



## Inman Elementary

25 Oakland Ave.  
Inman, SC 29349

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	511 Students	
<b>Principal</b>	Beth Young	864-472-8403
<b>Superintendent</b>	Dr. Jimmy Littlefield	864-472-2846
<b>Board Chair</b>	Mr. Michael Smith	864-472-2846

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Good</b>
2007	Average	Average
2006	Average	Good
2005	Average	Good
2004	Average	At-Risk

## 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**

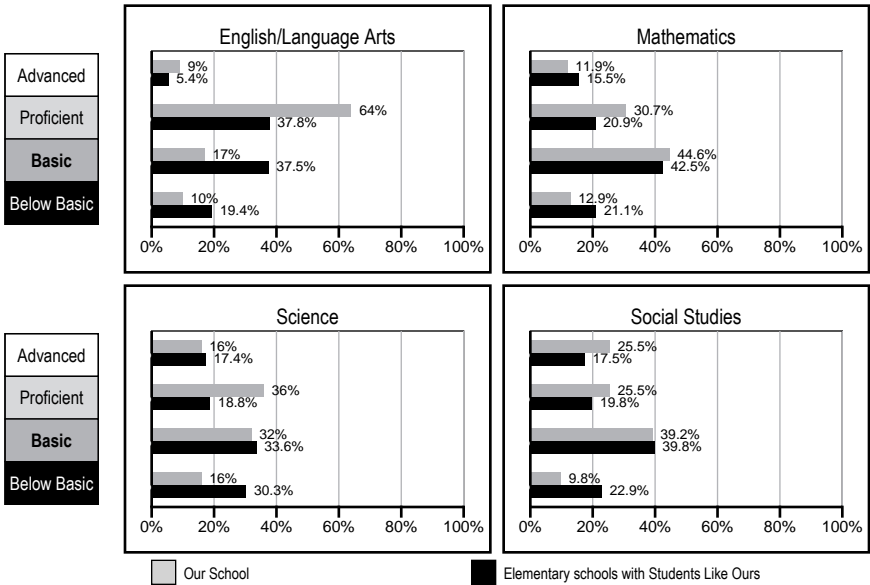
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

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

Excellent	Good	Average	Below Average	At-Risk
0	8	66	16	1

\* 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 | /S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=511)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 1.9%	2.3%	2.3%
Attendance rate	96.7%	No Change	96.3%	96.3%
Eligible for gifted and talented	7.0%	Down from 8.7%	11.1%	10.4%
With disabilities other than speech	4.8%	Down from 9.8%	8.4%	7.5%
Older than usual for grade	0.0%	Down from 0.5%	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	70.7%	Up from 69.1%	56.6%	56.7%
Continuing contract teachers	95.1%	Up from 94.5%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 2.0%	0.0%	0.0%
Teachers returning from previous year	87.6%	Down from 95.5%	87.8%	86.4%
Teacher attendance rate	96.5%	Up from 95.9%	95.0%	94.9%
Average teacher salary	\$49,889	Up 6.1%	\$45,083	\$45,345
Professional development days/teacher	13.9 days	Up from 11.1 days	12.5 days	12.6 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 17.0 to 1	18.8 to 1	18.5 to 1
Prime instructional time	92.6%	Up from 92.2%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,398	Down 5.7%	\$6,683	\$7,052
Percent of expenditures for instruction*	72.5%	Up from 72.2%	69.1%	69.1%
Percent of expenditures for teacher salaries*	69.8%	Up from 69.3%	65.0%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Inman Elementary School has made a smooth transition during the 2007-08 school year to a K-3rd grade environment from the previous K-6th grade configuration. Strong community and parent involvement support the achievement of our mission "to prepare students to become successful, innovative, responsible citizens and future leaders in a rapidly changing society through quality education encompassing home, school, and community." We are proud to have been awarded, for the third consecutive year, the Palmetto Silver Award for significant improvement in academic achievement based on PACT 2007. In addition, IES was also chosen as the South Carolina Exemplary Reading School and selected as a Literacy Spot Award winner for the 2007-08 school year. This success can be attributed to a commitment placed on the individual child with specific strengths and needs. Authentic assessment data drives instruction based on best practices and ongoing, embedded staff development provided through literacy, math, and science coaches.

The Math Out of the Box program has been fully implemented at all grade levels, encouraging active participation and hands-on learning in the development of key math concepts. Extensive training has been provided for teachers in administering and interpreting Dominion reading assessment to plan literacy lessons for small groups and individuals. Our Book Nook was expanded to include more sets of leveled texts for differentiated instruction. An added emphasis has been placed on developing units that integrate science into math and language arts activities. Students receive a free book three times yearly through a R.I.F. (Reading Is Fundamental) Grant. Parents are provided opportunities to participate in their children's learning by attending Literacy Night, author visits, and S.M.A.R.T. Night (Science, Math, and Related Technology).

A school wide character development program, "Character Counts," emphasizes a yearlong focus on the development of 8 character traits. The Kiwanis Club sponsors a monthly Terrific Kids recognition for each classroom. Faculty, staff, and students generously donate to annual service projects benefiting the community. Students wrote, illustrated, and published books for children in war torn Uganda, Africa, through the "Books of Hope" project.

Challenges remain in meeting the needs of our growing ESOL population and providing effective learning experiences for our special needs children. A self-contained special education class was added this year for children with learning disabilities along with a Pre-school Child Development (PCD) class. Response to Intervention (RTI) will be closely monitored in an effort to improve instruction for our special learners.

On behalf of our faculty and staff, I encourage and invite you to take an active role in your child's education. For more information, please visit our school website at [www.spartanburg1.k12.sc.us/ies](http://www.spartanburg1.k12.sc.us/ies).

Beth Young, Principal  
Beverly Deal, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	70	44
Percent satisfied with learning environment	97.8%	95.7%	86.0%
Percent satisfied with social and physical environment	100.0%	91.4%	83.7%
Percent satisfied with school-home relations	97.7%	97.1%	88.6%

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

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School Adequate Yearly Progress

YES

This school met 13 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

CA-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. 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	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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	113	100	10	17	64	9	80	54.9	48.2	Yes	Yes
<b>Gender</b>											
Male	52	100	12.5	25	54.2	8.3	72.9	48.8	41.7	N/A	N/A
Female	61	100	7.7	9.6	73.1	9.6	86.5	61.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	76	100	11.4	12.9	65.7	10	81.4	57.9	60	Yes	Yes
African American	22	100	5.6	38.9	50	5.6	72.2	36	31.7	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	60.7	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	49.4	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	22	100	23.8	23.8	42.9	9.5	57.1	11.7	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	13	100	11.1	11.1	77.8	0	77.8	47.9	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	70	100	13.6	23.7	55.9	6.8	71.2	43.3	34	Yes	Yes

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

All Students	113	100	12	45	31	12	63	52.4	45.8	Yes	Yes
<b>Gender</b>											
Male	52	100	14.6	45.8	33.3	6.3	58.3	53.9	45.6	N/A	N/A
Female	61	100	9.6	44.2	28.8	17.3	67.3	50.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	76	100	10	42.9	34.3	12.9	67.1	55.1	59	Yes	Yes
African American	22	100	27.8	50	16.7	5.6	50	35.7	26.9	I/S	I/S
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	53.6	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	40.5	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	22	100	23.8	33.3	38.1	4.8	57.1	15.3	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	13	100	11.1	55.6	22.2	11.1	44.4	45.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	70	100	16.9	50.8	22	10.2	50.8	42	31.4	Yes	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
<b>Science</b>											
All Students	57	100	16	32	36	16	52	48	35.7	96.7	96.4
<b>Gender</b>											
Male	28	100	24	28	28	20	48	51.5	37.4	96.8	96.4
Female	29	100	8	36	44	12	56	44.1	33.8	96.6	96.5
<b>Racial/Ethnic Group</b>											
White	37	100	15.2	27.3	39.4	18.2	57.6	51.3	49.2	96.5	96.3
African American	10	I/S	I/S	I/S	I/S	I/S	I/S	27.5	17	97.1	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	60	58	97.5	97.1
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	32.7	24.9	96.9	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.4	95.9
<b>Disability Status</b>											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	17.2	14	96.2	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	38.1	24.4	97.6	96.7
<b>Socio-Economic Status</b>											
Subsided meals	35	100	16.7	36.7	30	16.7	46.7	36.9	21.1	96.5	95.9
<b>Social Studies</b>											
All Students	56	100	8	40	26	26	52	39.8	34	96.7	96.4
<b>Gender</b>											
Male	24	100	8.7	26.1	34.8	30.4	65.2	47	36.6	96.8	96.4
Female	32	100	7.4	51.9	18.5	22.2	40.7	32	31.3	96.6	96.5
<b>Racial/Ethnic Group</b>											
White	39	100	8.1	35.1	29.7	27	56.8	41.4	44.5	96.5	96.3
African American	12	100	10	50	20	20	40	25.3	19.1	97.1	96.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	55.6	58.9	97.5	97.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	96.9	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.4	95.9
<b>Disability Status</b>											
Disabled	13	100	16.7	16.7	58.3	8.3	66.7	16.1	14.4	96.2	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	44.2	27.3	97.6	96.7
<b>Socio-Economic Status</b>											
Subsided meals	35	100	13.8	44.8	24.1	17.2	41.4	31.1	21	96.5	95.9

\* 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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	109	100	7	28	61	4	65
	4	109	100	19.6	47.1	32.4	1	33.3
	5	124	100	19.8	53.7	26.4	0	26.4
	6	99	99	33.7	31.6	29.5	5.3	34.7
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	113	100	10	17	64	9	73
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	109	100	17	48	20	15	35
	4	109	100	21.6	35.3	26.5	16.7	43.1
	5	124	100	15.7	45.5	19	19.8	38.8
	6	98	100	18.9	38.9	28.4	13.7	42.1
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	113	100	12	45	31	12	43
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	54	100	22	28	28	22	50
	4	109	100	29.4	23.5	26.5	20.6	47.1
	5	60	98.3	20.7	24.1	27.6	27.6	55.2
	6	48	100	22.2	22.2	24.4	31.1	55.6
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	57	100	16	32	36	16	52
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	55	100	4	44	34	18	52
	4	109	100	24.5	39.2	25.5	10.8	36.3
	5	64	100	29	41.9	3.2	25.8	29
	6	50	100	14	50	18	18	36
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	56	100	8	40	26	26	52
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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