



Sandhills Elementary

130 Lewis Rast Road
Swansea, SC 29160

Grades	3-4 Elementary School	
Enrollment	500 Students	
Principal	Lisa Evans	803-568-1200
Superintendent	Dr. Linda G. Lavender	803-568-1000
Board Chair	Mrs. Shelia Parkman	803-568-2786

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Average
2007	Average	Good
2006	Average	Good
2005	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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

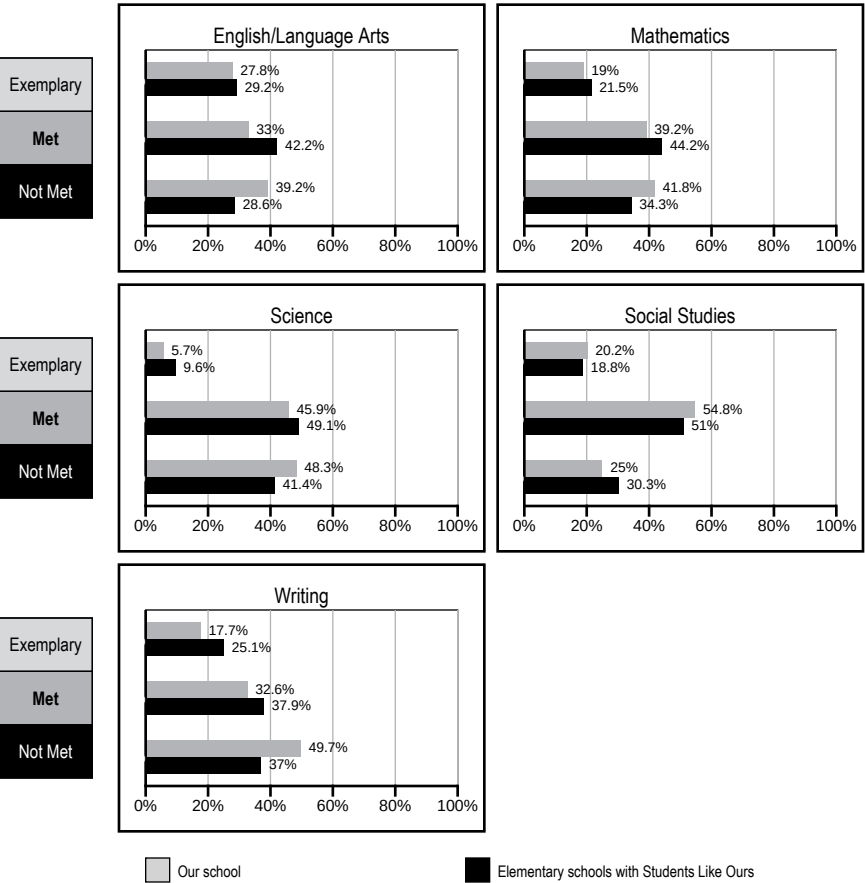
99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	90	20	1

* Ratings are calculated with data available by 06/01/2010.

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=500)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.4%	Up from 0.0%	2.5%	1.9%
Attendance rate	95.1%	Down from 95.8%	96.0%	96.3%
Eligible for gifted and talented	5.7%	Down from 6.3%	7.1%	10.0%
With disabilities other than speech	14.1%	Down from 15.4%	9.2%	7.7%
Older than usual for grade	0.4%	Down from 1.1%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	54.8%	No Change	57.1%	59.4%
Continuing contract teachers	71.0%	Up from 51.6%	80.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.0%	No Change	85.4%	85.9%
Teacher attendance rate	93.0%	Down from 95.2%	94.9%	95.1%
Average teacher salary*	\$43,650	Up 8.3%	\$46,493	\$47,149
Professional development days/teacher	14.2 days	Down from 14.3 days	11.8 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 19.8 to 1	18.5 to 1	18.8 to 1
Prime instructional time	85.5%	Down from 88.1%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.2%	Up from 89.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,034	Up 8.8%	\$7,665	\$7,458
Percent of expenditures for instruction**	60.0%	Down from 60.8%	68.5%	68.8%
Percent of expenditures for teacher salaries**	55.1%	Down from 56.6%	62.1%	63.2%

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

** 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 500 students in grades three and four. In order to meet needs of all students, there are classes for special education, academic and artistically gifted and talented, as well as 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 which ensures student performance 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.

Our school will be in its fourth year of Positive Behavior Intervention and Support (PBIS). We have established schoolwide procedures and use respect rings, Bearcat Bucks, and the school store to recognize positive student behavior. Sandhills Bearcats respect learning, ourselves, our school, and others.

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

For the third year, our school received the Palmetto Silver Award from the State Department of Education based on an increase in schoolwide PACT scores and high teacher and student attendance rates. To focus on literacy, the award will be used toward varied reading texts for the effective instruction of reading.

Through a state technology grant, a full-time technology coach will join our staff so that we may best implement Smart Boards in every classroom. Challenges and priorities ahead for our school community also include 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.

Teresa Smith, School Improvement Council Chairperson
Lisa Evans, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	184	117
Percent satisfied with learning environment	96.0%	91.3%	90.4%
Percent satisfied with social and physical environment	96.0%	92.9%	85.1%
Percent satisfied with school-home relations	64.0%	89.0%	82.8%

* 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 19 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	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	505	99.6	38.9	33.1	28	75.3	74.6	82.8	Yes	Yes
Gender										
Male	279	100	40.9	35.1	23.9	73	69.9	79.3	N/A	N/A
Female	226	99.1	36.4	30.6	33	78.2	79.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	351	99.4	32.6	33.9	33.5	79.5	76.5	89.5	Yes	Yes
African American	119	100	51.3	31.9	16.8	67.3	69.5	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	32	100	59.3	29.6	11.1	63	69.9	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	92	100	75	20.5	4.5	35.2	33.2	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	60.9	26.1	13	65.2	64.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	386	99.5	44.7	33	22.2	70.7	69.2	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	505	99.6	41.5	39.6	18.9	69.9	72.2	78.9	Yes	Yes
Gender										
Male	279	100	42.5	37.1	20.5	69.5	70.9	77	N/A	N/A
Female	226	99.1	40.3	42.7	17	70.4	73.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	351	99.4	35.7	40.4	23.9	73.3	73.7	87.2	Yes	Yes
African American	119	100	54	37.2	8.8	63.7	66.2	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	32	100	59.3	37	3.7	51.9	75.3	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	92	100	76.1	17	6.8	38.6	36.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	25	100	N/AV	N/AV	N/AV	47.8	69.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	386	99.5	46.2	39	14.8	66.1	68.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	363	97.5	46.6	47.2	6.2	53.4	64.8	67.5
Gender								
Male	204	96.6	45.9	48.1	6.1	54.1	65	67
Female	159	98.7	47.6	46.2	6.3	52.4	64.6	68
Racial/Ethnic Group								
White	251	96.8	39.5	51.8	8.6	60.5	68.7	79.5
African American	86	98.8	61.7	37	1.2	38.3	51.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	24	100	N/AV	N/AV	N/AV	33.3	64.2	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	61	86.9	72	26	2	28	35	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	18	100	N/AV	N/AV	N/AV	29.4	61	59.6
Socio-Economic Status								
Subsided meals	283	97.2	52.4	44.4	3.2	47.6	58.7	55.1

Social Studies								
All Students	366	98.4	24	55.4	20.7	76	71.7	72.3
Gender								
Male	202	98.5	23.1	58.1	18.8	76.9	70.5	71.5
Female	164	98.2	25	52	23	75	73.2	73.2
Racial/Ethnic Group								
White	253	98.4	19.7	55.7	24.6	80.3	73.8	80.7
African American	85	98.8	31.7	58.5	9.8	68.3	68.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	25	100	40.9	40.9	18.2	59.1	56.3	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	69	92.8	40.3	50	9.7	59.7	45	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	19	100	42.1	42.1	15.8	57.9	54.1	67.9
Socio-Economic Status								
Subsided meals	283	98.2	28	56.3	15.7	72	66.8	62.1

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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	507	99.6	49.7	32.6	17.7	50.3	51.2	70.2	95.1	95
Gender										
Male	278	99.3	58	31.7	10.3	42	41.9	63.2	95.2	94.9
Female	229	100	39.4	33.8	26.8	60.6	61.6	77.5	94.9	95
Racial/Ethnic Group										
White	355	99.4	46.5	33.1	20.4	53.5	53.6	79.1	94.6	94.6
African American	119	100	55.2	31	13.8	44.8	45.5	57.6	96.2	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	93.8
Hispanic	30	100	63	33.3	3.7	37	43.2	62.6	96.1	95.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	68.7	90.7	91.8
Disability Status										
Disabled	102	98	89.8	9.2	1	10.2	13.5	26.1	94.8	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	59.1	36.4	4.5	40.9	43.6	61.2	96.2	95.8
Socio-Economic Status										
Subsided meals	389	99.7	57.2	27.8	15	42.8	45	58.9	94.8	94.7

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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							
2009	3	281	99.6	34.1	31.8	34.1	65.9
	4	224	99.6	45.1	34.8	20.1	54.9
	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
Mathematics							
2009	3	281	99.6	46.4	35.2	18.4	53.6
	4	224	99.6	35.3	45.1	19.6	64.7
	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
Science							
2009	3	139	94.2	51.7	41.7	6.7	48.3
	4	224	99.6	43.6	50.5	5.9	56.4
	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
Social Studies							
2009	3	142	96.5	32.3	44.6	23.1	67.7
	4	224	99.6	18.6	62.3	19.1	81.4
	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
Writing							
2009	3	280	99.6	52.2	27.2	20.5	47.8
	4	227	99.6	46.4	39.6	14	53.6
	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

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