

SC Annual School Report Card Summary

William S. Sandel Elementary
 Richland School District One
 Grades: PK-5 Enrollment: 540
 Principal: Fae M. Young
 Superintendent: Dr. Percy A. Mack
 Board Chair: Dwayne Smiling

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Below Average	Below Average	TBD	TBD	F	N/A
2011	Below Average	Average	N/A	N/A	Not Met	N/A
2010	Below Average	Below Average	N/A	N/A	Met	N/A

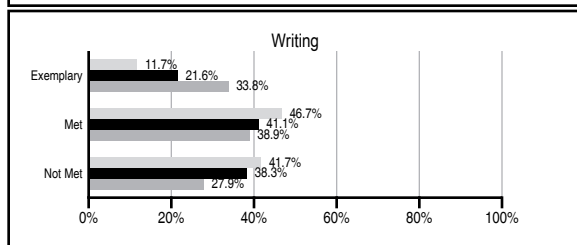
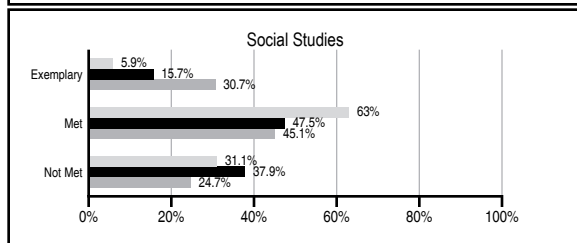
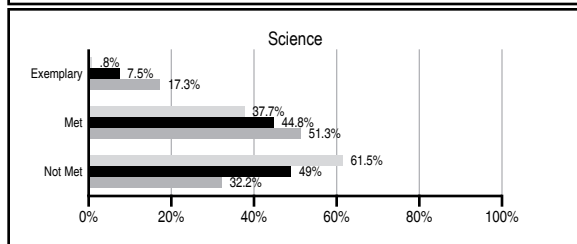
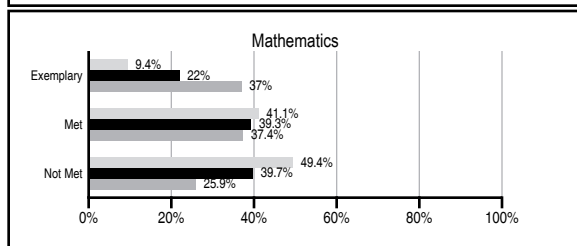
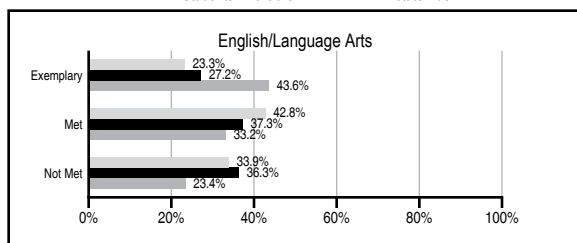
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	10	83	47	19

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

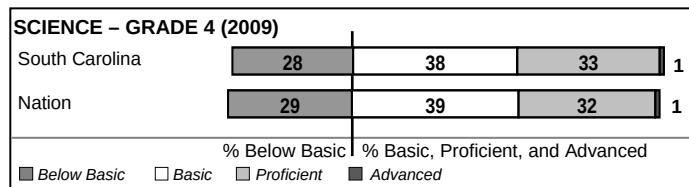
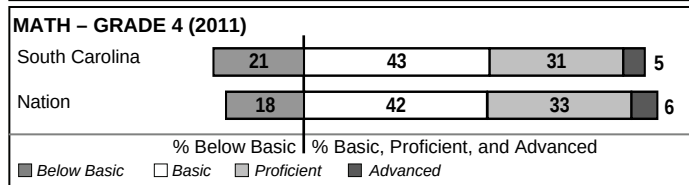
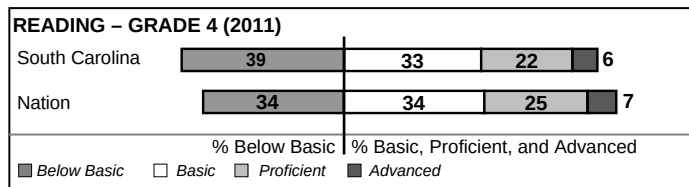
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=540)				
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
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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%
ESEA composite index score	57.0	N/A	83.3	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status