



SANDLAPPER ELEMENTARY

1001 Longtown Road
Columbia, SC 29229

Grades	PK-5 Elementary School	
Enrollment	744 Students	
Principal	Linda S. Hall	803-691-4045
Superintendent	Dr. Katie Brochu	803-787-1910
Board Chair	Bill Flemming, Jr., D.M.D.	803-261-1992

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent*
2009	Good	Good
2008	Average	Below Average
2007	Average	Below Average
2006	N/A	N/A

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

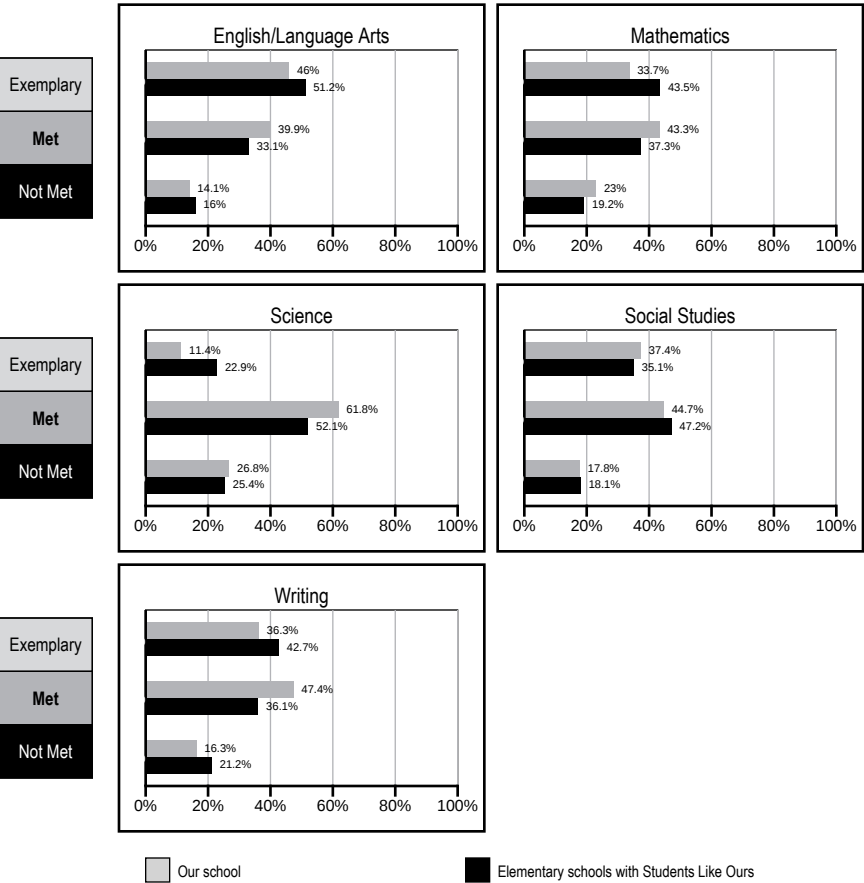
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 91.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	27	11	0	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=744)				
First graders who attended full-day kindergarten	88.7%	Up from 84.3%	100.0%	100.0%
Retention rate	0.3%	Down from 0.9%	0.8%	1.2%
Attendance rate	97.2%	Up from 97.1%	96.5%	96.1%
Eligible for gifted and talented	8.8%	Down from 12.5%	18.6%	11.7%
With disabilities other than speech	5.9%	Up from 5.1%	6.8%	8.0%
Older than usual for grade	0.0%	Down from 0.6%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	71.7%	Up from 61.4%	63.5%	60.5%
Continuing contract teachers	81.1%	Up from 71.9%	85.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.3%	N/A	89.3%	87.0%
Teacher attendance rate	94.8%	Up from 93.2%	96.0%	95.4%
Average teacher salary*	\$50,980	Up 4.4%	\$48,911	\$47,288
Professional development days/teacher	16.2 days	Down from 17.4 days	10.6 days	10.5 days
School				
Principal's years at school	4.5	Up from 3.5	3.8	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.0 to 1	20.1 to 1	19.2 to 1
Prime instructional time	91.1%	Up from 89.3%	92.1%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.1%	Down from 98.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,506	Up 19.9%	\$7,072	\$7,548
Percent of expenditures for instruction**	70.6%	No Change	70.6%	68.7%
Percent of expenditures for teacher salaries**	68.4%	Up from 67.9%	68.1%	65.1%

* 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

As we conclude our fourth 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 now have 17 teachers with National Board Certification. Sandlapper also met the Federal Adequate Yearly Progress level for 2009 with 17 out of 17 objectives met. Our Report Card rating elevated from "Average" to "Good." We continued the 09-10 school year with our PBIS initiative, Positive Behavior Intervention and Support program, a 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, 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 2010 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 DRA to chart growth of our youngest, kindergarten, first grade, and second grade students. We will continue to study strengths and weaknesses indicated for each child and design goals for success.

Programs, strategies and practices such as Single Gender Education, Math SuperStars, 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 change and growth in our attendance area and population. 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!

Kim Love, SIC Chair

Linda Hall, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	104	84
Percent satisfied with learning environment	96.9%	89.3%	90.5%
Percent satisfied with social and physical environment	96.9%	84.5%	85.5%
Percent satisfied with school-home relations	93.8%	92.3%	83.3%

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

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School Adequate Yearly Progress

YES

This school met 17 out of 17 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	2.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	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	359	100	14.1	39.9	46	93.9	85.9	83.5	Yes	Yes
Gender										
Male	179	100	15.8	39.4	44.8	91.5	82.7	80.1	N/A	N/A
Female	180	100	12.4	40.4	47.2	96.3	89.3	87	N/A	N/A
Racial/Ethnic Group										
White	54	100	6.3	25	68.8	97.9	94	89.6	Yes	Yes
African American	269	100	16.3	44.5	39.2	92.7	81.9	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94	92.7	I/S	I/S
Hispanic	18	100	12.5	25	62.5	93.8	80.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
Disability Status										
Disabled	37	100	42.4	33.3	24.2	75.8	52.7	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	5	15	80	100	83.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	180	100	16.5	42.9	40.6	91.8	78.5	76.9	Yes	Yes

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

All Students	359	100	23	43.3	33.7	85.9	82.4	80.4	Yes	Yes
Gender										
Male	179	100	21.2	44.2	34.5	83.6	80	78.4	N/A	N/A
Female	180	100	24.8	42.2	32.9	88.2	84.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	54	100	10.4	39.6	50	93.8	93.2	87.8	Yes	Yes
African American	269	100	27.8	44.1	28.2	83.3	76.8	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.8	93.5	I/S	I/S
Hispanic	18	100	6.3	43.8	50	93.8	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	92.3	83.2	I/S	I/S
Disability Status										
Disabled	37	100	57.6	30.3	12.1	54.5	47.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	5	35	60	100	83.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	180	100	27.1	45.9	27.1	81.8	73.2	72.8	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
Science								
All Students	242	100	26.8	61.8	11.4	73.2	72.1	67.3
Gender								
Male	118	100	24.1	64.8	11.1	75.9	70.9	66.9
Female	124	100	29.5	58.9	11.6	70.5	73.3	67.7
Racial/Ethnic Group								
White	32	100	17.9	60.7	21.4	82.1	89.6	79.6
African American	187	100	30.8	61	8.1	69.2	63.1	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.2	84.4
Hispanic	12	100	I/S	I/S	I/S	I/S	65.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	26	100	45.5	40.9	13.6	54.5	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	70.5	58.6
Socio-Economic Status								
Subsidized meals	129	100	30.9	58.5	10.6	69.1	58.6	55.4

Social Studies

All Students	241	100	17.8	44.7	37.4	82.2	77.1	70.9
Gender								
Male	121	100	18.2	39.1	42.7	81.8	75.3	70.1
Female	120	100	17.4	50.5	32.1	82.6	79.1	71.7
Racial/Ethnic Group								
White	34	100	12.9	32.3	54.8	87.1	88.6	79.2
African American	181	100	20.9	49.1	30.1	79.1	71.1	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91	86.8
Hispanic	11	100	I/S	I/S	I/S	I/S	71.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	22	100	52.6	21.1	26.3	47.4	44.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	15	100	6.3	6.3	87.5	93.8	78.1	68
Socio-Economic Status								
Subsidized meals	118	100	24.1	47.3	28.6	75.9	66.2	60.8

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
Writing										
All Students	358	99.4	15.5	48	36.5	84.5	76.7	72.1	97.2	97
Gender										
Male	180	99.4	19.8	50.9	29.3	80.2	70.2	65.2	97.2	96.9
Female	178	99.4	11.1	45.1	43.8	88.9	83.4	79.2	97.1	97.1
Racial/Ethnic Group										
White	56	98.2	10.2	38.8	51	89.8	87.9	80.8	96.7	97.1
African American	266	99.6	18.3	49.2	32.5	81.7	71.3	59.7	97.3	96.9
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.8	87	98.6	97.9
Hispanic	17	100	6.3	56.3	37.5	93.8	66.4	64.6	96.2	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.4	N/A	96.5
Disability Status										
Disabled	36	100	51.5	30.3	18.2	48.5	32	27.7	96.5	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
English Proficiency										
Limited English Proficient	20	100	N/AV	N/AV	N/AV	100	71.7	63.7	97.2	97.2
Socio-Economic Status										
Subsidized meals	172	100	18.1	49.4	32.5	81.9	65.8	61.9	96.8	96.3

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
English/Language Arts							
2009	3	116	100	20.6	31.8	47.7	79.4
	4	108	100	22.2	39.4	38.4	77.8
	5	134	100	14.1	45.3	40.6	85.9
	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
2010	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
Mathematics							
2009	3	116	100	31.8	42.1	26.2	68.2
	4	108	100	11.1	57.6	31.3	88.9
	5	134	100	14.1	49.2	36.7	85.9
	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
2010	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
Science							
2009	3	57	100	28.8	57.7	13.5	71.2
	4	108	100	21.2	63.6	15.2	78.8
	5	69	100	19.4	62.7	17.9	80.6
	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
2010	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

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
Social Studies							
2009	3	59	100	27.3	40	32.7	72.7
	4	108	100	8.1	52.5	39.4	91.9
	5	65	100	16.4	45.9	37.7	83.6
	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
2010	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
Writing							
2009	3	117	100	20.9	32.7	46.4	79.1
	4	106	100	16.8	51.5	31.7	83.2
	5	134	100	18.5	36.2	45.4	81.5
	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
2010	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

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