



## SANDLAPPER ELEMENTARY

1001 Longtown Road  
Columbia, SC 29229

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	724 Students	
<b>Principal</b>	Linda S. Hall	803-691-4045
<b>Superintendent</b>	Katie Brochu, Ed.D.	803-787-1910
<b>Board Chair</b>	Stephanie Burgess, Ph.D.	803-530-9899

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Good	Excellent
2009	Good	Good
2008	Average	Below Average
2007	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://eoc.sc.gov>

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

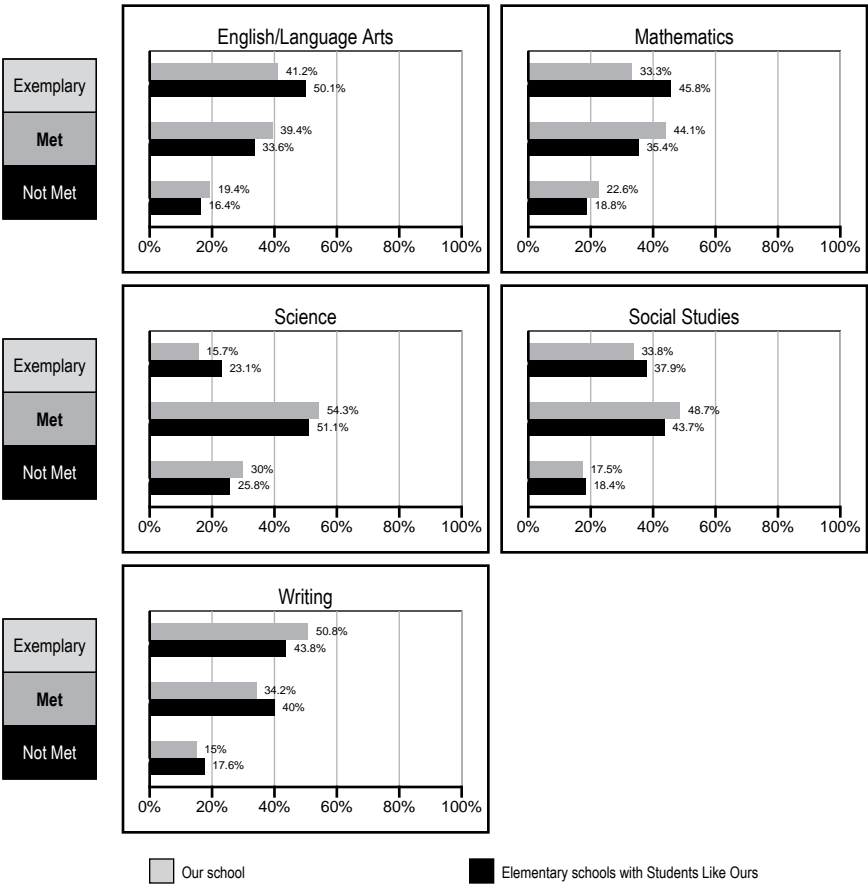
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 89.2%

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

Excellent	Good	Average	Below Average	At-Risk
28	30	6	1	0

\* Ratings are calculated with data available by 11/09/2011.

**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
<b>Students (n=724)</b>				
First graders who attended full-day kindergarten	91.5%	Up from 88.7%	100.0%	100.0%
Retention rate	0.4%	Up from 0.3%	0.8%	1.1%
Attendance rate	97.3%	Up from 97.2%	96.5%	96.2%
Served by gifted and talented program	10.6%	Up from 8.8%	20.3%	13.4%
With disabilities other than speech	5.0%	Down from 5.9%	3.4%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	70.2%	Down from 71.7%	65.2%	62.5%
Continuing contract teachers	89.4%	Up from 81.1%	90.0%	88.2%
Teachers returning from previous year	87.5%	Down from 88.3%	89.4%	87.8%
Teacher attendance rate	91.1%	Down from 94.8%	95.1%	95.2%
Average teacher salary*	\$51,454	Up 0.9%	\$48,426	\$46,773
Professional development days/teacher	13.6 days	Down from 16.2 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	5.5	Up from 4.5	5.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 19.1 to 1	20.7 to 1	19.9 to 1
Prime instructional time	87.9%	Down from 91.1%	90.9%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.0%	Down from 94.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,545	Up 0.5%	\$6,887	\$7,447
Percent of expenditures for instruction**	74.0%	Up from 70.6%	69.5%	68.4%
Percent of expenditures for teacher salaries**	71.0%	Up from 68.4%	68.2%	65.8%

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

\*\* 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

As we conclude our fifth year, Sandlapper Elementary raises many 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. We have 17 teachers with National Board Certification. Sandlapper also met the Federal Adequate Yearly Progress level for 2010 with 17 out of 17 objectives met. Our Report Card Absolute Rating remained at "Good" and our Growth Rating elevated from "Good" to "Excellent." We continued the 10-11 school year with our Positive Behavior Intervention and Support initiative based upon research-based positive reward systems. Our staff, SIC and PTO have provided many opportunities for our families and community to become intimately involved such as the Back-to-School Bash, Veteran's Day activities, Art from the Heart, Mother/Son – Father/Daughter Dance, Spring Fling and the One School, One Book Program. We expanded our Single Gender programs to include second, third, fourth, and 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 foreign language, 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 2011 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 and AIMSWEB to chart literacy and mathematical growth of our students. We will continue to study strengths and weaknesses indicated for each child and design goals for success.

Best practices and strategies such as Working on the Work, Single Gender Education, 6-Trait Writing, Open Court, 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, before school programs, 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!

Natasha Taylor, SIC Chair                      Linda Hall, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	0	0
Percent satisfied with learning environment	94.7%	N/R	N/R
Percent satisfied with social and physical environment	100.0%	N/R	N/R
Percent satisfied with school-home relations	76.9%	N/R	N/R

\* 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    /S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 20 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	97.3%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	364	99.7	19.2	39.5	41.3	89.8	83.8	82.4	Yes	Yes
<b>Gender</b>										
Male	181	100	25	38.7	36.3	85.7	79.2	78.7	N/A	N/A
Female	183	99.5	13.6	40.3	46	93.8	88.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	52	100	8.5	38.3	53.2	97.9	93.4	88.9	Yes	Yes
African American	280	99.6	22.6	39.8	37.6	88	79.1	72.9	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.6	93	I/S	I/S
Hispanic	23	100	9.1	36.4	54.5	90.9	78.8	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	83	I/S	I/S
<b>Disability Status</b>										
Disabled	52	100	55.1	18.4	26.5	59.2	47.8	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	15	100	N/AV	N/AV	N/AV	100	81.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	181	100	24.6	42.1	33.3	87.1	75.6	75.4	Yes	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	364	99.7	22.4	44.2	33.4	86.3	81.7	81.9	Yes	Yes
<b>Gender</b>										
Male	181	100	25	38.7	36.3	83.9	79.1	79.9	N/A	N/A
Female	183	99.5	19.9	49.4	30.7	88.6	84.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	52	100	6.4	34	59.6	100	93.5	88.9	Yes	Yes
African American	280	99.6	26.7	47.4	25.9	82.3	75.7	71.4	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.3	94.6	I/S	I/S
Hispanic	23	100	13.6	36.4	50	100	78	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	52	100	44.9	40.8	14.3	63.3	45.8	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	15	100	N/AV	N/AV	N/AV	100	82.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	181	100	30.4	42.1	27.5	81.9	72.7	74.9	Yes	Yes

\* 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

## 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
<b>Science</b>								
All Students	242	99.6	29.7	54.6	15.7	70.3	71	68.6
<b>Gender</b>								
Male	120	100	28.6	50	21.4	71.4	69.9	68.3
Female	122	99.2	30.8	59	10.3	69.2	72.2	68.9
<b>Racial/Ethnic Group</b>								
White	38	100	8.8	58.8	32.4	91.2	90	80.7
African American	182	99.5	36.8	51.1	12.1	63.2	61.9	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.2	85.3
Hispanic	17	100	6.3	81.3	12.5	93.8	65	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	36	100	47.1	47.1	5.9	52.9	36.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	12	100	N/AV	N/AV	N/AV	100	73.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	121	100	38.3	50.4	11.3	61.7	57.5	57.3
<b>Social Studies</b>								
All Students	240	99.6	17.2	48.9	33.9	82.8	76.5	72.5
<b>Gender</b>								
Male	118	100	23.4	38.7	37.8	76.6	74.4	72
Female	122	99.2	11.2	58.6	30.2	88.8	78.6	73.1
<b>Racial/Ethnic Group</b>								
White	39	100	5.6	30.6	63.9	94.4	89.3	81
African American	184	99.5	19.5	53.4	27	80.5	69.9	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.7	89
Hispanic	12	100	16.7	50	33.3	83.3	71.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	34	100	38.7	45.2	16.1	61.3	42.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	76	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	117	100	17.3	52.7	30	82.7	65.7	62.9

Abbreviations for Missing Data

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

## 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
<b>Writing</b>										
All Students	127	100	15	34.2	50.8	85	75.5	73.2	97.3	97.2
<b>Gender</b>										
Male	59	100	23.1	28.8	48.1	76.9	68.9	67.2	97.2	97.2
Female	68	100	8.8	38.2	52.9	91.2	82.2	79.4	97.4	97.3
<b>Racial/Ethnic Group</b>										
White	11	100	I/S	I/S	I/S	I/S	88.7	81.5	96.6	97
African American	101	100	15.5	35.1	49.5	84.5	69.1	61.3	97.5	97.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.8	87	98.4	97.7
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69.2	66.7	96.1	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.8
<b>Disability Status</b>										
Disabled	14	100	61.5	23.1	15.4	38.5	27	26	97.2	96.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.6
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	72.5	65.7	97.6	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	63	100	19.7	41	39.3	80.3	64.6	63.2	97	96.8

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	119	100	14.8	34.3	50.9	85.2
	4	124	100	16.8	42.5	40.7	83.2
	5	116	100	10.5	42.9	46.7	89.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	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
<b>Mathematics</b>							
<b>2010</b>	3	119	100	39.8	38.9	21.3	60.2
	4	124	100	18.6	50.4	31	81.4
	5	116	100	10.5	40	49.5	89.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	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
<b>Science</b>							
<b>2010</b>	3	60	100	38.9	50	11.1	61.1
	4	124	100	27.4	65.5	7.1	72.6
	5	58	100	13.2	66	20.8	86.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	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

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	59	100	14.8	33.3	51.9	85.2
	4	124	100	16.8	50.4	32.7	83.2
	5	58	100	23.1	44.2	32.7	76.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	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
<b>Writing</b>							
<b>2010</b>	3	119	99.2	21.3	40.7	38	78.7
	4	126	99.2	12.9	58.6	28.4	87.1
	5	113	100	12.4	43.8	43.8	87.6
	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
<b>2011</b>	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

Abbreviations for Missing Data

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