

Indian Land High

8063 River Road
Indian Land, South

Grades	9-12 High School	
Enrollment	564 Students	
Principal	Kathy Faris	803-547-7571
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	Good	At-Risk
2007	Excellent	Excellent
2006	Good	Below Average
2005	Good	At-Risk
2004	Excellent	Excellent

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	4	2	0	0

* Ratings are calculated with data available by September 30.

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	83.1	82.6	90.4	82.2	84.2	90.6
Passed 1 subtest (%)	7.6	9.0	4.8	9.0	10.6	6.1
Passed no subtests (%)	9.3	8.3	4.8	9.7	6.2	4.4

HSAP Passage Rate by Spring 2008

Percent	Our High School	High Schools with Students Like Ours
	96.3%	96.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	125	278
Number of Diplomas	105	223
Rate	84.0%	80.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	71.3	80.1
English 1	77.6	78.4
Physical Science	51.6	65.2
All Tests	66.0	73.4

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=564)				
Retention rate	2.7%	Down from 4.3%	3.9%	6.1%
Attendance rate	99.7%	Up from 95.7%	95.7%	95.0%
Eligible for gifted and talented	0.0%	No Change	15.7%	8.3%
With disabilities other than speech	10.4%	Up from 7.1%	10.1%	13.0%
Older than usual for grade	3.7%	Up from 3.2%	5.7%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Down from 4.0%	1.3%	1.5%
Enrolled in AP/IB programs	36.1%	Up from 17.8%	29.9%	11.4%
Successful on AP/IB exams	23.0%	N/A	63.4%	54.3%
Eligible for LIFE Scholarship	32.1%	Up from 29.8%	48.2%	30.5%
Annual dropout rate	1.1%	Down from 7.2%	1.6%	3.5%
Career/technology students in co-curricular organizations	7.4%	Up from 4.6%	1.7%	3.1%
Enrollment in career/technology courses	356	Up from 318	528	559
Students participating in work-based experiences	23.9%	Up from 21.0%	7.5%	10.6%
Career/technology students attaining technical skills	89.9%	Up from 88.9%	85.3%	79.6%
Career/technology completers placed	100.0%	No Change	99.3%	98.5%
Teachers (n=47)				
Teachers with advanced degrees	38.3%	Down from 44.4%	65.7%	57.4%
Continuing contract teachers	48.9%	Down from 63.9%	72.0%	69.6%
Teachers with emergency or provisional certificates	9.1%	Up from 3.6%	4.8%	8.7%
Teachers returning from previous year	86.2%	Down from 91.1%	89.0%	85.0%
Teacher attendance rate	96.6%	Down from 96.9%	95.7%	95.4%
Average teacher salary	\$45,960	Up 2.7%	\$48,124	\$46,061
Professional development days/teacher	14.9 days	Up from 12.0 days	13.5 days	11.4 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	22.7 to 1	Down from 26.3 to 1	26.1 to 1	25.4 to 1
Prime instructional time	94.5%	Up from 90.2%	90.4%	89.1%
Dollars spent per pupil*	\$7,032	Up 5.7%	\$7,032	\$7,279
Percent of expenditures for teacher salaries*	63.0%	Up from 60.1%	56.6%	55.3%
Percent of expenditures for instruction*	67.3%	Up from 65.0%	61.3%	60.8%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Parents attending conferences	95.1%	Up from 93.8%	97.5%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Below Average	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	N/A	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	109	96.3%	500	66.0%	125	84.0%	No
Gender							
Male	55	92.7%	299	66.9%	63	77.8%	N/A
Female	54	100.0%	201	64.7%	62	90.3%	N/A
Racial/Ethnic Group							
White	86	100.0%	342	72.2%	95	84.2%	N/A
African American	17	82.4%	106	50.9%	19	78.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	33	63.6%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	64	45.3%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	25	52.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	25	84.0%	128	55.5%	27	74.1%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

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Report of Principal and School Improvement Council

Indian Land High School continues to flourish with numerous academic, athletic, and fine arts successes. Initiatives have been implemented to meet the demands of our diverse and ever-changing population. During the 2007-08 school year, we have continued to emphasize the High Schools That Work practices while focusing on career clusters and professional development that addressed reading and writing across the curriculum.

As we transitioned into our new school, we maintained our resolve to keep our students actively engaged. We have learned through research and data collection that this has been a cornerstone for our success. As a result, we continue to see a steady increase in parental involvement and a decrease in disciplinary referrals.

Four of our teachers are now National Board certified. Our committed faculty has been the catalyst for our students' academic success as we strive to provide a rigorous curriculum in this standards-driven era. Continuing with our plan to meet with every student and their parent has helped our guidance department open the lines of communication to foster more positive relationships.

Indian Land High School's administration, faculty, students, and parents shared in several accomplishments this year. We were awarded over \$11,000 for the Palmetto Gold Award. We received an excellent absolute rating and improvement rating and met AYP. Our seniors were awarded over \$2,000,000 in scholarships that included, but were not limited to, Palmetto Fellows, Life, Hope, and Lottery Tuition program scholarships. Our ROTC was recognized as an Honor Unit with Distinction and for the first time they participated in a national drill meet in Daytona Beach, Florida. The student body logged many hours of service learning through food drives, sending goods to servicemen and women in Iraq, and the American Red Cross blood drives. Student Government raised over \$1,000 for Pennies for Patients. As always, FFA and JROTC hosted a very successful Veteran's Day program. The faculty raised over \$1,000 for Relay for Life. For the first time, Indian Land's Fine Arts department hosted an Arts Gala where student art work was on display while the band and chorus performed for the guests. It was one of the most successful events this school year.

This year we look forward to our first Technical Assistance Visit that will provide additional insight into further school improvement. We will work together to ensure that the mission and vision for Indian Land High School is met with vigor and zeal. For the 2008-09 school year, a relatively large number of students have enrolled in our most challenging courses. We are hopeful for increased involvement and support from parents and businesses. We look ahead for an opportunity to ignite excitement, interest, and pride throughout the student body and community. It is our sincere desire to instill feelings of pride, encourage positive self-images, and renew inspirations to achieve and excel. Please support us as we embark on this journey toward high expectations and high achievement!

Kathy Faris, Principal
 Vickie Harris, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	108	31
Percent satisfied with learning environment	45.5%	73.6%	83.9%
Percent satisfied with social and physical environment	77.8%	71.0%	74.2%
Percent satisfied with school-home relations	62.2%	79.2%	77.4%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 9 out of 9 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

N/A

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 Data

	Our School	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	12.0%	0.0%	No

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HSAP 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 = 52.3% (Proficient and Advanced)

All Students	147	99.3	6.6	17.6	40.4	35.3	80.9	63.1	69.7	Yes	Yes
Male	77	98.7	8.7	15.9	40.6	34.8	79.7	57.6	64.6	N/A	N/A
Female	70	100	4.5	19.4	40.3	35.8	82.1	69.3	74.8	N/A	N/A
White	110	99.1	4.8	13.5	40.4	41.3	84.6	75.5	81.7	Yes	Yes
African American	27	100	16	28	40	16	68	39.9	53.6	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	50	59.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.5	I/S	I/S
Disabled	21	100	30	40	25	5	35	23.3	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	28	100	18.5	25.9	40.7	14.8	59.3	45.7	55.1	I/S	I/S

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	147	99.3	7.4	25	48.5	19.1	72.1	65	67.2	Yes	Yes
Male	77	98.7	10.1	14.5	53.6	21.7	78.3	63.6	66.3	N/A	N/A
Female	70	100	4.5	35.8	43.3	16.4	65.7	66.5	68	N/A	N/A
White	110	99.1	5.8	21.2	51	22.1	76.9	76.9	79.6	Yes	Yes
African American	27	100	12	40	40	8	52	42.4	49.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	57.1	60	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	69.5	I/S	I/S
Disabled	21	100	35	45	20	0	30	21.6	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	28	100	22.2	33.3	29.6	14.8	51.9	49.8	53.1	I/S	I/S

Physical Science (End-of-Course Performance by Group)

All Students	197	92.9	61.4	12.2	12.2	7.1	19.3	N/A	N/A	N/A	N/A
Male	111	94.6	63.1	10.8	13.5	7.2	20.7	N/A	N/A	N/A	N/A
Female	86	90.7	59.3	14.0	10.5	7.0	17.4	N/A	N/A	N/A	N/A
White	143	90.9	56.6	11.2	14.0	9.1	23.1	N/A	N/A	N/A	N/A
African American	36	100.0	72.2	16.7	8.3	2.8	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	13	92.3	69.2	15.4	7.7	N/A	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	22	86.4	72.7	4.5	9.1	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	10	100.0	90.0	10.0	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	46	93.5	78.3	6.5	8.7	N/A	I/S	N/A	N/A	N/A	N/A

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

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	149	96.6	9.8	24.1	26.3	39.8	76.7	66.8	70.7
	2008	147	99.3	6.6	17.6	40.4	35.3	80.9	63.1	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	149	96.6	14.3	27.8	28.6	29.3	65.4	58.9	62.2
	2008	147	99.3	7.4	25	48.5	19.1	72.1	65	67.2

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