



SANDHILLS ELEMENTARY

130 Lewis Rast Road
Swansea, SC 29160

Grades	3-4 Elementary School	
Enrollment	530 Students	
Principal	Lisa Evans	803-568-1200
Superintendent	Dr. Linda G. Lavender	803-568-1000
Board Chair	Mrs. Shelia Parkman	803-568-2786

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Excellent
2009	Average	Average
2008	Below Average	Average
2007	Average	Good
2006	Average	Good

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

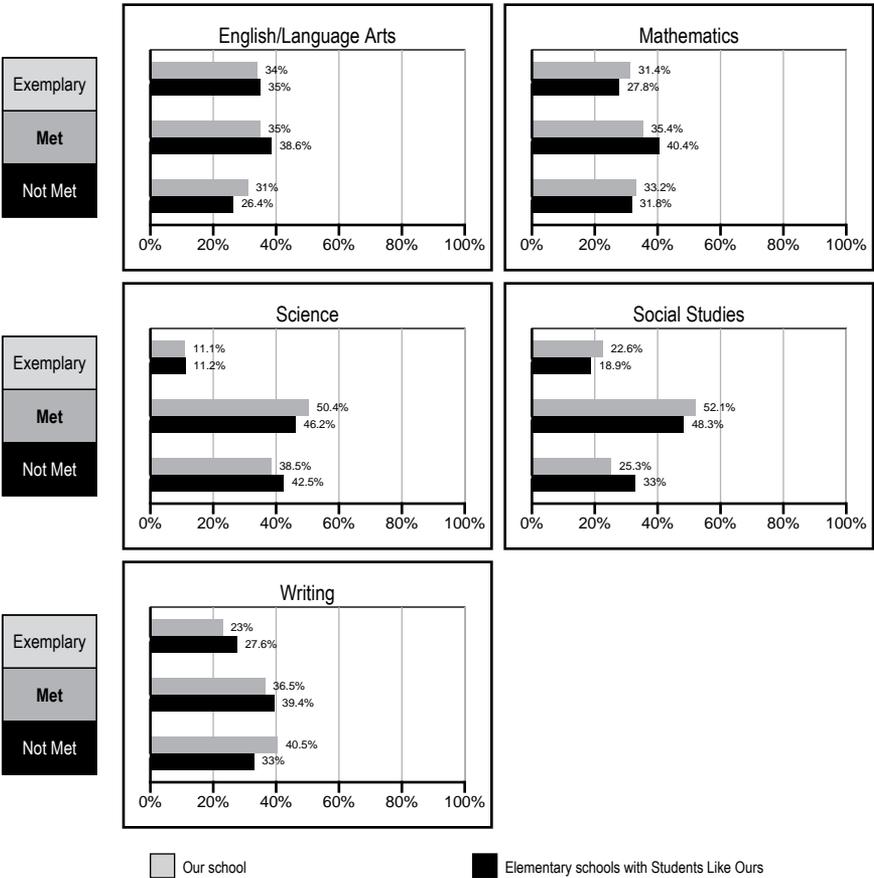
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	102	12	1

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

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
Students (n=530)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 0.4%	1.6%	1.2%
Attendance rate	99.9%	Up from 95.1%	95.7%	96.1%
Eligible for gifted and talented	10.7%	Up from 5.7%	9.4%	11.7%
With disabilities other than speech	12.2%	Down from 14.1%	9.1%	8.0%
Older than usual for grade	0.0%	Down from 0.4%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	54.3%	Down from 54.8%	59.4%	60.5%
Continuing contract teachers	71.4%	Up from 71.0%	85.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.7%	Up from 85.0%	87.5%	87.0%
Teacher attendance rate	92.8%	Down from 93.0%	94.8%	95.4%
Average teacher salary*	\$42,117	Down 3.5%	\$46,543	\$47,288
Professional development days/teacher	9.3 days	Down from 14.2 days	11.0 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 21.6 to 1	19.3 to 1	19.2 to 1
Prime instructional time	91.1%	Up from 85.5%	89.7%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.7%	Down from 90.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,664	Down 5.3%	\$7,518	\$7,548
Percent of expenditures for instruction**	58.4%	Down from 60.0%	67.8%	68.7%
Percent of expenditures for teacher salaries**	53.5%	Down from 55.1%	64.6%	65.1%

* 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

Sandhills Elementary School serves approximately 500 students in grades three and four. "Shaping Every Student for Success" is our motto and drives our mission to establish high standards by creating a learning environment which ensures student performance at the highest level.

During the 2009-2010 school year, the S.C. State Department of Education awarded SES the Red Carpet Award for creating a family-friendly atmosphere and providing customer-focused service.

In addition, for the fourth year in a row, SES earned the Palmetto Silver Award from the State Department of Education based on an increase in school-wide PASS scores.

Our continued efforts to involve parents, community, and all stakeholders in our school included an expansion of Career Week and Career Fair, Lunch 'n Learn in areas of parenting and English language learning, and a Parent Resource room available for meetings, internet use, and parenting information/books.

For the 2010-2011 school year, as part of our district realignment of schools, we look forward to becoming Sandhills Elementary Tiger Cubs, who will continue to respect learning, ourselves, our school, and others. Our school will be in its fifth year of Positive Behavior Intervention and Support (PBIS). We have established school-wide procedures and use various ways to recognize positive student behavior.

Our teachers and staff are working to create effective professional learning communities within our school. We continue to focus on our own learning to provide the highest quality instruction for our students. Teams of teachers meet weekly to discuss curriculum and assessment to determine our next instructional steps for each child.

Challenges and priorities ahead for our school community include using technology in our classrooms most effectively and also providing all students with academic support through appropriate interventions. We will continue to target literacy and to provide opportunities for authentic reading and writing in all areas.

The Sandhills Elementary staff and School Improvement Council look forward to working with students, parents, and the community to make our school the very best that it can be.

Lisa Evans, Principal

Teresa Smith, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	253	129
Percent satisfied with learning environment	97.2%	90.0%	93.5%
Percent satisfied with social and physical environment	100.0%	83.4%	92.1%
Percent satisfied with school-home relations	88.6%	84.1%	88.9%

* 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 21 out of 21 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	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.4%	0.0%	No
Student attendance rate	99.9%	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	529	99.8	30.9	34.9	34.1	80.7	75	83.5	Yes	Yes
Gender										
Male	273	100	39.1	31.6	29.2	75.9	69.4	80.1	N/A	N/A
Female	256	99.6	22.4	38.4	39.2	85.7	81.1	87	N/A	N/A
Racial/Ethnic Group										
White	384	100	27.9	32.9	39.2	82.3	77	89.6	Yes	Yes
African American	114	100	38.7	37.7	23.6	77.4	68.6	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	28	96.4	33.3	55.6	11.1	81.5	79.2	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	84	100	67.1	21.1	11.8	48.7	37.9	51.7	Yes	Yes
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	22	100	36.4	59.1	4.5	81.8	77.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	401	100	34.1	36.2	29.6	79.9	72.3	76.9	Yes	Yes

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

All Students	529	100	33.1	35.3	31.5	77.7	73.4	80.4	Yes	Yes
Gender										
Male	273	100	34	37.2	28.9	75.5	69	78.4	N/A	N/A
Female	256	100	32.2	33.5	34.3	80	78.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	384	100	30.4	32.6	37	79.8	75.9	87.8	Yes	Yes
African American	114	100	39.6	40.6	19.8	72.6	67.3	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	28	100	40.7	51.9	7.4	70.4	68.8	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	84	100	63.2	23.7	13.2	51.3	42.8	46.1	Yes	Yes
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	22	100	45.5	45.5	9.1	63.6	66.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	401	100	37.3	37.8	24.9	74.6	69.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	403	99.8	38.4	50.3	11.3	61.6	64	67.3
Gender								
Male	208	99.5	39.1	49.5	11.5	60.9	63.6	66.9
Female	195	100	37.8	51.1	11.2	62.2	64.4	67.7
Racial/Ethnic Group								
White	291	99.7	33.1	53.8	13.1	66.9	68.3	79.6
African American	88	100	52.4	40.2	7.3	47.6	51.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	21	100	50	45	5	50	64.7	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	66	100	59	34.4	6.6	41	39.2	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	17	100	47.1	47.1	5.9	52.9	61	58.6
Socio-Economic Status								
Subsidized meals	306	99.7	42.6	50.9	6.6	57.4	59.6	55.4
Social Studies								
All Students	401	100	25.2	52.3	22.5	74.8	68.2	70.9
Gender								
Male	214	100	25.1	48.2	26.6	74.9	66.5	70.1
Female	187	100	25.3	56.7	18	74.7	70.1	71.7
Racial/Ethnic Group								
White	290	100	24.8	50.4	24.8	75.2	69.5	79.2
African American	89	100	25.9	56.8	17.3	74.1	63	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	21	100	28.6	57.1	14.3	71.4	73.1	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	67	100	46.7	48.3	5	53.3	40.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	17	100	35.3	58.8	5.9	64.7	69	68
Socio-Economic Status								
Subsidized meals	301	100	29	53	18	71	63.4	60.8

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
Writing										
All Students	526	99.8	40.5	36.5	23	59.5	57.8	72.1	99.9	98.8
Gender										
Male	270	99.6	50.8	35	14.2	49.2	46.2	65.2	99.9	98.7
Female	256	100	29.8	38	32.2	70.2	70.5	79.2	99.9	98.8
Racial/Ethnic Group										
White	382	100	37.5	36.6	25.9	62.5	60.1	80.8	99.9	98.7
African American	114	99.1	46.2	35.8	17.9	53.8	51.7	59.7	99.9	98.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	99.9
Hispanic	27	100	55.6	37	7.4	44.4	57.1	64.6	99.9	99
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.9	98.5
Disability Status										
Disabled	89	98.9	77.2	16.5	6.3	22.8	18.1	27.7	99.9	98.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	59.1	31.8	9.1	40.9	54.8	63.7	99.9	98.9
Socio-Economic Status										
Subsidized meals	403	99.8	44.6	36.1	19.3	55.4	52.6	61.9	99.9	98.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	281	99.6	34.1	31.8	34.1	65.9
	4	224	99.6	45.1	34.8	20.1	54.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	254	99.6	30.1	33.9	36	69.9
	4	275	100	31.7	35.9	32.4	68.3
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	281	99.6	46.4	35.2	18.4	53.6
	4	224	99.6	35.3	45.1	19.6	64.7
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	254	100	43.1	28.9	28	56.9
	4	275	100	23.9	41.3	34.7	76.1
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	139	94.2	51.7	41.7	6.7	48.3
	4	224	99.6	43.6	50.5	5.9	56.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	128	99.2	57.9	32.2	9.9	42.1
	4	275	100	29.3	58.7	12	70.7
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	142	96.5	32.3	44.6	23.1	67.7
	4	224	99.6	18.6	62.3	19.1	81.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	126	100	34.7	49.2	16.1	65.3
	4	275	100	20.8	53.7	25.5	79.2
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	280	99.6	52.2	27.2	20.5	47.8
	4	227	99.6	46.4	39.6	14	53.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	250	100	43.8	33.8	22.5	56.3
	4	276	99.6	37.5	39	23.6	62.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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