



## Sandlapper Elementary

1001 Longtown Road  
Columbia, SC 29229

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	788 Students	
<b>Principal</b>	Linda S. Hall	803-691-4045
<b>Superintendent</b>	Dr. Stephen Hefner	803-787-1910
<b>Board Chair</b>	Stephen Shellenberg	803-736-5530

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Below Average
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

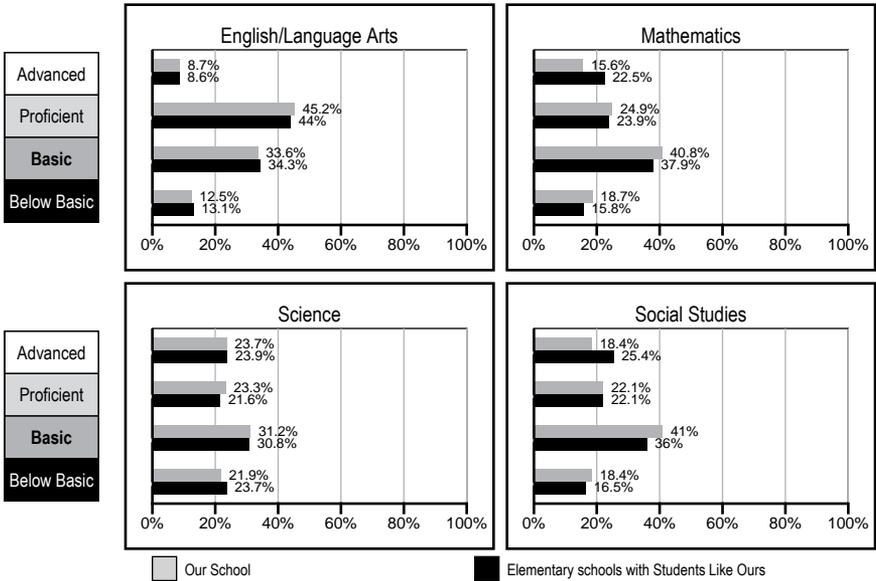
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 87.4%

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

Excellent	Good	Average	Below Average	At-Risk
4	27	44	1	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=788)</b>				
First graders who attended full-day kindergarten	68.3%	Down from 74.1%	100.0%	100.0%
Retention rate	0.8%	Down from 1.8%	1.7%	2.3%
Attendance rate	97.2%	Down from 97.4%	96.7%	96.3%
Eligible for gifted and talented	10.7%	Down from 10.9%	18.3%	10.4%
With disabilities other than speech	4.4%	Up from 3.2%	6.4%	7.5%
Older than usual for grade	0.2%	Down from 1.2%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=52)</b>				
Teachers with advanced degrees	67.3%	Up from 66.7%	60.7%	56.7%
Continuing contract teachers	73.1%	Down from 80.6%	78.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 3.4%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.6%	86.4%
Teacher attendance rate	94.4%	Down from 97.0%	95.0%	94.9%
Average teacher salary	\$45,528	Down 0.7%	\$46,415	\$45,345
Professional development days/teacher	20.6 days	Up from 18.7 days	12.4 days	12.6 days
<b>School</b>				
Principal's years at school	2.5	Up from 1.5	3.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 20.0 to 1	19.7 to 1	18.5 to 1
Prime instructional time	90.3%	Down from 93.0%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.8%	Up from 95.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,941	N/A	\$6,469	\$7,052
Percent of expenditures for instruction*	52.2%	N/A	70.6%	69.1%
Percent of expenditures for teacher salaries*	50.8%	N/A	66.9%	64.2%

\* 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 Sandlapper Learning Community has just completed its second year with success and style! With commitment by all, students, faculty and staff, parents, community, and businesses, we have created an enviable, safe, supportive and challenging environment for our young learners. We continued the 07-08 school year with our school-wide grant for PBIS, Positive Behavior Intervention and Support program based upon researched-based positive reward systems. We have seven teachers with National Board Certification and we were presented with the state's "Closing the Achievement Gap" Award. We met the Federal Adequate Yearly Progress level for 2007. Our staff, SIC, and PTO have provided many opportunities for our families and community to become intimately involved such as the Back-to-School Bash, Reading Nights, Safety Night, Art from the Heart, Mother/Son-Father/Daughter Dance, Spring Fling and Black History Wax Museum.

Test scores alone cannot depict the exemplary efforts and achievements of our students. Our children model diversity, democracy, and citizenship through foreign language, service learning, and character education; they demonstrate physical triumphs through P.E. and our morning track program, and they make new discoveries and create original works through technology and fine arts integration. This narrative was written prior to the release of the 2008 PACT results; these results will be carefully analyzed and strategies will be implemented for continued improvement. We do have the results of our Fall and Spring implementation of NWEA's Measures of Academic Progress (MAP). In most of the MAP grades and categories, our students achieved at or above most district averages. We will continue to study strengths and weaknesses indicated for each child in grades 2-5 and design goals for success.

Programs, strategies, and practices such as Single Gender Education, Math SuperStars, 6-Trait Writing, Open Court, Reading Counts, Digi-Block Math, Hands-on Learning, Differentiated Instruction, Tier 1 and Tier 2 Interventions, and Technology Integration engage and challenge all learners. We also provide flexible grouping, before school programs, and summer school to address specific learning needs.

Sandlapper will continue to face the challenges of change and growth in our attendance area and population. We are very proud of our accomplishments so far and hope that you will share in our pride. This report card is a call to action for everyone to be involved in our continuing effort to constantly improve. Thank you for your support and for sharing the responsibilities of the success of our students and of Sandlapper Elementary!

Bishop James Eaddy, SIC Chair

Linda Hall, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	77	52
Percent satisfied with learning environment	100.0%	73.3%	92.0%
Percent satisfied with social and physical environment	100.0%	75.3%	80.0%
Percent satisfied with school-home relations	95.7%	84.4%	79.2%

\* Only students at the highest elementary 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

School Adequate Yearly Progress

YES

This school met 19 out of 19 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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	363	100	12.5	33.6	45.2	8.7	64.5	54.9	48.2	Yes	Yes
<b>Gender</b>											
Male	188	100	18.2	32.7	41.8	7.3	60	47.6	41.7	N/A	N/A
Female	175	100	6.4	34.6	48.7	10.3	69.2	62.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	53	100	4.4	17.8	66.7	11.1	82.2	75.1	60	Yes	Yes
African American	266	100	12.7	38.1	41.9	7.2	60.6	44.1	31.7	Yes	Yes
Asian/Pacific Islander	13	100	15.4	23.1	38.5	23.1	69.2	74.4	70.4	I/S	I/S
Hispanic	16	100	14.3	35.7	35.7	14.3	64.3	45.4	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	42	100	52.6	13.2	34.2	0	39.5	20.4	16	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	28	100	14.3	21.4	50	14.3	64.3	51.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	167	100	15.9	37.7	41.7	4.6	57	37.4	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	363	100	18.7	40.8	24.9	15.6	51.1	50	45.8	Yes	Yes
<b>Gender</b>											
Male	188	100	19.4	41.2	27.3	12.1	52.1	48.2	45.6	N/A	N/A
Female	175	100	17.9	40.4	22.4	19.2	50	51.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	53	100	8.9	22.2	35.6	33.3	80	73.9	59	Yes	Yes
African American	266	100	19.9	47	22.9	10.2	44.9	37	26.9	Yes	Yes
Asian/Pacific Islander	13	100	15.4	0	23.1	61.5	84.6	79.1	71.3	I/S	I/S
Hispanic	16	100	28.6	35.7	28.6	7.1	35.7	40.6	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	42	100	47.4	31.6	13.2	7.9	26.3	20.9	17.1	I/S	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	28	100	10.7	35.7	21.4	32.1	53.6	51.5	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	167	100	23.8	45	25.8	5.3	43	32.2	31.4	Yes	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	244	100	21.9	31.2	23.3	23.7	47	43	35.7	97.2	97.3
<b>Gender</b>											
Male	128	100	17.9	26.8	24.1	31.3	55.4	44.2	37.4	97.1	97.2
Female	116	100	26.2	35.9	22.3	15.5	37.9	41.8	33.8	97.3	97.5
<b>Racial/Ethnic Group</b>											
White	31	100	3.6	14.3	25	57.1	82.1	68.8	49.2	96.5	97.2
African American	182	100	25.9	34.8	23.4	15.8	39.2	29.1	17	97.5	97.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	97.1	98
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	37.1	24.9	96	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.1	96.5
<b>Disability Status</b>											
Disabled	27	100	41.7	29.2	12.5	16.7	29.2	18.6	14	96.8	96.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	17	100	17.6	23.5	29.4	29.4	58.8	43.8	24.4	96.7	97.2
<b>Socio-Economic Status</b>											
Subsidized meals	107	100	28.4	33.7	20	17.9	37.9	24.7	21.1	96.8	96.8
<b>Social Studies</b>											
All Students	248	100	18.4	41	22.1	18.4	40.6	42.9	34	97.2	97.3
<b>Gender</b>											
Male	132	100	22.6	33.9	21.7	21.7	43.5	44.7	36.6	97.1	97.2
Female	116	100	13.7	49	22.5	14.7	37.3	40.9	31.3	97.3	97.5
<b>Racial/Ethnic Group</b>											
White	40	100	6.3	25	25	43.8	68.8	62.5	44.5	96.5	97.2
African American	177	100	22.3	44.6	21	12.1	33.1	31.9	19.1	97.5	97.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	67.9	58.9	97.1	98
Hispanic	13	100	8.3	33.3	25	33.3	58.3	37.4	27.5	96	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.1	96.5
<b>Disability Status</b>											
Disabled	31	100	32.1	39.3	21.4	7.1	28.6	21.3	14.4	96.8	96.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	21	100	14.3	33.3	19	33.3	52.4	45.9	27.3	96.7	97.2
<b>Socio-Economic Status</b>											
Subsidized meals	114	100	24.3	45.6	19.4	10.7	30.1	25.3	21	96.8	96.8

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	96	100	8.6	23.5	56.8	11.1	67.9	
	4	83	100	8.7	49.3	42	0	42	
	5	82	100	16.9	52.3	30.8	0	30.8	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	113	100	6.9	24.8	50.5	17.8	68.3	
	4	130	100	17.1	25.2	50.5	7.2	57.7	
	5	120	100	12.8	50.5	34.9	1.8	36.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	96	100	13.6	46.9	24.7	14.8	39.5	
	4	83	100	23.2	30.4	27.5	18.8	46.4	
	5	82	100	20	53.8	15.4	10.8	26.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	113	100	17.8	41.6	24.8	15.8	40.6	
	4	130	100	20.7	36.9	25.2	17.1	42.3	
	5	120	100	17.4	44	24.8	13.8	38.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	47	100	20	40	37.5	2.5	40	
	4	83	100	29	34.8	23.2	13	36.2	
	5	42	100	39.4	48.5	6.1	6.1	12.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	56	100	16.3	30.6	32.7	20.4	53.1	
	4	129	100	25.2	30.6	18.9	25.2	44.1	
	5	59	100	20	32.7	23.6	23.6	47.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	49	100	4.9	53.7	26.8	14.6	41.5	
	4	83	100	18.8	50.7	24.6	5.8	30.4	
	5	40	100	25	46.9	6.3	21.9	28.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	57	100	9.6	28.8	32.7	28.8	61.5	
	4	130	100	18	41.4	23.4	17.1	40.5	
	5	61	100	27.8	51.9	9.3	11.1	20.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

Abbreviations for Missing Data

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