



Indian Land High School

8063 River Road
Indian Land, SC 29707

Grades	9-12 High School	
Enrollment	767 Students	
Principal	David Shamble	803-547-7571
Superintendent	Dr. Richard E. Moore	803-286-6972
Board Chair	Mr. Robert Parker	803-286-6972

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Good
2010	Excellent	Average
2009	Average	At-Risk

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>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
11	0	0	0	0

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

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	89.7%	87.2%	89.7%	88.6%	91.3%	89.7%
Passed 1 subtest (%)	5.7%	6.1%	6.7%	7.0%	5.2%	6.5%
Passed no subtests (%)	4.6%	6.7%	3.6%	4.4%	3.5%	3.8%

HSAP Passage Rate by Spring 2013

Percent	Our High School	High Schools with Students Like Ours
	96.4%	96.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	157	189	401	380
Number of Graduates in Cohort	141	172	342	328
Rate	89.8%	91.0%	85.8%	86.5%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	165	158	394	378
Number of Graduates in Cohort	137	146	339	328
Rate	83.0%	92.4%	85.6%	87.2%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	77.1%	84.6%
English 1	87.6%	83.2%
Biology 1/Applied Biology 2	84.1%	87.2%
US History and the Constitution	70.2%	75.5%
All Tests	80.4%	82.8%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=767)				
Retention rate	1.5%	Down from 1.7%	2.5%	2.9%
Attendance rate	94.1%	Down from 94.2%	95.3%	95.1%
Served by gifted and talented program	20.3%	N/A	33.8%	17.5%
With disabilities	12.1%	N/A	8.8%	11.9%
Older than usual for grade	4.8%	N/A	5.3%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.0%	1.2%	1.1%
Enrolled in AP/IB programs	39.9%	Down from 45.5%	39.9%	15.1%
Successful on AP/IB exams	42.0%	Up from 30.8%	61.0%	51.5%
Eligible for LIFE Scholarship	37.4%	Up from 35.8%	37.9%	30.6%
Annual dropout rate	1.2%	Down from 2.1%	1.4%	2.3%
Career/technology students in co-curricular organizations	17.1%	Up from 12.0%	0.8%	7.2%
Enrollment in career/technology courses	601	Up from 547	650	418
Students participating in work-based experiences	0.2%	Down from 2.3%	8.0%	14.6%
Career/technology students attaining technical skills	89.9%	Down from 91.0%	88.1%	84.8%
Career/technology completers placed	83.9%	Up from 79.2%	99.4%	98.3%
Teachers (n=47)				
Teachers with advanced degrees	53.2%	Up from 43.9%	66.0%	63.4%
Continuing contract teachers	76.6%	Up from 75.6%	82.4%	78.8%
Teachers returning from previous year	87.8%	Up from 83.5%	88.0%	86.2%
Teacher attendance rate	95.5%	Up from 95.3%	95.6%	95.2%
Average teacher salary*	\$48,081	Up 5.3%	\$50,218	\$48,699
Professional development days/teacher	18.3 days	Up from 17.8 days	9.9 days	9.9 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	28.4 to 1	Down from 31.6 to 1	28.6 to 1	26.9 to 1
Prime instructional time	88.3%	Up from 87.9%	90.0%	89.0%
Dollars spent per pupil**	\$6,692	Down 1.7%	\$6,692	\$7,919
Percent of expenditures for teacher salaries**	60.0%	Down from 60.3%	59.0%	57.0%
Percent of expenditures for instruction**	63.0%	Up from 62.7%	60.0%	60.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 98.3%	99.4%	97.7%
Character development program	Good	Up from Average	Good	Good
Modern language program assessment	N/A	N/A	N/A	11.0
Classical language program assessment	N/A	N/A	N/A	15.0

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	167	96.4%	774	80.4%	189	91.0%
Gender						
Male	93	94.6%	460	80.0%	104	88.5%
Female	74	98.6%	314	80.9%	85	94.1%
Racial/Ethnic Group						
White	112	97.3%	535	81.9%	127	90.6%
African American	35	94.3%	148	72.3%	40	92.5%
Asian/Pacific Islander	N/A	N/A	11	90.9%	N/A	N/A
Hispanic	18	94.4%	77	85.7%	21	90.5%
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	23	82.6%	99	49.5%	24	83.3%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	51	80.4%	N/A	N/A
Socio-Economic Status						
Subsidized meals	52	90.4%	230	72.6%	58	87.9%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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 High School is committed to building strong traditions of academic excellence. Our parents and community partners are helping to make a difference in the lives of our students. The administration, along with the SIC, work together to analyze data, assess strengths and weaknesses, and develop and implement a curriculum that will continue to challenge our students and nurture academic success throughout our school. For the fourth time in five years, ILHS is the proud recipient of the Palmetto Gold Award. Again, we are the recipients of the Magna Cum Laude award for High Improvement on the ACT and Suma Cum Laude for High Improvement on the SAT. Students at ILHS continue to meet academic challenges by taking the most rigorous courses offered, including nine AP courses. For our students, who may not have a desire for a traditional college, we have increased offerings in the Career and Technology Education (CaTE) courses. ILHS' Army JROTC program has again earned the Distinguished Unit Award. A follow-up performance by our Varsity Boys Soccer Team led them to compete once again for a State title in Pelion, SC. One student was a recipient of a Clemson National Merit Scholarship. Three students were recipients of the distinguished South Carolina Academic Awards Honors for which they received an additional diploma. It is our pleasure to be able to provide our students with the opportunity to succeed academically, artistically and athletically. Our extra-curricular activities provide one hundred percent of our students the opportunity to participate in school activities. In the last five years, ILHS has been awarded over \$100,000 dollars in grants. Many of our accomplishments can be attributed to the dedication and commitment of our teachers. Professional development is important to our faculty and staff; our two book studies this year addressed Common Core State Standards and differentiated instruction. We look forward to building upon the legacy being created by the Indian Land students, staff and community.

David Shamble, Principal
 Melvin Stroble, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	142	40
Percent satisfied with learning environment	95.5%	80.9%	87.5%
Percent satisfied with social and physical environment	95.4%	80.7%	90%
Percent satisfied with school-home relations	81.8%	90.7%	89.7%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

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

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	89.6
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

Indian Land High School 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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.2%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	3.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.6%	0.0%	No

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
Grades 9-12							
All Students	239.6	237.1	81.7	72.4	98.5	98.5	89.8
Male	234.2	236.0	80.9	73.4	98.0	98.0	89.2
Female	245.0	238.1	82.5	71.2	99.0	99.0	90.5
White	241.9	241.4	83.3	73.7	99.3	99.3	91.3
African American	N/A	N/A	74.5	68.8	93.8	93.8	87.5
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	71.3	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	70.0
Subsidized meals	230.9	227.3	76.7	68.5	95.6	95.6	85.7
Annual Measurable Objective (AMO)	226	223	77	73	95.0	95	74.1

Abbreviations for Missing Data

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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2012	181	100.0	7.2	25.6	35.6	31.7	67.2
	2013	198	98.5	6.7	22.6	30.8	40.0	70.8
Mathematics								
All Students	2012	181	100.0	12.2	21.1	33.3	33.3	66.7
	2013	198	98.5	7.2	31.3	27.2	34.4	61.5

Abbreviations for Missing Data

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