

Indian Land Elementary

4137 Doby's Bridge Road
Indian Land, SC 29707

Grades	PK-5 Elementary School	
Enrollment	1,102 Students	
Principal	Beth Blum	803-548-2916
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Average	Below Average
2007	Average	Below Average
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.

http://ed.sc.gov
http://www.eoc.sc.gov

Indian Land Elementary	06/01/10-2901021

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

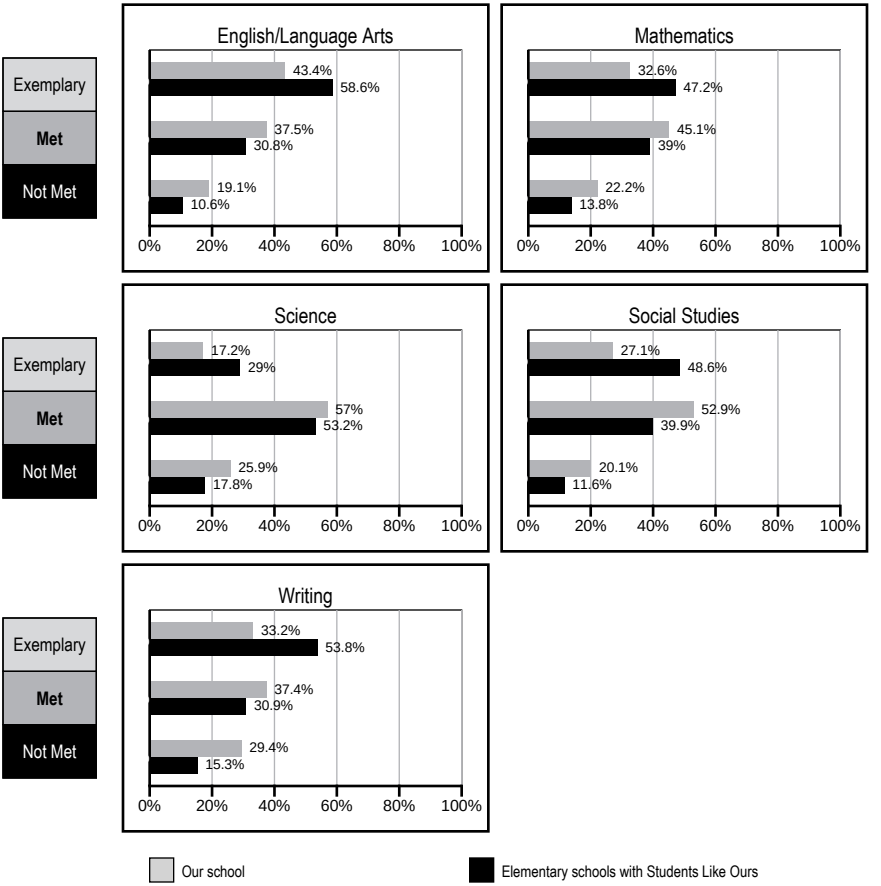
Percent of students tested in 2008-09 whose 2007-08 test scores were located	91.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	1	2	0	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

Indian Land Elementary 06/01/10-2901021

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,102)				
First graders who attended full-day kindergarten	100.0%	Up from 97.6%	100.0%	100.0%
Retention rate	2.0%	Down from 2.2%	1.1%	1.9%
Attendance rate	95.9%	Up from 95.8%	96.7%	96.3%
Eligible for gifted and talented	11.7%	Down from 12.7%	26.1%	10.0%
With disabilities other than speech	6.5%	Down from 6.8%	5.8%	7.7%
Older than usual for grade	0.1%	Down from 0.6%	0.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	47.5%	Up from 45.6%	65.2%	59.4%
Continuing contract teachers	54.2%	Down from 54.4%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.5%	0.0%	0.0%
Teachers returning from previous year	77.6%	Down from 79.8%	87.6%	85.9%
Teacher attendance rate	94.8%	Down from 95.1%	95.0%	95.1%
Average teacher salary*	$43,715	Up 1.3%	$48,244	$47,149
Professional development days/teacher	8.4 days	Down from 12.7 days	10.5 days	11.1 days
School				
Principal's years at school	1.0	No Change	5.0	4.0
Student-teacher ratio in core subjects	22.6 to 1	Down from 22.7 to 1	19.3 to 1	18.8 to 1
Prime instructional time	88.9%	Up from 88.3%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.4%	Up from 68.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$3,531	Down 41.9%	$6,913	$7,458
Percent of expenditures for instruction**	75.5%	Down from 77.3%	73.6%	68.8%
Percent of expenditures for teacher salaries**	68.8%	Down from 72.2%	68.8%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

It has been a great year at Indian Land Elementary School as we are "Spearheading Success-Every Day"! This has been our first year as a true elementary school and we have enjoyed having the building to ourselves! We have had a lot of fun and learned a lot as well. We have continued to focus on providing a challenging curriculum to our students to help them to learn more every day they are with us. Excelling in the midst of change and growth continues to be the overall goal for Indian Land Elementary School. We recognize the power of partnership and the use of resources to achieve our goals. The school's primary focus continues to be to ensure all students demonstrate competency and proficiency in all academic areas. This year our focus will be on the implementation of Everyday Math in all grade levels, which is a much more hands on approach to math than we have used in the past. We think our students will really flourish with this series. We will continue to use Open Court as our reading series and move towards a more balanced literacy program where we meet each child at his/her individual reading level and move him/her forward. We want each child to meet success every day at ILE. We will also continue with Classworks computer instruction and MAP testing twice a year as well as another outstanding Science Fair like we had this past school year. Parental and community involvement continues to play a crucial role in our school. Our PTA provided thousands of dollars towards the purchase of technology for our school. We have a very active School Improvement Council who is always looking for ways to assist the school. We continue to enjoy the commitment from local business leaders who serve as mentors and tutors and provide financial support for programs and activities for our students. While the landscape of the Indian Land community continues to change, we continue to dedicate our school to providing a strong academic program in which students thrive and become lifelong learners. Beth Blum, Principal; Lisa Hall, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	162	151
Percent satisfied with learning environment	98.1%	80.1%	81.6%
Percent satisfied with social and physical environment	98.1%	82.6%	83.6%
Percent satisfied with school-home relations	98.1%	86.6%	77.2%

* 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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Indian Land Elementary										06/01/10-2901021
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	494	99.8	19.1	37.5	43.4	87.7	80.8	82.8	Yes	Yes
Gender										
Male	267	99.6	23.5	35.3	41.2	83.1	75.9	79.3	N/A	N/A
Female	227	100	13.8	40.1	46.1	93.1	86.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	367	99.7	16.7	35	48.3	89	85	89.5	Yes	Yes
African American	74	100	25.4	46.3	28.4	85.1	71.6	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.7	92.3	I/S	I/S
Hispanic	34	100	29.4	38.2	32.4	82.4	78.3	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	81.3	82.5	I/S	I/S
Disability Status										
Disabled	52	100	67.3	22.4	10.2	42.9	39.4	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	28	100	28.6	46.4	25	82.1	74.9	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	141	99.3	32.4	44.1	23.5	77.2	72.6	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	494	99.8	22.2	45.1	32.6	84.7	79.8	78.9	Yes	Yes
Gender										
Male	267	99.6	24.3	44.7	31	82	76.6	77	N/A	N/A
Female	227	100	19.8	45.6	34.6	88	83.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	367	99.7	17.2	44.6	38.1	89	85.6	87.2	Yes	Yes
African American	74	100	46.3	38.8	14.9	62.7	66.7	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.9	93	I/S	I/S
Hispanic	34	100	26.5	55.9	17.6	82.4	76.8	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87.5	79.5	I/S	I/S
Disability Status										
Disabled	52	100	59.2	32.7	8.2	46.9	44	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	28	100	39.3	46.4	14.3	78.6	74.9	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	141	99.3	41.9	40.4	17.6	69.1	71.2	70.2	Yes	Yes

***** Adjusted to account for natural variation in performance.

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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	322	100	25.9	57	17.2	74.1	64.3	67.5
Gender								
Male	170	100	27.6	50.9	21.5	72.4	64.5	67
Female	152	100	24	63.7	12.3	76	64.2	68
Racial/Ethnic Group								
White	232	100	21.2	58	20.8	78.8	71.1	79.5
African American	53	100	47.9	43.8	8.3	52.1	48.8	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	79.2	84.3
Hispanic	23	100	26.1	69.6	4.3	73.9	64.2	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	27	100	61.5	30.8	7.7	38.5	32.3	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	19	100	26.3	68.4	5.3	73.7	60	59.6
Socio-Economic Status								
Subsized meals	97	100	38.9	54.7	6.3	61.1	51.5	55.1
Social Studies								
All Students	328	100	20.1	52.9	27.1	79.9	68.8	72.3
Gender								
Male	172	100	24.6	48.5	26.9	75.4	67.2	71.5
Female	156	100	15	57.8	27.2	85	70.5	73.2
Racial/Ethnic Group								
White	245	100	17.8	50.4	31.8	82.2	73.7	80.7
African American	48	100	25	65.9	9.1	75	58.3	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	80.8	88.5
Hispanic	24	100	33.3	54.2	12.5	66.7	63.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.7	72.2
Disability Status								
Disabled	39	100	50	41.7	8.3	50	34	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	20	100	30	65	5	70	59.5	67.9
Socio-Economic Status								
Subsized meals	94	100	35.6	54.4	10	64.4	59.6	62.1

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Indian Land Elementary										06/01/10-2901021
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	494	99.4	29.1	37.6	33.3	70.9	67.7	70.2	95.9	96
Gender										
Male	266	99.3	38	31.8	30.2	62	59.6	63.2	96	95.8
Female	228	99.6	18.7	44.3	37	81.3	76.4	77.5	95.8	96.1
Racial/Ethnic Group										
White	368	99.5	25.7	35.9	38.4	74.3	73.2	79.1	95.8	95.7
African American	73	98.6	45.6	38.2	16.2	54.4	55.2	57.6	96.5	96.5
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	71.8	86.2	96.5	97.7
Hispanic	35	100	37.1	40	22.9	62.9	63.8	62.6	95.9	96.2
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	70.6	68.7	96.1	95.3
Disability Status										
Disabled	54	98.2	74.5	9.8	15.7	25.5	21.7	26.1	95.4	94.6
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	29	100	41.4	41.4	17.2	58.6	55.9	61.2	95.8	96.5
Socio-Economic Status										
Subsized meals	145	99.3	48.6	37	14.5	51.4	56.9	58.9	95.4	95.3

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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	164	99.4	16.9	27.3	55.8	83.1
	4	157	100	23.2	43.7	33.1	76.8
	5	173	100	17.4	41.3	41.3	82.6
	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
Mathematics							
2009	3	164	99.4	22.1	46.1	31.8	77.9
	4	157	100	21.2	44.4	34.4	78.8
	5	173	100	23.4	44.9	31.7	76.6
	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
Science							
2009	3	78	100	24	54.7	21.3	76
	4	157	100	29.1	59.6	11.3	70.9
	5	87	100	21.7	54.2	24.1	78.3
	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
Social Studies							
2009	3	85	100	21.5	46.8	31.6	78.5
	4	157	100	20.5	61.6	17.9	79.5
	5	86	100	17.9	42.9	39.3	82.1
	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	163	98.8	29	29.7	41.3	71
	4	158	100	32.2	46.1	21.7	67.8
	5	173	99.4	26.3	37.1	36.5	73.7
	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

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