



SANDY RUN SCHOOL

450 Old Swamp Road
Swansea, South Carolina

Grades	PK-8 Middle School	
Enrollment	583 Students	
Principal	George Kiernan.	803-791-8866
Superintendent	Dr. Steve Wilson	803-655-7310
Board Chair	Thomas Arant	803-874-2759

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

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

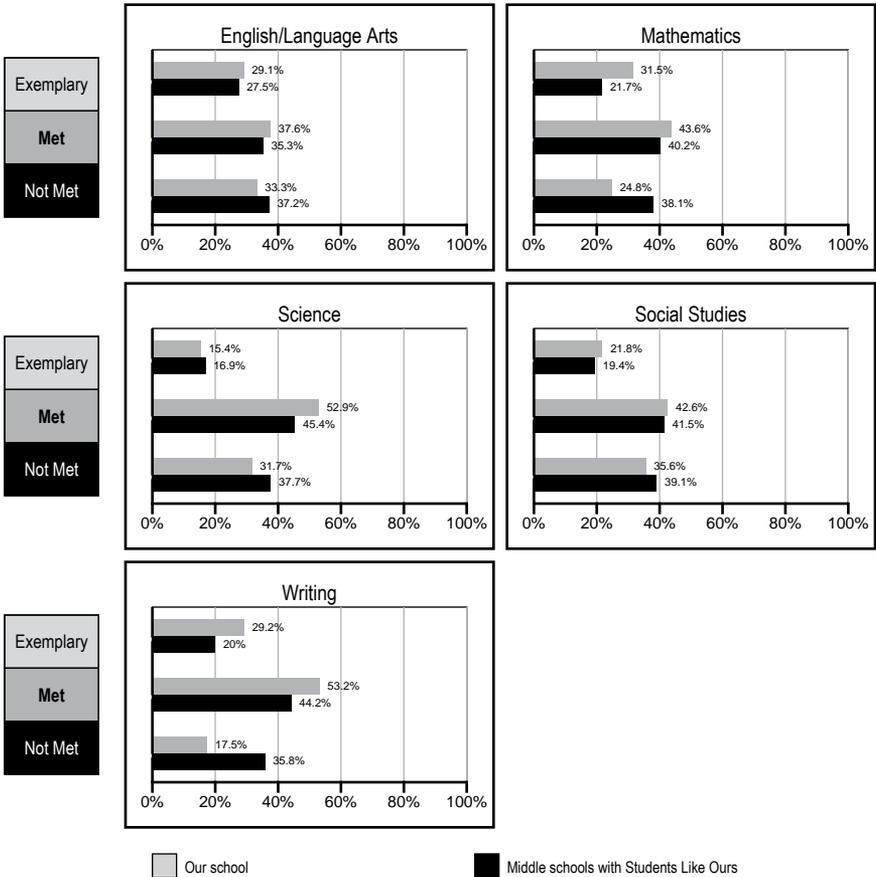
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	35	14	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	92.9%	94.9%
English 1	100.0%	96.3%
Physical Science	N/A	81.5%
US History and the Constitution	N/A	N/A
All Subjects	96.4%	94.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=583)				
Students enrolled in high school credit courses (grades 7 & 8)	30.0%	N/R	23.0%	24.2%
Retention rate	0.8%	N/A	0.7%	0.7%
Attendance rate	95.1%	N/A	95.6%	95.9%
Eligible for gifted and talented	7.6%	N/A	14.6%	16.4%
With disabilities other than speech	9.5%	N/A	13.5%	12.0%
Older than usual for grade	3.2%	N/A	2.9%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	7.2%	N/R	0.6%	0.5%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	50.0%	N/A	55.8%	58.5%
Continuing contract teachers	81.8%	N/A	80.0%	80.0%
Teachers with emergency or provisional certificates	5.3%	N/A	4.2%	4.0%
Teachers returning from previous year	94.9%	N/A	83.0%	84.6%
Teacher attendance rate	92.6%	N/R	95.3%	95.4%
Average teacher salary*	\$46,446	I/S	\$45,428	\$46,561
Professional development days/teacher	6.2 days	N/R	10.9 days	10.2 days
School				
Principal's years at school	3.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	N/R	20.9 to 1	21.1 to 1
Prime instructional time	86.4%	N/R	90.3%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	71.0%	N/R	97.8%	98.1%
Character development program	Excellent	N/R	Good	Good
Dollars spent per pupil**	\$9,506	N/A	\$7,923	\$7,802
Percent of expenditures for instruction**	66.1%	N/A	62.9%	63.8%
Percent of expenditures for teacher salaries**	64.4%	N/A	59.1%	60.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2009-2010 school year offered a year of transition here at Sandy Run School. We welcomed back our middle school students, along with increasing our total student population by approximately 300 students. The one thing that remained constant was the quality of the students that walked through the front door on a daily basis. These students brought with them a sense of pride and self-worth that translated into a positive academic experience.

For the third consecutive year, we achieved AYP status. This could not have been accomplished if not for the hard work of our parents/guardians, students, community members, and, especially, our teachers. We will continue to work hard to make sure that every child reaches his or her fullest academic potential.

Technology has and always will be a cornerstone to our academic success here at Sandy Run. Each classroom is equipped with a Smart Board, which students and teachers can use to bring the classroom to life. We have two fully-functional computer labs, with a third one currently under construction. It is important to expose our students to the world of computers and the positive impacts that they can have on their lives. For this reason, Sandy Run School is one of the few schools across this county that supplies each child in grades 2-5 with their own personal laptop. This laptop is a fully-functional wireless internet laptop, which can be used throughout the building and on the buses when the students are waiting to be dismissed. We have also started to equip our classrooms with Smart Document Cameras and remote control clickers. These clickers can be used to interact with the Smart Boards and give the teacher instant feedback of the class's grasp of various concepts and objectives.

Sandy Run has been a successful school because all of the stakeholders have worked together in one cohesive unit to help Sandy Run move in the right direction. This continued support and dedication to the Sandy Run School will help make us the best school that we can be!

Sincerely,
George Kiernan, Principal Sandy Run School
Sheena Staley, School Improvement Council President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	31	42
Percent satisfied with learning environment	76.0%	67.7%	90.5%
Percent satisfied with social and physical environment	76.0%	71.0%	83.3%
Percent satisfied with school-home relations	75.0%	80.6%	75.6%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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

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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	346	99.1	25.8	39.7	34.5	86.8	83.2	83.5	Yes	Yes
Gender										
Male	173	98.3	29.4	35.6	35	82.5	77.7	80.1	N/A	N/A
Female	173	100	22.4	43.6	33.9	90.9	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	173	98.8	17.4	32.3	50.3	92.5	89.4	89.6	Yes	Yes
African American	163	99.4	35.5	47.1	17.4	80.6	80.1	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	95.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	38	97.4	60	31.4	8.6	57.1	46.1	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	94.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	253	99.2	27.3	42.6	30.1	86.7	82.8	76.9	Yes	Yes

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

All Students	346	99.1	24.6	47.7	27.7	85.5	83.7	80.4	Yes	Yes
Gender										
Male	173	98.3	26.9	42.5	30.6	81.9	77.4	78.4	N/A	N/A
Female	173	100	22.4	52.7	24.8	89.1	89.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	173	98.8	16.1	42.9	41	90.7	89.4	87.8	Yes	Yes
African American	163	99.4	33.5	53.5	12.9	79.4	80.7	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	100	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	38	97.4	54.3	40	5.7	54.3	46.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	100	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	253	99.2	27.7	50.2	22.1	83.5	82.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	234	99.2	32.9	51.6	15.5	67.1	65.9	67.3
Gender								
Male	116	99.1	37.4	41.1	21.5	62.6	62.1	66.9
Female	118	99.2	28.6	61.6	9.8	71.4	69.5	67.7
Racial/Ethnic Group								
White	118	99.2	19.1	55.5	25.5	80.9	79.4	79.6
African American	109	99.1	47.6	48.5	3.9	52.4	60.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	69.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	25	92	71.4	23.8	4.8	28.6	25	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	167	98.8	37.2	48.2	14.6	62.8	63.7	55.4
Social Studies								
All Students	233	99.1	30.1	48.4	21.5	69.9	65.6	70.9
Gender								
Male	118	99.2	32.4	40.5	27	67.6	62.4	70.1
Female	115	99.1	27.8	56.5	15.7	72.2	68.7	71.7
Racial/Ethnic Group								
White	110	99.1	32	39.8	28.2	68	68.2	79.2
African American	114	99.1	30.6	56.5	13	69.4	63.2	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	90	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	27	92.6	50	41.7	8.3	50	34.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	88.9	68
Socio-Economic Status								
Subsidized meals	177	98.9	31	48.9	20.1	69	64.7	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	350	96.9	22.7	47.2	30.1	77.3	77.7	72.1	95.1	95.7
Gender										
Male	175	96	33.3	41.5	25.2	66.7	68.6	65.2	94.9	95.3
Female	175	97.7	12.3	52.8	35	87.7	86.2	79.2	95.4	96.1
Racial/Ethnic Group										
White	176	97.2	17.4	39.1	43.5	82.6	82.7	80.8	94.8	94.6
African American	164	96.3	28.3	55.3	16.4	71.7	75.5	59.7	95.6	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	94.3	94.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	82.6	64.6	96.7	97.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	87.2	87.2
Disability Status										
Disabled	38	76.3	N/AV	N/AV	N/AV	21.4	25	27.7	93.9	94.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.1
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	78.9	63.7	96.3	97.3
Socio-Economic Status										
Subsidized meals	257	96.5	25.6	50	24.4	74.4	76.1	61.9	95.1	95.7

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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
2010	3	59	100	19	25.9	55.2	81
	4	67	100	21.3	50.8	27.9	78.7
	5	59	100	20.4	48.1	31.5	79.6
	6	68	98.5	28.1	40.6	31.3	71.9
	7	57	98.3	30.9	32.7	36.4	69.1
	8	36	97.2	42.4	39.4	18.2	57.6
Mathematics							
2009	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
2010	3	59	100	24.1	39.7	36.2	75.9
	4	67	100	21.3	55.7	23	78.7
	5	59	100	25.9	59.3	14.8	74.1
	6	68	98.5	17.2	46.9	35.9	82.8
	7	57	98.3	30.9	41.8	27.3	69.1
	8	36	97.2	33.3	39.4	27.3	66.7
Science							
2009	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
2010	3	29	93.1	33.3	37	29.6	66.7
	4	67	100	31.1	59	9.8	68.9
	5	29	100	42.3	46.2	11.5	57.7
	6	34	100	43.8	50	6.3	56.3
	7	56	100	27.3	50.9	21.8	72.7
	8	19	100	22.2	61.1	16.7	77.8

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	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
2010	3	30	96.7	25	60.7	14.3	75
	4	67	100	24.6	52.5	23	75.4
	5	30	96.7	29.6	48.1	22.2	70.4
	6	35	100	14.7	52.9	32.4	85.3
	7	55	100	44.4	38.9	16.7	55.6
	8	16	100	46.7	33.3	20	53.3
Writing							
2009	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
2010	3	60	95	30.4	35.7	33.9	69.6
	4	68	98.5	30.6	41.9	27.4	69.4
	5	59	98.3	24.5	45.3	30.2	75.5
	6	69	94.2	12.9	45.2	41.9	87.1
	7	57	98.3	20	54.5	25.5	80
	8	37	97.3	14.7	70.6	14.7	85.3

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample