



Independence Elementary

132 W. Springdale Road
Rock Hill, South Carolina

Grades	K-5 Elementary School	
Enrollment	481 Students	
Principal	Mary Chandler	803-981-1135
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

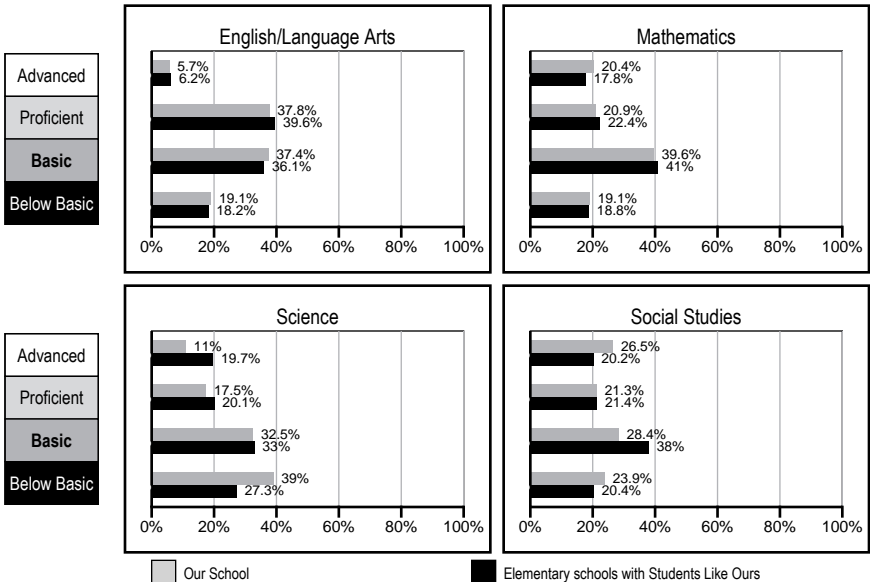
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	15	62	6	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 | I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=481)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Up from 0.6%	2.2%	2.3%
Attendance rate	95.9%	Down from 96.2%	96.4%	96.3%
Eligible for gifted and talented	7.8%	Down from 11.0%	12.3%	10.4%
With disabilities other than speech	6.9%	Down from 11.1%	7.9%	7.5%
Older than usual for grade	0.0%	Down from 0.4%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	54.1%	Down from 57.1%	56.0%	56.7%
Continuing contract teachers	75.7%	Down from 88.6%	78.2%	77.3%
Teachers with emergency or provisional certificates	3.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	85.3%	Down from 88.4%	87.9%	86.4%
Teacher attendance rate	96.6%	Up from 96.1%	95.2%	94.9%
Average teacher salary	\$46,177	Down 2.4%	\$45,138	\$45,345
Professional development days/teacher	10.5 days	Down from 12.4 days	11.9 days	12.6 days
School				
Principal's years at school	0.0	Down from 7.0	3.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 20.7 to 1	18.9 to 1	18.5 to 1
Prime instructional time	91.3%	Up from 90.0%	90.5%	89.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Below Average	Down from Average	Excellent	Excellent
Dollars spent per pupil*	\$5,918	Down 5.2%	\$6,455	\$7,052
Percent of expenditures for instruction*	75.8%	Down from 77.8%	69.8%	69.1%
Percent of expenditures for teacher salaries*	71.7%	Down from 75.3%	65.3%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Independence Elementary is a Title I school located near the Catawba Indian Reservation in Rock Hill, South Carolina. With approximately 54% of our students on free or reduced lunch, we qualify for additional funding from the federal government to support programs in the school. These funds are used mostly for salaries of para-professionals and Reading Recovery teachers. This past year, we were also able to complete the installation of interactive white boards in all K-5 classrooms. Students have been actively engaged in the newest technology and we pride ourselves in having such a wonderful resource for teachers and students.

Teachers in our building have completed curriculum maps to pace and guide instruction in all of the core subjects. The work on these maps was mostly completed on our district late-start days. These maps along with the new district Literacy Guide will be in place for the 2008-2009 school year. Math will also be a focus for the upcoming year. This past year, we hired retired teachers to tutor children who need additional help based on their PACT scores.

Our PTO this past year, chose not to have a fund raiser but rather ask parents to donate a one-time gift of \$25.00 to build the PTO budget. With only about half of our school population participating in this, the PTO was limited in how much they were able to provide for the school. However, they have contributed toward the Safety Patrol Trip, Fifth Grade Graduation, maintenance of the courtyards and aviary, school assemblies, Red Ribbon Week, and other items. We appreciate the PTO volunteers for their many long hours of work in our school.

The Safety Patrol earned money to support an overnight trip to Charleston, SC. Thanks to the leaders of our Safety Patrol who worked with our children all year.

We continue to receive support from Master Pak Martial Arts and Sullivan Dance Studios in offering on-site programs to our students at a reduced rate. The goal of Independence is to educate the whole child by providing opportunities for students that will enhance their personal talents as well as strengthen their academic success.

Mary Chandler-McVann, principal

Jennifer Osborne, School Improvement Council President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	78	29
Percent satisfied with learning environment	91.2%	94.9%	89.3%
Percent satisfied with social and physical environment	94.1%	88.5%	86.2%
Percent satisfied with school-home relations	87.9%	92.3%	79.3%

* 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 14 out of 17 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

Continuing School Improvement

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	2.4%	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	95.9%	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	240	100	19.1	37.4	37.8	5.7	55.7	51.1	48.2	Yes	Yes
Gender											
Male	117	100	25.2	38.7	29.7	6.3	47.7	44.3	41.7	N/A	N/A
Female	123	100	13.4	36.1	45.4	5	63	58.3	55	N/A	N/A
Racial/Ethnic Group											
White	129	100	9.7	33.9	47.6	8.9	70.2	63.9	60	Yes	Yes
African American	77	100	31.9	45.8	20.8	1.4	33.3	31.8	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	69	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	40.9	38.4	I/S	I/S
American Indian/Alaskan	23	100	30.4	30.4	39.1	0	52.2	40.5	47	I/S	I/S
Disability Status											
Disabled	24	100	62.5	33.3	0	4.2	20.8	17.9	16	I/S	I/S
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	3	I/S	I/S	I/S	I/S	I/S	I/S	35.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	124	100	29.8	40.4	28.1	1.8	37.7	33.6	34	No	Yes

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

All Students	240	100	19.1	39.6	20.9	20.4	53.9	51.1	45.8	Yes	Yes
Gender											
Male	117	100	25.2	34.2	15.3	25.2	49.5	50.3	45.6	N/A	N/A
Female	123	100	13.4	44.5	26.1	16	58	52.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	129	100	9.7	36.3	21.8	32.3	66.9	64.6	59	Yes	Yes
African American	77	100	34.7	43.1	18.1	4.2	31.9	30	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.1	I/S	I/S
American Indian/Alaskan	23	100	21.7	39.1	30.4	8.7	56.5	46.8	46.2	I/S	I/S
Disability Status											
Disabled	24	100	58.3	20.8	12.5	8.3	29.2	19	17.1	I/S	I/S
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	3	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	124	100	28.9	45.6	14.9	10.5	38.6	35	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
Science											
All Students	160	100	39	32.5	17.5	11	28.6	37.8	35.7	95.9	96.6
Gender											
Male	74	100	45.7	27.1	14.3	12.9	27.1	38.2	37.4	95.8	96.5
Female	86	100	33.3	36.9	20.2	9.5	29.8	37.4	33.8	96	96.7
Racial/Ethnic Group											
White	79	100	23.7	31.6	26.3	18.4	44.7	51.3	49.2	95.9	96.6
African American	59	100	58.9	32.1	5.4	3.6	8.9	17	17	96.5	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58	95.4	97.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	95	96.4
American Indian/Alaskan	14	100	42.9	35.7	21.4	0	21.4	37.1	37.4	94.3	94.8
Disability Status											
Disabled	17	100	70.6	17.6	11.8	0	11.8	16.1	14	95.1	95.6
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	3	I/S	I/S	I/S	I/S	I/S	I/S	24.7	24.4	98.3	96.6
Socio-Economic Status											
Subsided meals	85	100	57	26.6	10.1	6.3	16.5	19.5	21.1	95.3	95.9
Social Studies											
All Students	162	99.4	23.4	28.6	21.4	26.6	48.1	38.8	34	95.9	96.6
Gender											
Male	79	98.7	29.7	27	18.9	24.3	43.2	40.3	36.6	95.8	96.5
Female	83	100	17.5	30	23.8	28.8	52.5	37.3	31.3	96	96.7
Racial/Ethnic Group											
White	90	100	18.4	17.2	24.1	40.2	64.4	49.4	44.5	95.9	96.6
African American	47	100	32.6	48.8	7	11.6	18.6	22.6	19.1	96.5	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58.9	95.4	97.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	30.9	27.5	95	96.4
American Indian/Alaskan	16	100	18.8	43.8	37.5	0	37.5	31.3	32.7	94.3	94.8
Disability Status											
Disabled	16	100	56.3	25	18.8	0	18.8	18	14.4	95.1	95.6
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	2	I/S	I/S	I/S	I/S	I/S	I/S	25.3	27.3	98.3	96.6
Socio-Economic Status											
Subsided meals	84	98.8	34.2	36.8	13.2	15.8	28.9	24	21	95.3	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	79	100	21.3	37.3	38.7	2.7	41.3
	4	87	100	19	39.3	39.3	2.4	41.7
	5	102	98	33.3	32.3	30.1	4.3	34.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	76	100	15.7	32.9	40	11.4	51.4
	4	82	100	20.3	36.7	40.5	2.5	43
	5	82	100	21	42	33.3	3.7	37
	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
Mathematics								
2007	3	79	100	29.3	46.7	17.3	6.7	24
	4	87	100	25	38.1	25	11.9	36.9
	5	102	98	24.7	38.7	15.1	21.5	36.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	76	100	22.9	41.4	18.6	17.1	35.7
	4	82	100	16.5	45.6	16.5	21.5	38
	5	82	100	18.5	32.1	27.2	22.2	49.4
	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
Science								
2007	3	41	100	28.9	39.5	26.3	5.3	31.6
	4	87	100	36.1	32.5	19.3	12	31.3
	5	50	98	40	24.4	17.8	17.8	35.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	38	100	34.3	45.7	17.1	2.9	20
	4	82	100	39.2	31.6	24.1	5.1	29.1
	5	40	100	42.5	22.5	5	30	35
	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
Social Studies								
2007	3	38	100	11.1	38.9	27.8	22.2	50
	4	87	100	28.9	39.8	21.7	9.6	31.3
	5	53	98.1	27.7	38.3	14.9	19.1	34
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
2008	3	38	100	17.1	28.6	14.3	40	54.3
	4	82	98.8	29.5	29.5	21.8	19.2	41
	5	42	100	17.1	26.8	26.8	29.3	56.1
	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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