



## Independence Elementary

132 West Springdale Rd.  
Rock Hill, SC 29730

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 536 Students           |              |
| <b>Principal</b>      | Marc Swygert           | 803-981-1135 |
| <b>Superintendent</b> | Dr. Lynn P. Moody      | 803-981-1000 |
| <b>Board Chair</b>    | Jim Vining             | 803-366-2806 |

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2013</b> | <b>Good</b>     | <b>Average</b> |
| 2012        | Good            | Excellent      |
| 2011        | Average         | Average        |
| 2010        | Average         | Good           |
| 2009        | Average         | 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://www.eoc.sc.gov>

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

Percent of students tested in 2012-13 whose 2011-12 test scores were located

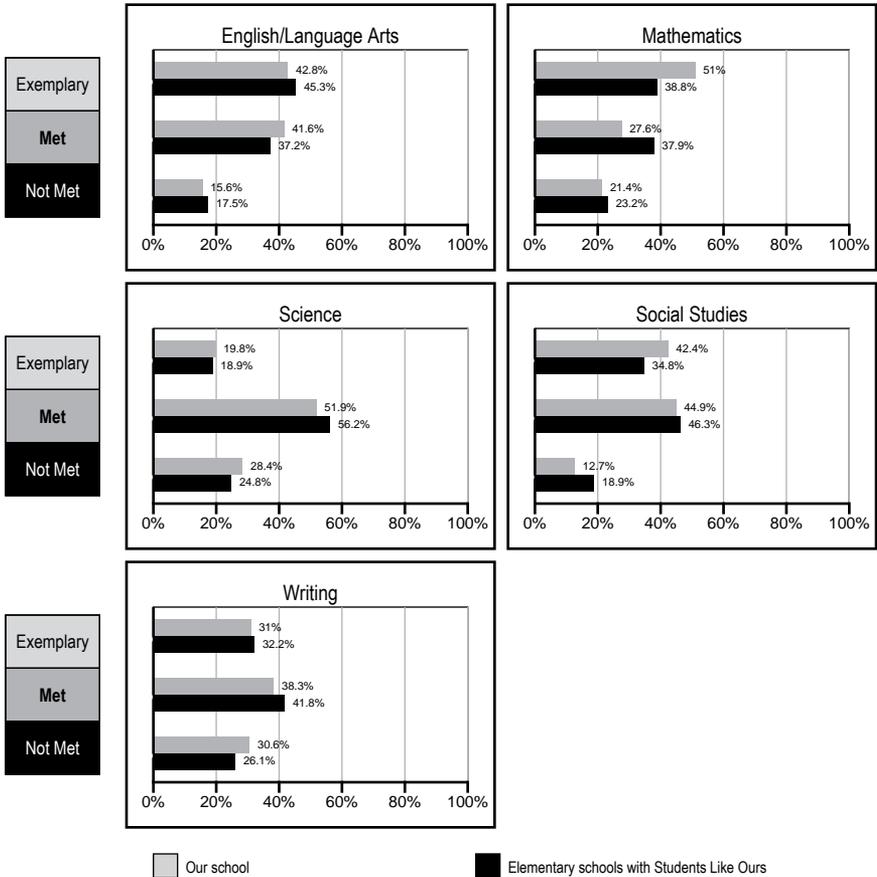
91.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 26        | 44   | 47      | 0             | 0       |

\* Ratings are calculated with data available by 12/14/2013.

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 |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=536)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.2%       | Up from 0.0%          | 1.3%                                       | 0.9%                     |
| Attendance rate  | 95.9%      | Down from 96.2%       | 96.2%                                      | 96.3%                    |
| Served by gifted and talented program  | 7.0%       | N/A                   | 8.5%                                       | 7.2%                     |
| With disabilities  | 11.3%      | N/A                   | 13.6%                                      | 12.4%                    |
| Older than usual for grade   | 0.9%       | N/A                   | 2.3%                                       | 1.9%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=34)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 64.7%      | Up from 63.6%         | 63.0%                                      | 62.5%                    |
| Continuing contract teachers   | 85.3%      | Down from 100.0%      | 85.7%                                      | 83.3%                    |
| Teachers returning from previous year  | 91.7%      | Down from 93.9%       | 89.2%                                      | 88.3%                    |
| Teacher attendance rate  | 96.3%      | Up from 95.6%         | 95.0%                                      | 95.0%                    |
| Average teacher salary*  | \$49,382   | Up 3.0%               | \$48,608                                   | \$48,193                 |
| Professional development days/teacher  | 12.4 days  | Up from 9.9 days      | 11.1 days                                  | 11.0 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 3.0        | Up from 2.0           | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 22.3 to 1  | Up from 21.6 to 1     | 20.3 to 1                                  | 20.1 to 1                |
| Prime instructional time   | 91.0%      | Up from 89.4%         | 90.0%                                      | 90.0%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 99.5%      | Up from 96.7%         | 100.0%                                     | 100.0%                   |
| Character development program  | Good       | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$6,097    | Up 2.9%               | \$7,075                                    | \$7,364                  |
| Percent of expenditures for instruction**                                    | 74.0%      | Up from 73.4%         | 68.0%                                      | 68.0%                    |
| Percent of expenditures for teacher salaries**                               | 72.0%      | Down from 73.4%       | 66.0%                                      | 66.0%                    |

\* 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 575 students and has celebrated many successes in the 2012-13 school year. We continued to implement our district strategic plan, the Rock Hill Climb, by increasing parental involvement and strategies to enrich student learning across the curriculum. Based on our district strategic plan and information gathered about our school, we continued to work on writing instruction and Response to Intervention in math and ELA, in addition to increasing our focus on science inquiry. Independence Elementary was proud to be the only RHSD3 elementary school to receive the Palmetto Gold Award for outstanding student performance and the Palmetto Gold Award for excellent results in Closing the Achievement Gaps based on PASS scores. The combination of these two awards reaffirms that all students at Independence are learning at high levels. Independence is committed to inquiry-based learning and differentiated instruction. The school implemented the state’s Response to Intervention Model to continue its improvement in closing the achievement gap. Response to Intervention implementation included Tier I instruction with fidelity, Tier II targeted interventions, and Tier III intensive support. Late start days and after-school professional development were devoted to teacher collaboration and vertical alignment of common formative assessments, and writing instruction. While we continue many of the programs that have helped our students to be successful in the past, we have also added a Science Club, Independence Investigators, a Science Fair, and participated in the Science Bowl to stimulate student interest and engage students in inquiry-based learning.

Community connections continued to improve through planned PTO, Title I, and school events including a Fall Carnival, Spring Bingo Night, Field Studies, Family Fitness, The Price is Right: Money Matters, and Pennies for Pasta. The PTO supported the school financially by purchasing classroom supplies, funding the Art Club, recognizing student achievements, purchasing books for a summer literacy program, and maintaining the school aviary. Students had an array of opportunities in which to participate, including Dance Team, Step Team, Lady Patriots, Recycling Club, Battle of the Books, Safety Patrol, and Student Council. Our school partnered with Rock Hill High School to invite high school students to assist and mentor our students through the Teacher Cadet program. This year we continued the Watch D.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 programs in the coming year.

Independence Elementary believes in the power of technology. Independence was the 1st school in our district to hold a Parent Information Night about the district’s iRock initiative. We currently have a 2nd grade challenged-based learning class and have purchased many iPads which are used school-wide. Students are encouraged to bring their own devices to use. We believe in iRock: Learning Anytime, Anywhere!

Jill Pappas, Principal  
 Amanda Haskin, SIC President

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 19       | 80        | 62       |
| Percent satisfied with learning environment            | 94.7%    | 93.8%     | 87.1%    |
| Percent satisfied with social and physical environment | 94.8%    | 90.9%     | 88.6%    |
| Percent satisfied with school-home relations           | 89.4%    | 95%       | 89.4%    |

\* 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

**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

|                                      |             |
|--------------------------------------|-------------|
| <b>Overall Weighted Points Total</b> | <b>89.4</b> |
| <b>Overall Grade Conversion</b>      | <b>B</b>    |

| Index Score  | Grade | Description   |
|--------------|-------|---|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

**Accountability Indicator for Title I Schools**

Independence Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

|   | <b>Our District</b> | <b>State</b> |
|---|---------------------|--------------|
| Classes in low poverty schools not taught by highly qualified teachers  | 1.3%                | 2.3%         |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0%                | 4.9%         |

|   | <b>Our School</b> | <b>State Objective</b> | <b>Met State Objective</b> |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 0.0%              | 0.0%                   | Yes                        |
| Student attendance rate                         | 95.9%             | 94.0%*                 | Yes                        |

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| <b>Grades 3-5</b>                 |          |           |              |                     |              |               |
| All Students                      | 665.3    | 663.2     | 627.7        | 653.2               | 100.0        | 100.0         |
| Male                              | 660.8    | 664.7     | 630.2        | 656.6               | 100.0        | 100.0         |
| Female                            | 669.1    | 662.0     | 625.5        | 650.5               | 100.0        | 100.0         |
| White                             | 673.1    | 674.2     | 634.6        | 661.3               | 100.0        | 100.0         |
| African American                  | 655.3    | 651.9     | 620.3        | 638.0               | 100.0        | 100.0         |
| Asian/Pacific Islander            | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Hispanic                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| American Indian/Alaskan           | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Disabled                          | 619.3    | 612.5     | 597.2        | 624.6               | 100.0        | 100.0         |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 653.7    | 652.8     | 618.0        | 640.3               | 100.0        | 100.0         |
| Annual Measurable Objective (AMO) | 635.0    | 635.0     | 635.0        | 635.0               | 95.0         | 95.0          |

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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2012</b>                  | 3     | 75                            | 100      | 21.7      | 29    | 49.3        | 78.3               |
|                              | 4     | 89                            | 100      | 20.3      | 30.4  | 49.4        | 79.7               |
|                              | 5     | 89                            | 100      | 21        | 48.1  | 30.9        | 79                 |
|                              | 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                |
| <b>2013</b>                  | 3     | 96                            | 100      | 13.8      | 32.5  | 53.8        | 86.3               |
|                              | 4     | 88                            | 100      | 20.8      | 48.1  | 31.2        | 79.2               |
|                              | 5     | 100                           | 100      | 12.8      | 44.2  | 43          | 87.2               |
|                              | 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                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2012</b>                  | 3     | 75                            | 100      | 26.1      | 29    | 44.9        | 73.9               |
|                              | 4     | 89                            | 100      | 8.9       | 30.4  | 60.8        | 91.1               |
|                              | 5     | 89                            | 100      | 17.3      | 46.9  | 35.8        | 82.7               |
|                              | 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                |
| <b>2013</b>                  | 3     | 96                            | 100      | 33.8      | 20    | 46.3        | 66.3               |
|                              | 4     | 88                            | 100      | 14.3      | 28.6  | 57.1        | 85.7               |
|                              | 5     | 100                           | 100      | 16.3      | 33.7  | 50          | 83.7               |
|                              | 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                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2012</b>                  | 3     | 40                            | 100      | 32.4      | 56.8  | 10.8        | 67.6               |
|                              | 4     | 89                            | 100      | 20.3      | 57    | 22.8        | 79.7               |
|                              | 5     | 44                            | 100      | 25        | 50    | 25          | 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                |
| <b>2013</b>                  | 3     | 50                            | 100      | 31        | 40.5  | 28.6        | 69                 |
|                              | 4     | 88                            | 100      | 28.6      | 54.5  | 16.9        | 71.4               |
|                              | 5     | 50                            | 100      | 25.6      | 58.1  | 16.3        | 74.4               |
|                              | 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                |

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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2012</b>           | 3     | 35                            | 100      | 31.3      | 40.6  | 28.1        | 68.8               |
|                       | 4     | 89                            | 100      | 17.7      | 41.8  | 40.5        | 82.3               |
|                       | 5     | 45                            | 100      | 22        | 39    | 39          | 78                 |
|                       | 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                |
| <b>2013</b>           | 3     | 46                            | 100      | 7.9       | 47.4  | 44.7        | 92.1               |
|                       | 4     | 88                            | 100      | 16.9      | 49.4  | 33.8        | 83.1               |
|                       | 5     | 50                            | 100      | 9.3       | 34.9  | 55.8        | 90.7               |
|                       | 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                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2012</b>           | 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     | 89                            | 98.9     | 25        | 35    | 40          | 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                |
| <b>2013</b>           | 3     | 99                            | 99       | 24.4      | 40.2  | 35.4        | 75.6               |
|                       | 4     | 88                            | 100      | 40.5      | 43    | 16.5        | 59.5               |
|                       | 5     | 96                            | 99       | 26.7      | 32.6  | 40.7        | 73.3               |
|                       | 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