



INDEPENDENCE ELEMENTARY

132 W. Springdale Road
Rock Hill, South Carolina

Grades	K-5 Elementary School	
Enrollment	517 Students	
Principal	Marc Swygert	803-981-1135
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Good
2009	Average	Average
2008	Average	Average
2007	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 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

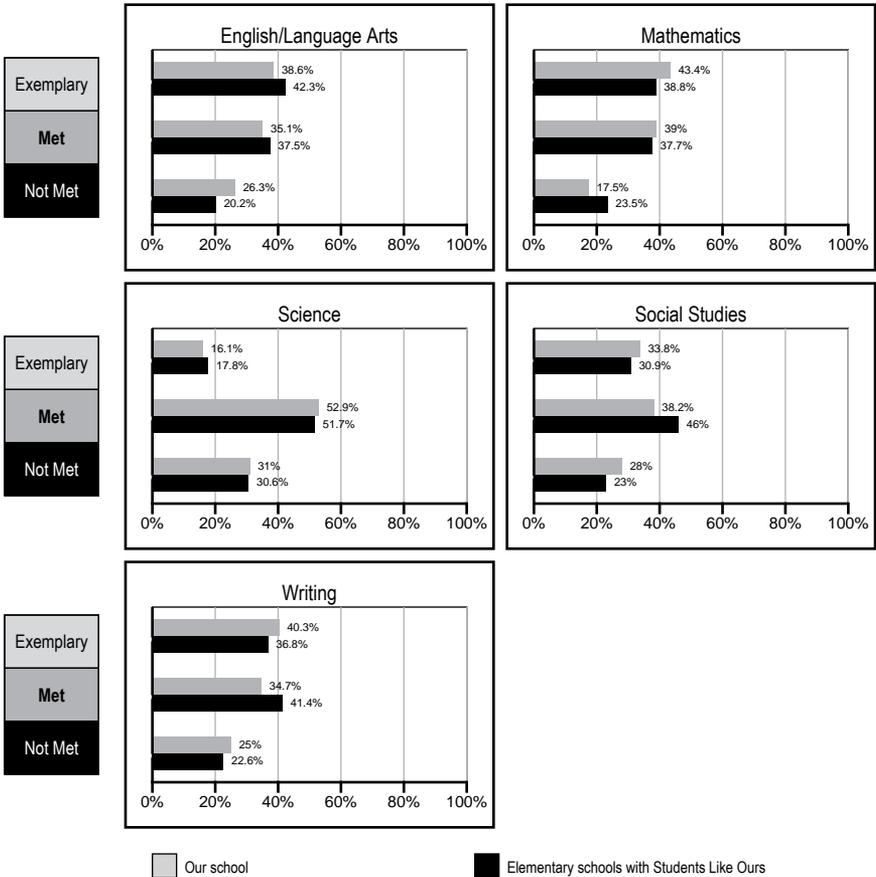
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	32	50	1	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=517)				
First graders who attended full-day kindergarten	0.0%	Down from 100.0%	100.0%	100.0%
Retention rate	0.2%	Down from 1.2%	1.3%	1.1%
Attendance rate	96.1%	Up from 95.2%	96.1%	96.2%
Served by gifted and talented program	10.8%	Up from 10.6%	14.8%	13.4%
With disabilities other than speech	6.2%	Down from 7.1%	4.8%	4.1%
Older than usual for grade	0.6%	Up from 0.5%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	65.6%	Up from 60.5%	60.9%	62.5%
Continuing contract teachers	93.8%	Up from 71.1%	90.0%	88.2%
Teachers returning from previous year	90.0%	Up from 86.7%	88.5%	87.8%
Teacher attendance rate	97.2%	Up from 96.7%	95.2%	95.2%
Average teacher salary*	\$46,280	Down 1.6%	\$46,514	\$46,773
Professional development days/teacher	6.6 days	Down from 8.7 days	10.3 days	10.5 days
School				
Principal's years at school	1.0	Up from 0.1	4.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 20.0 to 1	20.2 to 1	19.9 to 1
Prime instructional time	92.2%	Up from 90.5%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	76.3%	Down from 99.3%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,742	Up 4.0%	\$7,028	\$7,447
Percent of expenditures for instruction**	74.7%	Down from 75.2%	68.5%	68.4%
Percent of expenditures for teacher salaries**	73.9%	Up from 73.0%	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

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

Independence Elementary School serves a diverse suburban population of over 500 students and has celebrated many successes in the 2010-11 school year. Based on our district strategic plan and information gathered about our school, we chose to work on writing instruction and Response to Intervention in math.

We have strengthened community connections by getting more parents involved with our PTO and SIC. The PTO hosted many well-attended events, including a Fall Carnival and Spring Bingo Night. With the money raised, we have been able to purchase classroom supplies, help fund the Art Club, recognize student achievements, purchase books for a summer literacy program, and maintain the school aviary. Our school has also partnered with Rock Hill High School to invite high school students to assist and mentor our students through the Teacher Cadet program and "Bouncing for Books" with the basketball team. This year also saw the launch of our WatchD.O.G.S. Dads, a program designed to invite and encourage dads and other important male figures to volunteer in our school. We plan to continue and expand on these achievements in the coming year.

Academically, we received state recognition with a Palmetto Silver Award for overall performance and closing the achievement gap. Our PASS scores show that we continue to increase math achievement. While we continue many of the programs that have helped our students to be successful in the past, we have also added tutoring before and after school and provided students and teachers with access to new computer software that helps with enriching and remediation classroom instruction.

We have used late start dates and after-school professional development time for teachers at all grade levels to collaborate and develop common lessons develop writing goals, strengthening the understanding of writing instruction, to create instruction that meets the needs of all students, and developing plans and strategies for students who do not initially master all of the academic standards. We have focused on Math intervention by involving students and their families through math workshops, both during and after school hours We have hosted an award winning authors/illustrator and nationally renowned story teller who have shared their work with students that supplemented numerous activities and strategies to enriching student writing for all grade levels.

To do this in the coming year, we will continue to implement our district strategic plan, the Rock Hill Climb, by increasing parental involvement and strategies to enrich student learning across the curriculum.

Marc Swygert, Principal
Heather Giles, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	74	35
Percent satisfied with learning environment	97.2%	85.1%	94.3%
Percent satisfied with social and physical environment	97.2%	84.9%	91.4%
Percent satisfied with school-home relations	88.6%	87.8%	94.3%

* 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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 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. 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	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	25.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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

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	249	94	21.5	37.4	41.1	85.5	83.1	82.4	Yes	Yes
Gender										
Male	103	89.3	22.6	38.1	39.3	82.1	79.5	78.7	N/A	N/A
Female	146	97.3	20.8	36.9	42.3	87.7	86.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	140	92.9	18.3	32.5	49.2	88.3	91.2	88.9	Yes	Yes
African American	80	95	25.4	47.8	26.9	80.6	72.4	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.7	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	77.9	79.3	I/S	I/S
American Indian/Alaskan	16	93.8	14.3	35.7	50	92.9	71.2	83	I/S	I/S
Disability Status										
Disabled	43	65.1	40	32	28	64	54.9	48.1	I/S	No
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	9	I/S	I/S	I/S	I/S	I/S	74.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	163	92.6	26.8	42	31.2	81.2	75	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	249	100	17.5	39	43.4	90.4	83.2	81.9	Yes	Yes
Gender										
Male	103	100	21.3	33	45.7	88.3	80.9	79.9	N/A	N/A
Female	146	100	14.9	43.3	41.8	91.8	85.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	140	100	13.1	36.9	50	93.8	91	88.9	Yes	Yes
African American	80	100	26.8	39.4	33.8	84.5	72.6	71.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	96.4	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	79.2	81.1	I/S	I/S
American Indian/Alaskan	16	100	14.3	42.9	42.9	85.7	75.2	84.4	I/S	I/S
Disability Status										
Disabled	43	100	56.4	25.6	17.9	74.4	51.6	47.3	I/S	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	9	I/S	I/S	I/S	I/S	I/S	78	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	163	100	22.1	45.6	32.2	87.9	75.4	74.9	Yes	Yes

* 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

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	168	99.4	31	52.9	16.1	69	72.1	68.6
Gender								
Male	78	100	33.3	50	16.7	66.7	71.1	68.3
Female	90	98.9	28.9	55.4	15.7	71.1	73.2	68.9
Racial/Ethnic Group								
White	94	98.9	21.6	58	20.5	78.4	84.8	80.7
African American	54	100	46.9	44.9	8.2	53.1	54.6	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.4	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.2	61.6
American Indian/Alaskan	12	100	I/S	I/S	I/S	I/S	61.7	70.8
Disability Status								
Disabled	32	100	58.6	34.5	6.9	41.4	43.4	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	5	I/S	I/S	I/S	I/S	I/S	63.5	60.7
Socio-Economic Status								
Subsidized meals	112	100	40.8	51.5	7.8	59.2	60.3	57.3
Social Studies								
All Students	170	100	28	38.2	33.8	72	75.9	72.5
Gender								
Male	59	100	34	32.1	34	66	75.8	72
Female	111	100	25	41.3	33.7	75	76	73.1
Racial/Ethnic Group								
White	93	100	25	38.6	36.4	75	85.6	81
African American	56	100	38.8	32.7	28.6	61.2	63.2	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.3	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	66.9	69.6
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	65.8	73.5
Disability Status								
Disabled	29	100	40.7	44.4	14.8	59.3	45.6	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	8	I/S	I/S	I/S	I/S	I/S	67.7	69.7
Socio-Economic Status								
Subsidized meals	112	100	33	45.6	21.4	67	65.4	62.9

Abbreviations for Missing Data

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

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	79	100	25	34.7	40.3	75	75.7	73.2	96.1	96.2
Gender										
Male	37	100	30.6	36.1	33.3	69.4	71	67.2	96.2	96.1
Female	42	100	19.4	33.3	47.2	80.6	80.6	79.4	96	96.3
Racial/Ethnic Group										
White	42	100	15	35	50	85	87.4	81.5	95.9	96.1
African American	27	100	40.9	36.4	22.7	59.1	60.2	61.3	96.6	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	87	97.8	97.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65.3	66.7	95	96
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	67.4	72.2	95.7	94.6
Disability Status										
Disabled	14	100	76.9	7.7	15.4	23.1	36.4	26	96	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	93
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	61.7	65.7	96.6	96.7
Socio-Economic Status										
Subsidized meals	59	100	27.8	40.7	31.5	72.2	64.6	63.2	95.7	95.7

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	86	88.4	24.3	24.3	51.4	75.7
	4	73	93.2	25.4	32.8	41.8	74.6
	5	89	100	24.1	49.4	26.6	75.9
	6	0	N/A	N/A	N/A	N/A	N/A
	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	82	91.5	17.6	19.1	63.2	82.4
	4	89	91	22.4	40.8	36.8	77.6
	5	78	100	24.3	51.4	24.3	75.7
	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							
2010	3	86	97.7	25.7	29.7	44.6	74.3
	4	73	100	7.5	49.3	43.3	92.5
	5	89	100	16.5	45.6	38	83.5
	6	0	N/A	N/A	N/A	N/A	N/A
	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	82	100	17.6	23	59.5	82.4
	4	89	100	16.7	45.2	38.1	83.3
	5	78	100	18.6	48.6	32.9	81.4
	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
Science							
2010	3	44	95.5	36.8	28.9	34.2	63.2
	4	73	100	23.9	65.7	10.4	76.1
	5	45	97.8	46.3	46.3	7.3	53.7
	6	0	N/A	N/A	N/A	N/A	N/A
	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	41	100	21.6	40.5	37.8	78.4
	4	89	100	27.4	60.7	11.9	72.6
	5	38	97.4	50	47.1	2.9	50
	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

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	40	100	22.9	48.6	28.6	77.1
	4	73	100	28.4	44.8	26.9	71.6
	5	44	97.7	43.2	43.2	13.5	56.8
	6	0	N/A	N/A	N/A	N/A	N/A
	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	41	100	16.2	37.8	45.9	83.8
	4	89	100	31	39.3	29.8	69
	5	40	100	33.3	36.1	30.6	66.7
	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							
2010	3	85	98.8	36	33.3	30.7	64
	4	75	98.7	22.1	45.6	32.4	77.9
	5	88	100	29.1	46.8	24.1	70.9
	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
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	79	100	25	34.7	40.3	75
	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

Abbreviations for Missing Data

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