



## Sandy Run Elementary

450 Old Swamp Road  
Swansea, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	266 Students	
<b>Principal</b>	George Kiernan.	803-791-8866
<b>Superintendent</b>	James K. Westbury	803-655-7310
<b>Board Chair</b>	Thomas Arant	803-874-2759

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Good	At-Risk
2007	Good	Average
2006	Good	Below Average
2005	Good	Below 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 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.

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

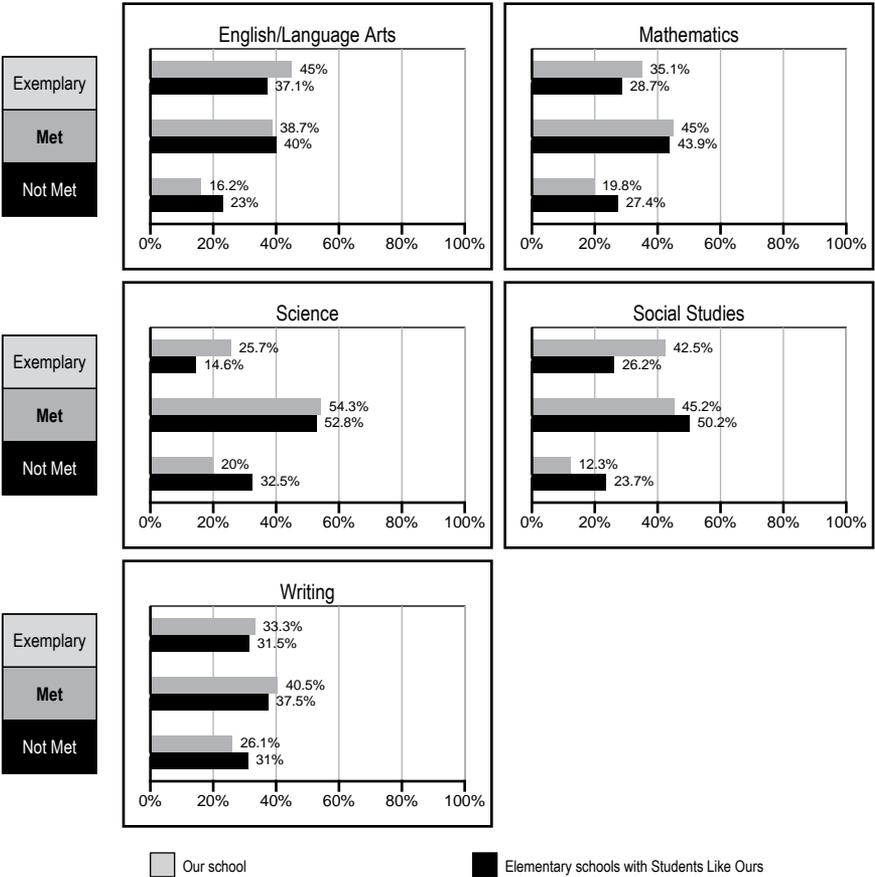
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
3	25	79	4	0

\* 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
<b>Students (n=266)</b>				
First graders who attended full-day kindergarten	94.6%	Down from 100.0%	100.0%	100.0%
Retention rate	2.9%	Down from 4.1%	2.0%	1.9%
Attendance rate	95.7%	No Change	96.2%	96.3%
Eligible for gifted and talented	10.4%	Down from 15.1%	10.1%	10.0%
With disabilities other than speech	10.3%	Down from 11.6%	9.5%	7.7%
Older than usual for grade	2.0%	Up from 1.2%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=22)</b>				
Teachers with advanced degrees	63.6%	Up from 63.2%	60.3%	59.4%
Continuing contract teachers	90.9%	Down from 94.7%	83.9%	80.0%
Teachers with emergency or provisional certificates	4.8%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	91.0%	Down from 91.1%	88.4%	85.9%
Teacher attendance rate	95.0%	Down from 95.4%	95.1%	95.1%
Average teacher salary*	\$48,234	Up 2.3%	\$47,419	\$47,149
Professional development days/teacher	6.7 days	Down from 7.1 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 17.1 to 1	19.0 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 90.1%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.4%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,885	Down 3.3%	\$7,385	\$7,458
Percent of expenditures for instruction**	61.0%	Down from 64.4%	67.9%	68.8%
Percent of expenditures for teacher salaries**	59.6%	Down from 62.9%	61.7%	63.2%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Sandy Run Elementary School is currently in the process of expanding to a CD - 8th grade school, which will be completed by the 2009 - 2010 school year. Sandy Run is a unique and diverse school that brings in students from all walks of life. The greatest attribute that Sandy Run possesses is the quality of the students that enter the front doors.

The students come with a sense of pride and self-worth that translates into a positive academic experience. Sandy Run has been recognized for the third year as an award recipient of the prestigious, "Closing the Achievement Gap Award". With the hard work by every student, parent/guardian and teacher we were able to achieve AYP status for the second year.

Technology has always been a cornerstone to the success at Sandy Run. Every child in grades 2-5 received their own personal laptop. All academic teachers have five internet computers, along with a Smart Board in their classroom. We also have a fully functional computer lab that features twenty computers.

Teachers are continuously exposed to different methods of teaching by attending various workshops both in the district and out of the district. Character Education is a vital cog in the educational system. At Sandy Run we use our guidance counselors to teach classes focused on Character Education. Schools can only be successful if the community, parents/guardians, teachers, and students work together in one cohesive unit.

Sandy Run Elementary School has all of these stakeholders working together to help make Sandy Run the best school it can be.

George Kiernan, Principal  
Chris Flodin, President School Improvement Council

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	15	38	29
Percent satisfied with learning environment	100.0%	97.4%	89.7%
Percent satisfied with social and physical environment	100.0%	89.5%	85.7%
Percent satisfied with school-home relations	100.0%	86.8%	89.3%

\* 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 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	122	100	15.9	38.9	45.1	93.8	87	82.8	Yes	Yes
<b>Gender</b>										
Male	62	100	21.4	37.5	41.1	92.9	82.3	79.3	N/A	N/A
Female	60	100	10.5	40.4	49.1	94.7	91.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	77	100	5.7	34.3	60	95.7	91.3	89.5	Yes	Yes
African American	43	100	31.7	46.3	22	90.2	85.2	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	100	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	14	100	38.5	46.2	15.4	84.6	53.6	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	100	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	80	100	20.3	47.3	32.4	91.9	86	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	122	100	19.5	46	34.5	88.5	84.4	78.9	Yes	Yes
<b>Gender</b>										
Male	62	100	25	44.6	30.4	87.5	78.2	77	N/A	N/A
Female	60	100	14	47.4	38.6	89.5	90.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	77	100	11.4	38.6	50	95.7	88.7	87.2	Yes	Yes
African American	43	100	31.7	58.5	9.8	78	82.8	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	90.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	14	100	38.5	53.8	7.7	61.5	47.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	88.9	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	80	100	24.3	50	25.7	86.5	83.9	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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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
<b>Science</b>								
All Students	80	100	19.7	54.9	25.4	80.3	74	67.5
<b>Gender</b>								
Male	40	100	29.4	50	20.6	70.6	71.8	67
Female	40	100	10.8	59.5	29.7	89.2	76.2	68
<b>Racial/Ethnic Group</b>								
White	53	100	10.9	52.2	37	89.1	88.5	79.5
African American	27	100	36	60	4	64	68.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	11	100	I/S	I/S	I/S	I/S	42.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	100	59.6
<b>Socio-Economic Status</b>								
Subsized meals	52	100	23.9	63	13	76.1	73.8	55.1
<b>Social Studies</b>								
All Students	79	100	12	46.7	41.3	88	74.6	72.3
<b>Gender</b>								
Male	44	100	12.5	40	47.5	87.5	74.3	71.5
Female	35	100	11.4	54.3	34.3	88.6	74.8	73.2
<b>Racial/Ethnic Group</b>								
White	48	100	4.4	42.2	53.3	95.6	84.8	80.7
African American	29	100	21.4	57.1	21.4	78.6	71.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	54.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	67.9
<b>Socio-Economic Status</b>								
Subsized meals	53	100	18	54	28	82	72.4	62.1

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	122	96.7	25.5	40.9	33.6	74.5	76.3	70.2	95.7	96.1
<b>Gender</b>										
Male	62	98.4	34.5	40	25.5	65.5	64.5	63.2	95.7	95.8
Female	60	95	16.4	41.8	41.8	83.6	87.8	77.5	95.8	96.4
<b>Racial/Ethnic Group</b>										
White	77	97.4	13.2	39.7	47.1	86.8	76.2	79.1	95.5	95.1
African American	43	95.4	47.5	40	12.5	52.5	75.5	57.6	96.3	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	97.5	94.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	100	62.6	95	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
<b>Disability Status</b>										
Disabled	13	84.6	81.8	9.1	9.1	18.2	15.8	26.1	95.2	95.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	100	61.2	95.4	97
<b>Socio-Economic Status</b>										
Subsided meals	80	97.5	31.5	45.2	23.3	68.5	75.4	58.9	95.6	96.1

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	43	100	22	31.7	46.3	78
	4	37	100	15.2	33.3	51.5	84.8
	5	42	100	10.3	51.3	38.5	89.7
	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
<b>Mathematics</b>							
<b>2009</b>	3	43	100	19.5	36.6	43.9	80.5
	4	37	100	15.2	42.4	42.4	84.8
	5	42	100	23.1	59	17.9	76.9
	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
<b>Science</b>							
<b>2009</b>	3	22	100	15	60	25	85
	4	37	100	24.2	45.5	30.3	75.8
	5	21	100	16.7	66.7	16.7	83.3
	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
<b>Social Studies</b>							
<b>2009</b>	3	21	100	9.5	42.9	47.6	90.5
	4	37	100	12.1	42.4	45.5	87.9
	5	21	100	14.3	57.1	28.6	85.7
	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
<b>Writing</b>							
<b>2009</b>	3	43	100	24.4	36.6	39	75.6
	4	37	94.6	32.3	38.7	29	67.7
	5	42	95.2	21.1	47.4	31.6	78.9
	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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