



Independence Elementary

132 West Springdale Rd.
Rock Hill, SC 29730

Grades	PK-5 Elementary School	
Enrollment	536 Students	
Principal	Marc Swygert	803-981-1135
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Jim Vining	803-366-2806

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Average
2012	Good	Excellent
2011	Average	Average
2010	Average	Good
2009	Average	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://www.eoc.sc.gov>

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

Percent of students tested in 2012-13 whose 2011-12 test scores were located

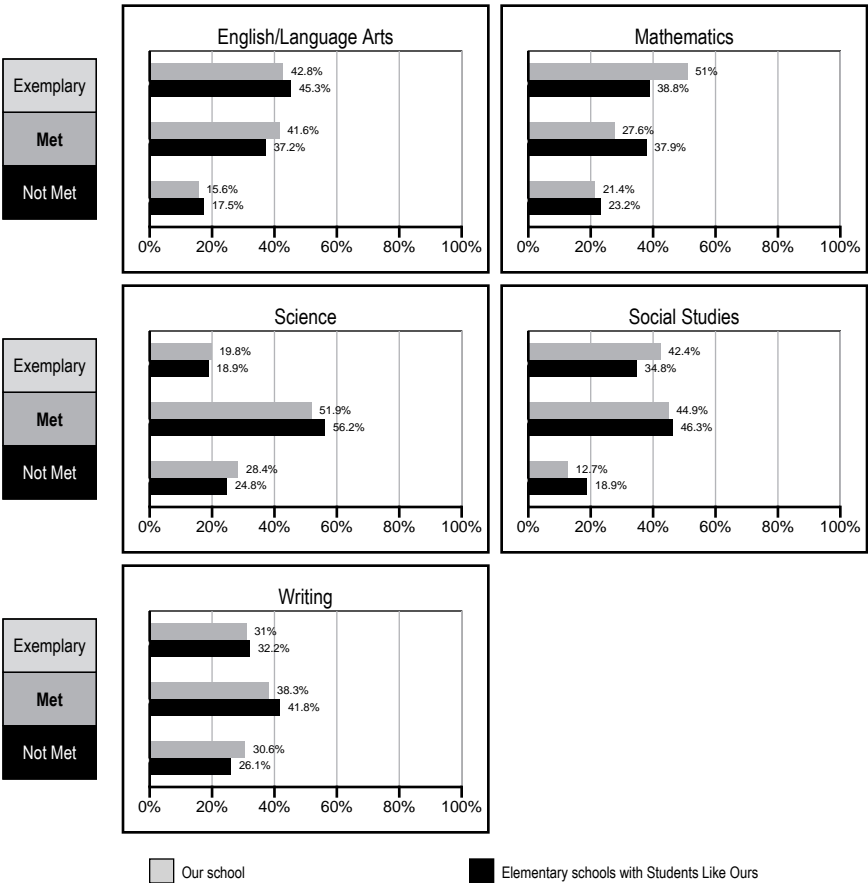
91.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	44	47	0	0

* Ratings are calculated with data available by 12/14/2013.

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=536)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Up from 0.0%	1.3%	0.9%
Attendance rate	95.9%	Down from 96.2%	96.2%	96.3%
Served by gifted and talented program	7.0%	N/A	8.5%	7.2%
With disabilities	11.3%	N/A	13.6%	12.4%
Older than usual for grade	0.9%	N/A	2.3%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	64.7%	Up from 63.6%	63.0%	62.5%
Continuing contract teachers	85.3%	Down from 100.0%	85.7%	83.3%
Teachers returning from previous year	91.7%	Down from 93.9%	89.2%	88.3%
Teacher attendance rate	96.3%	Up from 95.6%	95.0%	95.0%
Average teacher salary*	\$49,382	Up 3.0%	\$48,608	\$48,193
Professional development days/teacher	12.4 days	Up from 9.9 days	11.1 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 21.6 to 1	20.3 to 1	20.1 to 1
Prime instructional time	91.0%	Up from 89.4%	90.0%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 96.7%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,097	Up 2.9%	\$7,075	\$7,364
Percent of expenditures for instruction**	74.0%	Up from 73.4%	68.0%	68.0%
Percent of expenditures for teacher salaries**	72.0%	Down from 73.4%	66.0%	66.0%

* 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

Independence Elementary School serves a diverse suburban population of over 575 students and has celebrated many successes in the 2012-13 school year. We continued to implement our district strategic plan, the Rock Hill Climb, by increasing parental involvement and strategies to enrich student learning across the curriculum. Based on our district strategic plan and information gathered about our school, we continued to work on writing instruction and Response to Intervention in math and ELA, in addition to increasing our focus on science inquiry. Independence Elementary was proud to be the only RHSD3 elementary school to receive the Palmetto Gold Award for outstanding student performance and the Palmetto Gold Award for excellent results in Closing the Achievement Gaps based on PASS scores. The combination of these two awards reaffirms that all students at Independence are learning at high levels. Independence is committed to inquiry-based learning and differentiated instruction. The school implemented the state's Response to Intervention Model to continue its improvement in closing the achievement gap. Response to Intervention implementation included Tier I instruction with fidelity, Tier II targeted interventions, and Tier III intensive support. Late start days and after-school professional development were devoted to teacher collaboration and vertical alignment of common formative assessments, and writing instruction. While we continue many of the programs that have helped our students to be successful in the past, we have also added a Science Club, Independence Investigators, a Science Fair, and participated in the Science Bowl to stimulate student interest and engage students in inquiry-based learning.

Community connections continued to improve through planned PTO, Title I, and school events including a Fall Carnival, Spring Bingo Night, Field Studies, Family Fitness, The Price is Right: Money Matters, and Pennies for Pasta. The PTO supported the school financially by purchasing classroom supplies, funding the Art Club, recognizing student achievements, purchasing books for a summer literacy program, and maintaining the school aviary. Students had an array of opportunities in which to participate, including Dance Team, Step Team, Lady Patriots, Recycling Club, Battle of the Books, Safety Patrol, and Student Council. Our school partnered with Rock Hill High School to invite high school students to assist and mentor our students through the Teacher Cadet program. This year we continued the Watch D.O.G.S. Dads, a program designed to invite and encourage dads and other important male figures to volunteer in our school. We plan to continue and expand on these programs in the coming year.

Independence Elementary believes in the power of technology. Independence was the 1st school in our district to hold a Parent Information Night about the district's iRock initiative. We currently have a 2nd grade challenged-based learning class and have purchased many iPads which are used school-wide. Students are encouraged to bring their own devices to use. We believe in iRock: Learning Anytime, Anywhere!

Jill Pappas, Principal
 Amanda Haskin, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	80	62
Percent satisfied with learning environment	94.7%	93.8%	87.1%
Percent satisfied with social and physical environment	94.8%	90.9%	88.6%
Percent satisfied with school-home relations	89.4%	95%	89.4%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	89.4
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Independence Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.3%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	665.3	663.2	627.7	653.2	100.0	100.0
Male	660.8	664.7	630.2	656.6	100.0	100.0
Female	669.1	662.0	625.5	650.5	100.0	100.0
White	673.1	674.2	634.6	661.3	100.0	100.0
African American	655.3	651.9	620.3	638.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	619.3	612.5	597.2	624.6	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	653.7	652.8	618.0	640.3	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	75	100	21.7	29	49.3	78.3
	4	89	100	20.3	30.4	49.4	79.7
	5	89	100	21	48.1	30.9	79
	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
2013	3	96	100	13.8	32.5	53.8	86.3
	4	88	100	20.8	48.1	31.2	79.2
	5	100	100	12.8	44.2	43	87.2
	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
Mathematics							
2012	3	75	100	26.1	29	44.9	73.9
	4	89	100	8.9	30.4	60.8	91.1
	5	89	100	17.3	46.9	35.8	82.7
	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
2013	3	96	100	33.8	20	46.3	66.3
	4	88	100	14.3	28.6	57.1	85.7
	5	100	100	16.3	33.7	50	83.7
	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							
2012	3	40	100	32.4	56.8	10.8	67.6
	4	89	100	20.3	57	22.8	79.7
	5	44	100	25	50	25	75
	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
2013	3	50	100	31	40.5	28.6	69
	4	88	100	28.6	54.5	16.9	71.4
	5	50	100	25.6	58.1	16.3	74.4
	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

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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							
2012	3	35	100	31.3	40.6	28.1	68.8
	4	89	100	17.7	41.8	40.5	82.3
	5	45	100	22	39	39	78
	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
2013	3	46	100	7.9	47.4	44.7	92.1
	4	88	100	16.9	49.4	33.8	83.1
	5	50	100	9.3	34.9	55.8	90.7
	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							
2012	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	89	98.9	25	35	40	75
	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
2013	3	99	99	24.4	40.2	35.4	75.6
	4	88	100	40.5	43	16.5	59.5
	5	96	99	26.7	32.6	40.7	73.3
	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

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