



Indian Land Elementary

4137 Doby's Bridge Road
Indian Land, SC 29707

Grades	K-5 Elementary School	
Enrollment	981 Students	
Principal	Elizabeth Blum	803-548-2916
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Good
2005	Average	Below Average
2004	Average	Average

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

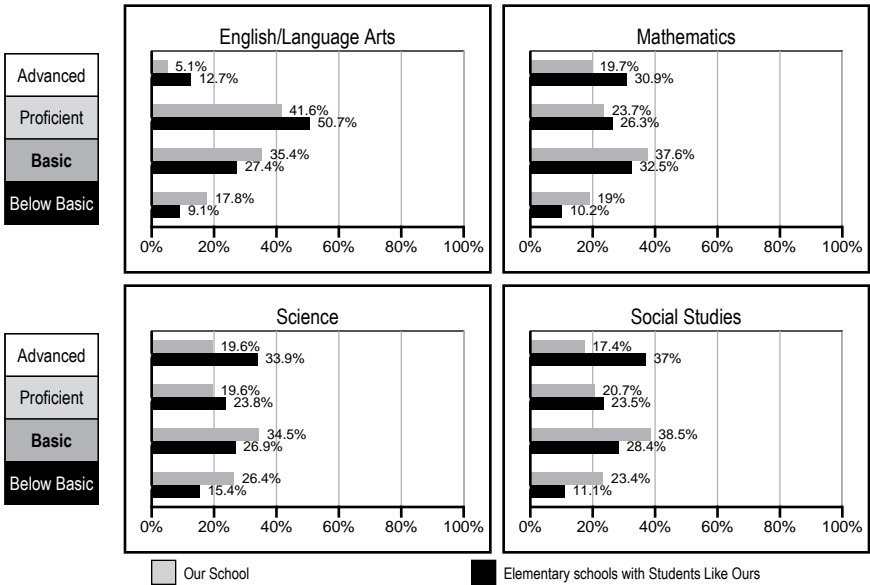
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 87%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	21	3	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
Students (n=981)				
First graders who attended full-day kindergarten	97.6%	Down from 100.0%	100.0%	100.0%
Retention rate	2.2%	Up from 1.9%	1.0%	2.3%
Attendance rate	95.8%	Up from 95.6%	97.0%	96.3%
Eligible for gifted and talented	12.7%	Down from 13.8%	27.3%	10.4%
With disabilities other than speech	6.8%	Up from 6.2%	6.4%	7.5%
Older than usual for grade	0.6%	Down from 1.5%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	45.6%	Down from 50.6%	59.2%	56.7%
Continuing contract teachers	54.4%	Down from 70.1%	83.3%	77.3%
Teachers with emergency or provisional certificates	2.5%	Down from 3.1%	0.0%	0.0%
Teachers returning from previous year	79.8%	Down from 89.1%	87.7%	86.4%
Teacher attendance rate	95.1%	Up from 94.3%	95.0%	94.9%
Average teacher salary	\$43,138	Up 1.0%	\$46,660	\$45,345
Professional development days/teacher	12.7 days	Up from 9.7 days	12.3 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	5.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 20.8 to 1	19.5 to 1	18.5 to 1
Prime instructional time	88.3%	Up from 87.7%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	68.6%	Down from 91.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,010	Down 3.7%	\$6,685	\$7,052
Percent of expenditures for instruction*	77.3%	Down from 77.8%	72.8%	69.1%
Percent of expenditures for teacher salaries*	72.2%	Down from 73.1%	62.8%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

This has been a great year for Indian Land Elementary School. As we broke away from being a K-8 school in to being a K-5 campus, we have opened the door to many new accomplishments and challenges. We continue to focus on providing a challenging curriculum for all learners by providing programs, activities, and training for staff members. Excelling in the midst of change and growth continues to be our overall goal for Indian Land Elementary School. We recognize the power of partnership and the use of resources to achieve our goals.

The school's primary focus continues to be to ensure all students demonstrate competency and proficiency in academic areas. This year our continued focus on the use of the Open Court Reading program included advanced training for classroom teachers and use of the workshop time as well as utilizing the classroom teacher-based interventions. Other trainings included math classroom visits, a new science curriculum, and continued focus on district level supported implementation of curriculum standards.

This year we implemented use of the Measures of Academic Progress (MAP) data through RIT group instruction. Students in grades 3-5 received support and advanced instruction in the areas of math and reading through the MAP/RIT groups. We continue to remain focused on the academic areas while continuing to provide students opportunities in the related arts areas. This year we were able to add additional time for physical education to meet the state PE requirements.

Parental and community involvement continue to play a crucial role in our school. Our PTA provided over \$50,000 towards the purchase of technology for our school. Members of the School Improvement Council provided support and advice on programs and activities through the year as we made the shift in to being a K-5 campus. We continue to enjoy the commitment from local business leaders who serve as mentors and tutors and provide financial support for programs and activities for our students.

While the landscape of the Indian Land community continues to change, we continue to dedicate our school to providing a strong academic program in which students thrive and become lifelong learners.

David D. McDonald, Principal
 Lisa Hall, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	95	142	126
Percent satisfied with learning environment	91.4%	81.7%	79.2%
Percent satisfied with social and physical environment	89.5%	76.6%	83.9%
Percent satisfied with school-home relations	93.6%	83.6%	75.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 23 out of 29 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	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	5.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.1%	0.0%	No
Student attendance rate	95.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

All Students	948	99.4	17.3	39.2	37.5	6	57.5	44.8	48.2	Yes	Yes
Gender											
Male	497	99.4	23.1	39.7	33.9	3.2	51	38	41.7	N/A	N/A
Female	451	99.3	10.9	38.6	41.5	9	64.7	52.2	55	N/A	N/A
Racial/Ethnic Group											
White	705	99.6	13.9	39.6	39	7.5	60.2	51.1	60	Yes	Yes
African American	142	100	30.8	39.2	29.2	0.8	40	30.3	31.7	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	51.6	70.4	I/S	I/S
Hispanic	64	98.4	30.9	32.7	34.5	1.8	50.9	45.9	38.4	Yes	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	101	96	58.7	25	13	3.3	19.6	14.1	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	54	98.2	33.3	40	26.7	0	37.8	39.9	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	212	99.1	35.4	40.9	22.7	1	38.9	32.1	34	No	Yes

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

All Students	948	99.5	14.5	41	25	19.5	58.1	48.7	45.8	Yes	Yes
Gender											
Male	497	99.4	17.7	38.7	24.4	19.2	56.8	47.7	45.6	N/A	N/A
Female	451	99.6	10.9	43.6	25.6	19.9	59.5	49.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	705	99.6	10.8	41	25	23.3	61.9	57.1	59	Yes	Yes
African American	142	100	31.5	45.4	16.9	6.2	34.6	29.6	26.9	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	64.5	71.3	I/S	I/S
Hispanic	64	100	23.6	32.7	36.4	7.3	58.2	49.7	38.1	Yes	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	66.7	46.2	I/S	I/S
Disability Status											
Disabled	101	96	37	42.4	9.8	10.9	31.5	18.7	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	54	100	26.7	35.6	28.9	8.9	48.9	43.9	38.7	Yes	Yes
Socio-Economic Status											
Subsided meals	212	99.1	28.3	46	17.7	8.1	41.4	35.5	31.4	No	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
Science											
All Students	634	99.5	22.6	35.8	20.8	20.8	41.5	31.8	35.7	95.8	95.9
Gender											
Male	339	99.1	24.6	32.9	19.2	23.3	42.5	33.1	37.4	95.8	95.7
Female	295	100	20.4	39.3	22.6	17.8	40.4	30.3	33.8	95.8	96.1
Racial/Ethnic Group											
White	459	99.8	19.3	33.2	23.7	23.9	47.6	39	49.2	95.7	95.8
African American	101	99	39.3	48.3	9	3.4	12.4	15.7	17	96.3	96.1
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	45.5	58	95.1	96.9
Hispanic	46	100	28.2	35.9	17.9	17.9	35.9	31.2	24.9	95.6	95.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.8	95.8
Disability Status											
Disabled	69	97.1	40.3	40.3	14.5	4.8	19.4	9.1	14	94.2	94.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	41	100	41.2	29.4	11.8	17.6	29.4	27.5	24.4	95.9	95.9
Socio-Economic Status											
Subsided meals	139	98.6	39.4	42.5	11	7.1	18.1	19.6	21.1	94.8	95.2
Social Studies											
All Students	638	99.7	22.3	42	20.5	15.2	35.7	27.2	34	95.8	95.9
Gender											
Male	335	99.4	23.2	39.5	20.4	16.9	37.3	30.1	36.6	95.8	95.7
Female	303	100	21.3	44.8	20.6	13.3	33.9	24.1	31.3	95.8	96.1
Racial/Ethnic Group											
White	473	99.8	19.9	41.3	21.9	17	38.8	32.2	44.5	95.7	95.8
African American	99	100	36.6	43	15.1	5.4	20.4	16	19.1	96.3	96.1
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	28	58.9	95.1	96.9
Hispanic	42	100	21.6	43.2	24.3	10.8	35.1	31.5	27.5	95.6	95.5
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.8	95.8
Disability Status											
Disabled	72	97.2	43.3	38.8	11.9	6	17.9	10.2	14.4	94.2	94.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	31	100	26.9	50	15.4	7.7	23.1	24.7	27.3	95.9	95.9
Socio-Economic Status											
Subsided meals	143	99.3	40.4	39.7	16.2	3.7	19.9	17.3	21	94.8	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	153	100	17.8	27.4	50.4	4.4	54.8
	4	146	100	11.7	39.8	46.1	2.3	48.4
	5	149	100	20.1	43.9	34.5	1.4	36
	6	136	100	21.7	49.6	24	4.7	28.7
	7	135	100	23.1	46.3	26.4	4.1	30.6
8	120	100	17	44.6	34.8	3.6	38.4	
2008	3	160	100	17.2	27.8	48.3	6.6	55
	4	168	100	22.4	28.9	44.1	4.6	48.7
	5	156	99.4	13.1	50.3	32.4	4.1	36.6
	6	164	99.4	17.5	42.5	31.9	8.1	40
	7	159	98.7	18.4	46.3	31.3	4.1	35.4
8	141	98.6	14.6	40	36.9	8.5	45.4	
Mathematics								
2007	3	153	100	24.4	43.7	21.5	10.4	31.9
	4	146	100	10.9	42.2	27.3	19.5	46.9
	5	149	99.3	13	39.9	27.5	19.6	47.1
	6	136	100	7	39.5	30.2	23.3	53.5
	7	135	100	8.3	39.7	22.3	29.8	52.1
8	120	100	17	53.6	24.1	5.4	29.5	
2008	3	160	100	25.2	40.4	18.5	15.9	34.4
	4	168	100	21.7	33.6	20.4	24.3	44.7
	5	156	99.4	11.7	46.2	26.9	15.2	42.1
	6	164	99.4	10.6	28.8	31.3	29.4	60.6
	7	159	98.7	8.2	38.8	29.3	23.8	53.1
8	141	99.3	8.5	62.3	23.1	6.2	29.2	
Science								
2007	3	77	100	36.8	36.8	16.2	10.3	26.5
	4	146	100	27.3	39.8	19.5	13.3	32.8
	5	74	100	29	36.2	15.9	18.8	34.8
	6	68	100	27.7	41.5	20	10.8	30.8
	7	135	100	19	32.2	23.1	25.6	48.8
8	58	100	27.8	31.5	25.9	14.8	40.7	
2008	3	81	100	24	45.3	22.7	8	30.7
	4	168	100	30.9	30.3	18.4	20.4	38.8
	5	77	100	18.8	31.9	18.8	30.4	49.3
	6	80	100	34.6	28.2	21.8	15.4	37.2
	7	159	98.1	13.7	43.2	17.1	26	43.2
8	69	100	11.1	34.9	33.3	20.6	54	
Social Studies								
2007	3	76	100	19.4	52.2	22.4	6	28.4
	4	146	100	25.8	53.9	14.8	5.5	20.3
	5	75	100	18.6	35.7	24.3	21.4	45.7
	6	68	100	10.9	46.9	18.8	23.4	42.2
	7	135	100	25.6	40.5	10.7	23.1	33.9
8	62	100	25.9	43.1	22.4	8.6	31	
2008	3	79	100	19.7	44.7	25	10.5	35.5
	4	168	100	24.3	38.2	21.1	16.4	37.5
	5	78	100	25	32.9	15.8	26.3	42.1
	6	83	100	14.6	32.9	32.9	19.5	52.4
	7	159	98.7	27.9	45.6	12.9	13.6	26.5
8	71	100	14.9	61.2	20.9	3	23.9	

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