



Inman Intermediate

10 W. Miller Street
Inman, SC 29439

Grades	4-6 Elementary School	
Enrollment	342 Students	
Principal	Debbie Wright	864-1510
Superintendent	Dr. Jimmy Littlefield	864-472-2846
Board Chair	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
2008	Average	Below Average
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

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

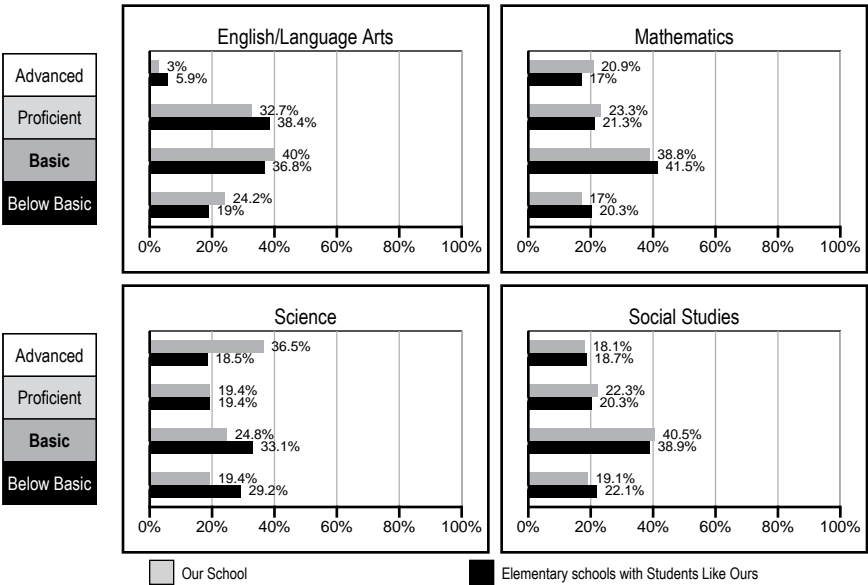
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	12	64	12	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
Students (n=342)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.6%	N/A	2.3%	2.3%
Attendance rate	96.5%	N/A	96.3%	96.3%
Eligible for gifted and talented	10.6%	N/A	12.1%	10.4%
With disabilities other than speech	14.4%	N/A	8.2%	7.5%
Older than usual for grade	0.0%	N/A	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	57.1%	N/A	56.3%	56.7%
Continuing contract teachers	76.2%	N/A	78.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.4%	86.4%
Teacher attendance rate	94.3%	N/R	95.3%	94.9%
Average teacher salary	\$44,388	I/S	\$45,236	\$45,345
Professional development days/teacher	13.1 days	N/R	12.1 days	12.6 days
School				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	N/R	18.7 to 1	18.5 to 1
Prime instructional time	90.1%	N/R	90.2%	89.8%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Below Average	N/R	Excellent	Excellent
Dollars spent per pupil*	N/A	N/A	\$6,520	\$7,052
Percent of expenditures for instruction*	N/A	N/A	69.1%	69.1%
Percent of expenditures for teacher salaries*	N/A	N/A	65.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Students and faculty at Inman Intermediate School hit a homerun this year as we celebrated our theme, "Building a Winning Team." Faculty, students, parents, and community members each had a part in making the first year of Inman Intermediate School a success. The transition from Inman Elementary School to Inman Intermediate School has been a smooth one as all stakeholders worked together to make our vision a reality. Inman Intermediate has continued the strong academic tradition from Inman Elementary School. IIS is committed to using data such as PACT, MAP (Measure of Academic Progress), benchmark testing, and Dominion Assessments in Language Arts to drive our instruction. Teachers are "Kid Watchers" and plan instruction on a daily basis that meets the individual needs of each student. This data analysis was used to form small literacy groups and math focus groups to meet the needs of our students.

Our science coach, math coach, and literacy facilitator support teachers through embedded staff development in research-based best practices in instruction. One hundred percent of our faculty has been involved in an SCRI study course taught at IIS by our academic coaches and literacy facilitator. This course allowed teachers to work on assessments and standards-based instruction. The use of Math Out of the Box and Investigations encourages students to become active participants in the mathematical process. Science instruction is enhanced by the use of inquiry-based science kits and science notebooking. In order to effectively cover the social studies standards, English language arts and social studies are heavily integrated. The use of Reader's and Writer's Workshop allows language arts teachers to form flexible small groups where students can read "just right books," learn important comprehension strategies, and have powerful conversations about what they read and write.

Our 21st century afterschool and summer program, in its fourth year, meets the academic, social, emotional, and physical needs of over 40 qualifying students. In accordance with the Economic and Education Development Act (EEDA), a trained career Development Facilitator provides an emphasis on awareness of careers in all grade levels.

IIS was selected as a SC Red Carpet School in recognition of our customer service and family-friendly environment. The National School Public Relations Association also recognized IIS this year for our outstanding website. Our mission at Inman Intermediate School is "to develop responsible citizens and future leaders through acceptance, high expectations, and personal pride, building a safe, productive, nurturing environment uniting family, community, and school." The faculty and staff of IIS invite you to take an active part in your child's education and join us in fulfilling our mission for the students of Inman Intermediate School.

Debbie Wright, Principal
Sharon Downey, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	118	79
Percent satisfied with learning environment	96.0%	88.0%	88.5%
Percent satisfied with social and physical environment	100.0%	80.5%	83.3%
Percent satisfied with school-home relations	96.0%	81.4%	84.8%

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

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School Adequate Yearly Progress

NO

This school met 16 out of 21 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	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	4.8%	0.0%	No
Student attendance rate	96.5%	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	363	99.5	24	40.1	32.8	3	49.5	54.9	48.2	Yes	Yes
Gender											
Male	193	99	28.7	39.1	30.5	1.7	45.4	48.8	41.7	N/A	N/A
Female	170	100	18.7	41.3	35.5	4.5	54.2	61.4	55	N/A	N/A
Racial/Ethnic Group											
White	245	100	21	36.7	38	4.4	54.1	57.9	60	Yes	Yes
African American	88	100	37.2	47.4	15.4	0	33.3	36	31.7	No	Yes
Asian/Pacific Islander	11	90.9	12.5	62.5	25	0	75	60.7	70.4	I/S	I/S
Hispanic	15	93.3	8.3	41.7	50	0	50	49.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	50	100	70.8	27.1	2.1	0	4.2	11.7	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	36	94.4	6.7	50	43.3	0	60	47.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	209	99	29.5	41	28.4	1.1	42.1	43.3	34	No	Yes

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

All Students	363	99.7	16.7	38.9	23.4	21	58.4	52.4	45.8	Yes	Yes
Gender											
Male	193	99.5	17.8	36.8	21.3	24.1	58	53.9	45.6	N/A	N/A
Female	170	100	15.5	41.3	25.8	17.4	58.7	50.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	245	100	12.7	38	24.9	24.5	63.8	55.1	59	Yes	Yes
African American	88	100	30.8	42.3	19.2	7.7	39.7	35.7	26.9	No	Yes
Asian/Pacific Islander	11	90.9	12.5	37.5	12.5	37.5	62.5	53.6	71.3	I/S	I/S
Hispanic	15	90.9	8.3	41.7	25	25	66.7	40.5	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	50	100	56.3	37.5	6.3	0	6.3	15.3	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	36	97.2	3.3	36.7	30	30	76.7	45.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	209	99.5	21.9	41	21.9	15.3	50.3	42	31.4	Yes	Yes

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

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*	School Attendance Rate	District Attendance Rate
Science											
All Students	243	100	19.4	24.8	19.4	36.5	55.9	48	35.7	96.5	96.4
Gender											
Male	125	100	22.4	16.4	18.1	43.1	61.2	51.5	37.4	96.7	96.4
Female	118	100	16	34	20.8	29.2	50	44.1	33.8	96.3	96.5
Racial/Ethnic Group											
White	167	100	17.2	22.3	20.4	40.1	60.5	51.3	49.2	96.2	96.3
African American	55	100	29.2	35.4	16.7	18.8	35.4	27.5	17	97.2	96.9
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	60	58	96.2	97.1
Hispanic	12	100	18.2	18.2	18.2	45.5	63.6	32.7	24.9	98.1	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.9
Disability Status											
Disabled	35	100	55.9	29.4	8.8	5.9	14.7	17.2	14	96	95.7
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	28	100	8.3	16.7	25	50	75	38.1	24.4	97	96.7
Socio-Economic Status											
Subsided meals	141	100	25.2	29.3	16.3	29.3	45.5	36.9	21.1	96	95.9
Social Studies											
All Students	236	100	19.1	40.5	22.3	18.1	40.5	39.8	34	96.5	96.4
Gender											
Male	135	100	22.3	35.5	20.7	21.5	42.1	47	36.6	96.7	96.4
Female	101	100	14.9	46.8	24.5	13.8	38.3	32	31.3	96.3	96.5
Racial/Ethnic Group											
White	157	100	19.2	35.6	21.9	23.3	45.2	41.4	44.5	96.2	96.3
African American	58	100	24.5	49.1	20.8	5.7	26.4	25.3	19.1	97.2	96.9
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	55.6	58.9	96.2	97.1
Hispanic	11	100	0	75	25	0	25	40.4	27.5	98.1	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.9
Disability Status											
Disabled	30	100	53.6	35.7	3.6	7.1	10.7	16.1	14.4	96	95.7
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	27	100	0	43.5	30.4	26.1	56.5	44.2	27.3	97	96.7
Socio-Economic Status											
Subsided meals	141	100	21.6	44.8	20.8	12.8	33.6	31.1	21	96	95.9

* 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	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	117	99.2	20.4	36.1	42.6	0.9	43.5
	5	122	100	23.4	45.8	28	2.8	30.8
	6	124	99.2	28.1	38.6	28.1	5.3	33.3
	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
Mathematics								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	117	100	14.8	38.9	25	21.3	46.3
	5	122	100	19.6	42.1	23.4	15	38.3
	6	124	99.2	15.8	36	21.9	26.3	48.2
	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
Science								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	117	100	13	24.1	18.5	44.4	63
	5	62	100	26.4	26.4	26.4	20.8	47.2
	6	64	100	24.6	24.6	14.8	36.1	50.8
	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
Social Studies								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	117	100	13	40.7	24.1	22.2	46.3
	5	60	100	33.3	31.5	20.4	14.8	35.2
	6	59	100	17	49.1	20.8	13.2	34
	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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