



SIX MILE ELEMENTARY

777 N Main St
Six Mile, SC 29682

Grades	PK-5 Elementary School	
Enrollment	489 Students	
Principal	R. Clifton Alexander	864-868-2352
Superintendent	Dr. Henry Hunt	864-397-1000
Board Chair	Jim Shelton	864-836-8465

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Good	Good
2008	Good	Average
2007	Good	At-Risk
2006	Good	Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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.

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

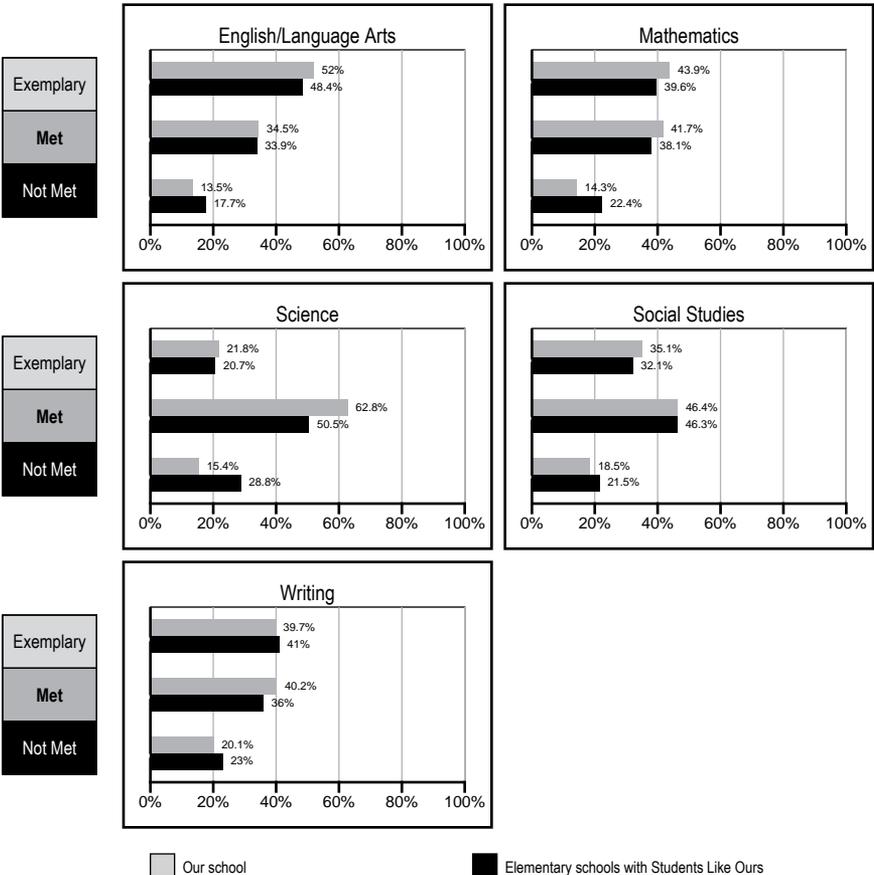
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	38	31	0	0

* Ratings are calculated with data available by 03/09/2011.

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=489)				
First graders who attended full-day kindergarten	98.6%	No Change	100.0%	100.0%
Retention rate	3.6%	Up from 2.1%	1.2%	1.2%
Attendance rate	96.3%	Down from 96.7%	96.2%	96.1%
Eligible for gifted and talented	23.2%	Up from 15.5%	16.0%	11.7%
With disabilities other than speech	5.8%	Down from 9.4%	7.5%	8.0%
Older than usual for grade	0.0%	Down from 0.3%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	67.7%	Up from 65.6%	62.2%	60.5%
Continuing contract teachers	96.8%	Up from 87.5%	86.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.6%	Up from 85.6%	89.9%	87.0%
Teacher attendance rate	94.7%	Up from 94.5%	95.5%	95.4%
Average teacher salary*	\$49,895	Down 0.0%	\$48,113	\$47,288
Professional development days/teacher	6.3 days	Down from 7.0 days	10.7 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 19.9 to 1	19.9 to 1	19.2 to 1
Prime instructional time	90.5%	Down from 90.6%	90.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,019	Down 4.8%	\$6,951	\$7,548
Percent of expenditures for instruction**	60.4%	Up from 59.7%	69.3%	68.7%
Percent of expenditures for teacher salaries**	57.1%	Up from 53.9%	66.4%	65.1%

* 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

Six Mile Elementary School with the cooperative effort of students, teachers, and parents continued in its mission to provide a quality education that encourages achievement for all students in a safe and caring environment. A recipient of the 2010 Silver Award and 2010 Upstate Safe Kids School Award, Six Mile Elementary continued as an ambassador for improved educational and safety practices. Summer renovations secured the front entrance and upgraded the computer lab, professional learning area, fire, audio and phone systems. Six Mile continued initiatives promoting literacy and mathematics, such as a balanced literacy model with nightly reading in level books, Marcy Cook math strategies, "Journal Boards" in math and language arts, and writing across the curriculum. MAP test analysis provided direction for aligning instruction and assessment with curriculum standards while "Flexible Groups" addressed areas of improvement. Single-gender instruction was implemented in grades 2 & 3 as another way to differentiate instruction. Our staff participated in monthly professional development sessions to learn the best strategies for teaching boys and girls, and Six Mile chartered the first Guys Read Club in the state. Daily common planning time, school-wide monthly meetings, workshops and conferences kept teachers abreast of the latest research and best practices in various subject areas. All teachers at Six Mile Elementary are Highly Qualified and seven teachers are National Board Certified. In addition, innovative programs already in place at Six Mile Elementary included: wireless internet and Promethean Boards in each classroom, academic achievement recognition and awards, enrichment clubs in grades 3-5; grade-level and school-wide service learning projects, character education program, SIC and PTO, family academic nights and author visits, comprehensive art, music and physical education programs, and a challenging and interactive curriculum. Volunteers, many of which are trained parents and community members, are a vital part of Six Mile Elementary's instructional program. Their many hours of service in areas such as our tutorial programs have placed our school at the top in our district in volunteer hours. These efforts have shown that the collaboration of all stakeholders is vital in our vision to build success beyond the classroom while promoting the development of the "whole child" and meeting rigorous, new academic standards.

Clif Alexander, Principal Amanda Wylie, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	61	42
Percent satisfied with learning environment	100.0%	78.7%	85.7%
Percent satisfied with social and physical environment	100.0%	91.8%	95.1%
Percent satisfied with school-home relations	100.0%	93.3%	81.0%

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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 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	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	229	100	13.5	34.5	52	93.7	87.2	83.5	Yes	Yes
Gender										
Male	117	100	14.2	37.2	48.7	93.8	84	80.1	N/A	N/A
Female	112	100	12.7	31.8	55.5	93.6	90.7	87	N/A	N/A
Racial/Ethnic Group										
White	226	100	13.2	34.5	52.3	93.6	88.7	89.6	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	75.4	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.1	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	82.5	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.1	85.1	I/S	I/S
Disability Status										
Disabled	36	100	31.4	51.4	17.1	82.9	57.1	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	81.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	106	100	16.5	41.7	41.7	92.2	81.6	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	229	100	14.3	41.7	43.9	92.8	83.8	80.4	Yes	Yes
Gender										
Male	117	100	13.3	34.5	52.2	92.9	81.7	78.4	N/A	N/A
Female	112	100	15.5	49.1	35.5	92.7	86.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	226	100	13.6	41.8	44.5	92.7	85.6	87.8	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	71.2	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.2	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	72.5	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.8	83.2	I/S	I/S
Disability Status										
Disabled	36	100	34.3	60	5.7	80	51.2	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	78.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	106	100	21.4	53.4	25.2	90.3	76.6	72.8	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	157	100	15.4	62.8	21.8	84.6	76.1	67.3
Gender								
Male	78	100	12.8	56.4	30.8	87.2	76.1	66.9
Female	79	100	17.9	69.2	12.8	82.1	76.2	67.7
Racial/Ethnic Group								
White	155	100	15.6	62.3	22.1	84.4	78.5	79.6
African American	1	I/S	I/S	I/S	I/S	I/S	57.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.8	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65	69.5
Disability Status								
Disabled	27	100	14.8	74.1	11.1	85.2	43.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	68.5	58.6
Socio-Economic Status								
Subsidized meals	75	100	20	69.3	10.7	80	65.7	55.4
Social Studies								
All Students	156	99.4	18.5	46.4	35.1	81.5	77	70.9
Gender								
Male	80	98.8	19.7	35.5	44.7	80.3	76	70.1
Female	76	100	17.3	57.3	25.3	82.7	78	71.7
Racial/Ethnic Group								
White	154	99.4	17.4	47	35.6	82.6	78.5	79.2
African American	2	I/S	I/S	I/S	I/S	I/S	64.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	83.5	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	73.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	71.2
Disability Status								
Disabled	24	100	39.1	47.8	13	60.9	41.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	76.2	68
Socio-Economic Status								
Subsidized meals	73	98.6	25.7	45.7	28.6	74.3	67.4	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	230	100	20.1	40.2	39.7	79.9	79.4	72.1	96.3	96.2
Gender										
Male	118	100	22.8	43.9	33.3	77.2	72.7	65.2	96.3	96.2
Female	112	100	17.3	36.4	46.4	82.7	86.5	79.2	96.3	96.2
Racial/Ethnic Group										
White	227	100	20.4	39.8	39.8	79.6	81.3	80.8	96.3	96.1
African American	2	I/S	I/S	I/S	I/S	I/S	65.4	59.7	95.7	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	87	94.8	97.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	64.6	99.9	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	62.1	73.4	97.5	95.1
Disability Status										
Disabled	28	100	63	25.9	11.1	37	34.8	27.7	96.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	93.1
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	72.5	63.7	99.9	97.4
Socio-Economic Status										
Subsidized meals	107	100	27.9	46.2	26	72.1	69.8	61.9	95.5	95.5

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	91	100	17.2	37.9	44.8	82.8
	4	73	100	8.5	46.5	45.1	91.5
	5	81	100	11.4	48.1	40.5	88.6
	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
2010	3	82	100	8.8	28.8	62.5	91.3
	4	85	100	18.8	37.6	43.5	81.2
	5	62	100	12.1	37.9	50	87.9
	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
Mathematics							
2009	3	91	100	20.7	47.1	32.2	79.3
	4	73	100	12.7	47.9	39.4	87.3
	5	81	100	17.7	45.6	36.7	82.3
	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
2010	3	82	100	16.3	31.3	52.5	83.8
	4	85	100	12.9	45.9	41.2	87.1
	5	62	100	13.8	50	36.2	86.2
	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
Science							
2009	3	45	100	36.4	47.7	15.9	63.6
	4	73	100	12.7	60.6	26.8	87.3
	5	41	97.6	10	60	30	90
	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
2010	3	42	100	12.2	56.1	31.7	87.8
	4	85	100	17.6	70.6	11.8	82.4
	5	30	100	13.3	50	36.7	86.7
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	46	100	11.6	51.2	37.2	88.4
	4	73	100	15.5	47.9	36.6	84.5
	5	40	97.5	7.7	35.9	56.4	92.3
	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
2010	3	40	100	15.4	38.5	46.2	84.6
	4	85	100	21.2	54.1	24.7	78.8
	5	31	96.8	14.8	33.3	51.9	85.2
	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
Writing							
2009	3	89	98.9	26.7	37.2	36	73.3
	4	74	100	22.2	41.7	36.1	77.8
	5	81	100	22.8	39.2	38	77.2
	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
2010	3	83	100	23.5	33.3	43.2	76.5
	4	85	100	17.6	48.2	34.1	82.4
	5	62	100	19	37.9	43.1	81
	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

Abbreviations for Missing Data

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