



SC Annual School Report Card Summary

William S. Sandel
RICHLAND 1
Grades: PK-5 Enrollment: 601
Principal: Fae M. Young
Superintendent: Dr. Percy A. Mack
Board Chair: Aaron Bishop

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
2014	Average	Good	TBD	TBD	D	N/A
2013	Below Average	Average	N/A	N/A	F	N/A
2012	Below Average	Below Average	N/A	N/A	F	N/A

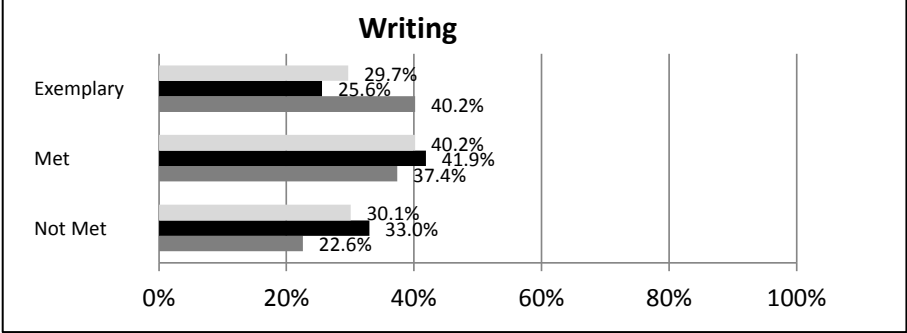
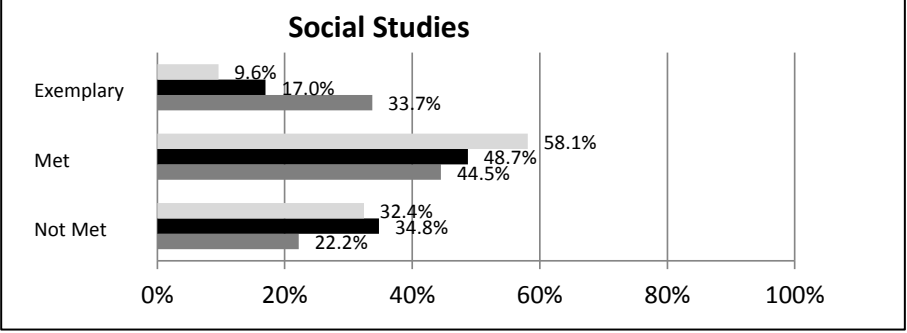
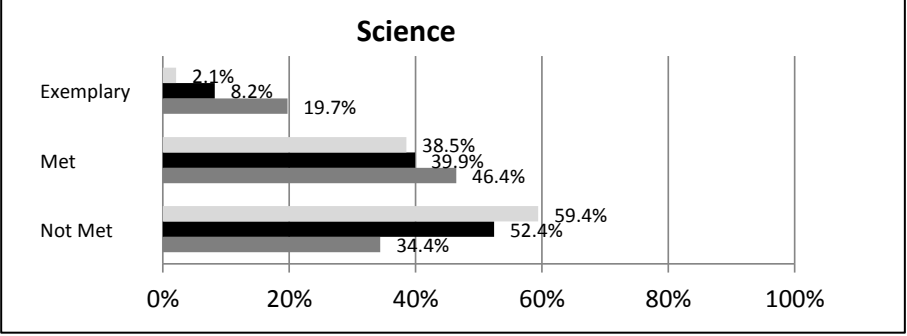
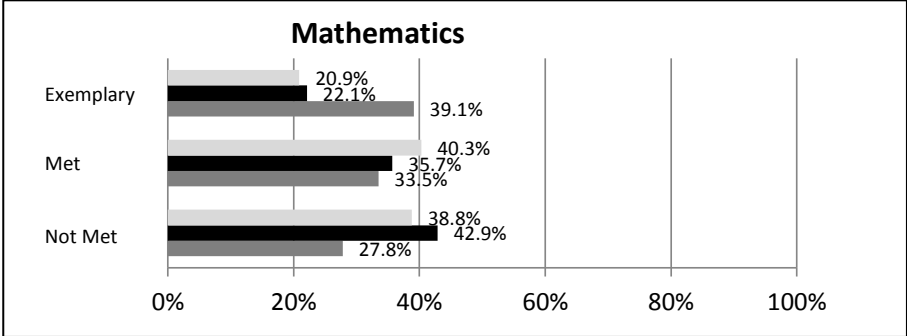
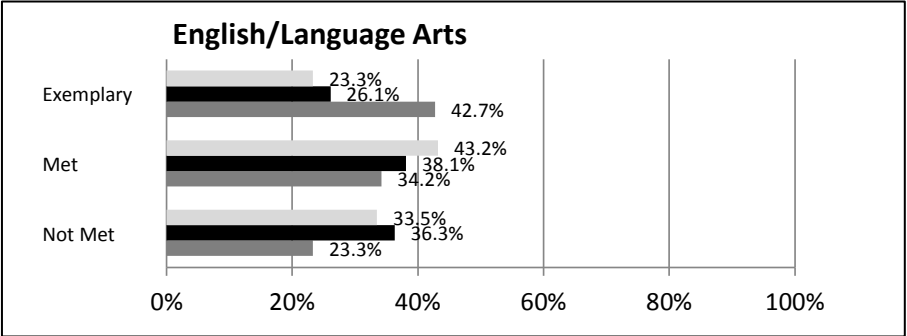
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	6	102	47	16

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide

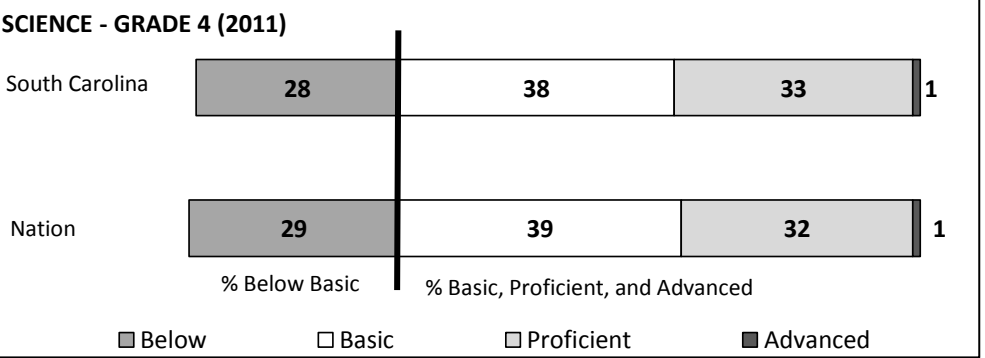
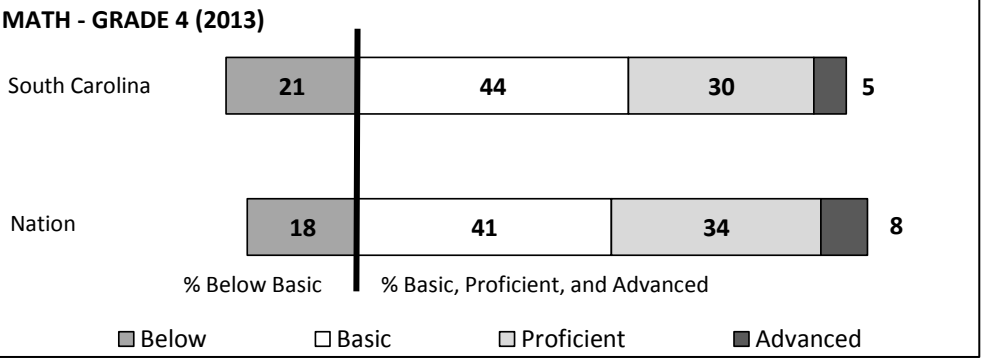
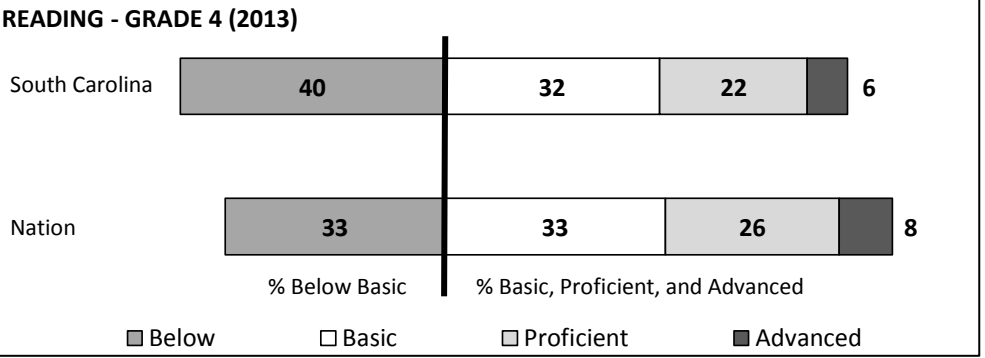


Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

NAEP*

*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.

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 601)				
Retention rate	0.4%	Down from 0.7%	1.6%	1.0%
Attendance rate	95.4%	Down from 95.5%	96.0%	96.5%
Served by gifted and talented program	3.0%	Up from 1.7%	2.7%	7.3%
With disabilities	14.7%	Up from 14.1%	14.1%	12.5%
Older than usual for grade	1.2%	Down from 1.6%	2.9%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.4%	0.0%	0.0%
Teachers (n = 43)				
Teachers with advanced degrees	74.4%	Down from 75.6%	59.4%	62.3%
Continuing contract teachers	88.4%	Up from 85.4%	74.2%	81.2%
Teachers returning from previous year	88.0%	Down from 89.4%	83.3%	88.4%
Teacher attendance rate	95.0%	Up from 94.3%	95.3%	95.3%
Average teacher salary*	\$54,519	Up 2.0%	\$45,748	\$47,902
Classes not taught by highly qualified teachers	0.0%	No change	0.0%	0.0%
Professional development days/teacher	9.0 days	Down from 10.4 days	10.5 days	10.9 days
School				
Principal's years at school	13.0	Down from 14.0	3.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 20.1 to 1	18.5 to 1	19.9 to 1
Prime instructional time	89.8%	Up from 88.5%	90.3%	90.7%
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**	\$8,432	Up 15.0%	\$8,734	\$7,680
Percent of expenditures for instruction**	77.6%	Down from 78.0%	64.5%	66.8%
Percent of expenditures for teacher salaries**	76.5%	Up from 76.0%	64.0%	66.0%
ESEA composite index score	69.4	Up from 42.5	69.8	85.7

* Length of contract = 185+ days.
**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	41	66	4
Percent satisfied with learning environment	85.3%	90.9%	-4.0%
Percent satisfied with social and physical environment	95.1%	79.7%	-4.0%
Percent satisfied with school-home relations	72.5%	86.1%	-4.0%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

W.S. Sandel Elementary School is the true face of Richland County School District One. Our school embodies the rich and culturally diverse population of the district. Sandel celebrates 602 students with eight different languages. These students are served by our English as a Second Language Program. Our staff is also culturally diverse representing eight different ethnic backgrounds. Professionally, for the past four years we have maintained 100% highly qualified staff with 10 members who are national board certified.☐

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In keeping with our mission as a leader in transforming lives through education, we strive to empower all students to achieve their potential and dreams. As we analyzed our PASS results we noted that we continue to show weakness in Math and Science. Our focus will continue to be in these areas as we maintain the success we have had in Literacy. ☐

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The process used to monitor instructional delivery and student learning includes the Cycle of Continuous Improvement, Data Teams, and Literacy Teams. We utilize district Common Assessment results, MAP and PASS data to determine the instructional needs of the students in grades 3-5. InView , ELDA, ELSA, PAM, CogAT, Dominie 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, Response to Intervention is the process used to address the different levels of students’ performance. MAP testing and the STAR Inventory and district Common Assessments are the key assessment tools used to monitor students’ progress. Results from these assessments are used to determine students’ gains in ELA, Math, Social Studies and Science. ☐

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Our Reading Teacher and Math Interventionists assist with addressing skill gaps in students learning. Other programs designed to assist students in the after-school Comprehensive Remediation Program (CRP), SuccessMaker Lab for grades 1-5, Level Literacy Library, Think Central Math, Starfall, and Accelerated Reading and Math computer assisted programs. These programs provide students with individual levels of practice in the core subject areas. Partnering with the Midlands Reading consortium (MRC), and the University of South Carolina teacher cadets provided one-to-one support to students in K-2 and district funds supports part-time staffing of school day tutors that focuses exclusively on students not meeting standards in Reading and Math.☐

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To infuse Math throughout the school we have incorporated several school-wide initiatives that include: “Monday Mental Math Minutes”, “Measure Up”, school wide Math Work Stations, SuccessMaker Race to Success (4-5), Math Fluency Wednesdays, and our “Math, Science, Health and Technology Day”. The programs provide the students with multiple opportunities to be exposed to Math throughout the day. We also celebrate student successes both by individual classes and school wide at the end of each assessment cycle.☐

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We have utilized the National Network of Partnership Schools (NNPS) to plan for and increase parent involvement. Partnering with our partners provides the confidence that we will accomplish the school and district’s goals to ensure optimum student performance for a promising future. ☐

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Cameish Williams SIC Chairperson Fae M. Young