

INDIAN LAND MIDDLE

8361 Charlotte Hwy
Indian Land, SC 29707

Grades	6-8 Middle School	
Enrollment	523 Students	
Principal	David D. McDonald	803-578-2500
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	Good	Good
2008	Average	Below Average
2007	N/A	N/A
2006	N/A	N/A

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

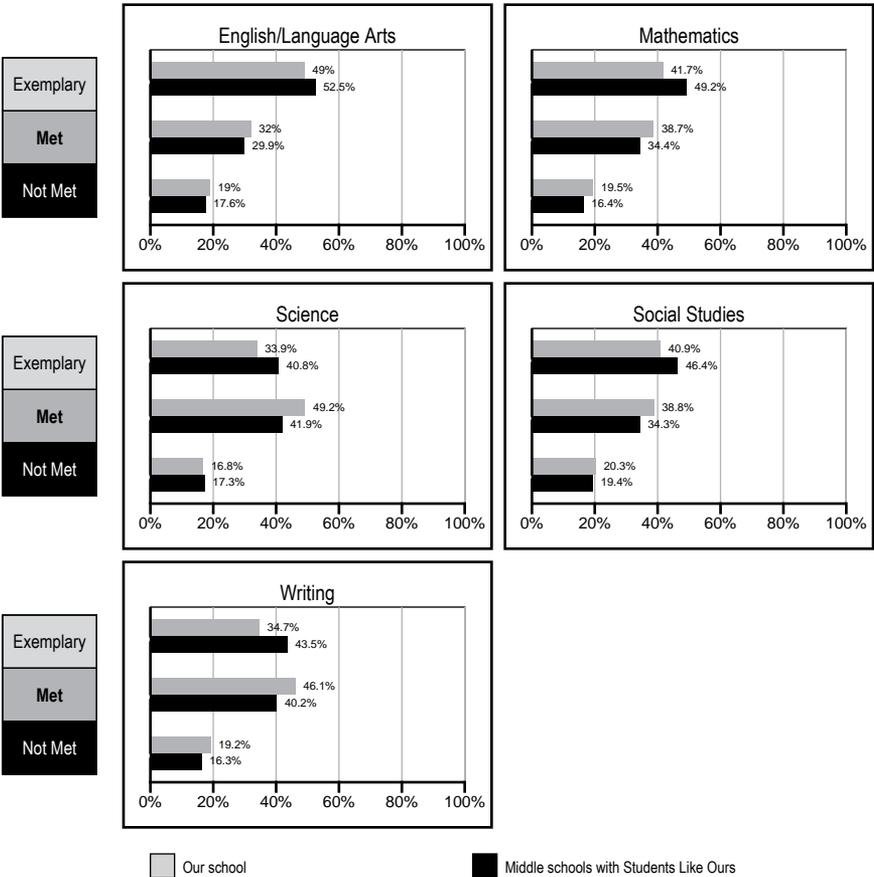
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 91.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	2	0	0	0

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.8%	99.9%
English 1	N/A	99.3%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	98.8%	99.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=523)				
Students enrolled in high school credit courses (grades 7 & 8)	26.4%	Down from 73.6%	33.3%	24.2%
Retention rate	1.2%	Up from 0.4%	0.7%	0.7%
Attendance rate	95.8%	Down from 96.2%	96.5%	95.9%
Eligible for gifted and talented	22.4%	Up from 17.2%	35.0%	16.4%
With disabilities other than speech	11.7%	Up from 11.3%	8.1%	12.0%
Older than usual for grade	1.1%	Up from 0.8%	1.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.4%	0.8%	0.5%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	27.8%	Down from 28.2%	61.0%	58.5%
Continuing contract teachers	44.4%	Up from 35.9%	85.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 4.0%	1.7%	4.0%
Teachers returning from previous year	N/A	N/A	86.5%	84.6%
Teacher attendance rate	95.4%	Up from 93.7%	95.5%	95.4%
Average teacher salary*	\$42,609	Up 0.5%	\$49,784	\$46,561
Professional development days/teacher	14.3 days	Up from 11.9 days	9.0 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.8 to 1	23.2 to 1	21.1 to 1
Prime instructional time	89.1%	Up from 88.1%	90.8%	90.4%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.3%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,418	N/A	\$7,039	\$7,802
Percent of expenditures for instruction**	69.2%	N/A	66.8%	63.8%
Percent of expenditures for teacher salaries**	65.6%	N/A	64.5%	60.0%

* 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 2009-2010 school year has been a year of incredible growth, achievement and recognition for Indian Land Middle School. Our primary focus has not changed and will continue to be on providing a challenging curriculum for all student learners while providing a substantive program that exposes students to various activities. In January of 2010 our school was designated as a National School To Watch through a partnership between the S.C. Middle School Association and the National Forum to Accelerate Middle Grades Reform. This process considered four key areas within our school; Academic Excellence, Developmental Responsiveness, Social Equity, and Organizational Structures and Practices. The rigorous process allowed our school to evaluate and create new programs for the benefit of every student in our school.

ILMS was also named a South Carolina State School of Character for our dedication to incorporating character education in our daily curriculum, group meetings, assemblies, events, and more. We continue to add programs to meet these requirements. This year we added a new Warrior Time Advisory Program as well as providing free tutoring for all students in all classes every week.

Additional accolades for the year included the Palmetto Silver Award and the Red Carpet Award. Our School Improvement Council received Honor Roll recognition in the Dick and Tunky Riley Award which recognized the council's commitment to providing parent seminars.

ILMS continues to serve as a pilot expansion site for the State Department of Education and the Keeping Learning on Track program. Staff members have continued working on advanced skills in the area of monitoring of student work through Professional Learning Teams as well as continued focus on aligning classroom practice to standards and careful development of strong assessment strategies.

Community support continues to assist our school through grants, recognition for students, and providing new technology to our classrooms.

Utilizing data and providing a viable curriculum for all learners continues to be our focus as a school as we continue to increase rigor and maintain high standards for all learners.

David D. McDonald, Principal
Lisa Hall, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	143	83
Percent satisfied with learning environment	97.1%	61.3%	78.8%
Percent satisfied with social and physical environment	100.0%	64.7%	70.7%
Percent satisfied with school-home relations	94.1%	79.6%	72.0%

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

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No Child Left Behind

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	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	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	508	100	19	32	49	88.6	83	83.5	Yes	Yes
Gender										
Male	269	100	22.5	31.4	46.1	85.3	79.1	80.1	N/A	N/A
Female	239	100	15.1	32.8	52.2	92.2	87.3	87	N/A	N/A
Racial/Ethnic Group										
White	388	100	16.7	30.2	53.2	90.2	86.8	89.6	Yes	Yes
African American	66	100	34.9	42.9	22.2	77.8	74	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.1	92.7	I/S	I/S
Hispanic	31	100	17.2	37.9	44.8	89.7	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	61	100	59.6	28.1	12.3	49.1	47.1	51.7	No	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	25	100	30.8	42.3	26.9	76.9	82.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	147	100	30.6	34.7	34.7	81.3	76.4	76.9	Yes	Yes

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

All Students	508	100	21.4	40.4	38.2	86.5	81.5	80.4	Yes	Yes
Gender										
Male	269	100	24.8	38.4	36.8	83.3	78.3	78.4	N/A	N/A
Female	239	100	17.7	42.7	39.7	90.1	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	388	100	17.5	39.7	42.9	88.6	86.1	87.8	Yes	Yes
African American	66	100	49.2	38.1	12.7	73	71.2	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.7	93.5	I/S	I/S
Hispanic	31	100	24.1	44.8	31	82.8	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	61	100	73.7	19.3	7	40.4	44.2	46.1	No	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	25	100	26.9	50	23.1	76.9	79	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	147	100	36.8	40.3	22.9	76.4	74.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	340	100	17.1	49.1	33.8	82.9	62.7	67.3
Gender								
Male	182	100	21	42.6	36.4	79	62.4	66.9
Female	158	100	12.5	56.6	30.9	87.5	63.1	67.7
Racial/Ethnic Group								
White	258	100	11.6	51.8	36.7	88.4	70.5	79.6
African American	41	100	45	45	10	55	45.6	49.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	72	84.4
Hispanic	22	100	30	30	40	70	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	33	100	50	40	10	50	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	18	100	40	50	10	60	57	58.6
Socio-Economic Status								
Subsidized meals	96	100	27.7	54.3	18.1	72.3	51.4	55.4
Social Studies								
All Students	337	100	20.3	38.8	40.9	79.7	65.4	70.9
Gender								
Male	171	100	18.4	35	46.6	81.6	64.3	70.1
Female	166	100	22.2	42.6	35.2	77.8	66.6	71.7
Racial/Ethnic Group								
White	261	100	19.2	37.3	43.5	80.8	69.8	79.2
African American	46	100	25.6	46.5	27.9	74.4	54.9	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.6	86.8
Hispanic	19	100	22.2	44.4	33.3	77.8	67.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	44	100	54.8	35.7	9.5	45.2	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	15	100	33.3	46.7	20	66.7	67.1	68
Socio-Economic Status								
Subsidized meals	100	100	31.6	39.8	28.6	68.4	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	514	100	19.2	46.1	34.7	80.8	72	72.1	95.8	95.7
Gender										
Male	275	100	25.6	46.2	28.2	74.4	64.5	65.2	95.7	95.5
Female	239	100	12	45.9	42.1	88	79.9	79.2	96	96
Racial/Ethnic Group										
White	391	100	17.2	44.1	38.6	82.8	77.8	80.8	95.5	95.5
African American	68	100	30.8	52.3	16.9	69.2	59.2	59.7	97.3	96.1
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	75	87	94.8	97.3
Hispanic	31	100	13.8	55.2	31	86.2	72	64.6	96.5	95.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	68.8	73.4	95	96
Disability Status										
Disabled	62	100	66.1	30.5	3.4	33.9	22.3	27.7	94	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	25	100	30.8	53.8	15.4	69.2	68.4	63.7	96.7	96.1
Socio-Economic Status										
Subsidized meals	152	100	29.1	47.3	23.6	70.9	61.6	61.9	94.9	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
English/Language Arts							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	160	100	15.8	46.1	38.2	84.2
	7	178	99.4	24.3	42.6	33.1	75.7
	8	170	100	19.4	44.2	36.4	80.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	172	100	16.8	34.7	48.5	83.2
	7	170	100	18.4	33.1	48.5	81.6
	8	166	100	21.9	28.1	50	78.1
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	160	100	10.5	43.4	46.1	89.5
	7	178	99.4	20.7	40.2	39.1	79.3
	8	170	100	17.6	44.8	37.6	82.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	172	100	22.8	33.5	43.7	77.2
	7	170	100	19.6	47.9	32.5	80.4
	8	166	100	21.9	40	38.1	78.1
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	82	100	19.5	61	19.5	80.5
	7	178	99.4	18.3	52.7	29	81.7
	8	86	100	14.5	56.6	28.9	85.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	86	100	22.6	59.5	17.9	77.4
	7	169	100	13	54.9	32.1	87
	8	85	100	19.5	26.8	53.7	80.5

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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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	78	100	8	56	36	92
	7	178	99.4	27.8	29	43.2	72.2
	8	84	100	25.6	30.5	43.9	74.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	86	100	9.6	57.8	32.5	90.4
	7	170	100	26.4	33.7	39.9	73.6
	8	81	100	19	29.1	51.9	81
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	161	99.4	20.8	44.8	34.4	79.2
	7	177	99.4	24.3	38.5	37.3	75.7
	8	171	100	17.5	44.6	38	82.5
2010	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	175	100	18.8	45.3	35.9	81.2
	7	170	100	20.6	49.1	30.3	79.4
	8	169	100	18.3	43.9	37.8	81.7

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