

INMAN INTERMEDIATE

10 W. Miller Street
Inman, SC 29439

Grades	4-6 Elementary School	
Enrollment	339 Students	
Principal	Debbie Wright	864-472-1510
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	Good	Good
2008	Average	Below Average
2007	N/A	N/A
2006	N/A	N/A

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

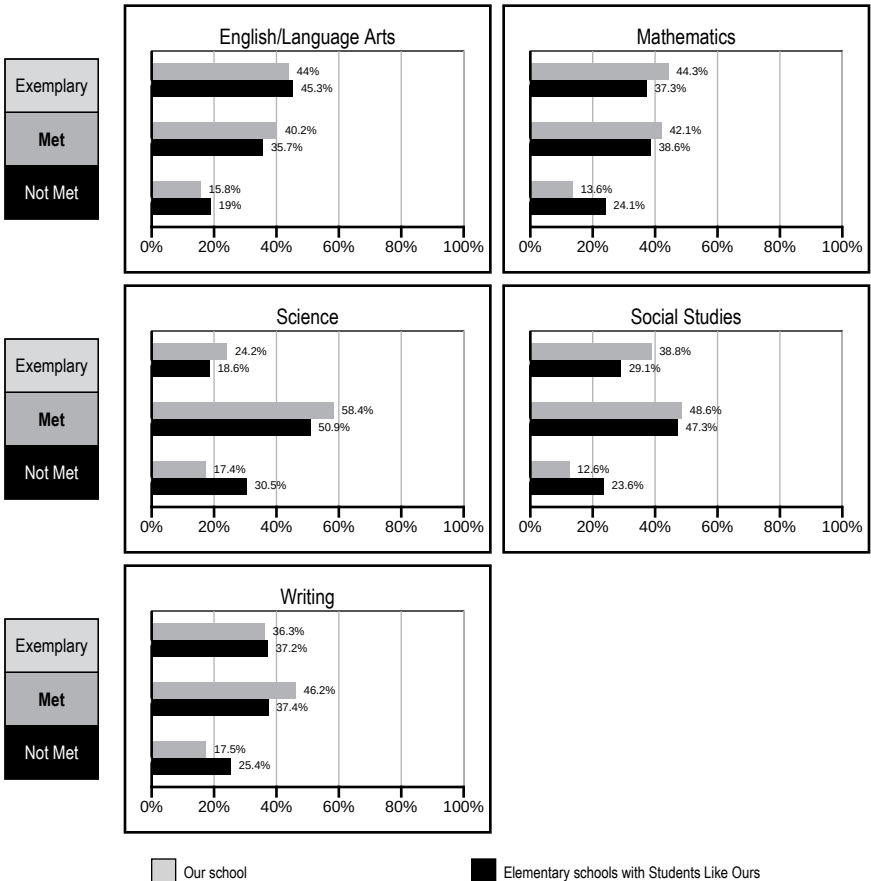
97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	38	42	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=339)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.3%	1.2%
Attendance rate	96.6%	Down from 96.9%	96.1%	96.1%
Eligible for gifted and talented	12.7%	Up from 9.6%	14.4%	11.7%
With disabilities other than speech	15.0%	Up from 14.7%	8.3%	8.0%
Older than usual for grade	0.0%	Down from 0.6%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	56.0%	Up from 52.4%	59.4%	60.5%
Continuing contract teachers	84.0%	Down from 85.7%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.7%	87.0%
Teacher attendance rate	94.5%	Down from 95.7%	95.5%	95.4%
Average teacher salary*	\$49,026	Up 7.9%	\$47,844	\$47,288
Professional development days/teacher	11.7 days	Down from 12.5 days	10.3 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 20.3 to 1	19.6 to 1	19.2 to 1
Prime instructional time	90.5%	Down from 91.7%	90.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 94.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,128	Up 16.2%	\$7,004	\$7,548
Percent of expenditures for instruction**	60.4%	Down from 67.2%	69.0%	68.7%
Percent of expenditures for teacher salaries**	58.9%	Down from 65.1%	65.9%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Greetings from Inman Intermediate School! IIS was an exciting place to be this year as we celebrated this year's 1950's theme, "TWIST," Teamwork Will Inspire Students and Teachers. What a great year this has been, and we have had a great deal to celebrate! We were honored to receive the South Carolina Palmetto Silver Award for academic achievement, the Palmetto Closing the Gap Award, and the South Carolina NSPRA Award for our outstanding school website. In addition, our students made great gains on the Measurement of Academic Progress (M.A.P.) test. We started this year with a renewed vision and purpose of Believing and Achieving, as we believe in the ability of every child to achieve. As a school, we embraced a Can-Do, "together we can make a difference" attitude.

We pride ourselves on identifying each child's individual strengths and weaknesses in order to provide exemplary academic experiences. Our faculty provided differentiated instruction on a daily basis as a result of analyzing student MAP, PASS, and Dominion data, and individual classroom performance. Through these efforts, we were able to provide challenging activities for all students, which allowed a common framework for organizing resources, collaborating, and goal setting. Our staff development focused on a school-wide study group where teachers focused on integrating literacy into all subject areas, writing, and inquiry based instructional strategies. Our instructional coaches provided teachers with ongoing support throughout the year, as they planned standards based lessons together.

IIS is committed to providing opportunities for our students to make good choices in order to become productive citizens. Our students have participated in March of Dimes, Relay for Life, Jump Rope for Heart, collected canned goods for the needy, and donated supplies and money for the Haiti earthquake victims. A school-wide character education program emphasizes a yearlong emphasis on key character traits. The Kiwanis Club sponsors a monthly Terrific Kids recognition for each classroom. With the help of our teachers, parents, and community members, our PTO and SIC have provided outstanding support for our school. Our PTO purchased classroom supplies, assisted with student recognition in numerous ways, sponsored the RIF (Reading is Fundamental) Program, which provides a free book to every student in the school, purchased music and art supplies, and purchased projectors and carts for several classrooms. The SIC sponsored a community breakfast for the Inman community and worked throughout the year to serve as a liaison between the school and community. We are grateful for the continued support of our PTO, SIC, and our local business partners. Through the collaborative efforts of our students, faculty, parents, and community, we will continue to provide every child at IIS with a quality, student-centered education in a warm, supportive, child-centered environment. The faculty and staff of IIS invite you to take an active part in your child's education and join us in fulfilling our mission for the students at IIS. Inman intermediate School is a special place to learn and grow, and we are grateful for the wonderful opportunity to work with your precious children each day.

Debbie Wright, Principal

Stacey Dulin, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* 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

NO

This school met 24 out of 25 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	96.6%	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	334	99.7	15.8	40.2	44	92	89.4	83.5	Yes	Yes
Gender										
Male	178	99.4	17.6	38.2	44.1	91.2	87.6	80.1	N/A	N/A
Female	156	100	13.7	42.5	43.8	92.8	91.2	87	N/A	N/A
Racial/Ethnic Group										
White	240	99.6	14	38.6	47.5	93.2	90.2	89.6	Yes	Yes
African American	57	100	26.4	47.2	26.4	83	82.8	74.6	Yes	Yes
Asian/Pacific Islander	17	100	6.3	50	43.8	100	97.9	92.7	I/S	I/S
Hispanic	17	100	20	33.3	46.7	93.3	83.7	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	53	98.1	44.9	38.8	16.3	69.4	58.5	51.7	Yes	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	40	100	13.3	48.9	37.8	95.6	86.9	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	193	99.5	19.1	45.9	35	90.7	85.2	76.9	Yes	Yes

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

All Students	334	100	13.6	42.1	44.3	90.7	88.7	80.4	Yes	Yes
Gender										
Male	178	100	14.1	38.8	47.1	90.6	87.3	78.4	N/A	N/A
Female	156	100	13.1	45.8	41.2	90.8	90.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	240	100	11.9	40.7	47.5	91.5	89.3	87.8	Yes	Yes
African American	57	100	26.4	49.1	24.5	84.9	83.6	69.3	Yes	Yes
Asian/Pacific Islander	17	100	N/A	N/A	N/A	100	91.7	93.5	I/S	I/S
Hispanic	17	100	13.3	46.7	40	86.7	87	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	53	100	53.1	36.7	10.2	57.1	51.2	46.1	No	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	40	100	6.7	40	53.3	93.3	85.9	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	193	100	17.5	43.7	38.8	87.4	84	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	225	100	17.4	58.4	24.2	82.6	79.2	67.3
Gender								
Male	123	100	11.9	58.5	29.7	88.1	80.5	66.9
Female	102	100	23.8	58.4	17.8	76.2	77.8	67.7
Racial/Ethnic Group								
White	163	100	13.1	58.8	28.1	86.9	81.3	79.6
African American	38	100	36.1	55.6	8.3	63.9	63.6	49.7
Asian/Pacific Islander	12	100	16.7	50	33.3	83.3	84.8	84.4
Hispanic	11	100	I/S	I/S	I/S	I/S	66.7	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	39	100	38.9	52.8	8.3	61.1	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	28	100	19.4	67.7	12.9	80.6	71.9	58.6
Socio-Economic Status								
Subsidized meals	128	100	22.8	61	16.3	77.2	72.3	55.4

Social Studies

All Students	222	100	13	48.4	38.6	87	78.9	70.9
Gender								
Male	116	100	10	40.9	49.1	90	79.8	70.1
Female	106	100	16.2	56.2	27.6	83.8	77.9	71.7
Racial/Ethnic Group								
White	161	100	10.7	44.7	44.7	89.3	80.5	79.2
African American	39	100	22.2	63.9	13.9	77.8	66.7	58.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90	86.8
Hispanic	10	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	27	100	44	44	12	56	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	27	100	10	46.7	43.3	90	78.2	68
Socio-Economic Status								
Subsidized meals	126	100	18.3	51.7	30	81.7	70.5	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	337	100	17.5	46.2	36.3	82.5	79.8	72.1	96.6	96.3
Gender										
Male	178	100	22.4	50.6	27.1	77.6	74.2	65.2	96.8	96.4
Female	159	100	12.3	41.3	46.5	87.7	85.7	79.2	96.4	96.2
Racial/Ethnic Group										
White	243	100	16	45.8	38.2	84	81.4	80.8	96.4	96.1
African American	56	100	28.3	47.2	24.5	71.7	68.2	59.7	97.2	97.2
Asian/Pacific Islander	17	100	12.5	50	37.5	87.5	85.4	87	96.7	97.2
Hispanic	18	100	13.3	46.7	40	86.7	72.5	64.6	98.3	97
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	97.2	96
Disability Status										
Disabled	59	100	52.7	36.4	10.9	47.3	31.5	27.7	95.7	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	41	100	13.3	48.9	37.8	86.7	77.2	63.7	97.5	96.8
Socio-Economic Status										
Subsidized meals	197	100	23.1	44.1	32.8	76.9	72.7	61.9	96.4	95.7

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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	107	100	18.3	49	32.7	81.7
	5	116	99.1	18.8	56.3	25	81.3
	6	124	100	25	51.7	23.3	75
	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	0	N/A	N/A	N/A	N/A	N/A
	4	113	99.1	14.7	33	52.3	85.3
	5	112	100	14	44.9	41.1	86
	6	109	100	18.7	43	38.3	81.3
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	107	100	7.7	51	41.3	92.3
	5	116	98.3	19.6	41.1	39.3	80.4
	6	124	100	18.3	43.3	38.3	81.7
	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	0	N/A	N/A	N/A	N/A	N/A
	4	113	100	11	32.1	56.9	89
	5	112	100	14	54.2	31.8	86
	6	109	100	15.9	40.2	43.9	84.1
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	107	100	5.8	61.5	32.7	94.2
	5	56	100	16.4	63.6	20	83.6
	6	63	100	23	59	18	77
	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	0	N/A	N/A	N/A	N/A	N/A
	4	113	100	13.6	54.5	31.8	86.4
	5	57	100	23.6	58.2	18.2	76.4
	6	55	100	18.5	66.7	14.8	81.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	107	100	2.9	61.5	35.6	97.1
	5	58	100	22.8	56.1	21.1	77.2
	6	61	100	22	59.3	18.6	78
	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	0	N/A	N/A	N/A	N/A	N/A
	4	113	100	9.1	44.5	46.4	90.9
	5	55	100	21.2	51.9	26.9	78.8
	6	54	100	13.2	52.8	34	86.8
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	110	99.1	17.9	53.8	28.3	82.1
	5	115	100	29.5	43.8	26.8	70.5
	6	123	100	27.5	47.5	25	72.5
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	115	100	15.3	43.2	41.4	84.7
	5	112	100	16.8	50.5	32.7	83.2
	6	110	100	20.6	44.9	34.6	79.4
	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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