



Sandy Run Elementary

450 Old Swamp Road
Swansea, South Carolina

Grades	PK-5 Elementary School	
Enrollment	234 Students	
Principal	George Kierman.	803-791-8866
Superintendent	James K. Westbury	803-655-7310
Board Chair	Thomas Arant	803-874-2759



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	At-Risk
2007	Good	Average
2006	Good	Below Average
2005	Good	Below Average
2004	Average	Good

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

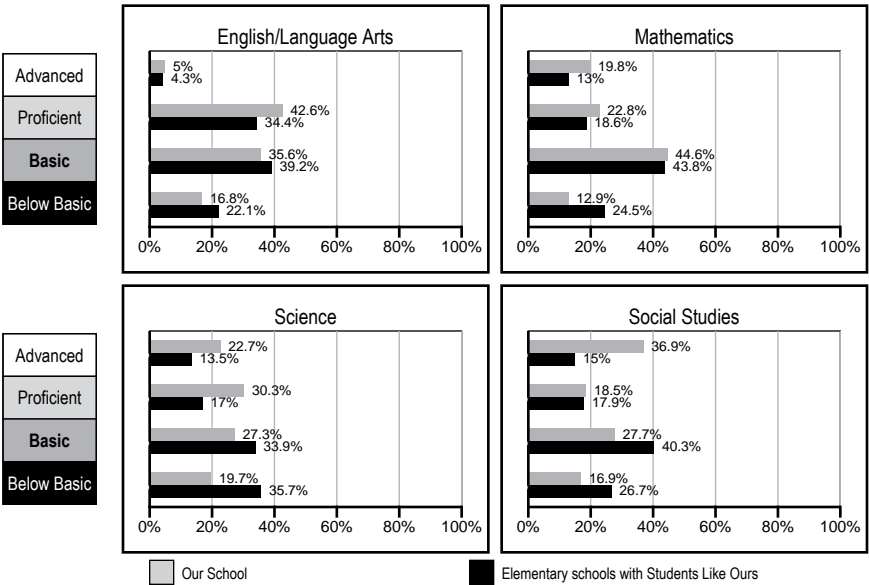
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	47	35	1

* 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
Students (n=234)				
First graders who attended full-day kindergarten	100.0%	Up from 88.6%	100.0%	100.0%
Retention rate	4.1%	Up from 2.7%	2.9%	2.3%
Attendance rate	95.7%	Down from 95.8%	96.2%	96.3%
Eligible for gifted and talented	15.1%	Up from 0.0%	9.7%	10.4%
With disabilities other than speech	11.6%	Up from 7.5%	8.6%	7.5%
Older than usual for grade	1.2%	Up from 1.1%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	63.2%	Up from 47.6%	58.0%	56.7%
Continuing contract teachers	94.7%	Down from 95.2%	80.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 5.3%	0.0%	0.0%
Teachers returning from previous year	91.1%	Up from 74.5%	87.2%	86.4%
Teacher attendance rate	95.4%	Down from 96.0%	94.8%	94.9%
Average teacher salary	\$47,138	Up 5.7%	\$45,391	\$45,345
Professional development days/teacher	7.1 days	Up from 6.1 days	12.5 days	12.6 days
School				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Up from 14.8 to 1	18.5 to 1	18.5 to 1
Prime instructional time	90.1%	Down from 91.0%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Up from 82.8%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$9,180	Up 10.6%	\$6,893	\$7,052
Percent of expenditures for instruction*	64.4%	Down from 67.6%	68.7%	69.1%
Percent of expenditures for teacher salaries*	62.9%	Down from 65.2%	64.9%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Sandy Run Elementary School is currently in the process of expanding to a CD - 8th grade school, which will be completed by the 2009 - 2010 school year. Sandy Run is a unique and diverse school that brings in students from all walks of life. The greatest attribute that Sandy Run possesses is the quality of the students that enter the front doors. The students come with a sense of pride and self-worth that translates into a positive academic experience.

Technology has always been a cornerstone to the success at Sandy Run. All academic teachers have five internet computers, along with a Smart Board in their classroom. We also have a fully functional computer lab that features twenty computers.

Schools can only be successful if the community, parents/guardians, teachers, and students work together in one cohesive unit. Sandy Run Elementary School has all of these stakeholders working together to help make Sandy Run the best school it can be.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	41	30
Percent satisfied with learning environment	94.7%	97.6%	96.7%
Percent satisfied with social and physical environment	100.0%	92.7%	90.0%
Percent satisfied with school-home relations	83.3%	92.7%	92.9%

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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 15 out of 15 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	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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	6.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

All Students	119	100	16.5	36.9	41.7	4.9	60.2	45.9	48.2	Yes	Yes
Gender											
Male	55	100	23.9	41.3	30.4	4.3	45.7	35.1	41.7	N/A	N/A
Female	64	100	10.5	33.3	50.9	5.3	71.9	55.8	55	N/A	N/A
Racial/Ethnic Group											
White	75	100	14.5	30.4	47.8	7.2	65.2	62.2	60	Yes	Yes
African American	41	100	22.6	54.8	22.6	0	45.2	40.4	31.7	I/S	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	73.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	17	100	53.8	30.8	15.4	0	23.1	30.7	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	77.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	79	100	15.6	42.2	37.5	4.7	56.3	44.2	34	Yes	Yes

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

All Students	119	100	12.6	45.6	22.3	19.4	56.3	47.2	45.8	Yes	Yes
Gender											
Male	55	100	15.2	37	23.9	23.9	60.9	42.8	45.6	N/A	N/A
Female	64	100	10.5	52.6	21.1	15.8	52.6	51.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	75	100	10.1	37.7	26.1	26.1	65.2	62.2	59	Yes	Yes
African American	41	100	19.4	67.7	12.9	0	32.3	41.5	26.9	I/S	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	87	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	17	100	38.5	38.5	15.4	7.7	38.5	26.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	94.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	79	100	12.5	53.1	18.8	15.6	51.6	46	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

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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
Science											
All Students	79	100	19.1	29.4	29.4	22.1	51.5	34.6	35.7	95.7	96.2
Gender											
Male	35	100	24.1	24.1	27.6	24.1	51.7	34.3	37.4	95.9	95.8
Female	44	100	15.4	33.3	30.8	20.5	51.3	35	33.8	95.6	96.5
Racial/Ethnic Group											
White	49	100	15.6	22.2	33.3	28.9	62.2	62.9	49.2	95.8	95.2
African American	29	100	27.3	45.5	22.7	4.5	27.3	26.1	17	95.4	96.5
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	57.1	24.9	96.4	96.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	11	100	37.5	50	0	12.5	12.5	17.5	14	94.8	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	85.4
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	50	24.4	96.3	96.8
Socio-Economic Status											
Subsided meals	59	100	16.7	35.4	29.2	18.8	47.9	32.9	21.1	95.3	96.1
Social Studies											
All Students	78	100	18.2	27.3	18.2	36.4	54.5	28.4	34	95.7	96.2
Gender											
Male	34	100	21.4	17.9	7.1	53.6	60.7	28	36.6	95.9	95.8
Female	44	100	15.8	34.2	26.3	23.7	50	28.8	31.3	95.6	96.5
Racial/Ethnic Group											
White	49	100	11.1	26.7	20	42.2	62.2	48.3	44.5	95.8	95.2
African American	26	100	38.9	33.3	16.7	11.1	27.8	21.5	19.1	95.4	96.5
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	61.1	27.5	96.4	96.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	17	14.4	94.8	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	85.4
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	73.3	27.3	96.3	96.8
Socio-Economic Status											
Subsided meals	48	100	16.2	37.8	16.2	29.7	45.9	27.3	21	95.3	96.1

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	35	100	6.3	31.3	53.1	9.4	62.5	
	4	39	100	11.1	55.6	30.6	2.8	33.3	
	5	29	100	25	46.4	28.6	0	28.6	
	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
2008	3	35	100	15.6	31.3	40.6	12.5	53.1	
	4	38	100	9.7	25.8	61.3	3.2	64.5	
	5	46	100	22.5	50	27.5	0	27.5	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	35	100	6.3	40.6	37.5	15.6	53.1	
	4	39	100	11.1	44.4	27.8	16.7	44.4	
	5	29	100	14.3	57.1	25	3.6	28.6	
	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
2008	3	35	100	12.5	43.8	18.8	25	43.8	
	4	38	100	3.2	48.4	25.8	22.6	48.4	
	5	46	100	20	45	22.5	12.5	35	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	17	100	13.3	60	20	6.7	26.7	
	4	39	100	25	36.1	11.1	27.8	38.9	
	5	14	100	21.4	28.6	14.3	35.7	50	
	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
2008	3	18	100	17.6	29.4	35.3	17.6	52.9	
	4	38	100	6.5	25.8	35.5	32.3	67.7	
	5	23	100	40	35	15	10	25	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	19	100	6.3	0	68.8	25	93.8	
	4	39	100	13.9	47.2	16.7	22.2	38.9	
	5	15	100	42.9	14.3	21.4	21.4	42.9	
	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
2008	3	17	100	13.3	13.3	33.3	40	73.3	
	4	38	100	9.7	38.7	16.1	35.5	51.6	
	5	23	100	35	20	10	35	45	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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