



## Sandhills Elementary

130 Lewis Rast Road  
Swansea, SC 29160

<b>Grades</b>	3-4 Elementary School	
<b>Enrollment</b>	474 Students	
<b>Principal</b>	Lisa Evans	803-568-1200
<b>Superintendent</b>	Dr. Linda Hawkins	803-568-1000
<b>Board Chair</b>	Mr. Jim St. Clair	803-794-0645

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Average</b>
2007	Average	Good
2006	Average	Good
2005	Average	Below Average
2004	Good	At-Risk

## 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**

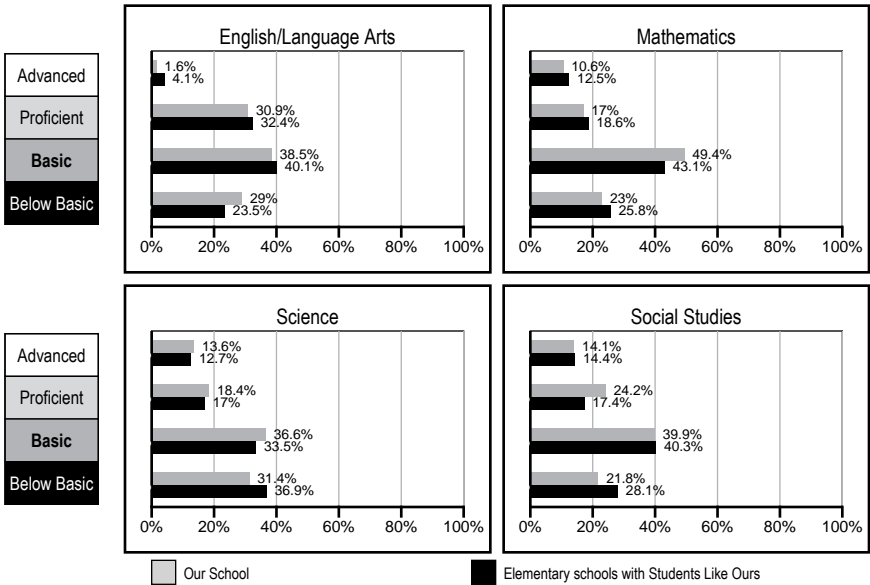
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.3%

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

Excellent	Good	Average	Below Average	At-Risk
0	2	37	45	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
<b>Students (n=474)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 1.3%	2.8%	2.3%
Attendance rate	95.8%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	6.3%	Up from 4.7%	6.5%	10.4%
With disabilities other than speech	15.4%	Up from 15.0%	8.7%	7.5%
Older than usual for grade	1.1%	Up from 0.2%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	54.8%	Up from 53.1%	52.9%	56.7%
Continuing contract teachers	51.6%	Down from 75.0%	75.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.0%	Down from 86.2%	85.8%	86.4%
Teacher attendance rate	95.2%	Up from 93.5%	94.7%	94.9%
Average teacher salary	\$40,320	Up 2.4%	\$44,466	\$45,345
Professional development days/teacher	14.3 days	Up from 10.5 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.7 to 1	18.2 to 1	18.5 to 1
Prime instructional time	88.1%	Up from 87.6%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	89.3%	Down from 98.5%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,468	Up 3.3%	\$7,363	\$7,052
Percent of expenditures for instruction*	60.8%	Down from 64.3%	69.1%	69.1%
Percent of expenditures for teacher salaries*	56.6%	Up from 56.0%	63.8%	64.2%

\* 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 470 students in grades three and four. In order to meet the needs of all students, we offer special education, academic, and artistically gifted and talented classes, as well as academic assistance computer labs, and targeted interventions for students. Instructional programs include looping and special education inclusion.

"Shaping Every Student for Success" is our motto and drives our mission to establish high standards by creating a learning environment that ensures students perform at the highest level.

As we continue to create professional learning communities within our school, we have collaboratively created curriculum maps and common assessments in all content areas. Teams of teachers meet weekly to discuss curriculum and to analyze student data.

Through a State Improvement grant, our school will be in our third year of Positive Behavior Intervention and Support (PBIS). We have established school-wide procedures and use respect rings, Bearcat Bucks, and the school store to recognize positive student behavior. Sandhills Bearcats respect learning, themselves, their school, and others.

Our efforts to involve parents, community, and all stakeholders in our school included providing Lunch 'n Learn in areas of reading, math, and assessment; an expanded Career Week; and a Parent Resource room available for meetings, internet use, and parenting information/books.

Our school received the Palmetto Silver Award from the State Department of Education for the second year based on an increase in schoolwide PACT scores and high teacher and student attendance rates. To focus on literacy and technology, the award will be used for SMARTBoards and instructional materials for reading.

Challenges and priorities ahead for our school community include providing students with academic support through appropriate interventions; increasing use of technology; and providing expanded opportunities for parent involvement through our I Care program. 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.

Shelley Spires, School Improvement Council Chair  
Lisa Evans, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	33	185	120
Percent satisfied with learning environment	97.0%	87.0%	85.7%
Percent satisfied with social and physical environment	100.0%	90.8%	77.5%
Percent satisfied with school-home relations	78.8%	88.6%	82.4%

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

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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. 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	17.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%	Yes

\* Or greater than last year

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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	463	99.8	28.8	38.5	30.9	1.8	41.7	30.9	48.2	No	Yes
<b>Gender</b>											
Male	254	99.6	34.5	40.9	23.4	1.3	33.2	22.1	41.7	N/A	N/A
Female	209	100	22.1	35.7	39.7	2.5	51.8	40.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	325	100	27.4	34.5	35.5	2.6	46.9	34.2	60	Yes	Yes
African American	111	99.1	30.1	50.5	19.4	0	29.1	21.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	23	100	40	40	20	0	30	22.7	38.4	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	85	100	59.7	29.9	9.1	1.3	16.9	9.7	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	17	100	42.9	35.7	21.4	0	21.4	17.8	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	342	99.7	34.2	39.8	25.1	0.9	34.2	24.7	34	No	Yes

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

All Students	463	99.8	22.6	49.5	17.1	10.8	42.6	37.9	45.8	Yes	Yes
<b>Gender</b>											
Male	254	99.6	23.8	48.9	18.3	8.9	40	37.2	45.6	N/A	N/A
Female	209	100	21.1	50.3	15.6	13.1	45.7	38.6	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	325	100	19.5	46.6	20.2	13.7	48.9	42.7	59	Yes	Yes
African American	111	99.1	30.1	54.4	10.7	4.9	26.2	23.5	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	23	100	35	65	0	0	30	28.8	38.1	I/S	I/S
American Indian/Alaskan	4	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	85	100	51.9	35.1	10.4	2.6	19.5	13.9	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	17	100	35.7	64.3	0	0	28.6	31.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	342	99.7	28.2	49.5	16.6	5.6	34.8	31.8	31.4	No	Yes

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

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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	354	99.7	30.9	36.7	18.5	13.9	32.4	36	35.7	95.8	95.3
<b>Gender</b>											
Male	193	99.5	31.6	37.9	17.5	13	30.5	33.8	37.4	95.9	95.3
Female	161	100	30.1	35.3	19.6	15	34.6	38.3	33.8	95.6	95.4
<b>Racial/Ethnic Group</b>											
White	257	100	26.6	34	21.6	17.8	39.4	41.3	49.2	95.4	95
African American	81	98.8	41.3	46.7	9.3	2.7	12	18	17	96.8	96.5
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	95.4
Hispanic	13	100	45.5	36.4	9.1	9.1	18.2	28.9	24.9	97.2	96.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	90.3	92.5
<b>Disability Status</b>											
Disabled	66	100	41.7	36.7	16.7	5	21.7	14.3	14	95	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	50
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	12.5	24.4	98	96.6
<b>Socio-Economic Status</b>											
Subsidized meals	258	99.6	37.2	39.3	17.2	6.3	23.4	27.3	21.1	95.5	95
<b>Social Studies</b>											
All Students	345	99.7	21.5	40	24.3	14.2	38.5	30.7	34	95.8	95.3
<b>Gender</b>											
Male	186	99.5	19.8	39.5	26.7	14	40.7	31.2	36.6	95.9	95.3
Female	159	100	23.5	40.5	21.6	14.4	35.9	30.2	31.3	95.6	95.4
<b>Racial/Ethnic Group</b>											
White	240	100	21.9	38.6	23.7	15.8	39.5	32.3	44.5	95.4	95
African American	86	98.8	18.8	43.8	26.3	11.3	37.5	26.1	19.1	96.8	96.5
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	95.4
Hispanic	16	100	28.6	50	14.3	7.1	21.4	27.7	27.5	97.2	96.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	90.3	92.5
<b>Disability Status</b>											
Disabled	66	100	32.2	45.8	13.6	8.5	22	16	14.4	95	94.8
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	50
<b>English Proficiency</b>											
Limited English Proficient	11	100	33.3	55.6	11.1	0	11.1	21.9	27.3	98	96.6
<b>Socio-Economic Status</b>											
Subsidized meals	252	99.6	26.7	42.4	21.6	9.3	30.9	24.5	21	95.5	95

\* 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	249	100	27	41.6	28.8	2.6	31.3
	4	265	99.6	33.7	39.1	26.3	0.8	27.2
	5	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	227	100	26.3	38.5	31.9	3.3	35.2
	4	236	99.6	31.2	38.5	29.9	0.5	30.3
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	249	100	23.2	50.6	19.3	6.9	26.2
	4	265	99.6	21.8	33.7	23.9	20.6	44.4
	5	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	227	100	23.9	54.5	13.6	8	21.6
	4	236	99.6	21.3	44.8	20.4	13.6	33.9
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	128	100	42	39.5	11.8	6.7	18.5
	4	265	99.3	41.3	29.8	19	9.9	28.9
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	118	100	33.9	43.1	14.7	8.3	22.9
	4	236	99.6	29.4	33.5	20.4	16.7	37.1
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	121	100	15.8	45.6	28.1	10.5	38.6
	4	265	99.3	25.2	38.4	21.9	14.5	36.4
	5	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	109	100	24	47.1	21.2	7.7	28.8
	4	236	99.6	20.4	36.7	25.8	17.2	43
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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

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