

INMAN INTERMEDIATE

10 W. Miller Street
Inman, SC 29439

Grades	4-6 Elementary School	
Enrollment	341 Students	
Principal	Debbie Wright	864-472-1510
Superintendent	Dr. Ronald W. Garner	864-472-2846
Board Chair	Mr. Mark Rollins	864-472-2846

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Good	Good
2008	Average	Below Average
2007	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 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://eoc.sc.gov>

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

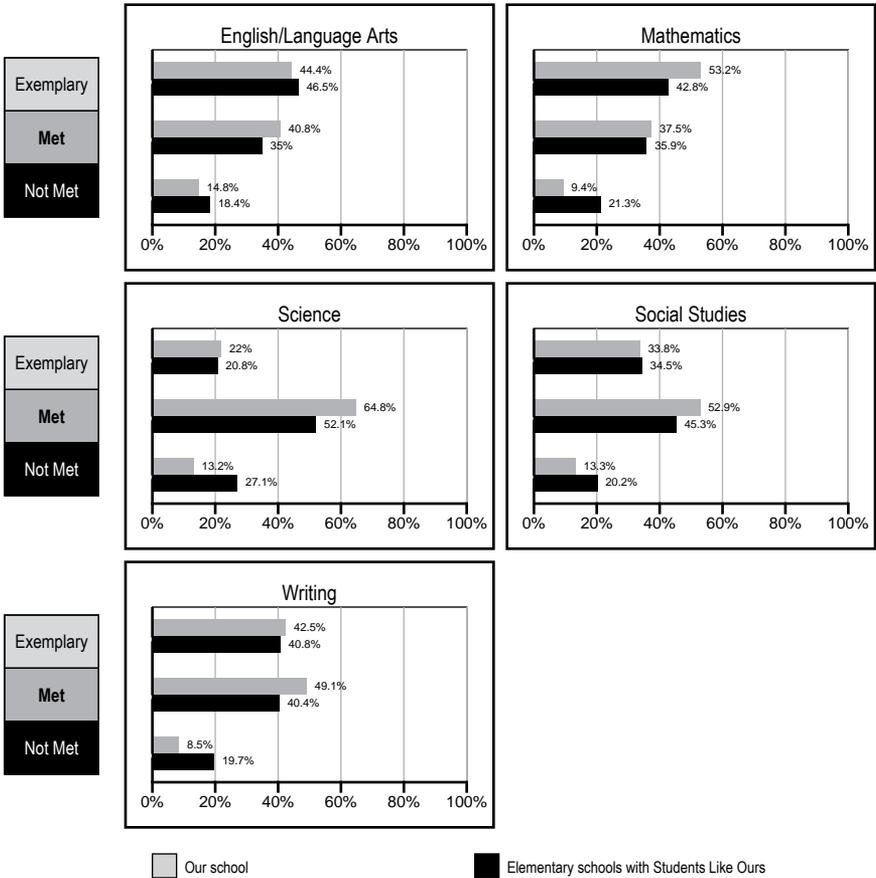
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	38	26	0	0

* Ratings are calculated with data available by 11/09/2011.

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=341)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.1%	1.1%
Attendance rate	96.8%	Up from 96.6%	96.2%	96.2%
Served by gifted and talented program	14.2%	Up from 12.7%	18.0%	13.4%
With disabilities other than speech	7.8%	Down from 15.0%	4.3%	4.1%
Older than usual for grade	0.3%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	56.5%	Up from 56.0%	62.9%	62.5%
Continuing contract teachers	91.3%	Up from 84.0%	90.3%	88.2%
Teachers returning from previous year	96.8%	N/A	89.4%	87.8%
Teacher attendance rate	96.5%	Up from 94.5%	95.4%	95.2%
Average teacher salary*	\$46,278	Down 5.6%	\$47,962	\$46,773
Professional development days/teacher	14.3 days	Up from 11.7 days	11.0 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Down from 20.5 to 1	20.8 to 1	19.9 to 1
Prime instructional time	92.8%	Up from 90.5%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.7%	Down from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,589	Up 6.5%	\$6,931	\$7,447
Percent of expenditures for instruction**	67.3%	Up from 60.4%	68.8%	68.4%
Percent of expenditures for teacher salaries**	65.9%	Up from 58.9%	65.9%	65.8%

* 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

Greetings from Inman Intermediate School! IIS was an exciting place to be this year as we celebrated this year's 1950's theme, "TWIST," Teamwork Will Inspire Students and Teachers. What a great year this has been, and we have had a great deal to celebrate! We were honored to receive the South Carolina Palmetto Gold Award for academic achievement, the Palmetto Closing the Gap Award, and the South Carolina NSPRA Award for our outstanding school website. In addition, our students made great gains on the Measurement of Academic Progress (M.A.P.) test and the PASS test, and our school received an "Excellent" rating on the 2010 South Carolina State Report Card.

Inman Intermediate also celebrated the success of our teachers and students! Becky Cornwell was the District One Teacher of the Year. Dr. Robert Nelson received three grants to purchase musical instruments, and IIS received a \$2000.00 grant from Big Lots to purchase technology for our school. In addition, a fifth grader received the State Superintendent's Writing Award for District One, and a fourth grade student was a Regional Science Fair Winner. Ten students' artwork was chosen to be displayed at the Chapman Cultural Arts Center during Youth Art Month. Our students have participated in March of Dimes, Relay for Life, and Jump Rope for Heart, collected over 3,200 canned goods for the needy, donated supplies to Miracle Hill, and participated in the Make A Wish Foundation, helping make a dream come true for a young cancer patient.

We started this year with a renewed vision and purpose of "Believing and Achieving". Our students and teachers have set goals and worked diligently to reach them. As a school, we embraced a Can-Do, "together we can make a difference" attitude. We pride ourselves on identifying each child's individual strengths and weaknesses in order to provide exemplary academic experiences. Our faculty provided differentiated instruction on a daily basis as a result of analyzing student MAP, PASS, and Domnie data, as well as student classroom performance. Through these efforts, we were able to provide challenging activities for all students, which allowed a common framework for organizing resources, collaborating, and goal setting.

Our staff development focused on a partnership with the Spartanburg Writing Project, which focused on integrating literacy into all subject areas, writing, and implementing a writer's workshop in language arts classrooms. Through this grant, teachers worked with a consultant who provided staff development, modeled classroom lessons, planned instruction with teachers and provided opportunities for students to practice their writing skills in all content areas. Our instructional coach provided teachers with ongoing support throughout the year, focusing on standards based instruction.

Inman Intermediate is committed to providing opportunities for our students to make good choices in order to become productive citizens. With the help of our teachers, parents, and community members, our PTO and SIC have provided outstanding support for our school. Our PTO purchased classroom supplies, assisted with student recognition in numerous ways, sponsored the RIF (Reading is Fundamental) Program, which provides a free book to every student in the school, purchased music and art supplies, and purchased projectors, document cameras and media carts for the classrooms. The School Improvement Council worked throughout the year to serve as a liaison between the school and community. We are grateful for the continued support of our PTO, SIC, and our local business partners. Through the collaborative efforts of our students, faculty, parents, and community, we will continue to provide every child at IIS with a quality, student-centered education

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

NO

This school met 24 out of 25 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%**	Yes

* Or greater than last year

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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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	343	100	14.8	40.8	44.4	92.1	90.6	82.4	Yes	Yes
Gender										
Male	160	100	16.7	43.6	39.7	92.3	88.8	78.7	N/A	N/A
Female	183	100	13.1	38.3	48.6	92	92.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	242	100	12.4	36.8	50.9	94	91.7	88.9	Yes	Yes
African American	58	100	20.7	53.4	25.9	87.9	83.7	72.9	Yes	Yes
Asian/Pacific Islander	26	100	9.1	54.5	36.4	95.5	96	93	I/S	I/S
Hispanic	17	100	35.3	35.3	29.4	76.5	81	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	42	100	52.5	35	12.5	67.5	56	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	25	40.9	34.1	88.6	86.7	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	203	100	18.8	44.5	36.6	89	86.6	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	343	100	9.4	37.5	53.2	93.1	91.6	81.9	Yes	Yes
Gender										
Male	160	100	10.9	32.1	57.1	92.3	90.9	79.9	N/A	N/A
Female	183	100	8	42.3	49.7	93.7	92.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	242	100	8.5	33.8	57.7	94.4	92.4	88.9	Yes	Yes
African American	58	100	10.3	53.4	36.2	91.4	85.1	71.4	Yes	Yes
Asian/Pacific Islander	26	100	4.5	40.9	54.5	95.5	98	94.6	I/S	I/S
Hispanic	17	100	23.5	29.4	47.1	76.5	85.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	42	100	47.5	45	7.5	67.5	58.6	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	45	100	11.4	45.5	43.2	90.9	89.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	203	100	11.5	42.4	46.1	90.6	88.3	74.9	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	235	100	13.2	64.8	22	86.8	86.6	68.6
Gender								
Male	111	100	12.8	63.3	23.9	87.2	86.9	68.3
Female	124	100	13.6	66.1	20.3	86.4	86.3	68.9
Racial/Ethnic Group								
White	166	100	9.4	64.4	26.3	90.6	88.5	80.7
African American	40	100	27.5	62.5	10	72.5	72.3	51.4
Asian/Pacific Islander	17	100	13.3	80	6.7	86.7	91.2	85.3
Hispanic	12	100	16.7	58.3	25	83.3	78.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	28	100	44.4	51.9	3.7	55.6	51.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	30	100	10.7	75	14.3	89.3	86.4	60.7
Socio-Economic Status								
Subsidized meals	136	100	18	66.4	15.6	82	82.4	57.3
Social Studies								
All Students	233	100	13.3	52.9	33.8	86.7	83.5	72.5
Gender								
Male	101	100	9.2	41.8	49	90.8	85.7	72
Female	132	100	16.5	61.4	22	83.5	81.3	73.1
Racial/Ethnic Group								
White	161	100	12.8	48.1	39.1	87.2	84.2	81
African American	41	100	14.6	68.3	17.1	85.4	78.5	60
Asian/Pacific Islander	18	100	N/AV	N/AV	N/AV	100	91.4	89
Hispanic	13	100	30.8	46.2	23.1	69.2	76.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	30	100	48.3	37.9	13.8	51.7	47.2	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	33	100	15.2	51.5	33.3	84.8	83	69.7
Socio-Economic Status								
Subsidized meals	144	100	15.4	59.6	25	84.6	79.1	62.9

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	111	100	8.5	49.1	42.5	91.5	83.6	73.2	96.8	96
Gender										
Male	58	100	10.5	56.1	33.3	89.5	79.2	67.2	96.9	96.1
Female	53	100	6.1	40.8	53.1	93.9	88.3	79.4	96.7	95.9
Racial/Ethnic Group										
White	83	100	6.3	48.8	45	93.8	84.7	81.5	96.7	95.9
African American	19	100	10.5	52.6	36.8	89.5	79.4	61.3	96.8	96.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	100	87	97.5	96.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.5	66.7	98.2	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	N/A
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	32.9	26	96.6	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	23.1	53.8	23.1	76.9	75.9	65.7	97.6	96.5
Socio-Economic Status										
Subsidized meals	64	100	10.2	61	28.8	89.8	78	63.2	96.5	95.4

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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							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	113	99.1	14.7	33	52.3	85.3
	5	112	100	14	44.9	41.1	86
	6	109	100	18.7	43	38.3	81.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	125	100	13.2	39.7	47.1	86.8
	5	110	100	13.3	44.8	41.9	86.7
	6	108	100	18.1	38.1	43.8	81.9
	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							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	113	100	11	32.1	56.9	89
	5	112	100	14	54.2	31.8	86
	6	109	100	15.9	40.2	43.9	84.1
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	125	100	7.4	33.1	59.5	92.6
	5	110	100	9.5	39	51.4	90.5
	6	108	100	11.4	41	47.6	88.6
	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							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	113	100	13.6	54.5	31.8	86.4
	5	57	100	23.6	58.2	18.2	76.4
	6	55	100	18.5	66.7	14.8	81.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	125	100	10.7	62.8	26.4	89.3
	5	56	100	24.1	57.4	18.5	75.9
	6	54	100	7.7	76.9	15.4	92.3
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	113	100	9.1	44.5	46.4	90.9
	5	55	100	21.2	51.9	26.9	78.8
	6	54	100	13.2	52.8	34	86.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	125	100	9.1	62	28.9	90.9
	5	54	100	17.6	33.3	49	82.4
	6	54	100	18.9	50.9	30.2	81.1
	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							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	115	100	15.3	43.2	41.4	84.7
	5	112	100	16.8	50.5	32.7	83.2
	6	110	100	20.6	44.9	34.6	79.4
	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
2011	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	111	100	8.5	49.1	42.5	91.5
	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

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