

INMAN ELEMENTARY

25 Oakland Ave.
Inman, SC 29349

Grades	PK-3 Elementary School	
Enrollment	528 Students	
Principal	Beth Young	864-472-8403
Superintendent	Dr. Ronald W. Garner	864-472-2846
Board Chair	Mr. Mark Rollins	864-472-2846

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	At-Risk
2008	Good	Good
2007	Average	Average
2006	Average	Good

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 | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	29	73	1	0

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

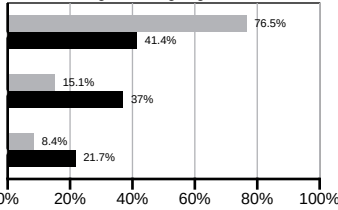
Palmetto Assessment of State Standards (PASS)

Exemplary

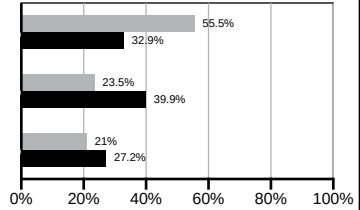
Met

Not Met

English/Language Arts



Mathematics

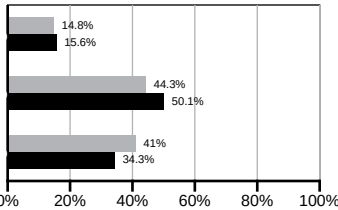


Exemplary

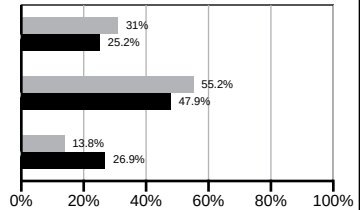
Met

Not Met

Science



Social Studies

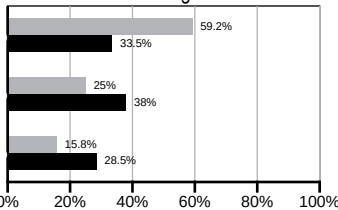


Exemplary

Met

Not Met

Writing



Our school

Elementary schools with Students Like Ours

* 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=528)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Up from 0.9%	1.1%	1.2%
Attendance rate	96.7%	No Change	96.0%	96.1%
Eligible for gifted and talented	0.8%	Down from 6.0%	12.0%	11.7%
With disabilities other than speech	5.6%	Down from 7.0%	8.5%	8.0%
Older than usual for grade	0.0%	No Change	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	76.9%	Down from 78.0%	59.2%	60.5%
Continuing contract teachers	97.4%	Up from 95.1%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.5%	Down from 85.7%	88.6%	87.0%
Teacher attendance rate	97.6%	Up from 96.3%	95.3%	95.4%
Average teacher salary*	\$52,462	Up 1.2%	\$47,021	\$47,288
Professional development days/teacher	12.5 days	Down from 13.9 days	10.1 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 18.3 to 1	19.4 to 1	19.2 to 1
Prime instructional time	93.9%	Up from 92.4%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,964	Down 1.5%	\$7,288	\$7,548
Percent of expenditures for instruction**	69.9%	Down from 71.1%	67.4%	68.7%
Percent of expenditures for teacher salaries**	68.5%	Down from 68.7%	64.4%	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

In a rapidly changing society, the mission of Inman Elementary School is to prepare students to become successful, innovative, responsible citizens and future leaders through quality education, encompassing home, school, and community. This mission has remained the foundation and driving force as we strive to increase student achievement by meeting the needs of all of our children.

Inman Elementary School is proud of our absolute rating improvement from "good" to "great" on the state school report card. Inman Elementary School also met the requirements for Title One schools under the No Child Left Behind legislation for Adequately Yearly Progress (AYP). These successes can be contributed to the dedication of our teachers, parents, and community members to the education of the children at Inman Elementary School.

Inman Elementary School is focused on early intervention. In 2009-2010 our Pre-School Children with Disabilities class served the needs of identified children beginning at the age of three. In addition to our regular half-day 4K program, a full-day 4K program also served 20 four-year-olds. Many of our half-day 4K students attended a Head Start program for additional intervention. Reading Recovery provided one-on-one and small-group intensive literacy instruction for struggling first graders. In an effort to improve instruction for children with special learning needs, students were closely monitored through assistance teams and individualized instructional strategies. Students with English as their second language worked closely with a teacher who utilized specific reading strategies to enhance their academic success. Academically gifted 3rd graders received enrichment through the EXCEL program.

In 2009-2010, we were fortunate to partner with the Spartanburg Writing Project. A grant was received which provided a consultant to work with our teachers and students weekly in second and third grades throughout the year. Teachers worked with the consultant and observed model lessons to fully implement the writer's workshop in their classrooms. Third grade students were provided many opportunities to practice their acquired skills, including a weeklong opportunity to explore poetry with an Artist in Residence, made possible through the Spartanburg Arts Partnership.

Inman Elementary will continue to set high expectations for all students and continue to stay abreast of the current trends to provide our children with the knowledge needed to be successful in our ever-changing society.

On behalf of our faculty and staff, I encourage and invite you to take an active role in your child's education.

Beth Young, Principal
Travis Smith, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	110	69
Percent satisfied with learning environment	95.5%	95.4%	91.3%
Percent satisfied with social and physical environment	97.7%	93.6%	91.2%
Percent satisfied with school-home relations	95.3%	93.6%	84.8%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 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	0.0%	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	0.0%	0.0%	Yes
Student attendance rate	96.7%	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	128	100	8.4	15.1	76.5	95	89.4	83.5	Yes	Yes
Gender										
Male	54	100	12	16	72	94	87.6	80.1	N/A	N/A
Female	74	100	5.8	14.5	79.7	95.7	91.2	87	N/A	N/A
Racial/Ethnic Group										
White	84	100	6.3	11.3	82.5	96.3	90.2	89.6	Yes	Yes
African American	25	100	4.5	27.3	68.2	100	82.8	74.6	I/S	I/S
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	97.9	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	83.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	21	100	40	15	45	75	58.5	51.7	I/S	I/S
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	20	100	16.7	22.2	61.1	88.9	86.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	79	100	8.3	16.7	75	95.8	85.2	76.9	Yes	Yes

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

All Students	128	100	21	23.5	55.5	84.9	88.7	80.4	Yes	Yes
Gender										
Male	54	100	20	26	54	86	87.3	78.4	N/A	N/A
Female	74	100	21.7	21.7	56.5	84.1	90.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	84	100	17.5	16.3	66.3	85	89.3	87.8	Yes	Yes
African American	25	100	31.8	40.9	27.3	86.4	83.6	69.3	I/S	I/S
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	91.7	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	87	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	21	100	50	25	25	50	51.2	46.1	I/S	I/S
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	20	100	22.2	38.9	38.9	83.3	85.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	79	100	23.6	25	51.4	83.3	84	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
Science								
All Students	64	100	41	44.3	14.8	59	79.2	67.3
Gender								
Male	30	100	34.5	51.7	13.8	65.5	80.5	66.9
Female	34	100	46.9	37.5	15.6	53.1	77.8	67.7
Racial/Ethnic Group								
White	40	100	33.3	51.3	15.4	66.7	81.3	79.6
African American	11	100	54.5	36.4	9.1	45.5	63.6	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	84.8	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	66.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	39.6	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	12	100	I/S	I/S	I/S	I/S	71.9	58.6
Socio-Economic Status								
Subsidized meals	40	100	42.1	47.4	10.5	57.9	72.3	55.4

Social Studies

All Students	64	100	13.8	55.2	31	86.2	78.9	70.9
Gender								
Male	24	100	23.8	47.6	28.6	76.2	79.8	70.1
Female	40	100	8.1	59.5	32.4	91.9	77.9	71.7
Racial/Ethnic Group								
White	44	100	7.3	51.2	41.5	92.7	80.5	79.2
African American	14	100	N/A	N/A	N/A	72.7	66.7	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	73.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	46.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	78.2	68
Socio-Economic Status								
Subsidized meals	39	100	20.6	52.9	26.5	79.4	70.5	60.8

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	128	99.2	15.1	25.2	59.7	84.9	79.8	72.1	96.7	96.3
Gender										
Male	54	100	19.6	25.5	54.9	80.4	74.2	65.2	96.7	96.4
Female	74	98.7	11.8	25	63.2	88.2	85.7	79.2	96.6	96.2
Racial/Ethnic Group										
White	84	98.8	8.9	27.8	63.3	91.1	81.4	80.8	96.4	96.1
African American	24	100	22.7	27.3	50	77.3	68.2	59.7	97.3	97.2
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	85.4	87	97.4	97.2
Hispanic	10	I/S	I/S	I/S	I/S	I/S	72.5	64.6	96.6	97
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	95.6	96
Disability Status										
Disabled	23	100	54.5	22.7	22.7	45.5	31.5	27.7	95.9	95.6
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	18	100	27.8	22.2	50	72.2	77.2	63.7	96.7	96.8
Socio-Economic Status										
Subsidized meals	80	98.8	16.7	29.2	54.2	83.3	72.7	61.9	96.4	95.7

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
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English/Language Arts

2009	3	114	100	17.3	27.9	54.8	82.7
	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	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	128	100	8.4	15.1	76.5	91.6
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	114	100	21.2	39.4	39.4	78.8
	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	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	128	100	21	23.5	55.5	79
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	56	100	24.5	39.6	35.8	75.5
	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	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	64	100	41	44.3	14.8	59
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	58	100	19.6	47.1	33.3	80.4
	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	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	64	100	13.8	55.2	31	86.2
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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	115	100	31.1	35.8	33	68.9
	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	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	128	99.2	15.1	25.2	59.7	84.9
	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	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

Abbreviations for Missing Data

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