



Indian Land Middle

8361 Charlotte Hwy
Indian Land, SC 29707

Grades	6-8 Middle School	
Enrollment	507 Students	
Principal	David D. McDonald	803-578-2500
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Average	Below Average
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

89.5%

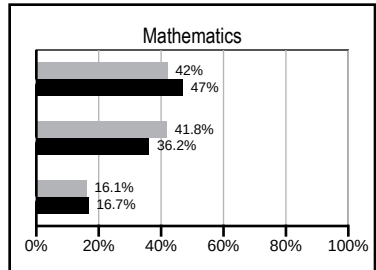
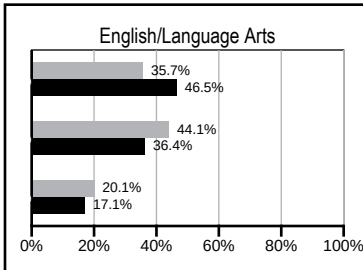
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	1	1	0	0

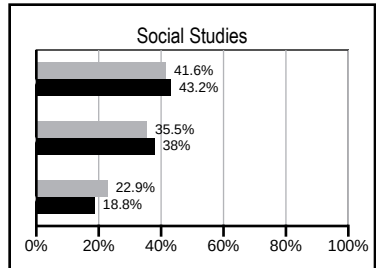
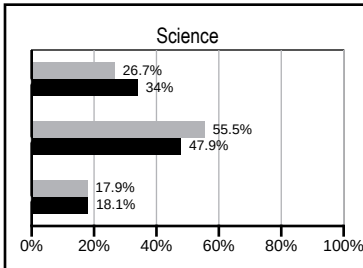
* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)

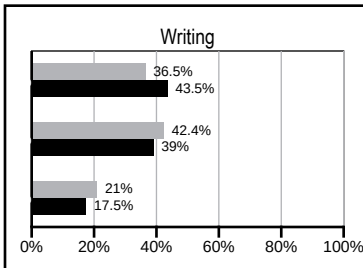
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school

Middle schools with Students Like Ours

* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.8%	99.7%
English 1	N/A	82.8%
Physical Science	N/A	0.0%
US History and the Constitution	N/A	N/A
All Subjects	97.8%	99.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=507)				
Students enrolled in high school credit courses (grades 7 & 8)	73.6%	Up from 28.1%	32.9%	21.6%
Retention rate	0.4%	N/A	0.5%	1.2%
Attendance rate	96.2%	N/A	96.8%	95.9%
Eligible for gifted and talented	17.2%	N/A	26.9%	14.8%
With disabilities other than speech	11.3%	N/A	7.9%	12.6%
Older than usual for grade	0.8%	N/A	0.8%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 2.1%	0.6%	0.6%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	28.2%	Up from 27.8%	60.3%	56.9%
Continuing contract teachers	35.9%	Down from 41.7%	82.7%	72.7%
Teachers with emergency or provisional certificates	4.0%	Down from 4.8%	4.0%	5.3%
Teachers returning from previous year	N/A	N/A	85.2%	82.9%
Teacher attendance rate	93.7%	Down from 95.6%	94.4%	95.2%
Average teacher salary*	\$42,400	Down 1.8%	\$49,777	\$46,599
Professional development days/teacher	11.9 days	Down from 14.5 days	11.7 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 18.0 to 1	21.3 to 1	20.1 to 1
Prime instructional time	88.1%	N/R	90.4%	89.9%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	N/R	98.6%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	N/A	N/A	\$6,708	\$7,645
Percent of expenditures for instruction**	N/A	N/A	64.1%	63.4%
Percent of expenditures for teacher salaries**	N/A	N/A	58.7%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2008-2009 school year has seen many challenges and successes for Indian Land Middle School. Our primary focus continues to be on providing a challenging curriculum for all student learners while providing a substantive program that exposes students to various activities. This year as a school we have been able to structure our day so that students receive direct instruction in all four core academic areas daily and provided new incentives to students for engaging in reading activities; we provided intense work with teachers on using data to guide classroom instruction as well as began the process to evaluate our school improvement plans. All teachers continue to provide additional assistance via email, webpage, small group tutoring, and other additional support. Our school based leadership team continues to work on strategies to raise rigor in the classroom, encourage student participation, as well as provide a stronger curriculum. This year, a new department structure was implemented to facilitate teacher collaboration and uniform planning for courses and grade levels. The addition of an Instructional Facilitator has assisted with the implementation of the Keeping Learning on Track program offered by the State Department of Education for which ILMS serves as a pilot expansion site. Several staff members have attended the SCMSA summer institute to learn more about the Schools to Watch implementation process as well as the SCMSA Annual Conference to learn more about programs and projects being offered at middle schools around our state. Parental involvement continues to be a major focus of our school. This year, we created our new PTA as well as our first SIC group. These bodies have hosted parent information seminars for parenting skills, provided numerous opportunities for students to engage in social activities as well as provide incentives for student learning. Our community continues to support our school with donations of time, materials, and ideas. While we have seen some improvement in our overall scores, we continue to focus on raising rigor in our classrooms and supporting those students who continue to need additional assistance by providing a tutoring center as well as mentors. We continue to examine our data and information about student performance to drive our motivation to continue to provide a challenging curriculum in which students are learning and growing daily. David D. McDonald, Principal; Lisa Hall, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	149	108
Percent satisfied with learning environment	85.0%	75.8%	74.3%
Percent satisfied with social and physical environment	97.5%	78.4%	80.8%
Percent satisfied with school-home relations	92.5%	83.7%	70.2%

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

Abbreviations for Missing Data

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School Adequate Yearly Progress NO

This school met 20 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	508	99.8	20	44.2	35.8	87.9	80.8	82.8	Yes	Yes
Gender										
Male	266	100	24.2	43.7	32.1	83.3	75.9	79.3	N/A	N/A
Female	242	99.6	15.4	44.9	39.7	92.7	86.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	381	99.7	15.9	45.5	38.6	90.7	85	89.5	Yes	Yes
African American	71	100	35.8	37.3	26.9	77.6	71.6	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.7	92.3	I/S	I/S
Hispanic	34	100	37.5	37.5	25	75	78.3	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.3	82.5	I/S	I/S
Disability Status										
Disabled	62	100	70	26.7	3.3	53.3	39.4	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	50	34.6	15.4	65.4	74.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	131	99.2	35.4	40.9	23.6	77.2	72.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	508	99.8	16.5	42.8	40.7	89.3	79.8	78.9	Yes	Yes
Gender										
Male	266	100	19.8	42.1	38.1	87.3	76.6	77	N/A	N/A
Female	242	99.6	12.8	43.6	43.6	91.5	83.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	381	99.7	14	42.7	43.3	91	85.6	87.2	Yes	Yes
African American	71	100	26.9	46.3	26.9	83.6	66.7	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.9	93	I/S	I/S
Hispanic	34	100	25	43.8	31.3	81.3	76.8	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	79.5	I/S	I/S
Disability Status										
Disabled	62	100	56.7	36.7	6.7	50	44	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	34.6	38.5	26.9	69.2	74.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	131	99.2	24.4	50.4	25.2	82.7	71.2	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	346	99.7	17.6	55.6	26.7	82.4	64.3	67.5
Gender								
Male	177	100	21	52.1	26.9	79	64.5	67
Female	169	99.4	14.2	59.3	26.5	85.8	64.2	68
Racial/Ethnic Group								
White	258	99.6	16.7	54.3	29	83.3	71.1	79.5
African American	48	100	21.7	60.9	17.4	78.3	48.8	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	79.2	84.3
Hispanic	23	100	28.6	61.9	9.5	71.4	64.2	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	43	100	54.8	40.5	4.8	45.2	32.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	21	100	40	50	10	60	60	59.6
Socio-Economic Status								
Subsided meals	87	98.9	26.5	63.9	9.6	73.5	51.5	55.1

Social Studies

All Students	340	99.7	22.7	35.6	41.7	77.3	68.8	72.3
Gender								
Male	182	100	23.7	29.5	46.8	76.3	67.2	71.5
Female	158	99.4	21.6	42.5	35.9	78.4	70.5	73.2
Racial/Ethnic Group								
White	262	99.6	20.2	34.9	44.8	79.8	73.7	80.7
African American	43	100	32.5	45	22.5	67.5	58.3	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	80.8	88.5
Hispanic	22	100	33.3	33.3	33.3	66.7	63.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.7	72.2
Disability Status								
Disabled	40	100	71.8	12.8	15.4	28.2	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	18	100	50	22.2	27.8	50	59.5	67.9
Socio-Economic Status								
Subsided meals	88	98.9	40.7	40.7	18.6	59.3	59.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	509	99.6	20.9	42.5	36.6	79.1	67.7	70.2	96.2	96
Gender										
Male	270	99.3	28	42.5	29.5	72	59.6	63.2	96.2	95.8
Female	239	100	13.2	42.6	44.3	86.8	76.4	77.5	96.2	96.1
Racial/Ethnic Group										
White	382	99.7	18.5	41.7	39.8	81.5	73.2	79.1	95.8	95.7
African American	71	98.6	30.9	42.6	26.5	69.1	55.2	57.6	97.9	96.5
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	71.8	86.2	97.5	97.7
Hispanic	34	100	28.1	53.1	18.8	71.9	63.8	62.6	96.2	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	70.6	68.7	92.2	95.3
Disability Status										
Disabled	60	100	72.9	22	5.1	27.1	21.7	26.1	95.2	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	46.2	38.5	15.4	53.8	55.9	61.2	96.3	96.5
Socio-Economic Status										
Subsided meals	134	100	35.4	49.2	15.4	64.6	56.9	58.9	94.8	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	160	100	15.8	46.1	38.2	84.2
	7	178	99.4	24.3	42.6	33.1	75.7
	8	170	100	19.4	44.2	36.4	80.6
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	160	100	10.5	43.4	46.1	89.5
	7	178	99.4	20.7	40.2	39.1	79.3
	8	170	100	17.6	44.8	37.6	82.4
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	82	100	19.5	61	19.5	80.5
	7	178	99.4	18.3	52.7	29	81.7
	8	86	100	14.5	56.6	28.9	85.5
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	78	100	8	56	36	92
	7	178	99.4	27.8	29	43.2	72.2
	8	84	100	25.6	30.5	43.9	74.4
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	161	99.4	20.8	44.8	34.4	79.2
	7	177	99.4	24.3	38.5	37.3	75.7
	8	171	100	17.5	44.6	38	82.5

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