



Anderson Mill Elementary

1845 Old Anderson Mill
Moore, SC 29651

Grades	PK-5 Elementary School	
Enrollment	712 Students	
Principal	Elizabeth D. Haun	864-576-6539
Superintendent	Dr. Darryl F. Owings	864-576-4212
Board Chair	Mr. Lynn Harris	864-576-4212

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Good
2009	Good	Good
2008	Good	Below 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

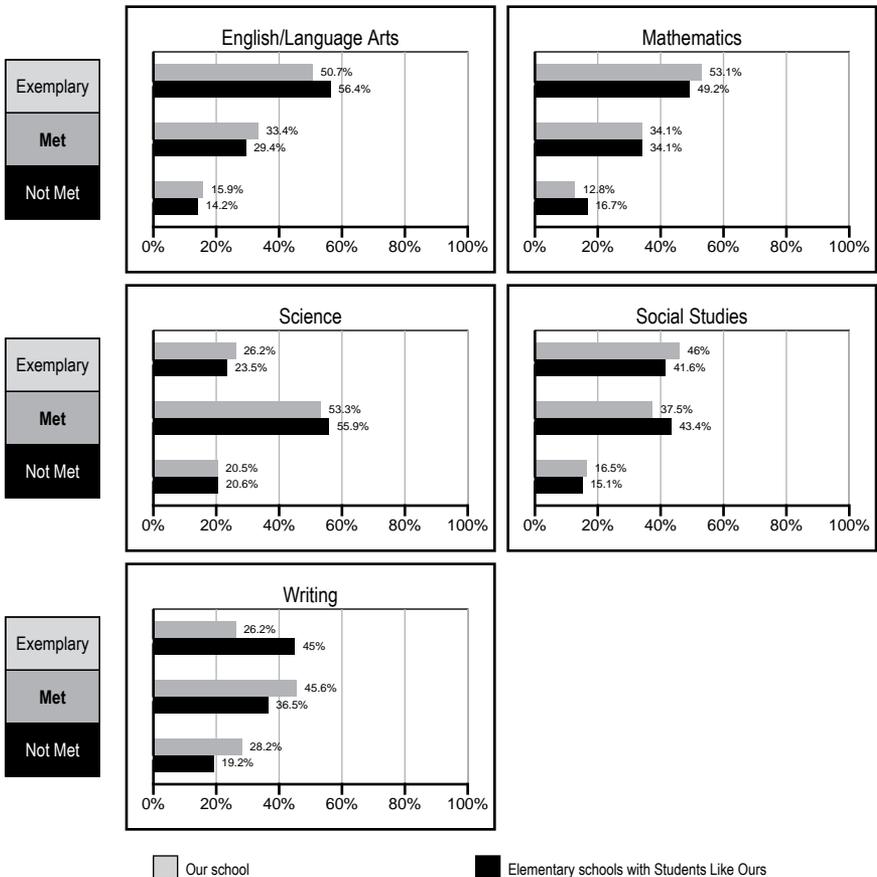
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
44	14	2	1	0

* Ratings are calculated with data available by 11/07/2012.

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=712)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 1.7%	0.9%	1.0%
Attendance rate	97.2%	Up from 96.8%	97.0%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	64.6%	Down from 65.2%	62.4%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	90.8%	Up from 89.7%	90.1%	88.7%
Teacher attendance rate	95.5%	Up from 95.2%	95.2%	95.1%
Average teacher salary*	\$48,336	Up 1.3%	\$48,352	\$47,210
Professional development days/teacher	1.5 days	Down from 5.0 days	9.8 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 21.9 to 1	20.8 to 1	20.0 to 1
Prime instructional time	91.8%	Up from 91.2%	91.5%	90.5%
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**	\$6,742	Down 2.6%	\$6,821	\$7,247
Percent of expenditures for instruction**	76.5%	Down from 76.6%	69.3%	68.2%
Percent of expenditures for teacher salaries**	75.3%	No Change	67.3%	65.7%

* 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

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 2011-2012 school year, our faculty focused on research based, reading strategies designed to improve fluency, and phonemic awareness to instill in children a desire and love for reading. 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. This year we implemented a math RTI program using the SRA Number Worlds Curriculum for kindergarten through second grade students. A CBM (curriculum based measurement) benchmark was administered to all first grade students. The selected group scored an average of 56% on the benchmark pretest, compared to their peers' 77% average. After intervention, the students served in RTI scored 96% on the benchmark posttest, compared to their peers' 99%. 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 Gold & Silver awards for academic performance in math and language arts.

In addition to our academic success, our children had the opportunity to experience personal gratification as we embraced several community outreach projects. Our school collected over \$1400 for Mobile Meals, ranking us first place in our district! Our students, faculty and staff also collected over \$13,000 for Relay for Life, ranking us one of the top elementary schools in our area. What an accomplishment!

We appreciate the support of our families, business partners, PTO, and School Improvement Council as we continue 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.

Sincerely, Elizabeth Haun, Principal

Stephen Timmons, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	110	76
Percent satisfied with learning environment	92.9%	93.6%	97.4%
Percent satisfied with social and physical environment	95.2%	94.5%	94.7%
Percent satisfied with school-home relations	100.0%	94.5%	94.6%

* 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 2012, 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	97.1
Overall Grade Conversion	A

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

Anderson Mill 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	2.2%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.6%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.3%	0.0%	No
Student attendance rate	97.2%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	672.1	675.4	642.8	653.8	100.0	100.0
Male	673.5	679.9	645.0	660.6	100.0	100.0
Female	670.8	671.2	640.6	647.7	100.0	100.0
White	685.3	689.0	657.3	661.2	100.0	100.0
African American	639.6	641.9	612.2	630.6	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	625.8	620.9	585.8	613.5	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	650.0	651.0	620.8	632.5	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	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							
2011	3	106	100	19	18	63	81
	4	106	99.1	13.5	35.4	51	86.5
	5	96	100	15.4	36.3	48.4	84.6
	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
2012	3	93	100	13.3	22.9	63.9	86.7
	4	108	100	11.3	32.1	56.6	88.7
	5	112	100	21.3	42.6	36.1	78.7
	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
Mathematics							
2011	3	106	100	22	26	52	78
	4	106	99.1	7.3	33.3	59.4	92.7
	5	96	100	15.4	27.5	57.1	84.6
	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
2012	3	93	98.9	18.3	26.8	54.9	81.7
	4	108	100	9.4	30.2	60.4	90.6
	5	112	100	11.1	47.2	41.7	88.9
	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							
2011	3	54	100	26.9	36.5	36.5	73.1
	4	106	99.1	14.6	50	35.4	85.4
	5	48	100	24.4	46.7	28.9	75.6
	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
2012	3	45	100	35.9	38.5	25.6	64.1
	4	108	100	15.1	58.5	26.4	84.9
	5	58	98.3	18.5	50	31.5	81.5
	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

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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							
2011	3	53	100	12.2	26.5	61.2	87.8
	4	104	99	13.7	41.1	45.3	86.3
	5	48	100	14.9	40.4	44.7	85.1
	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
2012	3	48	100	18.2	36.4	45.5	81.8
	4	108	100	12.3	37.7	50	87.7
	5	54	100	26.4	37.7	35.8	73.6
	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
Writing							
2011	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	94	98.9	16.5	41.8	41.8	83.5
	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
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	112	94.6	27.5	46.1	26.5	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

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