



Sandlapper Elementary

1001 Longtown Road
Columbia, SC 29229

Grades	PK-5 Elementary School	
Enrollment	707 Students	
Principal	Linda S. Hall	803-691-4045
Superintendent	Katie Brochu	803-787-1910
Board Chair	The Honorable Calvin	803-736-3111

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Good	Good
2011	Good	Good
2010	Good	Excellent
2009	Good	Good
2008	Average	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 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://www.eoc.sc.gov>

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

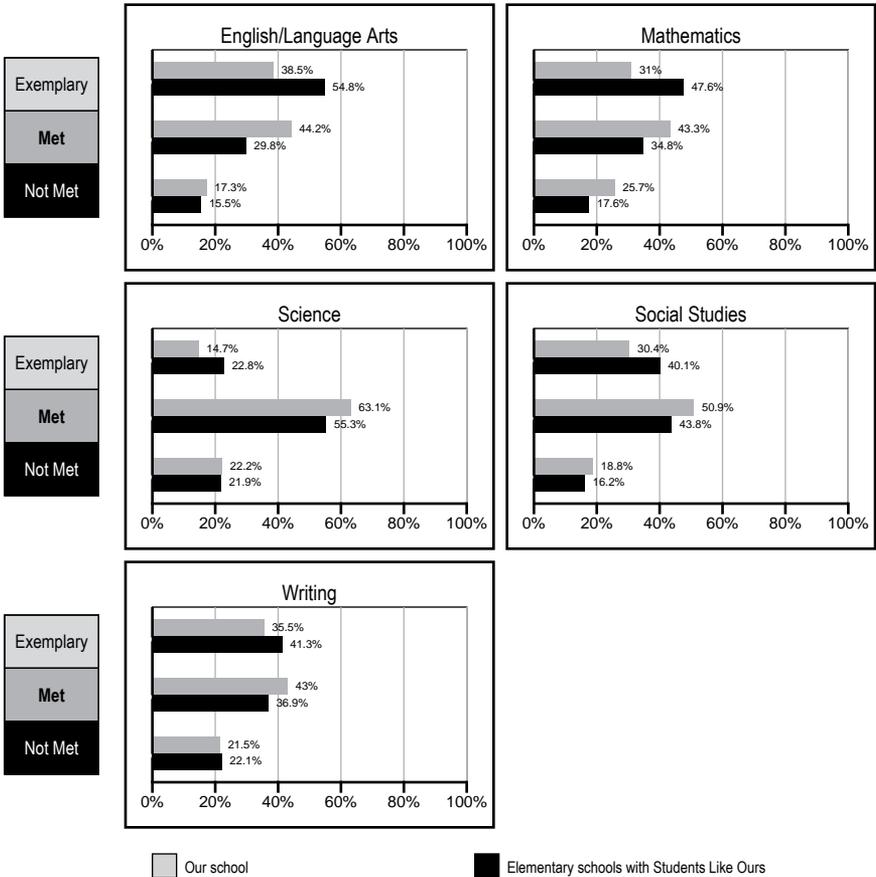
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
45	24	4	0	0

* Ratings are calculated with data available by 11/07/2012.

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=707)				
First graders who attended full-day kindergarten	91.9%	Up from 91.5%	100.0%	100.0%
Retention rate	0.3%	Down from 0.4%	0.7%	1.0%
Attendance rate	97.8%	Up from 97.3%	97.0%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	74.0%	Up from 70.2%	65.2%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	88.3%	Up from 87.5%	90.1%	88.7%
Teacher attendance rate	92.4%	Up from 91.1%	95.1%	95.1%
Average teacher salary*	\$51,446	Down 0.0%	\$48,820	\$47,210
Professional development days/teacher	13.2 days	Down from 13.6 days	10.0 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.5	5.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 19.6 to 1	20.5 to 1	20.0 to 1
Prime instructional time	N/R	N/R	90.8%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.2%	Up from 90.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,749	Down 10.6%	\$6,767	\$7,247
Percent of expenditures for instruction**	74.5%	Up from 74.0%	69.6%	68.2%
Percent of expenditures for teacher salaries**	72.7%	Up from 71.0%	67.8%	65.7%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

As we conclude our sixth year, Sandlapper Elementary continues to enjoy several banners of excellence: the state's Palmetto Silver Award, the state's Red Carpet Award for customer service, and the state's PBIS Exemplar School Award for school climate. We have 16 teachers with National Board Certification. Sandlapper was also awarded the "Victory Initiative" Department of Defense Grant which will provide special resources for us in the next 3 years. Almost 31 percent of our student population is military. This partnership with DOD provides unique staff development, materials and opportunities to better meet the needs of our students.

We continued the 11-12 school year with our Positive Behavior Intervention and Support initiative based upon research-based positive systems. Our staff, SIC, and PTO have provided many opportunities for our families and community to become involved including the Hot Dog Supper, Veteran's Day activities, Art from the Heart, Mother/Son, Father/Daughter Dance, Spring Fling, the Faculty/Staff Musical, and the new S.A.M. (Sandlapper and Military Families) Support Groups and Events. Our Single Gender initiatives continue to grow and include second through fifth grades. 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.

Test scores alone cannot depict the exemplary efforts and achievements of our students. Our children model diversity, democracy, and citizenship through 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 2012 PASS 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 district averages. We have initiated more formative assessments such as DIBELS, mClass Math and AIMSWEB to chart literacy and mathematical growth of our students. We will continue to study strengths and weaknesses and design goals for success. Best practices and strategies such as Working on the Work, Single Gender Education, 6-Trait Writing, Reading Counts, Hands-on Learning, Differentiated Instruction, Tier 1, Tier 2, and Tier 3 Interventions, and Technology Integration engage and challenge all learners. We also provide flexible grouping, academic programs beyond the school day, and varied interventions to address specific learning needs. Sandlapper will continue to face the challenges of economy and change. 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.

Jerel Arceneaux, SIC Chair
Linda Hall, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	117	92
Percent satisfied with learning environment	87.3%	80.9%	89.0%
Percent satisfied with social and physical environment	94.5%	79.5%	92.3%
Percent satisfied with school-home relations	78.2%	81.2%	81.1%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	89.8
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Sandlapper Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.5%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.8%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	659.6	650.0	629.6	644.0	99.7	100.0
Male	656.0	653.4	630.9	646.8	99.5	100.0
Female	663.2	646.5	628.3	641.0	100.0	100.0
White	690.3	684.9	658.7	665.3	100.0	100.0
African American	652.7	641.0	623.4	639.8	99.6	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	626.2	619.3	607.4	624.5	97.7	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	650.1	638.7	619.2	634.8	99.5	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	117	100	15.9	24.8	59.3	84.1
	4	118	99.2	25.9	42.9	31.3	74.1
	5	129	100	16	50.4	33.6	84
	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
2012	3	110	99.1	20	28	52	80
	4	121	100	14	49.1	36.8	86
	5	123	100	17.5	53.3	29.2	82.5
	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
Mathematics							
2011	3	117	100	28.3	44.2	27.4	71.7
	4	118	99.2	24.1	46.4	29.5	75.9
	5	129	100	15.1	42	42.9	84.9
	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
2012	3	110	100	31.7	39.6	28.7	68.3
	4	121	100	27.2	47.4	25.4	72.8
	5	123	100	19.2	42.5	38.3	80.8
	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
Science							
2011	3	59	100	36.8	47.4	15.8	63.2
	4	118	99.2	27.7	61.6	10.7	72.3
	5	65	100	26.7	48.3	25	73.3
	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
2012	3	54	100	47.1	39.2	13.7	52.9
	4	121	100	14	76.3	9.6	86
	5	62	100	16.7	58.3	25	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

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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							
2011	3	58	100	10.7	32.1	57.1	89.3
	4	118	99.2	17.9	53.6	28.6	82.1
	5	64	100	22	55.9	22	78
	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
2012	3	56	100	20	42	38	80
	4	121	100	12.3	59.6	28.1	87.7
	5	61	98.4	28.8	42.4	28.8	71.2
	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							
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	127	100	15	34.2	50.8	85
	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
2012	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	124	100	21.5	43	35.5	78.5
	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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