



Independence Elementary

132 W. Springdale Road
Rock Hill, South Carolina

Grades	K-5 Elementary School	
Enrollment	509 Students	
Principal	Mary Chandler	803-981-1135
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

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	Average
2007	Average	Below Average
2006	Average	Below Average
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.

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

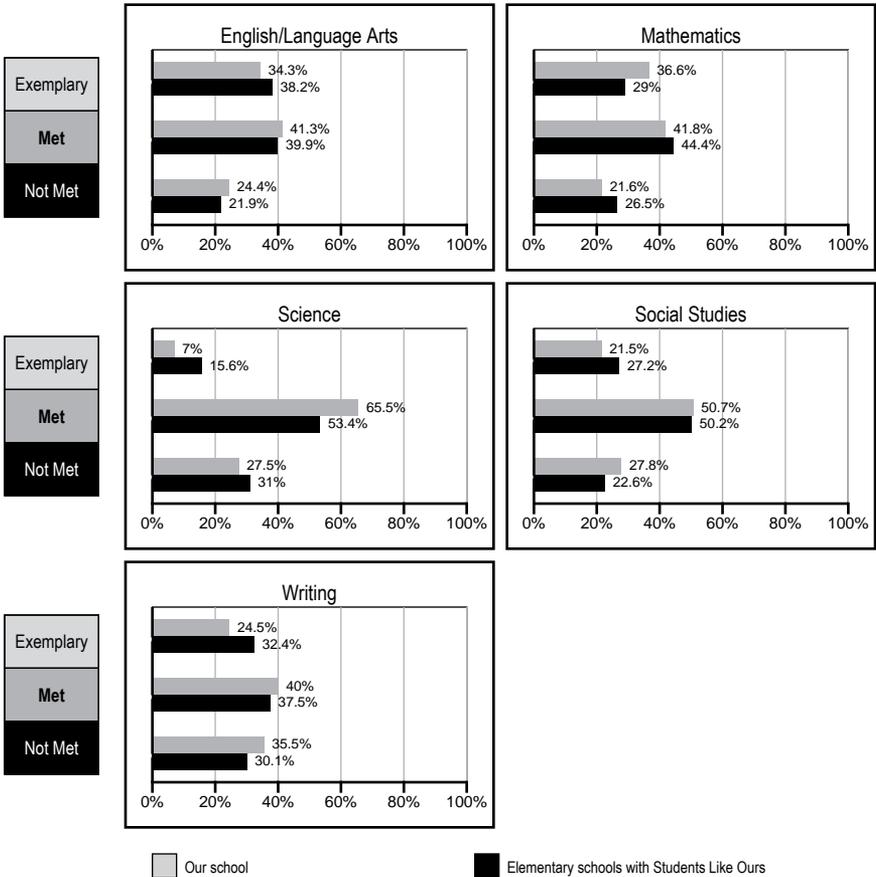
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	26	73	3	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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=509)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Up from 1.2%	2.0%	1.9%
Attendance rate	95.6%	Down from 95.9%	96.2%	96.3%
Eligible for gifted and talented	7.1%	Down from 7.8%	10.8%	10.0%
With disabilities other than speech	8.1%	Up from 6.9%	9.1%	7.7%
Older than usual for grade	0.7%	Up from 0.0%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	59.0%	Up from 54.1%	59.0%	59.4%
Continuing contract teachers	69.2%	Down from 75.7%	84.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 3.1%	0.0%	0.0%
Teachers returning from previous year	82.3%	Down from 85.3%	86.9%	85.9%
Teacher attendance rate	94.6%	Down from 96.6%	95.1%	95.1%
Average teacher salary*	\$45,914	Down 0.6%	\$47,217	\$47,149
Professional development days/teacher	10.9 days	Up from 10.5 days	11.6 days	11.1 days
School				
Principal's years at school	0.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 18.5 to 1	19.1 to 1	18.8 to 1
Prime instructional time	89.6%	Down from 91.3%	90.3%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$6,794	Up 14.8%	\$7,242	\$7,458
Percent of expenditures for instruction**	75.6%	Down from 75.8%	68.0%	68.8%
Percent of expenditures for teacher salaries**	72.3%	Up from 71.7%	63.0%	63.2%

* 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

Independence Elementary housed an entirely new population of students this past year due to rezoning in the district. Approximately 400 incoming students from several other schools joined the 60 remaining students to create a new student body and a new group of parents. From these new parents emerged a productive group of PTO and SIC officers who set goals and provided meaningful support to the students in our school. The teaching staff was committed to excellence in academics as they transitioned our new students into a nurturing environment of high expectations and support. Parents were afforded many opportunities to become involved in the life of the school through PTO events, school picnics, parent workshops, and fun activities. Ninety-five percent of our first grade students were on grade level or above at the end of the year. Approximately 85-90% of our students in grades 3-5 scored Basic, Proficient, or Advanced on the spring MAPS assessment. A part-time math coach provided the staff with focused professional development in the teaching of math and in writing common assessments to guide instruction and identify specific needs of children. The entire body of students became much more aware of problem solving and thinking skills. The GT program doubled in size from the beginning of the school year as students were tested for the program throughout the year. As a professional goal, teachers piloted the new Word Study portion of the district Literacy Guide, which led to improved writing performance. Family Trust Federal Credit Union, for a second year, targeted fourth grade students in teaching the concepts of money management. Students were taught to earn, manage, and save money, as well as how to spend it wisely on items from the gift shop. Many afterschool opportunities were provided for students in the form of clubs, which led to a rich diverse emphasis on the whole child. It was a successful year at Independence as new groups of students and parents came together to form a productive learning community.

Mary Chandler, Principal
 Ciera Walker, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	82	27
Percent satisfied with learning environment	92.1%	92.7%	100.0%
Percent satisfied with social and physical environment	94.6%	95.1%	88.9%
Percent satisfied with school-home relations	91.9%	95.1%	92.6%

* 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 17 out of 17 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

CSI-DELAY

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	0.8%	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	0.0%	0.0%	Yes
Student attendance rate	95.6%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	242	100	24.4	41.3	34.3	86.9	85.2	82.8	Yes	Yes
Gender										
Male	112	100	29	41	30	84	82	79.3	N/A	N/A
Female	130	100	20.4	41.6	38.1	89.4	88.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	144	100	18.3	40.5	41.2	91.6	92.4	89.5	Yes	Yes
African American	77	100	36.9	47.7	15.4	75.4	74.5	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.5	92.3	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	80.4	76.5	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	75.6	82.5	I/S	I/S
Disability Status										
Disabled	34	100	51.6	35.5	12.9	71	57.7	52	I/S	I/S
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	12	100	I/S	I/S	I/S	I/S	77.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	152	100	30.2	45.7	24	82.9	76.4	75.5	Yes	Yes

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

All Students	242	100	21.6	41.8	36.6	84	82.8	78.9	Yes	Yes
Gender										
Male	112	100	18	42	40	87	80	77	N/A	N/A
Female	130	100	24.8	41.6	33.6	81.4	85.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	144	100	14.5	40.5	45	89.3	91.5	87.2	Yes	Yes
African American	77	100	36.9	46.2	16.9	70.8	68.6	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	98	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	80.2	76	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	80	79.5	I/S	I/S
Disability Status										
Disabled	34	100	64.5	19.4	16.1	51.6	50.2	45.5	I/S	I/S
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	12	100	I/S	I/S	I/S	I/S	79.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	152	100	28.7	42.6	28.7	79.1	72.5	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	162	100	27.5	65.5	7	72.5	71	67.5
Gender								
Male	74	100	22.1	67.6	10.3	77.9	70.2	67
Female	88	100	32.4	63.5	4.1	67.6	71.8	68
Racial/Ethnic Group								
White	92	100	19.3	71.1	9.6	80.7	83.9	79.5
African American	57	100	43.8	54.2	2.1	56.3	50.7	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.3	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	62.8	60.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	59.8	71.2
Disability Status								
Disabled	25	100	59.1	36.4	4.5	40.9	39.4	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	8	I/S	I/S	I/S	I/S	I/S	61.6	59.6
Socio-Economic Status								
Subsidized meals	104	100	34.1	62.5	3.4	65.9	55.1	55.1
Social Studies								
All Students	163	100	27.8	50.7	21.5	72.2	76.4	72.3
Gender								
Male	71	100	30.6	45.2	24.2	69.4	75.6	71.5
Female	92	100	25.6	54.9	19.5	74.4	77.3	73.2
Racial/Ethnic Group								
White	96	100	25.3	48.3	26.4	74.7	84.9	80.7
African American	50	100	37.2	55.8	7	62.8	62.9	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.7	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	75.6	68
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	62	72.2
Disability Status								
Disabled	18	100	62.5	25	12.5	37.5	47.9	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	9	I/S	I/S	I/S	I/S	I/S	75	67.9
Socio-Economic Status								
Subsidized meals	101	100	35.3	55.3	9.4	64.7	64.3	62.1

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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	242	95.5	35.5	40	24.5	64.5	73.1	70.2	95.6	96.7
Gender										
Male	112	96.4	43.7	40.8	15.5	56.3	65.9	63.2	95.2	96.6
Female	130	94.6	28.2	39.3	32.5	71.8	80.9	77.5	96	96.8
Racial/Ethnic Group										
White	141	96.5	32.8	37.3	29.9	67.2	82.5	79.1	95.8	96.6
African American	79	93.7	44.1	45.6	10.3	55.9	59.2	57.6	95.9	96.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.3	86.2	97.1	97.3
Hispanic	12	91.7	I/S	I/S	I/S	I/S	65.7	62.6	93.6	96.4
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	60.7	68.7	93.3	95.2
Disability Status										
Disabled	33	97	75	18.8	6.3	25	30.2	26.1	94.7	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	12	91.7	I/S	I/S	I/S	I/S	63	61.2	97.4	96.6
Socio-Economic Status										
Subsided meals	152	94.7	43.4	42.6	14	56.6	59.5	58.9	95	96.2

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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	66	100	26.7	36.7	36.7	73.3
	4	83	100	31.5	41.1	27.4	68.5
	5	93	100	16.3	45	38.8	83.8
	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	66	100	25	40	35	75
	4	83	100	20.5	42.5	37	79.5
	5	93	100	20	42.5	37.5	80
	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	32	100	32.1	57.1	10.7	67.9
	4	83	100	26	65.8	8.2	74
	5	47	100	26.8	70.7	2.4	73.2
	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	34	100	21.9	56.3	21.9	78.1
	4	83	100	21.9	56.2	21.9	78.1
	5	46	100	43.6	35.9	20.5	56.4
	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
Writing							
2009	3	69	98.6	39.1	31.3	29.7	60.9
	4	81	95.1	36	48	16	64
	5	92	93.5	32.1	39.5	28.4	67.9
	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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