

INDEPENDENCE ELEMENTARY

132 W. Springdale Road
Rock Hill, South Carolina

Grades	K-5 Elementary School	
Enrollment	501 Students	
Principal	Mary Chandler	803-981-1135
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

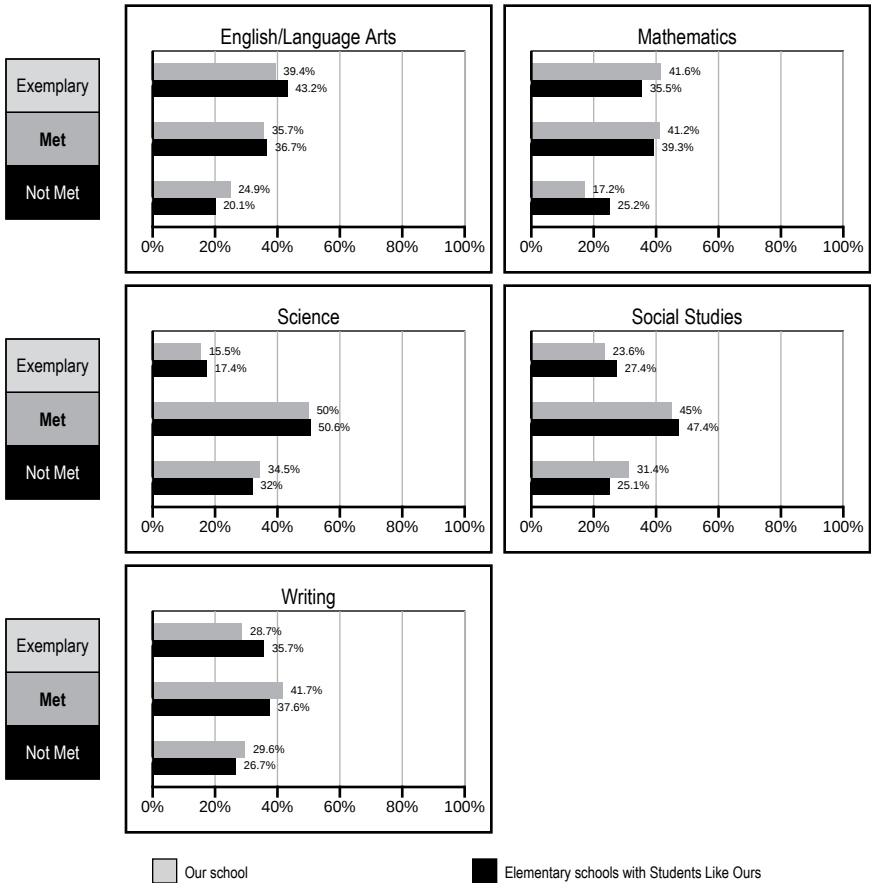
92%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	32	52	1	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=501)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 2.6%	1.2%	1.2%
Attendance rate	95.2%	Down from 95.6%	96.1%	96.1%
Eligible for gifted and talented	10.6%	Up from 7.1%	13.5%	11.7%
With disabilities other than speech	7.1%	Down from 8.1%	8.5%	8.0%
Older than usual for grade	0.5%	Down from 0.7%	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=38)				
Teachers with advanced degrees	60.5%	Up from 59.0%	57.8%	60.5%
Continuing contract teachers	71.1%	Up from 69.2%	85.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.7%	Up from 82.3%	86.9%	87.0%
Teacher attendance rate	96.7%	Up from 94.6%	95.6%	95.4%
Average teacher salary*	\$47,021	Up 2.4%	\$47,303	\$47,288
Professional development days/teacher	8.7 days	Down from 10.9 days	10.1 days	10.5 days
School				
Principal's years at school	0.1	Up from 0.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.6 to 1	19.6 to 1	19.2 to 1
Prime instructional time	90.5%	Up from 89.6%	91.0%	90.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 99.9%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,485	Down 4.5%	\$7,117	\$7,548
Percent of expenditures for instruction**	75.2%	Down from 75.6%	68.5%	68.7%
Percent of expenditures for teacher salaries**	73.0%	Up from 72.3%	65.0%	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

School Improvement Plans at Independence focused on three goals correlated to the district Rock Hill Climb: Shared Vision, Quality Work, and Future Focus. Shared Vision included creating a common philosophy and vision for working with students. Used as a basis for writing a schoolwide behavior plan was research from several books studied by the staff and the melding of individual staff beliefs. Quality Work centered on improvement in delivery of instruction and intervention plans (Response to Intervention) for students who did not meet initial academic success. Success was measured from academic data, student surveys, and parent input. Over eighty percent of the students met academic benchmarks as measured by MAPS testing, Fountas and Pinnel Running Records, and Math common assessments. Future Focus allowed the staff to assess current technology efforts and begin building capacity for future programs.

Students were again given opportunities to participate in many clubs related to specific interests. Additionally, several schoolwide programs were presented by students to the parents and community, including: Veterans Day, Winter Program (grades three through five), Black History Program, Spring Program (grades Kindergarten through second grade), and several grade level presentations.

PTO funded several projects for the students of Independence, some of which included an outdoor classroom with tables and umbrellas for classes to be held outside, a well-known children's author and illustrator who signed books for students, birthday treats, supplies for the classroom, assemblies, and maintenance of the school aviary. The School Improvement Council met throughout the year to discuss strategies for extending programs already in place.

Mary Chandler - Principal
Trevor Beers - SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	78	49
Percent satisfied with learning environment	100.0%	100.0%	93.9%
Percent satisfied with social and physical environment	100.0%	92.3%	83.3%
Percent satisfied with school-home relations	94.1%	89.7%	97.9%

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

School Adequate Yearly Progress	YES
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This school met 17 out of 17 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	
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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	0.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	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	248	94	24.5	35.9	39.5	85.5	85	83.5	Yes	Yes
Gender										
Male	111	89.2	35.1	36.2	28.7	78.7	81.2	80.1	N/A	N/A
Female	137	97.8	16.7	35.7	47.6	90.5	88.9	87	N/A	N/A
Racial/Ethnic Group										
White	139	95	24.2	32	43.8	87.5	91.6	89.6	Yes	Yes
African American	84	91.7	29	43.5	27.5	79.7	75.8	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	97.4	92.7	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	78.1	79.6	I/S	I/S
American Indian/Alaskan	11	90.9	18.2	45.5	36.4	81.8	76	85.1	I/S	I/S
Disability Status										
Disabled	35	57.1	59.3	22.2	18.5	48.1	55.3	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	8	I/S	I/S	I/S	I/S	I/S	74.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	169	92.9	28.2	40.9	30.9	82.6	77.5	76.9	Yes	Yes

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

All Students	248	99.2	16.8	41.4	41.8	89.5	83.7	80.4	Yes	Yes
Gender										
Male	111	99.1	21.3	39.4	39.4	86.2	81.2	78.4	N/A	N/A
Female	137	99.3	13.5	42.9	43.7	92.1	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	139	98.6	12.5	43	44.5	93.8	90.7	87.8	Yes	Yes
African American	84	100	26.1	40.6	33.3	81.2	73.3	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	80.3	78.3	I/S	I/S
American Indian/Alaskan	11	100	27.3	27.3	45.5	81.8	76	83.2	I/S	I/S
Disability Status										
Disabled	35	94.3	48.1	29.6	22.2	63	51.1	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	8	I/S	I/S	I/S	I/S	I/S	78.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	169	99.4	19.5	43	37.6	87.9	75.3	72.8	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	162	98.2	33.6	50.7	15.8	66.4	70.3	67.3
Gender								
Male	73	98.6	33.3	54	12.7	66.7	69.8	66.9
Female	89	97.8	33.7	48.2	18.1	66.3	70.9	67.7
Racial/Ethnic Group								
White	88	100	28.6	56	15.5	71.4	83.7	79.6
African American	57	96.5	46.8	42.6	10.6	53.2	50.7	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.1	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.1	59.4
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	65.5	69.5
Disability Status								
Disabled	23	100	57.9	36.8	5.3	42.1	38.9	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	4	I/S	I/S	I/S	I/S	I/S	58.3	58.6
Socio-Economic Status								
Subsidized meals	111	99.1	40.4	44.4	15.2	59.6	56.4	55.4

Social Studies

All Students	157	99.4	30.9	45.3	23.7	69.1	74.3	70.9
Gender								
Male	72	100	32.8	37.7	29.5	67.2	73	70.1
Female	85	98.8	29.5	51.3	19.2	70.5	75.6	71.7
Racial/Ethnic Group								
White	94	98.9	27.6	43.7	28.7	72.4	82.9	79.2
African American	48	100	43.6	43.6	12.8	56.4	61.2	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.8	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	69.6	68
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	68.2	71.2
Disability Status								
Disabled	20	100	56.3	31.3	12.5	43.8	43.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	73.1	68
Socio-Economic Status								
Subsidized meals	108	99.1	37.6	45.2	17.2	62.4	63.4	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	248	99.2	29.3	41.9	28.8	70.7	73.5	72.1	95.2	96.5
Gender										
Male	111	98.2	34.7	41.1	24.2	65.3	66.5	65.2	95.4	96.4
Female	137	100	25.2	42.5	32.3	74.8	80.7	79.2	95.1	96.6
Racial/Ethnic Group										
White	142	99.3	26.4	41.1	32.6	73.6	83.5	80.8	95.2	96.4
African American	81	98.8	38.6	41.4	20	61.4	59.2	59.7	95.6	96.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.1	87	95.7	97.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	64.3	64.6	94.2	96.3
American Indian/Alaskan	11	100	36.4	36.4	27.3	63.6	64.3	73.4	93.4	94.9
Disability Status										
Disabled	32	100	65.4	23.1	11.5	34.6	32.4	27.7	94	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	8	I/S	I/S	I/S	I/S	I/S	60.1	63.7	95.9	96.7
Socio-Economic Status										
Subsidized meals	167	99.4	30.9	48.7	20.4	69.1	61.6	61.9	94.7	96

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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	66	100	26.7	36.7	36.7	73.3
	4	83	100	31.5	41.1	27.4	68.5
	5	93	100	16.3	45	38.8	83.8
	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	86	88.4	24.3	24.3	51.4	75.7
	4	73	93.2	25.4	32.8	41.8	74.6
	5	89	100	24.1	49.4	26.6	75.9
	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	66	100	25	40	35	75
	4	83	100	20.5	42.5	37	79.5
	5	93	100	20	42.5	37.5	80
	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	86	97.7	25.7	29.7	44.6	74.3
	4	73	100	7.5	49.3	43.3	92.5
	5	89	100	16.5	45.6	38	83.5
	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	32	100	32.1	57.1	10.7	67.9
	4	83	100	26	65.8	8.2	74
	5	47	100	26.8	70.7	2.4	73.2
	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	44	95.5	36.8	28.9	34.2	63.2
	4	73	100	23.9	65.7	10.4	76.1
	5	45	97.8	46.3	46.3	7.3	53.7
	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

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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	34	100	21.9	56.3	21.9	78.1
	4	83	100	21.9	56.2	21.9	78.1
	5	46	100	43.6	35.9	20.5	56.4
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	40	100	22.9	48.6	28.6	77.1
	4	73	100	28.4	44.8	26.9	71.6
	5	44	97.7	43.2	43.2	13.5	56.8
	6	0	N/A	N/A	N/A	N/A	N/A
2011	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	69	98.6	39.1	31.3	29.7	60.9
	4	81	95.1	36	48	16	64
	5	92	93.5	32.1	39.5	28.4	67.9
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	85	98.8	36	33.3	30.7	64
	4	75	98.7	22.1	45.6	32.4	77.9
	5	88	100	29.1	46.8	24.1	70.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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