



IRMO ELEMENTARY

7401 Gibbes Street
Irmo, SC 29063

Grades	K-5 Elementary School	
Enrollment	509 Students	
Principal	Shannon S. McAlister	803-476-4200
Superintendent	Stephen W. Hefner, Ed. D.	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

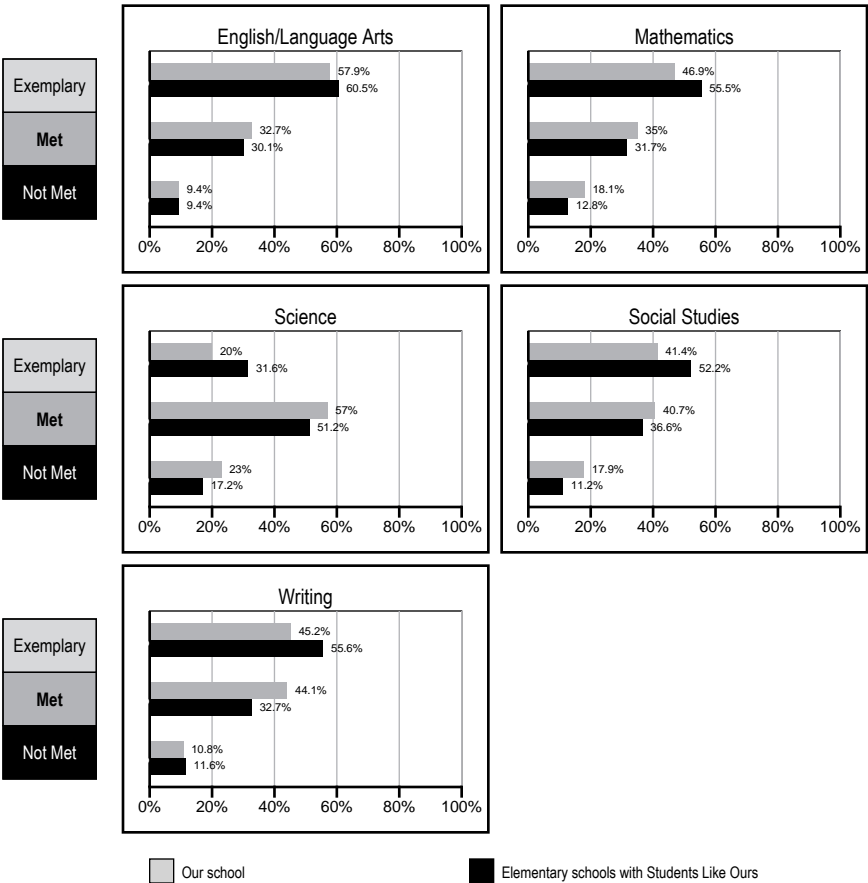
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
22	1	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=509)				
First graders who attended full-day kindergarten	90.7%	Down from 96.4%	98.4%	100.0%
Retention rate	0.0%	No Change	0.5%	1.1%
Attendance rate	96.8%	Down from 99.9%	96.7%	96.2%
Served by gifted and talented program	31.0%	Up from 29.6%	31.0%	13.4%
With disabilities other than speech	4.7%	Down from 9.1%	3.0%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	76.3%	Down from 77.5%	63.0%	62.5%
Continuing contract teachers	92.1%	Up from 90.0%	92.1%	88.2%
Teachers returning from previous year	88.0%	Down from 88.9%	91.0%	87.8%
Teacher attendance rate	93.3%	Down from 94.5%	95.2%	95.2%
Average teacher salary*	\$50,976	Down 0.8%	\$48,638	\$46,773
Professional development days/teacher	8.4 days	Up from 7.1 days	9.8 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	20.0 to 1	Up from 16.9 to 1	21.4 to 1	19.9 to 1
Prime instructional time	88.6%	Down from 93.2%	91.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.9%	Up from 69.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,870	Up 1.2%	\$6,424	\$7,447
Percent of expenditures for instruction**	64.0%	Up from 61.9%	69.9%	68.4%
Percent of expenditures for teacher salaries**	63.4%	Up from 61.2%	68.7%	65.8%

* 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

At Irmo Elementary School (IES), we are relationship oriented and results driven. Through the use of data driven collaborative planning, 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 an 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.

Fifth-grade teacher Stephen Corsini is the 2010-2011 Teacher of the Year and custodian Henry Dreher is the 2010-2011 Support Person of the Year. Our Business Partner of the Year was Chick-fil-A on Harbison Boulevard, and they were also honored as the District Five Elementary Business Partner of the Year.

Our school enjoys strong relationships with our families and the Irmo community. Our students learn the value of service to our school and community through active participation in ongoing initiatives such as Student Council, our in-school postal system "Wee Deliver," Safety Patrol, Recycling Club, the "Green Thumb" Gardening Club, and WBEE, our morning television news show. IES students have opportunities to hone their artistic talents through art club, yearbook staff, orchestra, chorus, as well as through participation in various theatrical and musical performances at our PTA meetings.

Irmo Elementary is very fortunate to have parents and community members actively involved as volunteers who are dedicated to the scaffolding and celebration of learning. Our students excitedly await PTA sponsored reading celebrations, curriculum nights, and our SIC sponsored Career Fair. The fundraising efforts of our PTA 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, we revere the value of collaboration, and maintain a commitment to ongoing professional development and research into effective instructional practice.

By working together, Irmo Elementary School stakeholders are proudly continuing the tradition of Inspiring and Embracing student Success

Shannon McAlister, Principal
Dr. Hope Rivers, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	97	57
Percent satisfied with learning environment	97.1%	89.6%	87.0%
Percent satisfied with social and physical environment	100.0%	91.8%	94.5%
Percent satisfied with school-home relations	100.0%	92.8%	83.6%

* 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 17 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	5.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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	267	99.6	9.4	32.7	57.9	92.9	89.6	82.4	Yes	Yes
Gender										
Male	137	99.3	12.8	37.6	49.6	91.2	86.7	78.7	N/A	N/A
Female	130	100	6.2	27.9	65.9	94.6	92.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	178	99.4	5.8	28.1	66.1	94.7	93.8	88.9	Yes	Yes
African American	60	100	23.2	42.9	33.9	85.7	80.2	72.9	Yes	Yes
Asian/Pacific Islander	17	100	N/AV	N/AV	N/AV	100	94	93	I/S	I/S
Hispanic	11	100	9.1	54.5	36.4	90.9	85.4	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.5	83	I/S	I/S
Disability Status										
Disabled	47	97.9	33.3	40.5	26.2	76.2	60.2	48.1	No	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	9	I/S	I/S	I/S	I/S	I/S	86.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	80	98.8	20.5	39.7	39.7	86.3	79.6	75.4	Yes	Yes

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

All Students	267	99.3	18.1	35	46.9	87	90.6	81.9	Yes	Yes
Gender										
Male	137	98.5	16	37.6	46.4	88.8	88.7	79.9	N/A	N/A
Female	130	100	20.2	32.6	47.3	85.3	92.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	178	98.9	10.5	33.9	55.6	94.2	95	88.9	Yes	Yes
African American	60	100	42.9	41.1	16.1	64.3	80.8	71.4	No	Yes
Asian/Pacific Islander	17	100	N/AV	N/AV	N/AV	100	96.6	94.6	I/S	I/S
Hispanic	11	100	36.4	36.4	27.3	72.7	85.8	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.5	84.4	I/S	I/S
Disability Status										
Disabled	47	95.7	52.4	31	16.7	59.5	63	47.3	No	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	9	I/S	I/S	I/S	I/S	I/S	88.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	80	97.5	35.6	37	27.4	71.2	80.7	74.9	No	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	171	94.7	19.1	59.9	21	80.9	81.2	68.6
Gender								
Male	83	94	21.6	52.7	25.7	78.4	80.2	68.3
Female	88	95.5	16.9	66.3	16.9	83.1	82.2	68.9
Racial/Ethnic Group								
White	118	93.2	10.2	63	26.9	89.8	89.5	80.7
African American	40	97.5	50	44.4	5.6	50	62.7	51.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	89.7	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.2	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	72.2	70.8
Disability Status								
Disabled	32	96.9	46.4	28.6	25	53.6	49.9	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	5	I/S	I/S	I/S	I/S	I/S	73.6	60.7
Socio-Economic Status								
Subsidized meals	54	94.4	34	48.9	17	66	65.8	57.3
Social Studies								
All Students	172	92.4	13.1	43.1	43.8	86.9	85.5	72.5
Gender								
Male	91	91.2	17.9	32.1	50	82.1	84.1	72
Female	81	93.8	8	54.7	37.3	92	86.8	73.1
Racial/Ethnic Group								
White	113	96.5	7.5	43.4	49.1	92.5	91.7	81
African American	35	88.6	37.9	48.3	13.8	62.1	71.3	60
Asian/Pacific Islander	14	85.7	N/AV	N/AV	N/AV	100	91.3	89
Hispanic	9	I/S	I/S	I/S	I/S	I/S	81.3	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.6	73.5
Disability Status								
Disabled	29	96.6	48.1	22.2	29.6	51.9	56.7	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	8	I/S	I/S	I/S	I/S	I/S	83.8	69.7
Socio-Economic Status								
Subsidized meals	46	93.5	26.8	48.8	24.4	73.2	70.8	62.9

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	99	99	10.8	44.1	45.2	89.2	83.4	73.2	96.8	96.8
Gender										
Male	51	98	8.9	53.3	37.8	91.1	77.5	67.2	96.6	96.8
Female	48	100	12.5	35.4	52.1	87.5	89.2	79.4	97	96.8
Racial/Ethnic Group										
White	64	98.4	4.9	42.6	52.5	95.1	88.6	81.5	96.8	96.7
African American	21	100	30	50	20	70	72.1	61.3	96.4	97
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.8	87	98.5	97.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	70.5	66.7	96.8	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	72.2	98.1	96.4
Disability Status										
Disabled	14	92.9	50	41.7	8.3	50	40.5	26	96.1	96.2
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	2	I/S	I/S	I/S	I/S	I/S	75.8	65.7	97.8	97.3
Socio-Economic Status										
Subsidized meals	31	96.8	21.4	50	28.6	78.6	71	63.2	95.7	96.1

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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	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
2011	3	92	100	11.2	25.8	62.9	88.8
	4	77	100	8.2	28.8	63	91.8
	5	98	99	8.7	42.4	48.9	91.3
	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
Mathematics							
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
2011	3	92	100	23.6	32.6	43.8	76.4
	4	77	98.7	9.6	34.2	56.2	90.4
	5	98	99	19.6	38	42.4	80.4
	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
Science							
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
2011	3	46	100	33.3	42.2	24.4	66.7
	4	77	98.7	11	74	15.1	89
	5	48	83.3	17.9	53.8	28.2	82.1
	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	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
2011	3	46	97.8	13.6	27.3	59.1	86.4
	4	77	98.7	9.6	56.2	34.2	90.4
	5	49	77.6	19.4	36.1	44.4	80.6
	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
Writing							
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
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	99	99	10.8	44.1	45.2	89.2
	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

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