



## ANDERSON MILL ELEMENTARY

1845 Old Anderson Mill  
Moore, S.C. 29369

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	649 Students	
<b>Principal</b>	Elizabeth D. Haun	864-576-6539
<b>Superintendent</b>	Darryl Owings	864-576-4212
<b>Board Chair</b>	Mr. Alex Meadows	864-576-4212

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Good</b>
2009	Good	Good
2008	Good	Below Average
2007	Good	Below Average
2006	Good	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 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

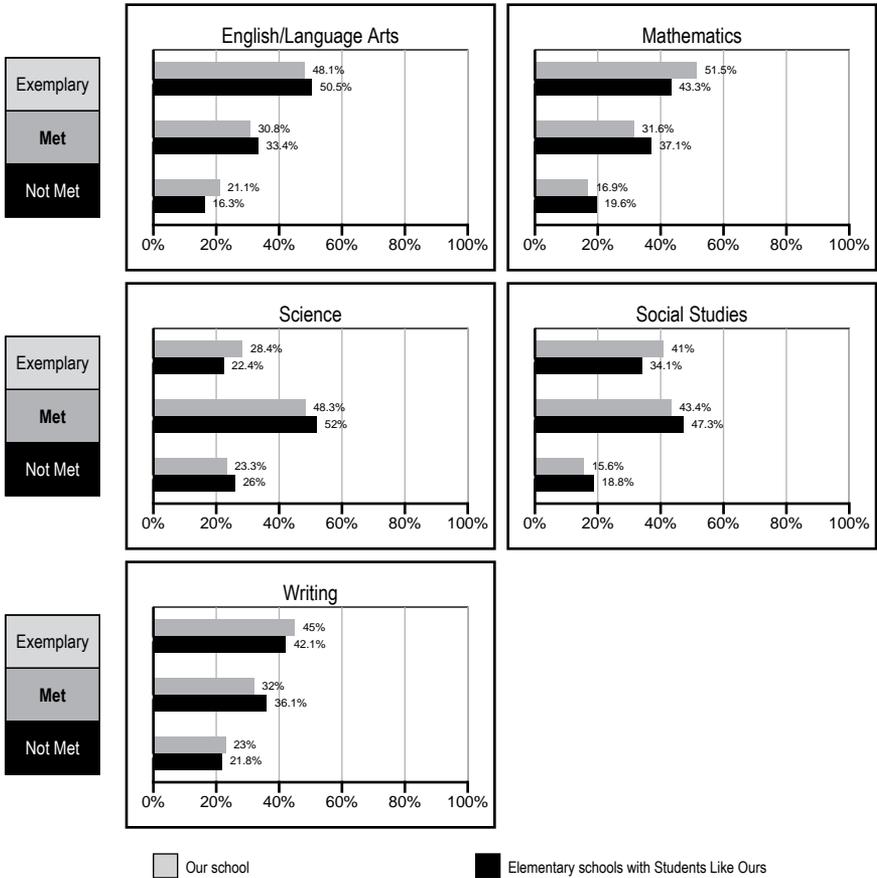
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
26	27	13	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
<b>Students (n=649)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.1%	0.8%	1.2%
Attendance rate	96.9%	Down from 97.2%	96.5%	96.1%
Eligible for gifted and talented	33.1%	Up from 23.2%	18.6%	11.7%
With disabilities other than speech	10.2%	Down from 15.1%	6.8%	8.0%
Older than usual for grade	0.9%	Up from 0.7%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	68.9%	Down from 72.0%	62.5%	60.5%
Continuing contract teachers	80.0%	Down from 84.0%	85.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.2%	0.0%	0.0%
Teachers returning from previous year	89.5%	Up from 88.7%	89.3%	87.0%
Teacher attendance rate	94.6%	Down from 96.0%	96.0%	95.4%
Average teacher salary*	\$48,747	Up 1.2%	\$48,747	\$47,288
Professional development days/teacher	10.6 days	Down from 11.0 days	11.0 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Up from 0.1	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 18.4 to 1	20.0 to 1	19.2 to 1
Prime instructional time	91.2%	Down from 92.9%	92.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,225	Up 4.0%	\$7,072	\$7,548
Percent of expenditures for instruction**	77.2%	Up from 74.9%	70.7%	68.7%
Percent of expenditures for teacher salaries**	75.1%	Up from 55.4%	68.1%	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

At Anderson Mill Elementary School our mission is to develop competent and confident learners by creating a safe, positive, innovative environment where the staff, parents, and community work together to provide a curriculum that recognizes individual differences. It is the intent of the faculty and staff to lead students toward being disciplined, productive, informed, and fulfilled individuals. To achieve these ideals, we have implemented a school-wide character development program that fosters mutual respect and understanding between the faculty and staff, students, families, and the community. The program is taught during classroom guidance and integrated throughout the curriculum. Children who exhibit good character are publicly recognized routinely through programs such as our monthly Kiwanis Terrific Kid breakfasts and weekly Good School Citizen awards.

During the 2009-2010 school year, our faculty focused on research-based, reading strategies designed to improve fluency and phonemic awareness to instill in children desire and love for reading. Several new reading programs were introduced to assist teachers in identifying and meeting the needs of the individual learner. Kindergarten and first grade teachers utilized DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to guide their instructional practices and identify children who would be served by the My Sidewalks curriculum, led by our RTI (Response to Intervention) teacher. Second through fifth grade teachers differentiated instruction in the classroom, using explicit direct instruction with developing readers. In addition, tutoring services led by certified teachers were available during our After School Care program, Monday through Thursday of each week. The implementation of these programs, in conjunction with a rigorous curriculum and an individualized approach to instruction, helped our students see tremendous gains in MAP (Measures of Academic Progress) scores, PASS (Palmetto Assessment of State Standards) scores, and overall academic performance in the classroom. Because of these accomplishments, we received the SC Department of Education Palmetto Silver Award for academic performance in math and language arts.

We appreciate the support of our families, business partners, PTO, and School Improvement Council as we continue in our tradition of excellence at Anderson Mill Elementary. We look forward to the opportunity to maintain our partnership as we strive toward continuous improvement in our service to children.

Committed to Excellence,

Elizabeth Haun, Principal

Reverend Seth Buckley, School Improvement Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	67	58
Percent satisfied with learning environment	100.0%	97.0%	98.3%
Percent satisfied with social and physical environment	100.0%	97.0%	98.3%
Percent satisfied with school-home relations	100.0%	93.9%	94.6%

\* 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 19 out of 19 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	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	286	99.7	21.1	30.8	48.1	87.2	82.3	83.5	Yes	Yes
<b>Gender</b>										
Male	141	100	29.3	27.1	43.6	82	79.7	80.1	N/A	N/A
Female	145	99.3	12.8	34.6	52.6	92.5	84.9	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	178	100	16.3	25.6	58.1	90.7	88.5	89.6	Yes	Yes
African American	80	98.8	33.3	47.8	18.8	79.7	74.3	74.6	Yes	Yes
Asian/Pacific Islander	13	100	8.3	16.7	75	91.7	88	92.7	I/S	I/S
Hispanic	14	100	33.3	25	41.7	75	74.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	77.8	16.7	5.6	38.9	46.3	51.7	I/S	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	N/A	N/A	N/A	N/A	78.6	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	50	21.4	28.6	64.3	74	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	109	99.1	36.5	36.5	27.1	78.1	76.7	76.9	Yes	Yes

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

All Students	286	99.7	16.9	31.6	51.5	88	80.9	80.4	Yes	Yes
<b>Gender</b>										
Male	141	100	18	30.8	51.1	88	78.9	78.4	N/A	N/A
Female	145	99.3	15.8	32.3	51.9	88	83	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	178	100	11.6	29.1	59.3	91.9	87	87.8	Yes	Yes
African American	80	98.8	31.9	42	26.1	76.8	72.2	69.3	Yes	Yes
Asian/Pacific Islander	13	100	N/A	N/A	N/A	100	88.9	93.5	I/S	I/S
Hispanic	14	100	25	16.7	58.3	83.3	75.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	66.7	25	8.3	50	42.5	46.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	N/A	N/A	N/A	N/A	78.6	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	35.7	35.7	28.6	71.4	75.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	109	99.1	29.2	39.6	31.3	79.2	74.7	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	186	99.5	23.3	48.3	28.4	76.7	66.3	67.3
<b>Gender</b>								
Male	100	100	27.8	40.2	32	72.2	65.8	66.9
Female	86	98.8	17.7	58.2	24.1	82.3	66.8	67.7
<b>Racial/Ethnic Group</b>								
White	115	100	17.7	46.9	35.4	82.3	78.3	79.6
African American	52	98.1	39.1	50	10.9	60.9	49.8	49.7
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	76.1	84.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	55.8	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	68.8	69.5
<b>Disability Status</b>								
Disabled	30	100	N/A	N/A	N/A	18.5	25.4	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	54.2	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	73	98.6	41.5	44.6	13.8	58.5	56.1	55.4

**Social Studies**

All Students	188	100	15.6	43.4	41	84.4	70.4	70.9
<b>Gender</b>								
Male	88	100	17.1	40.2	42.7	82.9	70.5	70.1
Female	100	100	14.3	46.2	39.6	85.7	70.3	71.7
<b>Racial/Ethnic Group</b>								
White	117	100	11.5	39.8	48.7	88.5	77.8	79.2
African American	52	100	29.5	56.8	13.6	70.5	59.6	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	83.7	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	63.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	50	71.2
<b>Disability Status</b>								
Disabled	23	100	68.4	26.3	5.3	31.6	32.9	39.3
<b>Migrant Status</b>								
Migrant	1	I/S	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	64.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	74	100	21.9	50	28.1	78.1	62.3	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
<b>Writing</b>										
All Students	286	100	23	32	45	77	71.8	72.1	96.9	96.3
<b>Gender</b>										
Male	142	100	30.6	30.6	38.8	69.4	64.9	65.2	96.8	96.3
Female	144	100	15.6	33.3	51.1	84.4	78.8	79.2	96.9	96.4
<b>Racial/Ethnic Group</b>										
White	177	100	17.3	31.8	50.9	82.7	80	80.8	96.7	96
African American	81	100	38	39.4	22.5	62	61.9	59.7	97.1	96.7
Asian/Pacific Islander	14	100	7.7	7.7	84.6	92.3	79.1	87	97.7	97.1
Hispanic	14	100	33.3	16.7	50	66.7	61.4	64.6	97.6	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.8	73.4	N/A	94.1
<b>Disability Status</b>										
Disabled	47	100	79.1	18.6	2.3	20.9	24.9	27.7	96.3	96
<b>Migrant Status</b>										
Migrant	2	I/S	N/A	N/A	N/A	N/A	N/A	63.5	99.2	97.1
<b>English Proficiency</b>										
Limited English Proficient	15	100	33.3	40	26.7	66.7	60.8	63.7	97.7	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	109	100	37.8	34.7	27.6	62.2	64	61.9	96.4	95.9

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
<b>English/Language Arts</b>							
<b>2009</b>	3	84	100	18.8	35	46.3	81.3
	4	91	100	16.3	43	40.7	83.7
	5	90	100	19.5	37.8	42.7	80.5
	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
<b>2010</b>	3	102	100	20.7	21.7	57.6	79.3
	4	90	98.9	18.1	31.3	50.6	81.9
	5	94	100	24.2	39.6	36.3	75.8
	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
<b>Mathematics</b>							
<b>2009</b>	3	84	100	31.3	28.8	40	68.8
	4	91	100	18.6	33.7	47.7	81.4
	5	90	100	22	41.5	36.6	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
<b>2010</b>	3	102	100	22.8	29.3	47.8	77.2
	4	90	98.9	12	27.7	60.2	88
	5	94	100	15.4	37.4	47.3	84.6
	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
<b>Science</b>							
<b>2009</b>	3	40	97.5	36.8	36.8	26.3	63.2
	4	91	100	15.1	57	27.9	84.9
	5	45	100	27.5	57.5	15	72.5
	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
<b>2010</b>	3	51	98	33.3	41.7	25	66.7
	4	89	100	16.9	45.8	37.3	83.1
	5	46	100	24.4	60	15.6	75.6
	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
<b>Social Studies</b>							
<b>2009</b>	3	44	100	22	39	39	78
	4	91	100	12.8	45.3	41.9	87.2
	5	45	100	14.3	31	54.8	85.7
	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
<b>2010</b>	3	51	100	20.5	40.9	38.6	79.5
	4	89	100	13.3	39.8	47	86.7
	5	48	100	15.2	52.2	32.6	84.8
	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
<b>Writing</b>							
<b>2009</b>	3	85	100	30.5	20.7	48.8	69.5
	4	92	98.9	17.6	34.1	48.2	82.4
	5	89	100	26.5	38.6	34.9	73.5
	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
<b>2010</b>	3	103	100	33	31.9	35.1	67
	4	90	100	15.5	26.2	58.3	84.5
	5	93	100	19.8	37.4	42.9	80.2
	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

Abbreviations for Missing Data

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