

INDIAN LAND ELEMENTARY

4137 Doby's Bridge Road
Indian Land, SC 29707

Grades	PK-5 Elementary School	
Enrollment	1,178 Students	
Principal	Beth Blum	803-548-2916
Superintendent	Dr. Gene Moore	803-286-6972
Board Chair	Bobby Parker	803-286-6972

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Good

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

92%

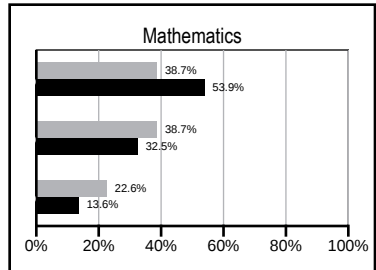
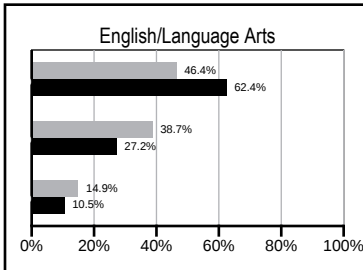
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

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

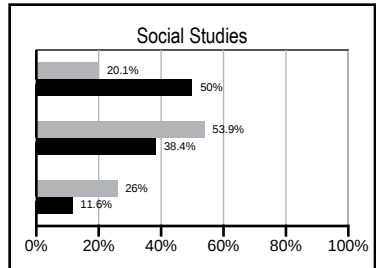
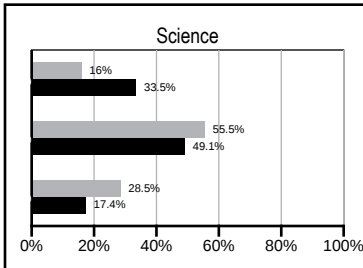
* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)

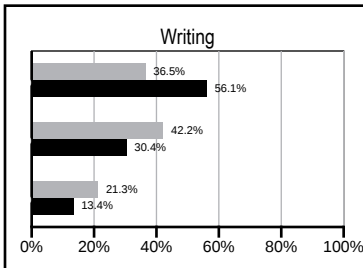
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school



Elementary schools with Students Like Ours

* 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=1,178)				
First graders who attended full-day kindergarten	100.0%	No Change	99.2%	100.0%
Retention rate	2.2%	Up from 2.0%	0.5%	1.2%
Attendance rate	95.5%	Down from 95.9%	96.8%	96.1%
Eligible for gifted and talented	10.5%	Down from 11.7%	29.6%	11.7%
With disabilities other than speech	9.5%	Up from 6.5%	7.4%	8.0%
Older than usual for grade	0.1%	No Change	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=64)				
Teachers with advanced degrees	48.4%	Up from 47.5%	63.0%	60.5%
Continuing contract teachers	51.6%	Down from 54.2%	89.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	76.3%	Down from 77.6%	89.4%	87.0%
Teacher attendance rate	94.3%	Down from 94.8%	95.2%	95.4%
Average teacher salary*	\$43,352	Down 0.8%	\$49,450	\$47,288
Professional development days/teacher	13.2 days	Up from 8.4 days	10.7 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	6.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 22.6 to 1	20.6 to 1	19.2 to 1
Prime instructional time	88.0%	Down from 88.9%	92.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,032	Up 42.5%	\$7,000	\$7,548
Percent of expenditures for instruction**	76.7%	Up from 75.5%	72.0%	68.7%
Percent of expenditures for teacher salaries**	70.2%	Up from 68.8%	68.5%	65.1%

* 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! 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 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. We have completed our first year of implementation of Everyday Math at all grade levels and are so pleased with the growth our students have made. We will continue to use Open Court as our reading series and are moving towards a more balanced literacy approach where we meet each child at their individual reading level and move them forward. We want each child to meet success every day at ILE. We will continue with Classworks computer instruction and MAP testing twice a year as well as another outstanding Science Fair.

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. Most classrooms now have Smartboards and many more will be purchased due to the fundraising efforts of our student body. Thank YOU!

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 our students thrive and become lifelong learners.

Beth Blum, Principal

Bryan Johnson, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 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	4.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	95.5%	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	533	99.1	14.6	38.9	46.5	91.5	83	83.5	Yes	Yes
Gender										
Male	282	99.3	19.8	38.8	41.4	87.3	79.1	80.1	N/A	N/A
Female	251	98.8	8.8	38.9	52.3	96.2	87.3	87	N/A	N/A
Racial/Ethnic Group										
White	401	99	13.1	35.8	51.2	92.7	86.8	89.6	Yes	Yes
African American	76	98.7	23.6	52.8	23.6	84.7	74	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.1	92.7	I/S	I/S
Hispanic	38	100	14.3	40	45.7	88.6	85.6	79.6	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	93.8	85.1	I/S	I/S
Disability Status										
Disabled	65	95.4	57.9	31.6	10.5	57.9	47.1	51.7	Yes	Yes
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	30	100	17.2	34.5	48.3	89.7	82.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	133	99.3	26.7	43.5	29.8	83.2	76.4	76.9	Yes	Yes

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

All Students	533	98.9	22.3	38.9	38.9	86.2	81.5	80.4	Yes	Yes
Gender										
Male	282	98.9	23.5	37.3	39.2	85.4	78.3	78.4	N/A	N/A
Female	251	98.8	20.9	40.6	38.5	87	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	401	99	19.3	38.6	42	88.3	86.1	87.8	Yes	Yes
African American	76	97.4	36.1	41.7	22.2	79.2	71.2	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.7	93.5	I/S	I/S
Hispanic	38	100	28.6	31.4	40	77.1	80.9	78.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	65	93.9	54.4	35.1	10.5	57.9	44.2	46.1	Yes	Yes
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	30	100	37.9	24.1	37.9	69	79	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	133	98.5	35.9	35.1	29	75.6	74.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	346	99.7	27.8	56	16.2	72.2	62.7	67.3
Gender								
Male	181	99.5	26.3	55.4	18.3	73.7	62.4	66.9
Female	165	100	29.6	56.6	13.8	70.4	63.1	67.7
Racial/Ethnic Group								
White	263	99.6	24.7	56.5	18.8	75.3	70.5	79.6
African American	51	100	42.9	51	6.1	57.1	45.6	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	72	84.4
Hispanic	23	100	31.8	59.1	9.1	68.2	59.3	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	81.8	69.5
Disability Status								
Disabled	45	97.8	60	37.5	2.5	40	27	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	17	100	41.2	47.1	11.8	58.8	57	58.6
Socio-Economic Status								
Subsidized meals	88	98.9	40.7	52.3	7	59.3	51.4	55.4

Social Studies

All Students	346	99.7	25.4	54.4	20.2	74.6	65.4	70.9
Gender								
Male	194	99.5	28.8	50	21.2	71.2	64.3	70.1
Female	152	100	21.1	59.9	19	78.9	66.6	71.7
Racial/Ethnic Group								
White	264	99.6	22.9	54.9	22.1	77.1	69.8	79.2
African American	44	100	27.9	65.1	7	72.1	54.9	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	82.6	86.8
Hispanic	24	100	36.4	36.4	27.3	63.6	67.4	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	41	97.6	60.5	31.6	7.9	39.5	32.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	19	100	33.3	44.4	22.2	66.7	67.1	68
Socio-Economic Status								
Subsidized meals	86	100	40.7	52.3	7	59.3	54.8	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	533	98.9	20.8	42.4	36.7	79.2	72	72.1	95.5	95.7
Gender										
Male	281	98.6	29.6	40.1	30.3	70.4	64.5	65.2	95.6	95.5
Female	252	99.2	11.2	45	43.8	88.8	79.9	79.2	95.4	96
Racial/Ethnic Group										
White	402	98.5	19	40.4	40.6	81	77.8	80.8	95.3	95.5
African American	76	100	26	47.9	26	74	59.2	59.7	96.4	96.1
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	75	87	97	97.3
Hispanic	37	100	20	54.3	25.7	80	72	64.6	95.5	95.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	68.8	73.4	93.9	96
Disability Status										
Disabled	64	93.8	75	17.9	7.1	25	22.3	27.7	94.7	93.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	27.6	44.8	27.6	72.4	68.4	63.7	95.7	96.1
Socio-Economic Status										
Subsidized meals	133	98.5	29.2	50	20.8	70.8	61.6	61.9	94.7	95.2

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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
2010	3	186	99.5	10.2	27.3	62.5	89.8
	4	168	97.6	16.3	39.4	44.4	83.8
	5	179	100	17.5	50.3	32.2	82.5
	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	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
2010	3	186	99.5	21	33	46	79
	4	168	97	11.9	34.4	53.8	88.1
	5	179	100	33.3	49.1	17.5	66.7
	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	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
2010	3	93	100	35.2	46.6	18.2	64.8
	4	164	99.4	18.9	61	20.1	81.1
	5	89	100	36.8	56.3	6.9	63.2
	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

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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	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
2010	3	92	100	26.1	53.4	20.5	73.9
	4	164	99.4	25.8	57.9	16.4	74.2
	5	90	100	23.8	48.8	27.4	76.2
	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	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
2010	3	186	99.5	23.7	34.5	41.8	76.3
	4	167	98.2	17.9	45.1	37	82.1
	5	180	98.9	20.6	48.2	31.2	79.4
	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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