

INDIAN LAND ELEMENTARY

4137 Doby's Bridge Road
Indian Land, SC 29707

Grades	PK-5 Elementary School	
Enrollment	1,200 Students	
Principal	Beth Blum	803-548-2916
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Robert Parker	803-286-6972

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Good
2010	Good	Good
2009	Average	Average
2008	Average	Below Average
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

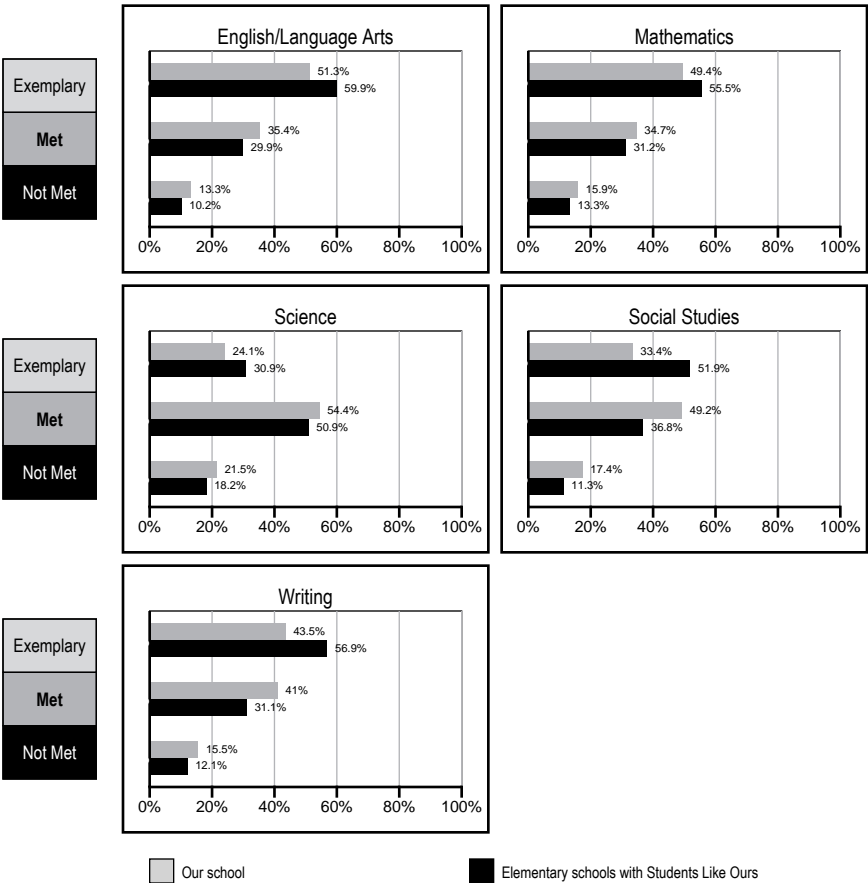
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	2	0	0	0

* Ratings are calculated with data available by 11/09/2011.

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=1,200)				
First graders who attended full-day kindergarten	98.3%	Down from 100.0%	98.5%	100.0%
Retention rate	1.8%	Down from 2.2%	0.6%	1.1%
Attendance rate	95.9%	Up from 95.5%	96.7%	96.2%
Served by gifted and talented program	18.4%	Up from 10.5%	31.0%	13.4%
With disabilities other than speech	6.4%	Down from 9.5%	3.0%	4.1%
Older than usual for grade	0.2%	Up from 0.1%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=64)				
Teachers with advanced degrees	57.8%	Up from 48.4%	63.6%	62.5%
Continuing contract teachers	75.0%	Up from 51.6%	90.6%	88.2%
Teachers returning from previous year	89.6%	Up from 76.3%	89.9%	87.8%
Teacher attendance rate	95.9%	Up from 94.3%	94.6%	95.2%
Average teacher salary*	\$42,773	Down 1.3%	\$48,638	\$46,773
Professional development days/teacher	14.0 days	Up from 13.2 days	11.6 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	24.3 to 1	Up from 22.7 to 1	21.1 to 1	19.9 to 1
Prime instructional time	90.3%	Up from 88.0%	91.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$4,992	Down 0.8%	\$6,969	\$7,447
Percent of expenditures for instruction**	78.0%	Up from 76.7%	70.2%	68.4%
Percent of expenditures for teacher salaries**	76.4%	Up from 70.2%	69.2%	65.8%

* 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

It has been a great year at Indian Land Elementary School as we are "Spearheading Success Every Day"! We have learned a lot and had a little fun along the way as well. We continue to focus on providing a challenging curriculum to our students to help them learn more every day they are with us. Excelling in the midst of change and growth continues to be the overall goal for Indian Land Elementary School. We recognize the power of partnership and the use of resources to achieve our goals. The school's primary focus continues to be to ensure all students demonstrate competency and proficiency in all academic areas. We have moved towards a balanced literacy program that includes flexible reading groups where each student is taught at their individual reading level to move all students forward. We will continue to use Everyday Math at all grade levels which is a much more hands on approach than we have used in the past. Our students are making great gains and we are so proud of their growth. We want each child to meet success every day at ILE. We will continue with Classworks computer instruction and MAP testing twice a year. This year we had another outstanding Science Fair. Parental and community involvement continue to play a crucial role in our school. Our PTA provides thousands of dollars towards the purchase of technology and classroom teacher grants for our school. This has directly impacted the quality of instruction for our students. We have a very active School Improvement Council who is always looking for ways to assist the school. We continue to enjoy the commitment from local business leaders who serve as mentors and tutors and provide financial support for our programs. While the landscape of Indian Land continues to change, we continue to provide a strong academic program for all.

Beth Blum, Principal
 Bryan Johnson, 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

YES

This school met 21 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	5.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate	95.9%	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 = 79.4% (Met or Exemplary)

All Students	560	99.5	13.3	35.4	51.3	91.9	81.8	82.4	Yes	Yes
Gender										
Male	298	99.3	16.6	35.3	48.1	89.8	77.9	78.7	N/A	N/A
Female	262	99.6	9.4	35.5	55.1	94.3	86	86.2	N/A	N/A
Racial/Ethnic Group										
White	439	99.5	12	34.5	53.5	93	86.3	88.9	Yes	Yes
African American	74	100	18.2	48.5	33.3	89.4	71.9	72.9	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93	93	I/S	I/S
Hispanic	33	100	21.2	24.2	54.5	81.8	79.4	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	95	83	I/S	I/S
Disability Status										
Disabled	72	98.6	43.9	42.4	13.6	69.7	48	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	30	96.7	24.1	17.2	58.6	79.3	78.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	177	98.9	21.1	39.2	39.8	87.7	74.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	560	99.8	16.1	34.6	49.3	89.8	83.1	81.9	Yes	Yes
Gender										
Male	298	100	19.7	29.2	51.1	87	80.2	79.9	N/A	N/A
Female	262	99.6	11.8	40.8	47.3	93.1	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	439	99.8	12.9	35.6	51.4	91.4	88	88.9	Yes	Yes
African American	74	100	36.4	24.2	39.4	80.3	72.3	71.4	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	97.7	94.6	I/S	I/S
Hispanic	33	100	18.2	39.4	42.4	87.9	81.5	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
Disability Status										
Disabled	72	100	44.8	32.8	22.4	62.7	45.5	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	17.2	44.8	37.9	89.7	81.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	177	99.4	29.1	39	32	80.8	76.2	74.9	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	376	99.7	21.5	54.4	24.1	78.5	64.4	68.6
Gender								
Male	196	100	23.1	53.2	23.7	76.9	65	68.3
Female	180	99.4	19.8	55.7	24.6	80.2	63.7	68.9
Racial/Ethnic Group								
White	292	99.7	18.5	53.6	27.9	81.5	72.5	80.7
African American	55	100	32.7	61.2	6.1	67.3	47.7	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	70	85.3
Hispanic	19	100	31.6	52.6	15.8	68.4	59	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	73.3	70.8
Disability Status								
Disabled	53	100	51	42.9	6.1	49	30.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	20	100	36.8	47.4	15.8	63.2	57.5	60.7
Socio-Economic Status								
Subsidized meals	121	99.2	35.3	48.3	16.4	64.7	52	57.3
Social Studies								
All Students	379	99.5	17.4	49.2	33.4	82.6	68.8	72.5
Gender								
Male	202	99.5	20.1	42.8	37.1	79.9	68.4	72
Female	177	99.4	14.3	56.5	29.2	85.7	69.2	73.1
Racial/Ethnic Group								
White	296	99.3	16.5	47.2	36.3	83.5	73.1	81
African American	50	100	21.3	57.4	21.3	78.7	59.1	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	80	89
Hispanic	24	100	20.8	58.3	20.8	79.2	67	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	84.6	73.5
Disability Status								
Disabled	47	100	40	46.7	13.3	60	36.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	21	100	25	55	20	75	67.8	69.7
Socio-Economic Status								
Subsidized meals	115	99.1	31.9	50.4	17.7	68.1	59.4	62.9

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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	168	98.2	15	41.3	43.8	85	71.7	73.2	95.9	96
Gender										
Male	99	97	19.6	42.4	38	80.4	64.4	67.2	96	95.8
Female	69	100	8.8	39.7	51.5	91.2	79	79.4	95.8	96.2
Racial/Ethnic Group										
White	131	99.2	14.2	40.9	44.9	85.8	77.9	81.5	95.8	95.8
African American	22	90.9	27.8	50	22.2	72.2	57.1	61.3	96.5	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.5	87	96.7	97.2
Hispanic	11	100	N/AV	N/AV	N/AV	100	70.1	66.7	95.5	95.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2	97.5	96.7
Disability Status										
Disabled	27	92.6	56	40	4	44	24.5	26	95.3	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	68.9	65.7	95.5	96.3
Socio-Economic Status										
Subsidized meals	59	98.3	24.1	43.1	32.8	75.9	61	63.2	94.9	95.4

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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							
2010	3	186	99.5	10.2	27.3	62.5	89.8
	4	168	97.6	16.3	39.4	44.4	83.8
	5	179	100	17.5	50.3	32.2	82.5
	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
2011	3	196	100	7.7	19.3	72.9	92.3
	4	195	98.5	16.7	40.9	42.5	83.3
	5	169	100	15.5	47.2	37.3	84.5
	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
Mathematics							
2010	3	186	99.5	21	33	46	79
	4	168	97	11.9	34.4	53.8	88.1
	5	179	100	33.3	49.1	17.5	66.7
	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
2011	3	196	100	17.1	24.9	58	82.9
	4	195	99.5	10.2	32.6	57.2	89.8
	5	169	100	21.7	47.8	30.4	78.3
	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
Science							
2010	3	93	100	35.2	46.6	18.2	64.8
	4	164	99.4	18.9	61	20.1	81.1
	5	89	100	36.8	56.3	6.9	63.2
	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
2011	3	96	100	27.9	46.5	25.6	72.1
	4	195	99.5	18.7	58.3	23	81.3
	5	85	100	21.3	53.8	25	78.8
	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

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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							
2010	3	92	100	26.1	53.4	20.5	73.9
	4	164	99.4	25.8	57.9	16.4	74.2
	5	90	100	23.8	48.8	27.4	76.2
	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
2011	3	100	100	9.5	41.1	49.5	90.5
	4	195	99	22.6	55.9	21.5	77.4
	5	84	100	14.8	43.2	42	85.2
	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
Writing							
2010	3	186	99.5	23.7	34.5	41.8	76.3
	4	167	98.2	17.9	45.1	37	82.1
	5	180	98.9	20.6	48.2	31.2	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
2011	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	168	98.2	15	41.3	43.8	85
	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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