



## Sandhills Intermediate

140 Lewis Rast Road  
Swansea, SC 29160

<b>Grades</b>	5-6 Elementary School	
<b>Enrollment</b>	531 Students	
<b>Principal</b>	Ms. Sara Ankrapp	803-568-1250
<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>At-Risk</b>
2007	Average	Average
2006	Below Average	Below Average
2005	Below Average	At-Risk
2004	Average	Below Average

## 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**

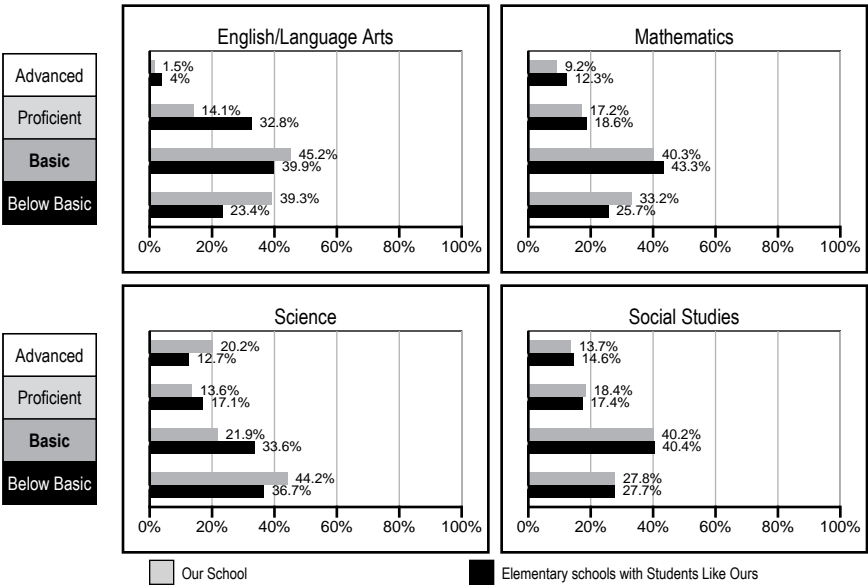
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.5%

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

Excellent	Good	Average	Below Average	At-Risk
0	3	35	43	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=531)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.4%	Down from 1.4%	2.8%	2.3%
Attendance rate	95.1%	Down from 95.4%	96.1%	96.3%
Eligible for gifted and talented	11.6%	Down from 13.4%	8.9%	10.4%
With disabilities other than speech	17.0%	Up from 15.5%	9.2%	7.5%
Older than usual for grade	0.9%	Down from 1.6%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.5%	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	55.6%	Up from 47.2%	54.7%	56.7%
Continuing contract teachers	63.9%	Down from 72.2%	78.7%	77.3%
Teachers with emergency or provisional certificates	8.3%	Up from 8.0%	0.0%	0.0%
Teachers returning from previous year	79.6%	Up from 75.2%	86.6%	86.4%
Teacher attendance rate	94.2%	Up from 94.1%	94.8%	94.9%
Average teacher salary	\$40,892	Up 1.0%	\$45,119	\$45,345
Professional development days/teacher	11.2 days	Up from 10.0 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 22.2 to 1	18.5 to 1	18.5 to 1
Prime instructional time	87.4%	Down from 88.5%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.5%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,959	Up 0.7%	\$7,280	\$7,052
Percent of expenditures for instruction*	61.9%	Up from 61.7%	68.2%	69.1%
Percent of expenditures for teacher salaries*	53.1%	Down from 53.5%	62.7%	64.2%

\* 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 Intermediate School's mission is to "Ensure Every Student's Success" by making the learning needs of students the primary focus of all decisions. During the 2007-2008 school year, our instructional team developed standards-based curriculum and assessments using "essential questions" that were articulated across grades. In addition, each grade-level team developed common diagnostic, formative, and summative assessments to facilitate programmatic improvement. Content-area teams then met weekly to analyze student data to drive instruction. The entire faculty implemented a "Supporting Student Literacy" intervention program during enrichment periods.

Teacher and administrator quality was enhanced by utilizing the instructional coaching model to assist staff with best-practice teaching techniques in literacy and technology. Literacy team meetings were held monthly to enhance the teaching of literacy. The E2T2 grant was awarded to Sandhills Intermediate to fund training for teachers, summer camps for students, and integrative technology across the language arts curriculum for sixth-grade students. In addition, Sandhills Intermediate was awarded a state grant to fund a math coach for the 2008-2009 school year. Ninety-eight percent of our teachers were highly-qualified in 2007-2008 as defined by "No Child Left Behind."

Sandhills Intermediate faculty, staff, and students participated in various initiatives to enhance school climate. These included collaboratively implementing a behavior management system, Positive Behavior Intervention Supports (PBIS), that established common expectations for all students. Active parents established a parent/teacher organization and have plans for involving more families next year. In addition, Sandhills Intermediate students demonstrated their Crocodile Pride by donating over \$5,000 to the Leukemia Society's Pennies for Patients Campaign placing us #12 among all participating schools.

As we move into the 2008-2009 school year, Sandhills Intermediate is committed to continuing to ensure the success of each of our students. Our future goals include utilizing a Response to Intervention model to improve our assistance of at-risk students, utilizing PBIS to enhance school climate and student behavior, and continuing to integrate technology into the curriculum.

Leslie Hightower, Principal  
Shannon Maddox, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	228	99
Percent satisfied with learning environment	93.9%	73.0%	72.9%
Percent satisfied with social and physical environment	97.1%	76.1%	77.7%
Percent satisfied with school-home relations	82.4%	79.6%	71.6%

\* 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

School Adequate Yearly Progress

NO

This school met 11 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	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	17.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	95.1%	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

## 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
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

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

All Students	514	99.4	38.7	45.3	14.3	1.7	27.9	30.9	48.2	No	Yes
<b>Gender</b>											
Male	261	99.6	45.3	44.1	9.8	0.8	20.8	22.1	41.7	N/A	N/A
Female	253	99.2	31.8	46.6	19.1	2.5	35.2	40.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	384	99.7	35.5	46.3	16.3	1.9	31.9	34.2	60	No	Yes
African American	100	100	50	41.5	7.4	1.1	14.9	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	27	92.6	40	48	12	0	20	22.7	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	93	98.9	79.5	15.9	3.4	1.1	8	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	22	90.9	50	35	15	0	25	17.8	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	361	99.2	42.7	45.7	10.7	0.9	21.1	24.7	34	No	Yes

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

All Students	514	99.8	32.6	41	17	9.4	41.4	37.9	45.8	No	Yes
<b>Gender</b>											
Male	261	99.6	31.8	40.4	19.6	8.2	42.9	37.2	45.6	N/A	N/A
Female	253	100	33.5	41.5	14.4	10.6	39.8	38.6	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	384	99.7	30.2	39.1	19.9	10.8	45.4	42.7	59	No	Yes
African American	100	100	41.5	45.7	7.4	5.3	27.7	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	27	100	32	52	12	4	36	28.8	38.1	I/S	I/S
American Indian/Alaskan	2	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	93	98.9	67	28.4	3.4	1.1	14.8	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	22	100	30	50	15	5	45	31.1	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	361	99.7	35.9	41.8	15.4	6.8	37.7	31.8	31.4	No	Yes

\* 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 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	261	100	43.5	22	13.8	20.7	34.6	36	35.7	95.1	95.3
<b>Gender</b>											
Male	122	100	47.8	14.8	12.2	25.2	37.4	33.8	37.4	95.1	95.3
Female	139	100	39.7	28.2	15.3	16.8	32.1	38.3	33.8	95.1	95.4
<b>Racial/Ethnic Group</b>											
White	197	100	38.8	22.3	15.4	23.4	38.8	41.3	49.2	94.6	95
African American	52	100	62.5	16.7	10.4	10.4	20.8	18	17	96.4	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	11	100	40	40	0	20	20	28.9	24.9	97.2	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.2	92.5
<b>Disability Status</b>											
Disabled	49	100	80.9	10.6	4.3	4.3	8.5	14.3	14	94.5	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	9	I/S	I/S	I/S	I/S	I/S	I/S	12.5	24.4	97.7	96.6
<b>Socio-Economic Status</b>											
Subsided meals	174	100	51.8	20.7	12.2	15.2	27.4	27.3	21.1	94.7	95
<b>Social Studies</b>											
All Students	254	99.2	27.5	40.3	18.6	13.6	32.2	30.7	34	95.1	95.3
<b>Gender</b>											
Male	139	99.3	25.4	42.3	16.2	16.2	32.3	31.2	36.6	95.1	95.3
Female	115	99.1	30.2	37.7	21.7	10.4	32.1	30.2	31.3	95.1	95.4
<b>Racial/Ethnic Group</b>											
White	187	99.5	22.5	42.2	19.7	15.6	35.3	32.3	44.5	94.6	95
African American	49	100	40.4	36.2	14.9	8.5	23.4	26.1	19.1	96.4	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	93.8	40	33.3	20	6.7	26.7	27.7	27.5	97.2	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.2	92.5
<b>Disability Status</b>											
Disabled	45	97.8	45.2	33.3	19	2.4	21.4	16	14.4	94.5	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	13	92.3	33.3	33.3	25	8.3	33.3	21.9	27.3	97.7	96.6
<b>Socio-Economic Status</b>											
Subsided meals	187	98.9	30.1	43.4	17.9	8.7	26.6	24.5	21	94.7	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	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	272	100	29.7	49.2	19.1	2	21.1
	6	260	100	39.5	40.3	16.5	3.7	20.2
	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	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	5	I/S	I/S	I/S	I/S	I/S	I/S
	5	247	99.2	40.2	48	11.8	0	11.8
	6	262	99.6	38.1	42.5	16.2	3.2	19.4
	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	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	272	100	25	46.5	14.8	13.7	28.5
	6	260	100	28.4	39.1	23.5	9.1	32.5
	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	5	I/S	I/S	I/S	I/S	I/S	I/S
	5	247	99.6	30.6	39.7	20.1	9.6	29.7
	6	262	100	35.2	40.9	14.6	9.3	23.9
	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	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	136	100	29	40.3	8.9	21.8	30.6
	6	131	99.2	35.9	26.5	17.1	20.5	37.6
	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	3	I/S	I/S	I/S	I/S	I/S	I/S
	5	124	100	42.7	20.5	12.8	23.9	36.8
	6	134	100	45.2	23	14.3	17.5	31.7
	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	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	137	100	34.4	35.1	13.7	16.8	30.5
	6	131	100	15.4	39.8	23.6	21.1	44.7
	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	3	I/S	I/S	I/S	I/S	I/S	I/S
	5	123	99.2	31.3	43.8	16.1	8.9	25
	6	128	99.2	24	37.2	20.7	18.2	38.8
	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

Abbreviations for Missing Data

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