



## Iva Elementary

803 Antreville Hwy.  
Iva, SC 29655

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	427 Students	
<b>Principal</b>	J. Eric Hughes	864-348-6400
<b>Superintendent</b>	Gail Southard, Interim	864-348-6196
<b>Board Chair</b>	Larry Holbrook	864-348-6196

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	At-Risk
2007	Good	Below Average
2006	Good	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**

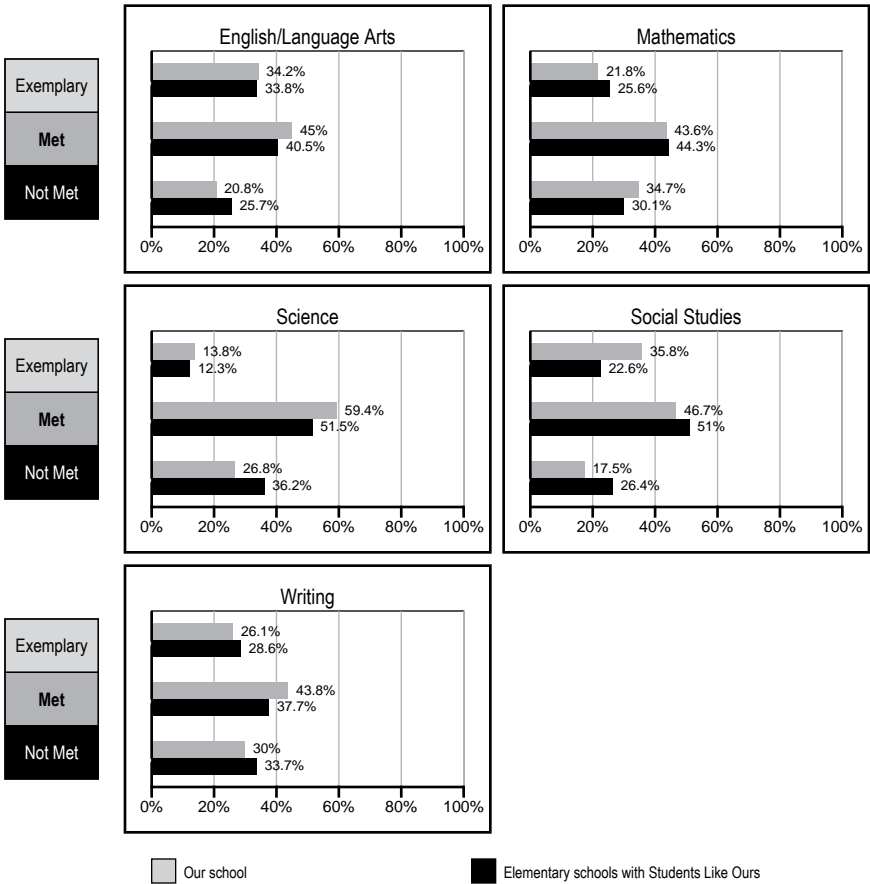
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.7%

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

Excellent	Good	Average	Below Average	At-Risk
1	15	88	10	0

\* 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
<b>Students (n=427)</b>				
First graders who attended full-day kindergarten	96.9%	Down from 98.7%	100.0%	100.0%
Retention rate	2.8%	Down from 3.6%	2.4%	1.9%
Attendance rate	96.6%	Up from 96.1%	96.2%	96.3%
Eligible for gifted and talented	6.9%	Up from 6.0%	8.6%	10.0%
With disabilities other than speech	8.0%	Down from 9.2%	9.3%	7.7%
Older than usual for grade	0.9%	Up from 0.7%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=29)</b>				
Teachers with advanced degrees	62.1%	Down from 63.2%	60.0%	59.4%
Continuing contract teachers	86.2%	Down from 92.1%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.5%	Down from 94.9%	86.5%	85.9%
Teacher attendance rate	96.2%	Up from 94.0%	95.0%	95.1%
Average teacher salary*	\$45,695	Up 6.6%	\$47,306	\$47,149
Professional development days/teacher	15.0 days	Down from 15.8 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.5	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 17.5 to 1	18.9 to 1	18.8 to 1
Prime instructional time	92.1%	Up from 88.3%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,090	Down 3.0%	\$7,385	\$7,458
Percent of expenditures for instruction**	67.2%	Down from 67.3%	68.5%	68.8%
Percent of expenditures for teacher salaries**	63.0%	Up from 61.0%	61.7%	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

The mission of Iva Elementary, a rural community school, is to provide all students a solid foundation to succeed to their highest potential by providing a challenging standards-driven instructional program led by an exceptional, caring staff in a safe and positive environment enhanced by community and school interaction.

Iva Elementary has had another busy but wonderful school year. Iva is fully accredited by the Southern Association of Colleges and Schools and has an all-clear status from the State Department of Education. At Iva Elementary, our students are held accountable for learning state standards and striving toward high achievement. Parents and visitors are always welcome, and our staff truly cares about the children we work with. MAP Testing began for the first time at Iva this year to help staff better identify the strengths and weaknesses of our curriculum. The improvements seen at Iva Elementary are made because of the team work provided by our faculty and staff, hard working students, caring parents, and a supportive community.

Iva's students were once again eager to take a leadership role as they volunteered their time and energy in a variety of service projects. Our student council donated \$500.00 to help enhance the entrance of our school, second graders participated in the town's Arbor Day celebration, students volunteered at the Iva Museum, third graders presented a program for the community celebrating SC history, and our Tiny Tiger Chorus sang at the Town's Veterans Day Program. These are just a few of the projects our students have been involved in during the school year.

Iva Elementary was greatly honored, for the third time this year, as a Palmetto Silver Award winner. This award was created by the Education Accountability Act of 1998 to recognize outstanding student achievement and high rates of academic improvement. Our school received this award for closing the achievement gap through the exemplary 2008 PACT performance of historically underachieving students. The school received a flag, a certificate, and a monetary award. This is just further proof of how hard our students, staff, parents, and community work to make our school better. Thanks to our entire community for making this award possible.

Iva Elementary continues to strive for school improvement on a daily basis. As professional educators, we believe education is much more than just books and paper, and we are dedicated to providing instruction that motivates our children to learn. We are grateful for the wonderful help and support we receive from our parents and our community.

Eric Hughes, Principal      Shawn Craft, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	61	46
Percent satisfied with learning environment	100.0%	86.9%	82.6%
Percent satisfied with social and physical environment	100.0%	88.5%	87.0%
Percent satisfied with school-home relations	87.9%	80.3%	73.3%

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

## Abbreviations for Missing Data

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## No Child Left Behind

## School Adequate Yearly Progress

YES

This school met 13 out of 13 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	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	96.6%	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 = 58.8% (Met or Exemplary)**

All Students	213	100	20.7	44.8	34.5	91.1	82.3	82.8	Yes	Yes
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**Gender**

Male	104	100	21.2	41.4	37.4	94.9	80.7	79.3	N/A	N/A
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Female	109	100	20.2	48.1	31.7	87.5	84.1	86.5	N/A	N/A
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**Racial/Ethnic Group**

White	177	100	16	46.7	37.3	92.9	83.6	89.5	Yes	Yes
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African American	33	100	43.8	34.4	21.9	84.4	73.8	73.7	I/S	I/S
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Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.5	76.5	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
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**Disability Status**

Disabled	29	100	29.6	55.6	14.8	92.6	57.8	52	I/S	I/S
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
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**Socio-Economic Status**

Subsided meals	141	100	25.8	50	24.2	89.4	78.8	75.5	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	213	100	34.5	43.3	22.2	75.4	72.3	78.9	Yes	Yes
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**Gender**

Male	104	100	32.3	44.4	23.2	75.8	71.7	77	N/A	N/A
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Female	109	100	36.5	42.3	21.2	75	72.9	80.9	N/A	N/A
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**Racial/Ethnic Group**

White	177	100	32.5	42.6	24.9	78.1	74.6	87.2	Yes	Yes
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African American	33	100	43.8	46.9	9.4	62.5	57.2	66.7	I/S	I/S
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Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	58.8	76	I/S	I/S
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
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**Disability Status**

Disabled	29	100	63	29.6	7.4	48.1	31.6	45.5	I/S	I/S
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
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**English Proficiency**

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
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**Socio-Economic Status**

Subsided meals	141	100	41.7	44.7	13.6	68.2	65	70.2	Yes	Yes
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\* 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	145	100	26.6	59	14.4	73.4	68.6	67.5
<b>Gender</b>								
Male	71	100	20.6	54.4	25	79.4	69.8	67
Female	74	100	32.4	63.4	4.2	67.6	67.2	68
<b>Racial/Ethnic Group</b>								
White	117	100	23.9	60.2	15.9	76.1	72	79.5
African American	25	100	37.5	54.2	8.3	62.5	48	50.3
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	46.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	20	100	42.1	47.4	10.5	57.9	35	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	59.6
<b>Socio-Economic Status</b>								
Subsized meals	93	100	36.4	54.5	9.1	63.6	57.6	55.1
<b>Social Studies</b>								
All Students	145	99.3	17.4	46.4	36.2	82.6	72.5	72.3
<b>Gender</b>								
Male	74	98.7	18.6	38.6	42.9	81.4	74.7	71.5
Female	71	100	16.2	54.4	29.4	83.8	70.3	73.2
<b>Racial/Ethnic Group</b>								
White	121	99.2	16.5	46.1	37.4	83.5	74	80.7
African American	23	100	21.7	47.8	30.4	78.3	65.3	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	23	100	23.8	42.9	33.3	76.2	45.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
<b>Socio-Economic Status</b>								
Subsized meals	105	99.1	22.4	46.9	30.6	77.6	66.7	62.1

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	212	98.6	29.4	44.3	26.4	70.6	66.4	70.2	96.6	95.8
<b>Gender</b>										
Male	103	98.1	33.7	44.9	21.4	66.3	57.7	63.2	96.5	95.9
Female	109	99.1	25.2	43.7	31.1	74.8	75.7	77.5	96.7	95.7
<b>Racial/Ethnic Group</b>										
White	176	99.4	28.4	41.4	30.2	71.6	68.5	79.1	96.5	95.7
African American	33	93.9	33.3	60	6.7	66.7	54.9	57.6	97	96.3
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	86.2	97.5	97.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	35.3	62.6	97.8	95.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	93.8	94.5
<b>Disability Status</b>										
Disabled	33	93.9	N/AV	N/AV	N/AV	36.7	24.2	26.1	96.1	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	61.2	95.2	95.3
<b>Socio-Economic Status</b>										
Subsided meals	141	98.6	34.4	49.6	16	65.6	59	58.9	96.3	95.2

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>2009</b>	3	75	100	20.8	33.3	45.8	79.2
	4	77	100	21.6	51.4	27	78.4
	5	61	100	19.3	50.9	29.8	80.7
	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>2009</b>	3	75	100	37.5	33.3	29.2	62.5
	4	77	100	35.1	44.6	20.3	64.9
	5	61	100	29.8	54.4	15.8	70.2
	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>2009</b>	3	37	100	30.6	47.2	22.2	69.4
	4	77	100	25.7	60.8	13.5	74.3
	5	31	100	24.1	69	6.9	75.9
	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>Social Studies</b>							
<b>2009</b>	3	38	100	19.4	38.9	41.7	80.6
	4	77	100	14.9	47.3	37.8	85.1
	5	30	96.7	21.4	53.6	25	78.6
	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>Writing</b>							
<b>2009</b>	3	74	98.7	31.9	36.1	31.9	68.1
	4	77	97.4	36.1	40.3	23.6	63.9
	5	61	100	17.5	59.6	22.8	82.5
	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

Abbreviations for Missing Data

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