



Kelly Mill Middle

1141 Kelly Mill Rd.
Blythewood, SC 29016

Grades	6-8 Elementary School	
Enrollment	1,094 Students	
Principal	Dr. Michael M. Lemrow	803-691-7210
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Melinda Anderson	803-736-5530

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Average	At-Risk
2005	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 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

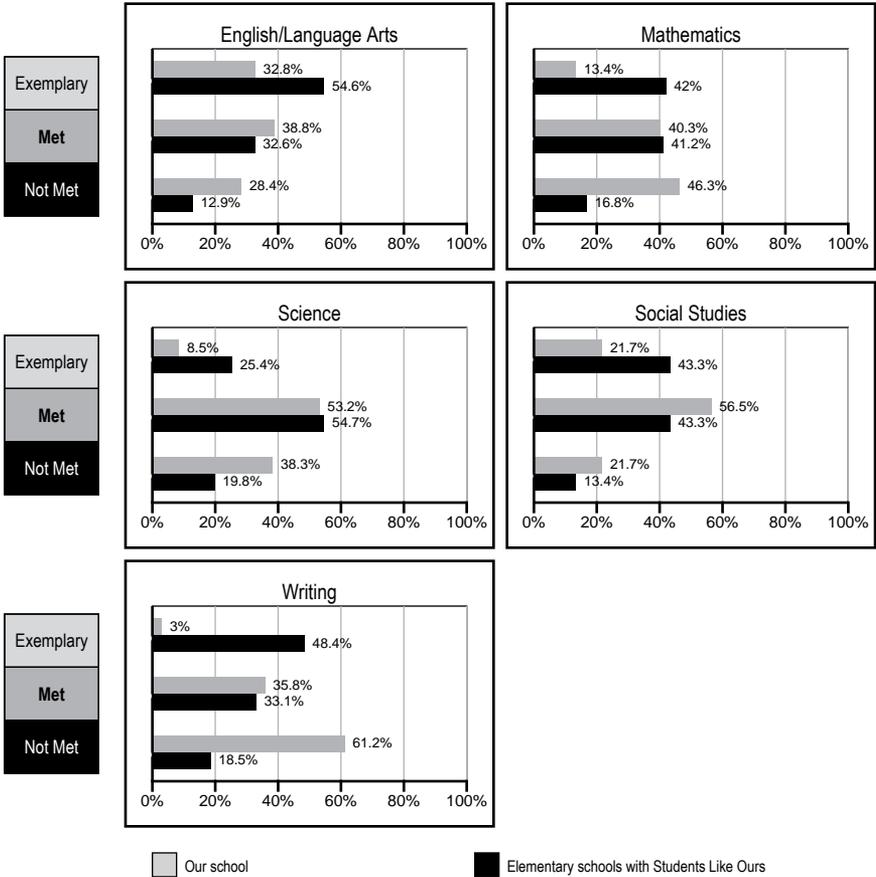
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 91.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	5	3	0	0

* Ratings are calculated with data available by 06/01/2010.

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=1,094)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.6%	Up from 1.4%	1.3%	1.9%
Attendance rate	99.9%	Up from 99.7%	96.7%	96.3%
Eligible for gifted and talented	13.5%	Down from 15.8%	19.3%	10.0%
With disabilities other than speech	12.1%	Up from 11.0%	5.5%	7.7%
Older than usual for grade	0.9%	Down from 1.0%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	8.0%	Up from 2.2%	0.0%	0.0%
Teachers (n=79)				
Teachers with advanced degrees	54.4%	Down from 61.8%	61.4%	59.4%
Continuing contract teachers	55.7%	Up from 42.1%	81.0%	80.0%
Teachers with emergency or provisional certificates	13.2%	Down from 23.2%	0.0%	0.0%
Teachers returning from previous year	74.1%	Up from 68.9%	87.6%	85.9%
Teacher attendance rate	94.7%	Down from 97.1%	95.6%	95.1%
Average teacher salary*	\$45,378	Up 6.8%	\$48,653	\$47,149
Professional development days/teacher	6.8 days	Down from 10.8 days	11.3 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 14.8 to 1	19.8 to 1	18.8 to 1
Prime instructional time	93.5%	Down from 95.2%	91.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.8%	Up from 55.6%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,354	Up 16.9%	\$6,783	\$7,458
Percent of expenditures for instruction**	70.6%	Up from 69.9%	70.6%	68.8%
Percent of expenditures for teacher salaries**	64.1%	Up from 63.5%	64.1%	63.2%

* 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

Kelly Mill Middle School, a designated Red Carpet School, a National AVID Demonstration Site, and an Exemplary Writing school, has embraced the community and forged a bond based on commitment, interest, belief, and support. We are an Integrated Thematic Instruction (ITI) school that uses current brain research to guide our teaching practice, our climate, and our culture. We provide an honors program in all four core content areas—language arts/reading, math, science, and social studies. Our co-curricular activities support the total development of the student. All of our music students earn outstanding and superior ratings; our art students garner awards. Our AVID Program (Achievement via Individual Determination) is distinguished and the only National Demonstration Site in our state.

Student achievement, as measured by MAP testing, has been outstanding. Over eighty percent of our students met or exceeded their MAP goals. Our students excelled in the National History Day competition, advancing to regional and state levels. One student was accepted to the Governor's School for Creative Writing. We have a teacher who received the Teacher of Excellence Award from SC-ASCD. Kelly Mill Middle School has been designated as a Champions of the Environment school, and one of our teachers was named the S.C. Conservation Teacher of the Year. We offer a Middle Matters Program for parents and an Opportunity Club as an after-school program to advance students' learning. We were selected by Ignite Magazine for our exemplary technology. In the areas of math and science for grades 6 and 7, we offer single-gender instruction. We received recognition for our World War II Remembrance Project. We established Kelly Mill, INC., a business economics magnet program.

The Center for Achievement, located on the campus of Kelly Mill Middle School, was established August 2005. It is an elementary magnet school designed for students with learning differences. The center consists of grades 2nd through 5th. There are 16 students per class, with a highly qualified teacher and an instructional assistant in the classroom. The school uses the Schools Attuned Program to identify students' strengths and to provide strategies for their weaknesses. Their students have shown growth and success on the nationally norm test administered.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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School Adequate Yearly Progress

NO

This school met 22 out of 23 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	1.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	99.9%	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 = 58.8% (Met or Exemplary)

All Students	1077	99.4	20.3	38.1	41.6	86.2	86	82.8	Yes	Yes
Gender										
Male	581	99.3	23	38.8	38.2	83.3	82.8	79.3	N/A	N/A
Female	496	99.4	17.1	37.4	45.6	89.6	89.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	327	99.7	14.1	35.3	50.7	91.5	94.5	89.5	Yes	Yes
African American	670	99.3	23.8	40.3	36	83	81.9	73.7	Yes	Yes
Asian/Pacific Islander	27	96.3	8	32	60	96	92.2	92.3	I/S	I/S
Hispanic	31	100	14.3	28.6	57.1	92.9	78.3	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	71.4	82.5	I/S	I/S
Disability Status										
Disabled	138	99.3	53.2	34.9	11.9	57.9	51.6	52	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	16.2	32.4	51.4	91.9	80.4	75.1	I/S	Yes
Socio-Economic Status										
Subsided meals	359	99.7	31.4	39.3	29.3	78.4	77.8	75.5	Yes	Yes

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

All Students	1077	99.3	28.7	42.9	28.5	79.8	80.9	78.9	Yes	Yes
Gender										
Male	581	99.1	32	39	29	76.2	78.4	77	N/A	N/A
Female	496	99.4	24.8	47.3	27.9	84	83.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	327	99.4	18	37	44.9	86.6	93.2	87.2	Yes	Yes
African American	670	99.3	35	46.7	18.3	75.6	74.4	66.7	Yes	Yes
Asian/Pacific Islander	27	96.3	8	32	60	92	94.1	93	I/S	I/S
Hispanic	31	100	21.4	35.7	42.9	85.7	74.9	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	78.6	79.5	I/S	I/S
Disability Status										
Disabled	138	98.6	64	24.8	11.2	48.8	46.8	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	13.5	27	59.5	89.2	80.1	76.1	I/S	Yes
Socio-Economic Status										
Subsided meals	359	99.4	43.1	40.1	16.8	67.6	70.6	70.2	Yes	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	707	99.4	22.6	54	23.4	77.4	73.4	67.5
Gender								
Male	391	99.2	24.5	50.1	25.3	75.5	72.4	67
Female	316	99.7	20.3	58.6	21	79.7	74.5	68
Racial/Ethnic Group								
White	207	98.6	12.6	53.4	34	87.4	91.1	79.5
African American	448	99.8	28.1	54.6	17.3	71.9	64.1	50.3
Asian/Pacific Islander	15	100	14.3	35.7	50	85.7	88.2	84.3
Hispanic	19	100	18.8	56.3	25	81.3	67.1	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	63.6	71.2
Disability Status								
Disabled	76	97.4	53.6	43.5	2.9	46.4	41.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	26	100	17.4	39.1	43.5	82.6	69.4	59.6
Socio-Economic Status								
Subsided meals	243	99.2	33.2	53.6	13.2	66.8	59	55.1
Social Studies								
All Students	703	99.9	17.6	39	43.4	82.4	79.1	72.3
Gender								
Male	372	100	18	36.6	45.3	82	77.8	71.5
Female	331	99.7	17.1	41.6	41.3	82.9	80.3	73.2
Racial/Ethnic Group								
White	223	99.6	13.6	29.6	56.8	86.4	90.6	80.7
African American	427	100	20.9	45	34.2	79.1	72.9	60
Asian/Pacific Islander	19	100	N/AV	N/AV	N/AV	100	88.4	88.5
Hispanic	21	100	10.5	21.1	68.4	89.5	74.8	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	93	98.9	34.1	40	25.9	65.9	50.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	25	100	8.3	41.7	50	91.7	77.9	67.9
Socio-Economic Status								
Subsided meals	228	100	29.8	41.3	28.8	70.2	68.6	62.1

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	1073	99	24.2	40.8	35	75.8	75.5	70.2	99.9	97.4
Gender										
Male	580	98.8	29.9	39.7	30.3	70.1	69	63.2	99.9	97.3
Female	493	99.2	17.5	42	40.5	82.5	82.3	77.5	99.9	97.5
Racial/Ethnic Group										
White	324	99.1	18.8	36.5	44.7	81.3	88.1	79.1	99.9	97.3
African American	666	99	28.2	42.6	29.2	71.8	68.9	57.6	99.9	97.4
Asian/Pacific Islander	28	96.4	7.4	37	55.6	92.6	90.6	86.2	99.9	98
Hispanic	31	100	10.7	42.9	46.4	89.3	67.1	62.6	99.9	96.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.7	68.7	99.9	97.1
Disability Status										
Disabled	136	99.3	65.4	27.6	7.1	34.6	29.4	26.1	99.9	96.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	43	97.7	15.8	44.7	39.5	84.2	70.4	61.2	99.9	97.4
Socio-Economic Status										
Subsided meals	354	98.6	34.9	41	24.1	65.1	62.3	58.9	99.8	96.8

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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							
2009	3	28	100	7.4	33.3	59.3	92.6
	4	26	100	42.3	46.2	11.5	57.7
	5	16	100	40	40	20	60
	6	378	98.7	21.5	39.8	38.7	78.5
	7	313	99.7	18.9	35.4	45.7	81.1
	8	316	99.7	18.3	38.3	43.3	81.7
Mathematics							
2009	3	28	100	29.6	37	33.3	70.4
	4	26	100	N/AV	N/AV	N/AV	34.6
	5	16	100	40	53.3	6.7	60
	6	378	98.7	27.1	40.7	32.2	72.9
	7	313	99.7	26.1	45.7	28.2	73.9
	8	316	99.4	29.1	43.5	27.4	70.9
Science							
2009	3	14	100	42.9	50	7.1	57.1
	4	26	100	38.5	57.7	3.8	61.5
	5	8	I/S	I/S	I/S	I/S	I/S
	6	188	98.9	25.3	55.7	19	74.7
	7	313	99.7	16.7	53	30.2	83.3
	8	158	99.4	25.8	53.6	20.5	74.2
Social Studies							
2009	3	14	100	N/AV	N/AV	N/AV	100
	4	26	100	26.9	69.2	3.8	73.1
	5	8	I/S	I/S	I/S	I/S	I/S
	6	185	100	8.4	46.9	44.7	91.6
	7	313	99.7	26.7	30.6	42.7	73.3
	8	157	100	10.1	39.9	50	89.9
Writing							
2009	3	28	100	53.8	38.5	7.7	46.2
	4	26	100	N/AV	N/AV	N/AV	26.9
	5	16	100	N/AV	N/AV	N/AV	46.7
	6	376	98.4	26.8	40	33.2	73.2
	7	310	99	17	39	44	83
	8	317	99.4	19.6	44.5	35.9	80.4

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