



SANDHILLS ELEMENTARY

130 Lewis Rast Road
Swansea, SC 29160

Grades	3-4 Elementary School	
Enrollment	502 Students	
Principal	Lisa Evans	803-568-1200
Superintendent	Linda G. Lavender, Ph.D.	803-568-1000
Board Chair	Mr. Jefford Hart, Jr.	803-568-2262

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Excellent
2009	Average	Average
2008	Below Average	Average
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

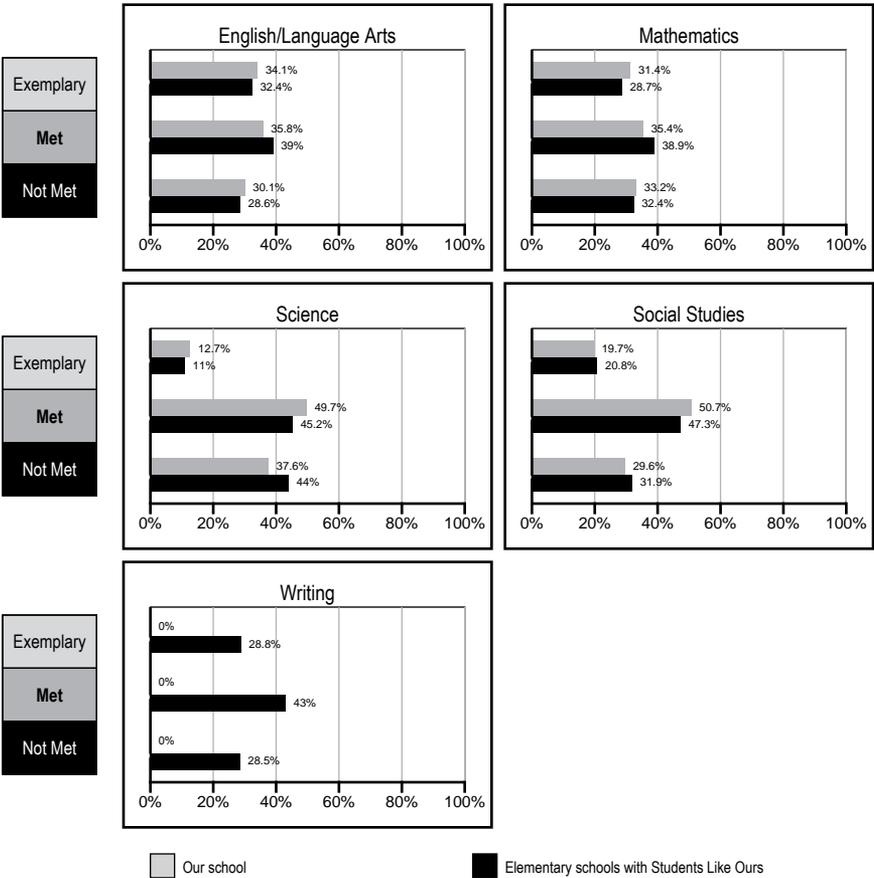
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	12	97	18	5

* Ratings are calculated with data available by 11/09/2011.

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=502)				
First graders who attended full-day kindergarten	0.0%	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.5%	1.1%
Attendance rate	95.7%	Down from 99.9%	95.9%	96.2%
Served by gifted and talented program	9.1%	Down from 10.7%	8.7%	13.4%
With disabilities other than speech	8.5%	Down from 12.2%	4.5%	4.1%
Older than usual for grade	0.0%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	51.5%	Down from 54.3%	60.9%	62.5%
Continuing contract teachers	78.8%	Up from 71.4%	86.4%	88.2%
Teachers returning from previous year	88.3%	Up from 87.7%	86.3%	87.8%
Teacher attendance rate	93.9%	Up from 92.8%	95.1%	95.2%
Average teacher salary*	\$41,762	Down 0.8%	\$45,927	\$46,773
Professional development days/teacher	9.7 days	Up from 9.3 days	10.3 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.0 to 1	18.7 to 1	19.9 to 1
Prime instructional time	88.7%	Down from 91.1%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.2%	Up from 88.7%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,878	Up 3.2%	\$7,772	\$7,447
Percent of expenditures for instruction**	57.8%	Down from 58.4%	67.6%	68.4%
Percent of expenditures for teacher salaries**	55.4%	Up from 53.5%	64.6%	65.8%

* 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

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.

SES is a S.C. Department of Education Palmetto Silver Award winner and/or Palmetto Gold Winner for outstanding academic growth (PASS/PACT) for the past five years. Additionally, SES is a Red Carpet School, awarded for creating a family-friendly atmosphere and providing customer-focused service.

The I CARE program, our continued vision to encourage and recognize parental involvement, is in its third year at SES with over 1,400 documented parental visits to the school this year. We have expanded our Lunch 'n Learn programs, parenting sessions focusing on what and how our students learn.

We have worked on our school environment and culture by encouraging school pride. SES is the recipient of the Palmetto Pride Grant, Carolina Fence Garden and our students have participated in the Great American Clean Up and as a National Anthem Day All Star School for the past five years.

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 focusing on students' individual learning and 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.

Sheila Hilton, School Improvement Council Chairperson
Lisa Evans, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	228	153
Percent satisfied with learning environment	100.0%	86.5%	87.2%
Percent satisfied with social and physical environment	100.0%	86.9%	86.8%
Percent satisfied with school-home relations	85.2%	83.1%	80.4%

* 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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 14 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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	95.7%	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

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 = 79.4% (Met or Exemplary)

All Students	491	100	29.8	35.7	34.4	80.4	72.9	82.4	Yes	Yes
Gender										
Male	237	100	34.4	35.7	29.9	75.9	67.6	78.7	N/A	N/A
Female	254	100	25.5	35.7	38.7	84.7	78.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	356	100	27.8	34.7	37.4	80.2	74.5	88.9	Yes	Yes
African American	101	100	38.3	40.4	21.3	78.7	67.2	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	31	100	28.6	28.6	42.9	85.7	74.4	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	66.7	83	I/S	I/S
Disability Status										
Disabled	82	100	64.5	19.7	15.8	44.7	32.9	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	26.1	34.8	39.1	82.6	72.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	400	100	32.5	36.9	30.6	76.7	69.4	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	491	100	32.9	35.7	31.4	77.8	75.2	81.9	No	Yes
Gender										
Male	237	100	33.5	32.6	33.9	75.4	72.7	79.9	N/A	N/A
Female	254	100	32.3	38.7	28.9	80	77.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	356	100	29.9	33.8	36.2	80.8	78	88.9	Yes	Yes
African American	101	100	46.8	36.2	17	63.8	65.6	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	31	100	25	53.6	21.4	85.7	74.4	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	84.4	I/S	I/S
Disability Status										
Disabled	82	100	57.9	23.7	18.4	53.9	41.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	26.1	52.2	21.7	82.6	70.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	400	100	35.8	37.9	26.3	76.2	72.3	74.9	No	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	372	99.7	37.2	49.9	13	62.8	63.7	68.6
Gender								
Male	182	99.5	37.9	49.1	13	62.1	62.1	68.3
Female	190	100	36.5	50.6	12.9	63.5	65.3	68.9
Racial/Ethnic Group								
White	266	99.6	30.5	54.6	14.9	69.5	67.3	80.7
African American	81	100	58.7	34.7	6.7	41.3	52.8	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	23	100	42.9	47.6	9.5	57.1	58.9	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	60	98.3	68.4	28.1	3.5	31.6	30.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	19	100	47.1	47.1	5.9	52.9	55.6	60.7
Socio-Economic Status								
Subsidized meals	303	99.7	42.7	46.6	10.8	57.3	58.5	57.3
Social Studies								
All Students	372	100	29.4	50.4	20.2	70.6	69.9	72.5
Gender								
Male	178	100	30.2	45	24.9	69.8	69.9	72
Female	194	100	28.7	55.6	15.7	71.3	69.8	73.1
Racial/Ethnic Group								
White	273	100	28.7	48.4	22.9	71.3	71.3	81
African American	73	100	34.8	51.5	13.6	65.2	63	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	24	100	14.3	76.2	9.5	85.7	82.6	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	59	100	63	20.4	16.7	37	38.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	18	100	18.8	75	6.3	81.3	77.1	69.7
Socio-Economic Status								
Subsidized meals	299	100	33.1	50.2	16.7	66.9	66	62.9

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	2	I/S	N/A	N/A	N/A	N/A	60.9	73.2	95.7	95.1
Gender										
Male	2	I/S	N/A	N/A	N/A	N/A	52.3	67.2	95.7	95.2
Female	N/A	N/AV	N/A	N/A	N/A	N/A	70.4	79.4	95.6	95
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	65.8	81.5	95.3	94.7
African American	2	I/S	N/A	N/A	N/A	N/A	50.9	61.3	96.5	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	99.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	43.8	66.7	96.8	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.2	94
Disability Status										
Disabled	2	I/S	N/A	N/A	N/A	N/A	10.6	26	95.7	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	39.1	65.7	97.2	96.5
Socio-Economic Status										
Subsidized meals	2	I/S	N/A	N/A	N/A	N/A	57.3	63.2	95.4	94.8

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
English/Language Arts							
2010	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
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	236	100	32.6	28.5	38.9	67.4
	4	253	100	27.5	42.8	29.7	72.5
	5	2	I/S	I/S	I/S	I/S	I/S
	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	N/A
Mathematics							
2010	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
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	236	100	44.3	28.5	27.1	55.7
	4	253	100	22.5	42.4	35.2	77.5
	5	2	I/S	I/S	I/S	I/S	I/S
	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	N/A
Science							
2010	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
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	119	99.2	53.2	33.3	13.5	46.8
	4	253	100	29.7	57.6	12.7	70.3
	5	N/A	N/AV	I/S	I/S	I/S	I/S
	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	N/A

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							
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
2011	3	117	100	36.7	36.7	26.6	63.3
	4	253	100	26.3	57.2	16.5	73.7
	5	2	I/S	I/S	I/S	I/S	I/S
	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
Writing							
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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	2	I/S	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

Abbreviations for Missing Data

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