



IRMO ELEMENTARY

7401 Gibbes Street
Irmo, SC 29063

Grades	K-5 Elementary School	
Enrollment	487 Students	
Principal	Shannon S. McAlister	803-732-8275
Superintendent	Dr. Herbert Berg	803-476-8116
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Average
2006	Excellent	Excellent

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

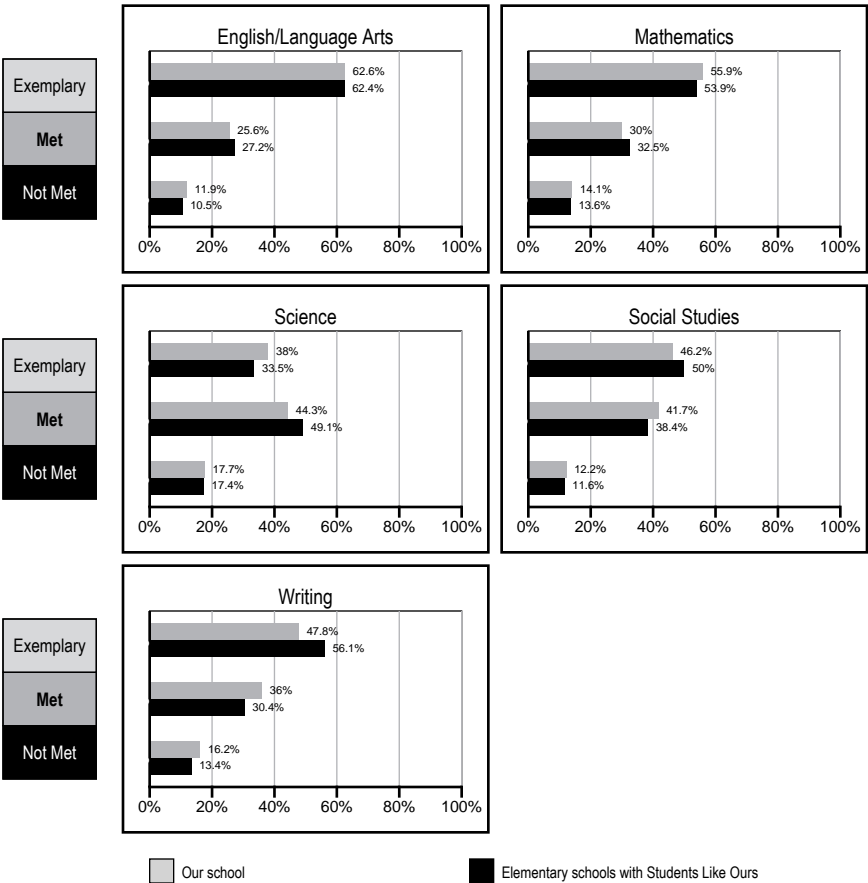
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	1	0	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=487)				
First graders who attended full-day kindergarten	96.4%	Down from 98.8%	99.2%	100.0%
Retention rate	0.0%	Down from 1.0%	0.5%	1.2%
Attendance rate	99.9%	Up from 96.7%	96.8%	96.1%
Eligible for gifted and talented	29.6%	Down from 32.1%	29.6%	11.7%
With disabilities other than speech	9.1%	Up from 7.0%	7.4%	8.0%
Older than usual for grade	0.0%	No Change	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	77.5%	No Change	63.0%	60.5%
Continuing contract teachers	90.0%	Down from 95.0%	89.5%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.9%	Up from 86.5%	89.4%	87.0%
Teacher attendance rate	94.5%	Up from 93.2%	95.2%	95.4%
Average teacher salary*	\$51,399	Down 1.2%	\$49,450	\$47,288
Professional development days/teacher	7.1 days	Down from 10.7 days	10.7 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	6.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 18.6 to 1	20.6 to 1	19.2 to 1
Prime instructional time	93.2%	Up from 88.4%	92.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	69.7%	Down from 99.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,750	Up 0.5%	\$7,000	\$7,548
Percent of expenditures for instruction**	61.9%	Up from 61.4%	72.0%	68.7%
Percent of expenditures for teacher salaries**	61.2%	Up from 60.5%	68.5%	65.1%

* 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 mission of Irmo Elementary is to nurture and prepare every child with the knowledge and problem-solving skills to succeed in an increasingly global community. By offering programs that are data-driven, we foster superior achievement, responsible citizenship, and a foundation for lifelong learning. Irmo Elementary has a proud history of excellence. Among our accomplishments are designations as: Exemplary Writing School, South Carolina Department of Education Red Carpet School, Palmetto's Finest, National Blue Ribbon School of Excellence/ Lighthouse School, University of South Carolina Professional Development School, Intel/Scholastic 21st Century School of Distinction, as well as recognition as Palmetto Silver and Gold.

Second-grade teacher Joye Rush, and Faye Golding, cafeteria manager, were Irmo Elementary's 2009-10 Teacher of the Year and Support Employee of the Year, respectively. Our business partner of the year was Chick-fil-A on Harbison Boulevard. Irmo Elementary enjoys strong relationships with our families and community. We are extremely thankful for the continued support of area businesses.

Irmo Elementary students learn the value of service to our school and community through active participation in initiatives such as the school's "Wee Deliver" school postal system, Student Council, Safety Patrol, Recycling Club, "Green Thumb" Gardening Club, and our morning television show, WBEE. Our students have opportunities to hone their artistic talents through art clubs, yearbook staff, orchestra, theatrical and musical performances at our PTA meetings, and through participation in Super Star Singers.

Irmo Elementary is very fortunate to have dedicated parents and community members actively involved as volunteers in our classrooms, in Baxter Court, our outdoor classroom, in the IES Publishing Company, and at curriculum-based family nights. Students excitedly await PTA-sponsored reading celebrations, which allow each student to choose a book to add to their personal library, as well as the SIC sponsored Career Fair. PTA fundraising efforts support literacy and ongoing technology implementation throughout our school. The Honey Bunch After-School Program offers site-based afterschool and summer care for our students. Participating students take part in camp like explorations featuring athletics, academics, and the arts.

Our Professional Development collaboration with the University of South Carolina benefits staff and students alike. At Irmo Elementary, the instructional climate is one in which all stakeholders revere the value of a comprehensive instructional program and the development of effective instructional practice is ongoing. Our students and teachers are supported academically by a site-based Literacy Coach, Reading Interventionist, and Reading Recovery staff.

In partnership with our parents and community, Irmo Elementary School is proudly continuing the tradition of inspiring and embracing student success

Shannon McAlister, Principal
Rob Weber, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	70	49
Percent satisfied with learning environment	100.0%	95.7%	91.5%
Percent satisfied with social and physical environment	100.0%	94.3%	89.6%
Percent satisfied with school-home relations	100.0%	95.7%	93.6%

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

Abbreviations for Missing Data

N/A–Not Applicable

NAV–Not Available

N/C–Not Collected

N/R–Not Reported

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 19 out of 19 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	2.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	244	100	11.9	25.6	62.6	93.4	90.5	83.5	Yes	Yes
Gender										
Male	119	100	11	33	56	96.3	87.7	80.1	N/A	N/A
Female	125	100	12.7	18.6	68.6	90.7	93.5	87	N/A	N/A
Racial/Ethnic Group										
White	167	100	5.7	24.1	70.3	97.5	94.8	89.6	Yes	Yes
African American	56	100	28.8	32.7	38.5	82.7	80.7	74.6	Yes	Yes
Asian/Pacific Islander	13	100	I/S	I/S	I/S	I/S	94.2	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	88.3	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	45	100	40.5	32.4	27	78.4	66.1	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	89.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	69	100	30.4	17.9	51.8	78.6	81.4	76.9	Yes	Yes

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

All Students	244	100	14.1	30	55.9	89	90.4	80.4	Yes	Yes
Gender										
Male	119	100	14.7	30.3	55	89	88.9	78.4	N/A	N/A
Female	125	100	13.6	29.7	56.8	89	91.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	167	100	6.3	27.8	65.8	94.9	94.8	87.8	Yes	Yes
African American	56	100	34.6	40.4	25	73.1	80.1	69.3	Yes	Yes
Asian/Pacific Islander	13	100	I/S	I/S	I/S	I/S	93.7	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	87.6	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	45	100	51.4	21.6	27	56.8	65	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	88	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	69	100	28.6	37.5	33.9	75	79.4	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
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Science

All Students	170	100	18.2	44	37.7	81.8	81.1	67.3
Gender								
Male	85	100	13.9	44.3	41.8	86.1	80.2	66.9
Female	85	100	22.5	43.8	33.8	77.5	82	67.7
Racial/Ethnic Group								
White	112	100	10.4	44.3	45.3	89.6	88.8	79.6
African American	40	100	39.5	44.7	15.8	60.5	63.8	49.7
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	85.5	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.3	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	34	100	42.9	39.3	17.9	57.1	52.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	71.9	58.6
Socio-Economic Status								
Subsidized meals	50	100	34.1	43.9	22	65.9	63.8	55.4

Social Studies

All Students	166	100	12.1	41.4	46.5	87.9	84.4	70.9
Gender								
Male	80	100	9.5	43.2	47.3	90.5	83.4	70.1
Female	86	100	14.5	39.8	45.8	85.5	85.4	71.7
Racial/Ethnic Group								
White	115	100	7.3	39.4	53.2	92.7	89.2	79.2
African American	37	100	25.7	54.3	20	74.3	73.2	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.5	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	26	100	30	50	20	70	58.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	81.6	68
Socio-Economic Status								
Subsidized meals	49	100	19.5	51.2	29.3	80.5	71.7	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	241	100	16.2	36	47.8	83.8	81	72.1	99.9	98.8
Gender										
Male	116	100	20.2	43.1	36.7	79.8	75.2	65.2	99.9	98.7
Female	125	100	12.6	29.4	58	87.4	86.9	79.2	99.9	98.8
Racial/Ethnic Group										
White	165	100	9.5	33.5	57	90.5	87.5	80.8	99.9	98.8
African American	56	100	32.7	46.2	21.2	67.3	66	59.7	99.9	98.7
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	88.8	87	99.9	99.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	74.5	64.6	99.7	99
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.9	99
Disability Status										
Disabled	49	100	50	26.2	23.8	50	39.4	27.7	99.9	98.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75.6	63.7	99.8	99.2
Socio-Economic Status										
Subsidized meals	66	100	28.6	46.4	25	71.4	64.4	61.9	99.9	98.5

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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	100	100	14.4	21.6	63.9	85.6
	4	73	100	13.2	30.9	55.9	86.8
	5	97	99	11.7	29.8	58.5	88.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	80	100	9.7	12.5	77.8	90.3
	4	92	100	10.3	32.2	57.5	89.7
	5	72	100	16.2	30.9	52.9	83.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	100	100	13.4	28.9	57.7	86.6
	4	73	100	7.4	36.8	55.9	92.6
	5	97	99	16	45.7	38.3	84
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	80	100	15.3	26.4	58.3	84.7
	4	92	100	10.3	32.2	57.5	89.7
	5	72	100	17.6	30.9	51.5	82.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	50	100	24.5	28.6	46.9	75.5
	4	73	100	16.2	54.4	29.4	83.8
	5	48	100	17.4	52.2	30.4	82.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	41	100	24.3	24.3	51.4	75.7
	4	92	100	13.8	57.5	28.7	86.2
	5	37	100	22.9	31.4	45.7	77.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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
Social Studies							
2009	3	50	100	6.3	50	43.8	93.8
	4	73	100	8.8	42.6	48.5	91.2
	5	48	100	20.8	18.8	60.4	79.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	39	100	11.1	22.2	66.7	88.9
	4	92	100	9.2	54	36.8	90.8
	5	35	100	20.6	29.4	50	79.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	99	100	18.6	27.8	53.6	81.4
	4	71	100	16.2	42.6	41.2	83.8
	5	96	100	19.1	36.2	44.7	80.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	77	100	11.1	31.9	56.9	88.9
	4	92	100	17	40.9	42	83
	5	72	100	20.6	33.8	45.6	79.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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