



INDIAN LAND MIDDLE

8361 Charlotte Hwy
Indian Land, SC 29707

Grades	6-8 Middle School	
Enrollment	535 Students	
Principal	David D. McDonald	803-578-2500
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	Excellent
2010	Good	Good
2009	Good	Good
2008	Average	Below Average
2007	N/A	N/A

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

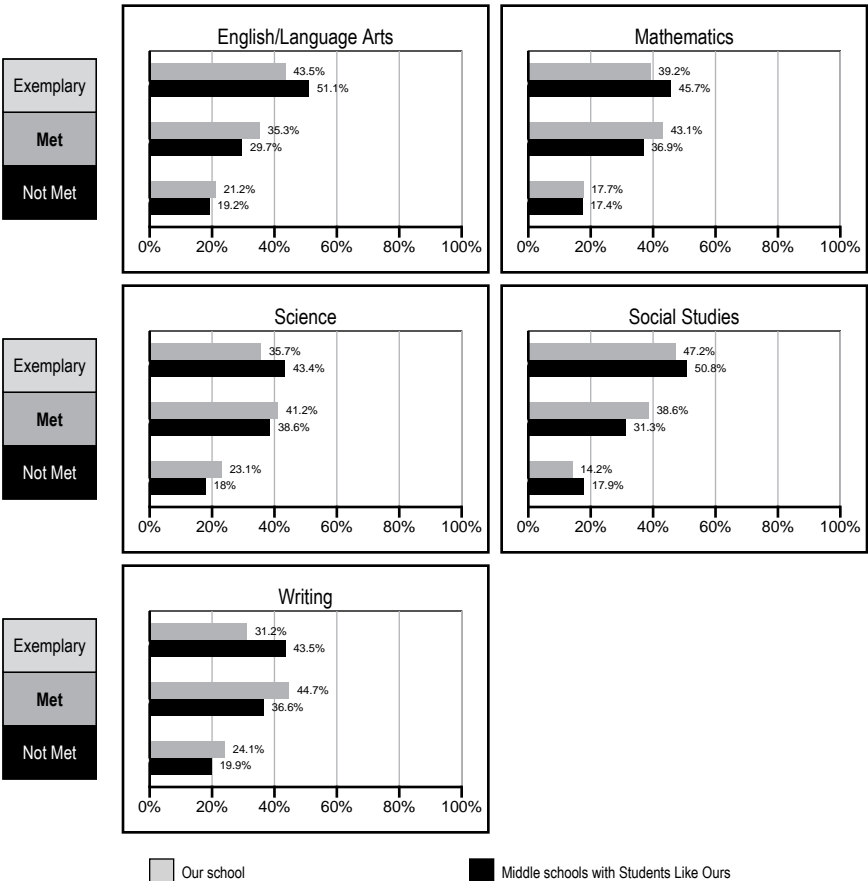
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

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

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.2%
English 1	N/A	99.1%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=535)				
Students enrolled in high school credit courses (grades 7 & 8)	37.0%	Up from 26.4%	37.0%	24.5%
Retention rate	0.0%	Down from 1.2%	0.4%	0.7%
Attendance rate	95.7%	Down from 95.8%	96.6%	95.9%
Served by gifted and talented program	21.9%	Down from 22.4%	34.7%	17.8%
With disabilities other than speech	10.0%	Down from 11.7%	5.9%	9.2%
Older than usual for grade	0.4%	Down from 1.1%	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 0.8%	0.8%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	43.3%	Up from 27.8%	66.7%	60.0%
Continuing contract teachers	63.3%	Up from 44.4%	88.2%	82.6%
Teachers returning from previous year	82.7%	N/A	89.1%	85.6%
Teacher attendance rate	95.1%	Down from 95.4%	95.1%	95.3%
Average teacher salary*	\$40,021	Down 6.1%	\$49,896	\$46,300
Professional development days/teacher	13.0 days	Down from 14.3 days	7.9 days	9.9 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	23.9 to 1	Up from 21.2 to 1	23.9 to 1	21.5 to 1
Prime instructional time	88.8%	Down from 89.1%	89.6%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	91.4%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$6,193	Down 3.5%	\$6,745	\$7,634
Percent of expenditures for instruction**	67.6%	Down from 69.2%	66.0%	64.0%
Percent of expenditures for teacher salaries**	65.6%	No Change	64.9%	61.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Indian Land Middle School has had another wonderful year of outstanding accomplishments. The 2010-11 school year continued strides in academic success, parent involvement, community partnerships, and recognition. Our focus continued to be providing a challenging curriculum for all learners while providing a substantive program that exposes students to various activities. Our school was named again this year a S.C State School of Character. We were recognized as a School of Merit from the Red Robin Foundation. We also received a Promising Practices Award for our One Book, One School initiative. Teachers this year have won over \$15,000 in grants and our school received several large donations that have assisted in placing technology in classrooms.

This year, a team of staff, parents and community members have worked to write our five year school renewal plan that includes a set of goals that will guide our school over the next five years and onward. A review of current literacy offerings yielded new ideas and strategies for the future. Our PTA, SIC, and community support is the highest it has ever been.

ILMS continues its focus to remain a School to Watch. New student data folders, increased offerings in our advisory program, and more rigorous classroom activities have guided our improvement efforts over the last year and will continue to do so in the future. ILMS will continue to strive to maintain high standards for all learners.

David D. McDonald, Principal
David Loughry, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	165	106
Percent satisfied with learning environment	96.6%	62.4%	83.3%
Percent satisfied with social and physical environment	100.0%	71.5%	79.6%
Percent satisfied with school-home relations	93.5%	83.5%	76.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 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	4.6%	0.0%	No
Student attendance rate	95.7%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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	535	100	21.2	35.3	43.5	88.3	81.8	82.4	Yes	Yes
Gender										
Male	281	100	26.3	36.8	36.8	82.7	77.9	78.7	N/A	N/A
Female	254	100	15.8	33.6	50.6	94.3	86	86.2	N/A	N/A
Racial/Ethnic Group										
White	402	100	19	34.3	46.8	90.1	86.3	88.9	Yes	Yes
African American	86	100	34.9	42.2	22.9	78.3	71.9	72.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93	93	I/S	I/S
Hispanic	38	100	19.4	30.6	50	88.9	79.4	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	95	83	I/S	I/S
Disability Status										
Disabled	57	100	59.6	30.8	9.6	53.8	48	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	23	100	21.4	39.3	39.3	85.7	78.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	165	100	32.7	35.2	32.1	79.2	74.5	75.4	No	Yes

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

All Students	535	100	17.7	43.1	39.2	89.9	83.1	81.9	Yes	Yes
Gender										
Male	281	100	22.9	41	36.1	85.7	80.2	79.9	N/A	N/A
Female	254	100	12.1	45.3	42.5	94.3	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	402	100	14.8	40.5	44.7	91.4	88	88.9	Yes	Yes
African American	86	100	32.5	50.6	16.9	79.5	72.3	71.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	97.7	94.6	I/S	I/S
Hispanic	38	100	16.7	55.6	27.8	94.4	81.5	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
Disability Status										
Disabled	57	100	59.6	28.8	11.5	51.9	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	23	100	17.9	57.1	25	96.4	81.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	165	100	26.4	44	29.6	84.3	76.2	74.9	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	359	99.4	22.6	41.5	35.9	77.4	64.4	68.6
Gender								
Male	200	99	21	44.1	34.9	79	65	68.3
Female	159	100	24.7	38.3	37	75.3	63.7	68.9
Racial/Ethnic Group								
White	265	99.3	19.5	37.8	42.6	80.5	72.5	80.7
African American	60	100	42.1	47.4	10.5	57.9	47.7	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	70	85.3
Hispanic	28	100	11.5	65.4	23.1	88.5	59	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	73.3	70.8
Disability Status								
Disabled	47	100	59.1	29.5	11.4	40.9	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	17	100	14.3	61.9	23.8	85.7	57.5	60.7
Socio-Economic Status								
Subsidized meals	122	100	38.5	39.3	22.2	61.5	52	57.3
Social Studies								
All Students	358	100	14.2	38.6	47.2	85.8	68.8	72.5
Gender								
Male	188	100	15.4	33.1	51.4	84.6	68.4	72
Female	170	100	12.8	44.5	42.7	87.2	69.2	73.1
Racial/Ethnic Group								
White	271	100	13.6	35.8	50.6	86.4	73.1	81
African American	56	100	18.9	49.1	32.1	81.1	59.1	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	80	89
Hispanic	26	100	12.5	50	37.5	87.5	67	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.6	73.5
Disability Status								
Disabled	38	100	45.5	36.4	18.2	54.5	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	15	100	10.5	57.9	31.6	89.5	67.8	69.7
Socio-Economic Status								
Subsidized meals	98	100	18.3	48.4	33.3	81.7	59.4	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	177	99.4	23.7	45	31.4	76.3	71.7	73.2	95.7	96
Gender										
Male	86	98.8	30	48.8	21.3	70	64.4	67.2	95.5	95.8
Female	91	100	18	41.6	40.4	82	79	79.4	96	96.2
Racial/Ethnic Group										
White	140	99.3	22	43.2	34.8	78	77.9	81.5	95.4	95.8
African American	23	100	34.8	52.2	13	65.2	57.1	61.3	97.3	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.5	87	96.2	97.2
Hispanic	9	I/S	I/S	I/S	I/S	I/S	70.1	66.7	96.2	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	94.3	96.7
Disability Status										
Disabled	16	93.8	N/AV	N/AV	N/AV	16.7	24.5	26	94.2	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	6	I/S	I/S	I/S	I/S	I/S	68.9	65.7	97.1	96.3
Socio-Economic Status										
Subsidized meals	45	100	33.3	50	16.7	66.7	61	63.2	94.3	95.4

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
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	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	172	100	16.8	34.7	48.5	83.2
	7	170	100	18.4	33.1	48.5	81.6
	8	166	100	21.9	28.1	50	78.1
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	178	100	22.2	38.6	39.2	77.8
	7	182	100	22	34.5	43.5	78
	8	175	100	19.5	32.5	47.9	80.5
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	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	172	100	22.8	33.5	43.7	77.2
	7	170	100	19.6	47.9	32.5	80.4
	8	166	100	21.9	40	38.1	78.1
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	178	100	15.9	46.6	37.5	84.1
	7	182	100	22	35.1	42.9	78
	8	175	100	15.4	47.3	37.3	84.6
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	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	86	100	22.6	59.5	17.9	77.4
	7	169	100	13	54.9	32.1	87
	8	85	100	19.5	26.8	53.7	80.5
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	89	100	41.6	42.7	15.7	58.4
	7	182	100	16.7	39.3	44	83.3
	8	88	97.7	14.5	44.6	41	85.5

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
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	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	86	100	9.6	57.8	32.5	90.4
	7	170	100	26.4	33.7	39.9	73.6
	8	81	100	19	29.1	51.9	81
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	89	100	4.6	60.9	34.5	95.4
	7	182	100	16.7	28	55.4	83.3
	8	87	100	19	36.9	44	81
Writing							
2010	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	175	100	18.8	45.3	35.9	81.2
	7	170	100	20.6	49.1	30.3	79.4
	8	169	100	18.3	43.9	37.8	81.7
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	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	177	99.4	23.7	45	31.4	76.3

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