



## Indian Land High

8063 River Road  
Indian Land, South

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	599 Students	
<b>Principal</b>	Kathy Faris	803-547-7571
<b>Superintendent</b>	Richard E. Moore	803-286-6972
<b>Board Chair</b>	Charlene McGriff	803-286-6972

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>At-Risk</b>
2008	Good	At-Risk
2007	Excellent	Excellent
2006	Good	Below Average
2005	Good	At-Risk

## 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.

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

Excellent	Good	Average	Below Average	At-Risk
3	0	8	1	0

\* Ratings are calculated with data available by 03/25/2010.

**High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students**

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	82.6	90.4	83.0	84.2	90.6	83.6
Passed 1 subtest (%)	9.0	4.8	8.5	10.6	6.1	10.6
Passed no subtests (%)	8.3	4.8	8.5	6.2	4.4	7.1

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	95.4%	96.0%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	157	289
Number of Diplomas	117	219
Rate	74.5%	69.9%

**End of Course Tests**

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	78.7	80.2
English 1	78.9	74.6
Physical Science	58.5	66.3
US History and the Constitution	45.5	52.8
All Tests	64.8	68.2

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
<b>Students (n=599)</b>				
Retention rate	3.2%	Up from 2.7%	4.3%	4.8%
Attendance rate	99.8%	Up from 99.7%	96.4%	95.5%
Eligible for gifted and talented	0.0%	No Change	15.7%	9.2%
With disabilities other than speech	9.1%	Down from 10.4%	9.4%	12.6%
Older than usual for grade	5.7%	Up from 3.7%	7.0%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 1.8%	1.1%	1.2%
Enrolled in AP/IB programs	34.5%	Down from 36.1%	19.2%	13.2%
Successful on AP/IB exams	35.1%	Up from 23.0%	58.3%	55.6%
Eligible for LIFE Scholarship	29.2%	Down from 32.1%	40.0%	29.8%
Annual dropout rate	3.9%	Up from 1.1%	3.9%	3.5%
Career/technology students in co-curricular organizations	6.5%	Down from 7.4%	1.3%	3.0%
Enrollment in career/technology courses	442	Up from 356	746	523
Students participating in work-based experiences	28.6%	Up from 23.9%	13.5%	12.9%
Career/technology students attaining technical skills	90.5%	Up from 89.9%	84.4%	79.3%
Career/technology completers placed	100.0%	No Change	99.0%	98.8%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	53.3%	Up from 38.3%	65.7%	58.6%
Continuing contract teachers	48.9%	No Change	76.7%	71.6%
Teachers with emergency or provisional certificates	8.3%	Down from 9.1%	5.2%	8.1%
Teachers returning from previous year	85.4%	Down from 86.2%	87.4%	85.0%
Teacher attendance rate	94.8%	Down from 96.6%	95.6%	95.5%
Average teacher salary*	\$45,955	Down 0%	\$49,659	\$47,761
Professional development days/teacher	4.0 days	Down from 14.9 days	9.1 days	10.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 22.7 to 1	27.9 to 1	26.1 to 1
Prime instructional time	93.1%	Down from 94.5%	91.6%	89.8%
Dollars spent per pupil**	\$8,291	Up 17.9%	\$6,918	\$7,883
Percent of expenditures for teacher salaries**	61.0%	Down from 63.0%	55.9%	54.1%
Percent of expenditures for instruction**	65.6%	Down from 67.3%	60.9%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.7%	Up from 95.1%	97.6%	95.8%
Character development program	Average	Up from Below Average	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	Good	Good

\* Includes current year teachers contracted for 185 or more days.

\*\* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	130	95.4%	651	64.8%	157	74.5%	No
<b>Gender</b>							
Male	62	98.4%	346	65.9%	76	77.6%	N/A
Female	68	92.6%	305	63.6%	81	71.6%	N/A
<b>Racial/Ethnic Group</b>							
White	97	96.9%	460	67.4%	115	77.4%	N/A
African American	24	87.5%	128	53.9%	31	61.3%	N/A
Asian/Pacific Islander	N/A	N/A	12	75.0%	N/A	N/A	N/A
Hispanic	N/A	N/A	36	61.1%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	10	80.0%	60	35.0%	14	50.0%	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	47	66.0%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	40	90.0%	172	54.1%	45	66.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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## Report of Principal and School Improvement Council

2009 marks the end of our second year in our building on River Road, and our students and faculty continue to work hard to make it our home. The white walls are filling with student art and posters about activities and events, and students and parents can be found in the building many nights each week as they attend sporting events, plays, musical evenings, even a Karaoke night, donkey basketball, and video gaming competition. We graduated 122 students this year and are expecting 175 incoming freshman this fall. In addition, we expect to see about a 10% increase in population each year from new families moving into the area. ILHS has an award-winning Marching Band, with many regional and upper-state titles. Our Boys and Girls Soccer teams, as well as Girls softball and basketball, have all won regional championships and have several all-region and all-state players. This year, our Girls Basketball coach, Tamara Jacobus, was recognized as Region Coach of the Year. Academically, ILH continues to expand its AP offerings. Students can now amass more than a year's worth of free college credits. We met Adequate Yearly Progress in the school report card, and had a successful TAV/SACS (Technical Assistance Visit/Southern Association of Colleges and Schools) visit, resulting in accreditation through 2013. We are a member of High Schools that Work. Our students pursue and win academic awards at the district level, such as the Poetry Out Loud contest and VFW Voice of Democracy Oratorical Contest. We have two students that will be attending The Governor's School for the Arts this summer and next year. Our teachers also work hard on obtaining grants for new programs. Science teacher, Jill Haun, was awarded \$15,000 to start a new Biomedical Science class, PE teachers, Brian Lucceschi and Olivia Terzo, received \$1000 for equipment, and English teacher, Marsha Murdock, received \$1000 from Lancaster County Partners for Youth for the Spearhead Chronicles Literary Magazine. History teacher, Dennis Bivins, received a grant to purchase materials for our new Sign Language class, which we will offer next year for the first time. Indian Land High School will be the first school in the state, excluding the School for the Deaf and Blind, to offer ASL as a foreign language class. We also work hard to prepare our students to be responsible citizens. ILH students belong to clubs and participate in activities that benefit our school, our county, and our world. We honored our community veterans with a special breakfast and program on Veteran's Day, we hold two blood drives each year, and we gathered coats for kids and raised money for Relay for Life. Our Environmental Rescue Organization runs our recycling program, and we sent \$300 for books to the Winthrop Library in Rocha, Nicaragua. There are many other activities designed to appeal to our diverse population. Indian Land High School is a great place for students to grow and learn. We are proud of our accomplishments this year and look forward to even greater things in 2009-2010. Kathy Faris, Principal/Vickie Harris, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	111	36
Percent satisfied with learning environment	78.3%	76.4%	72.2%
Percent satisfied with social and physical environment	87.0%	77.5%	86.1%
Percent satisfied with school-home relations	71.7%	88.3%	78.8%

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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**School Adequate Yearly Progress**

NO

This school met 10 out of 13 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**

N/A

**School Improvement Key**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

**Teacher Quality Data**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	3.8%	0.0%	No

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**HSAP Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	169	99.4	10.2	30.6	29.3	29.9	66.2	52.2	61.8	Yes	Yes
Male	91	98.9	14	29.1	31.4	25.6	66.3	46.4	57.4	N/A	N/A
Female	78	100	5.6	32.4	26.8	35.2	66.2	57.9	66.1	N/A	N/A
White	116	99.1	9.2	24.8	34.9	31.2	71.6	62	74.3	Yes	Yes
African American	32	100	12.5	40.6	21.9	25	53.1	32.6	44.9	I/S	I/S
Asian/Pacific Islander	1	I/S	77.4	I/S	I/S						
Hispanic	17	100	7.7	46.2	7.7	38.5	53.8	60.7	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	55.4	I/S	I/S						
Disabled	14	100	42.9	35.7	21.4	0	28.6	11.5	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	12	100	12.5	62.5	12.5	12.5	37.5	37.5	38.5	I/S	I/S
Subsized meals	61	98.4	18.9	43.4	13.2	24.5	41.5	35.3	45.6	No	Yes

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	169	99.4	12.1	28.7	33.1	26.1	73.2	62.7	62.7	Yes	Yes
Male	91	98.9	14	26.7	34.9	24.4	74.4	61.5	61.8	N/A	N/A
Female	78	100	9.9	31	31	28.2	71.8	63.9	63.6	N/A	N/A
White	116	99.1	8.3	28.4	33	30.3	76.1	70.1	75.1	Yes	Yes
African American	32	100	25	31.3	28.1	15.6	62.5	48.6	45.1	I/S	I/S
Asian/Pacific Islander	1	I/S	83.8	I/S	I/S						
Hispanic	17	100	7.7	30.8	38.5	23.1	76.9	64.3	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	59.2	I/S	I/S						
Disabled	14	100	35.7	35.7	21.4	7.1	42.9	20	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	12	100	12.5	25	50	12.5	62.5	37.5	52.3	I/S	I/S
Subsized meals	61	98.4	24.5	35.8	26.4	13.2	54.7	48.6	47.9	No	Yes

**Physical Science (End-of-Course Test performance by Group)**

All Students	169	89.3	56.8	12.4	11.8	8.3	20.1	N/A	N/A	N/A	N/A
Male	91	90.1	56.0	12.1	13.2	8.8	22.0	N/A	N/A	N/A	N/A
Female	78	88.5	57.7	12.8	10.3	7.7	17.9	N/A	N/A	N/A	N/A
White	116	90.5	53.4	11.2	14.7	11.2	25.9	N/A	N/A	N/A	N/A
African American	32	93.8	65.6	18.8	6.3	3.1	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	17	76.5	58.8	11.8	5.9	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	14	100.0	92.9	7.1	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	12	75.0	66.7	8.3	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	61	88.5	72.1	9.8	6.6	N/A	I/S	N/A	N/A	N/A	N/A

\* 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

**Two-Year HSAP Trend Data**

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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**English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)**

All Students	2008	147	99.3	6.6	17.6	40.4	35.3	80.9	63.1	69.7
	2009	169	99.4	10.2	30.6	29.3	29.9	66.2	52.2	61.8

**Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)**

All Students	2008	147	99.3	7.4	25	48.5	19.1	72.1	65	67.2
	2009	169	99.4	12.1	28.7	33.1	26.1	73.2	62.7	62.7

\* 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