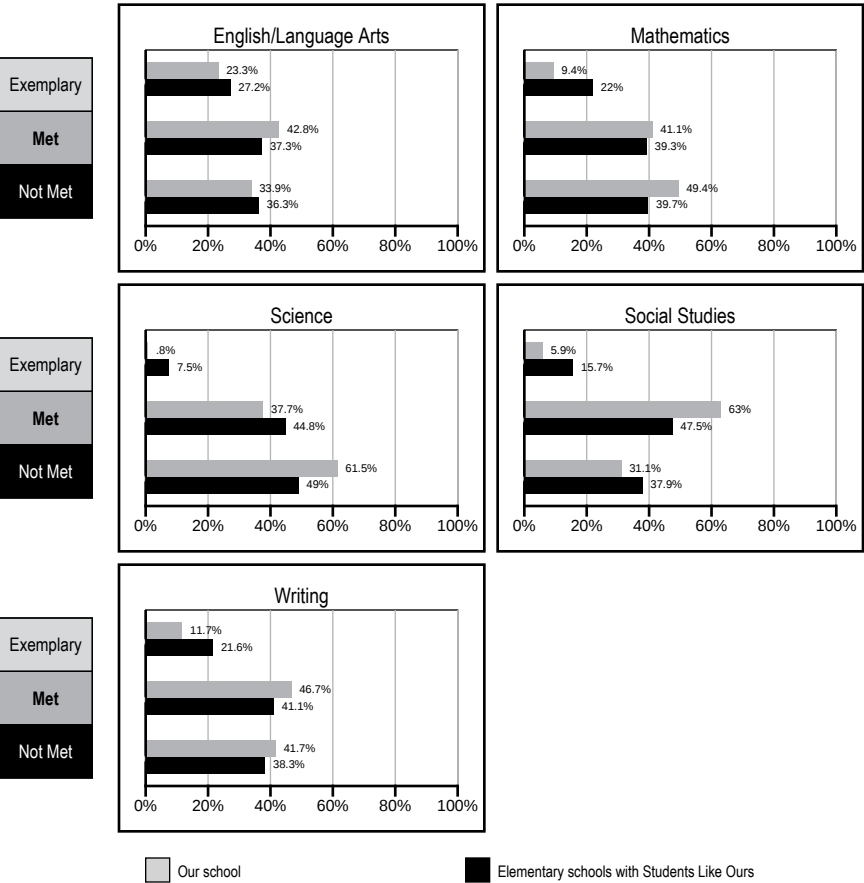
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	10	83	47	19

* Ratings are calculated with data available by 11/07/2012.

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=540)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 2.6%	1.3%	1.0%
Attendance rate	95.8%	Up from 95.3%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.7%	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	69.2%	Up from 67.6%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	89.2%	Down from 90.6%	85.4%	88.7%
Teacher attendance rate	93.3%	Down from 93.4%	95.4%	95.1%
Average teacher salary*	\$51,401	Up 4.7%	\$45,018	\$47,210
Professional development days/teacher	8.5 days	Down from 8.9 days	9.7 days	10.5 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 21.7 to 1	18.0 to 1	20.0 to 1
Prime instructional time	87.7%	Up from 86.8%	90.7%	90.5%
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**	\$7,435	Up 3.6%	\$8,384	\$7,247
Percent of expenditures for instruction**	79.1%	Down from 80.5%	66.1%	68.2%
Percent of expenditures for teacher salaries**	76.5%	Down from 77.9%	62.9%	65.7%

* 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 takes pride in being a culturally diverse school of 570 students that celebrate 6 different ethnic groups in our English as a Second Language (ESL) program. Our certified staff continues to focus on professional growth and development as we maintain a 100% highly qualified instructional staff.

In keeping with our mission to prepare every student to be successful contributing citizens, our focus continues to be on all the components of literacy and the improvement of all the mathematical concepts. The process used to monitor instructional delivery and student learning includes the Cycle of Continuous Improvement (PDCA), data teams and literacy teams. We utilized the district common assessment results, MAP assessments and PASS data to determine the instructional needs of the students in grades 3-5. InView, CogAT, Dominie, EISA, ELDA and the district Math Assessment are used to determine the instructional needs of students in grades PreK-2. To assist with addressing gaps in the curriculum and to identify students and their skill levels, TargetTeach provides five steps to curriculum alignment that include strategies, resources, tasks, and reports. Response to Intervention is another process used to address the different tiers of student performance. MAP testing, STAR Reading and Math Inventory and SuccessMaker are used to monitor students' progress. Student gains are celebrated at the end of each assessment cycle.

Other programs designed to assist students is the after school Comprehensive Remediation Program (CRP), SuccessMaker Lab for grades 3-5, Leveled Literacy Library, Think Central Math, and Accelerated Reading and Math computer assisted programs. These programs provide students with individual levels of practice in the core subject areas. SCE&G in partnership with SC Chamber of Commerce sponsors a Homework Center to meet the needs of students in grades 2 and 3 who do not qualify for the district's after-school tutorial program. The Reading Teacher and Math Interventionist also provide instruction to targeted students in one-to-one and small group instruction utilizing the Leveled Literacy program and Harcourt Math Intensive Intervention program. Partnering with the Midlands Reading Consortium (MRC) has provided one-to-one support to students in K-2 and ATA funds supports part-time staffing of school day tutors that focuses exclusively on students not meeting standards in reading and math.

The initiation of three school wide reading programs; "Reading World Series", "Read to Lead a Better Life" and "Red Carpet Reading Review" kept students reading year round and pushed overall school goal to 84% accuracy based on AR goals. Low scores in students math performance has presented a challenge and is requiring that we balance our focus to incorporate more math initiatives.

Additional programs and incentives that promote parent involvement in our learning community increased parent engagement by another 5% based on sign-in sheets, phone calls, email contacts, texting and home visits. We believe that together we can accomplish the school and district goals to ensure optimum students' performance for a promising future.

Wanda D. Jones, SIC Chairperson
Fae M. Young, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	65	30
Percent satisfied with learning environment	91.3%	76.9%	62.1%
Percent satisfied with social and physical environment	95.7%	75.4%	70.0%
Percent satisfied with school-home relations	60.0%	92.1%	78.6%

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

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	57.0
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

William S. Sandel Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	2.3%	5.1%

	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

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	638.4	617.9	586.3	610.5	100.0	100.0
Male	632.2	619.1	583.4	611.9	100.0	100.0
Female	645.7	616.4	589.8	608.8	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	640.1	618.3	587.4	610.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	638.1	617.5	586.2	609.8	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	73	100	31.1	34.4	34.4	68.9
	4	77	98.7	25.8	50	24.2	74.2
	5	76	100	38.2	45.6	16.2	61.8
	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
2012	3	78	100	31.3	28.4	40.3	68.7
	4	78	100	25.4	55.6	19	74.6
	5	76	100	41.7	48.3	10	58.3
	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
Mathematics							
2011	3	73	100	52.5	32.8	14.8	47.5
	4	77	97.4	32.8	50.8	16.4	67.2
	5	76	100	54.4	38.2	7.4	45.6
	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
2012	3	78	100	53.7	29.9	16.4	46.3
	4	78	100	41.3	52.4	6.3	58.7
	5	76	100	53.3	43.3	3.3	46.7
	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
Science							
2011	3	36	100	86.7	10	3.3	13.3
	4	77	98.7	49.2	46	4.8	50.8
	5	39	100	64.7	29.4	5.9	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
2012	3	39	100	82.4	11.8	5.9	17.6
	4	78	100	40.6	57.8	1.6	59.4
	5	37	97.3	N/AV	N/AV	N/AV	28.1
	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

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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							
2011	3	37	100	36.4	39.4	24.2	63.6
	4	77	98.7	33.3	60.3	6.3	66.7
	5	37	100	50	38.9	11.1	50
	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	39	100	33.3	52.8	13.9	66.7
	4	78	100	29.7	68.8	1.6	70.3
	5	39	100	46.4	50	3.6	53.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
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	81	95.1	36.8	47.1	16.2	63.2
	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	76	98.7	41.7	46.7	11.7	58.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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