



## Irmo Elementary

7401 Gibbes Street  
Irmo, SC 29063

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	503 Students	
<b>Principal</b>	Shannon McAlister	803-732-8275
<b>Superintendent</b>	Dr. Herbert Berg	803-476-8000
<b>Board Chair</b>	Paula Hite	803-749-1387

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Below Average</b>
2007	Good	Average
2006	Excellent	Excellent
2005	Excellent	Excellent
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

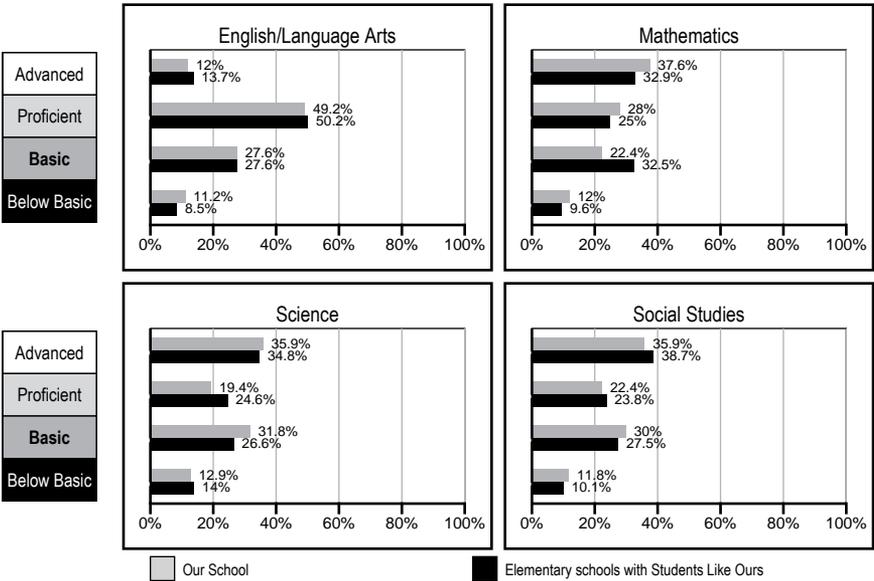
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.8%

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

Excellent	Good	Average	Below Average	At-Risk
7	16	2	0	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=503)</b>				
First graders who attended full-day kindergarten	96.3%	Up from 82.4%	100.0%	100.0%
Retention rate	0.0%	Down from 1.1%	1.0%	2.3%
Attendance rate	97.0%	Up from 96.7%	97.0%	96.3%
Eligible for gifted and talented	33.0%	Down from 33.1%	26.7%	10.4%
With disabilities other than speech	6.4%	Up from 5.5%	6.2%	7.5%
Older than usual for grade	0.0%	No Change	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	69.0%	Down from 72.5%	60.4%	56.7%
Continuing contract teachers	83.3%	Up from 82.5%	83.3%	77.3%
Teachers with emergency or provisional certificates	2.9%	No Change	0.0%	0.0%
Teachers returning from previous year	86.6%	Up from 85.7%	88.7%	86.4%
Teacher attendance rate	93.1%	Up from 91.8%	95.0%	94.9%
Average teacher salary	\$50,019	Up 5.4%	\$46,736	\$45,345
Professional development days/teacher	14.5 days	No Change	12.4 days	12.6 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.5	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 19.1 to 1	19.4 to 1	18.5 to 1
Prime instructional time	89.3%	Up from 87.5%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,712	Up 3.8%	\$6,673	\$7,052
Percent of expenditures for instruction*	60.5%	Down from 62.3%	73.3%	69.1%
Percent of expenditures for teacher salaries*	59.1%	Down from 61.0%	64.5%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**Report of Principal and School Improvement Council**

The mission of Irmo Elementary School, where excellence is a tradition and learning has no boundaries, is to ensure that each child is motivated to achieve his or her full potential through diverse and challenging educational programs that demand superior achievement, provide a foundation for life-long learning, and instill the desire to become a productive member of society. Irmo Elementary School has a proud history of excellence. This year our school was one of eight schools statewide to be recognized as an Exemplary Writing School and one of five schools to earn the South Carolina Department of Education Red Carpet School award for the third time. Our previous accomplishments are: Palmetto's Finest, National Blue Ribbon School of Excellence, University of South Carolina Professional Development School, Exemplary Writing Award, Red Carpet Award, Blue Ribbon Lighthouse School, Intel/Scholastic 21st Century School of Distinction, and Palmetto Gold.

Mrs. Jennie Paddock, our gifted and talented teacher, was Irmo Elementary's 2007-2008 Teacher of the Year. Mrs. Emily King-Korson, our facilities supervisor, was our 2007-2008 Support Employee of the Year. Irmo Elementary enjoys strong relationships with the Irmo community and is extremely thankful for the support of our area businesses. Our business partner of the year was Zaxby's Restaurant.

Our Honey Bunch After-School Program offers site-based afternoon care during the school year. Students in our program take part in a wide variety of athletic and academic exploratory camps.

Irmo Elementary students learn the keys to good citizenship by serving our school community. Fourth-grade students deliver mail for the Wee Deliver System and serve on Student Council. Our fifth graders serve the school through Safety Patrol, Student Council, and our morning television show, WBEE. Students are also involved in early morning fitness, orchestra, and our chorus, the Super Star Singers. Students and community members raised over \$13,000 to help a student who is battling leukemia.

Irmo Elementary is very fortunate to have the support of the community. Parents and community members are involved and active volunteers in our building! Volunteers serve our school in many ways, including our outdoor classroom (Baxter Court); IES Publishing Company; Family Literacy Night; and "Back to the Future" night, which showcases Science, Math, and Technology. Students get excited about the PTA-sponsored reading celebrations in the fall and spring, which allow each student to choose a book on their reading level to add to their personal libraries. Fund-raising efforts continue to support literacy and technology implementation throughout our building.

Irmo Elementary is proud of the excellent educational program offered to our students and is committed to having all children reach their greatest potential.

Jim Shirley, Principal  
Robert Mahoney, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	41	85	52
Percent satisfied with learning environment	97.6%	88.2%	94.2%
Percent satisfied with social and physical environment	95.1%	84.7%	94.2%
Percent satisfied with school-home relations	100.0%	85.9%	96.2%

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

## 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 Adequate Yearly Progress

NO

This school met 17 out of 19 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. Sanction: Implement the restructuring plan.
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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.4%	0.0%	No
Student attendance rate	97.0%	94.0%	Yes

\* Or greater than last year

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	256	100	11.2	27.6	49.2	12	74	62.4	48.2	Yes	Yes
<b>Gender</b>											
Male	127	100	11.5	32	45.9	10.7	70.5	55.3	41.7	N/A	N/A
Female	129	100	10.9	23.4	52.3	13.3	77.3	69.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	185	100	8.6	23.2	54.6	13.5	78.9	71.8	60	Yes	Yes
African American	55	100	24.5	44.9	28.6	2	49	41.1	31.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	75.4	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	45.5	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	48	100	45.5	29.5	25	0	34.1	26.6	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.8	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	45.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	45	100	43.6	25.6	30.8	0	35.9	38.6	34	I/S	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	256	100	12	22.4	28	37.6	74.8	64.1	45.8	Yes	Yes
<b>Gender</b>											
Male	127	100	10.7	21.3	28.7	39.3	77.9	64.6	45.6	N/A	N/A
Female	129	100	13.3	23.4	27.3	35.9	71.9	63.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	185	100	10.3	15.7	33	41.1	82.2	74.8	59	Yes	Yes
African American	55	100	22.4	51	8.2	18.4	40.8	39	26.9	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	79.7	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	53	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	48	100	52.3	27.3	9.1	11.4	34.1	32.4	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.9	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	59.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	45	100	35.9	46.2	10.3	7.7	30.8	39.2	31.4	I/S	Yes

\* Adj - 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

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	174	100	12.9	31.8	19.4	35.9	55.3	51	35.7	97	96.7
<b>Gender</b>											
Male	87	100	11.9	22.6	25	40.5	65.5	53.6	37.4	97	96.6
Female	87	100	14	40.7	14	31.4	45.3	48.4	33.8	97.1	96.8
<b>Racial/Ethnic Group</b>											
White	123	100	8.9	29.3	21.1	40.7	61.8	61.5	49.2	97	96.7
African American	39	100	28.6	42.9	17.1	11.4	28.6	26.2	17	96.9	96.5
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	69.6	58	97.5	97.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	43.2	24.9	97.8	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.7	97
<b>Disability Status</b>											
Disabled	31	100	35.7	25	17.9	21.4	39.3	28.6	14	96	95.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.1	21.9	N/A	98.8
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	45.1	24.4	98	96.8
<b>Socio-Economic Status</b>											
Subsided meals	31	100	37	37	18.5	7.4	25.9	26.9	21.1	96.4	95.7
<b>Social Studies</b>											
All Students	174	100	11.8	30	22.4	35.9	58.2	51.9	34	97	96.7
<b>Gender</b>											
Male	86	100	8.4	22.9	26.5	42.2	68.7	55.7	36.6	97	96.6
Female	88	100	14.9	36.8	18.4	29.9	48.3	47.9	31.3	97.1	96.8
<b>Racial/Ethnic Group</b>											
White	127	100	8.7	28.3	24.4	38.6	63	60.1	44.5	97	96.7
African American	37	100	27.3	39.4	15.2	18.2	33.3	31.5	19.1	96.9	96.5
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	70.2	58.9	97.5	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	51.7	27.5	97.8	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.7	97
<b>Disability Status</b>											
Disabled	33	100	35.5	32.3	19.4	12.9	32.3	30.5	14.4	96	95.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.7	22.6	N/A	98.8
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.6	27.3	98	96.8
<b>Socio-Economic Status</b>											
Subsided meals	31	100	44.4	37	7.4	11.1	18.5	28.8	21	96.4	95.7

\* Adj - 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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	98	99	5.4	26.9	48.4	19.4	67.7
	4	92	100	5.8	33.7	46.5	14	60.5
	5	110	100	20.8	32.7	43.6	3	46.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	72	100	10.3	19.1	51.5	19.1	70.6
	4	92	100	11.1	21.1	60	7.8	67.8
	5	92	100	12	40.2	37	10.9	47.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	98	100	5.3	36.2	27.7	30.9	58.5
	4	92	100	10.5	19.8	30.2	39.5	69.8
	5	110	100	17.8	29.7	19.8	32.7	52.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	72	100	5.9	27.9	29.4	36.8	66.2
	4	92	100	10	17.8	32.2	40	72.2
	5	92	100	18.5	22.8	22.8	35.9	58.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	49	100	12.5	35.4	35.4	16.7	52.1
	4	91	100	12.9	25.9	31.8	29.4	61.2
	5	56	100	26.9	26.9	17.3	28.8	46.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	36	100	8.8	38.2	26.5	26.5	52.9
	4	92	100	10	31.1	21.1	37.8	58.9
	5	46	100	21.7	28.3	10.9	39.1	50
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	49	100	6.5	26.1	37	30.4	67.4
	4	91	100	11.8	42.4	28.2	17.6	45.9
	5	54	98.2	22.4	28.6	22.4	26.5	49
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	36	100	8.8	23.5	32.4	35.3	67.6
	4	92	100	11.1	30	23.3	35.6	58.9
	5	46	100	15.2	34.8	13	37	50
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample