



## Six Mile Elementary

777 N Main St  
Six Mile, SC 29682

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	500 Students	
<b>Principal</b>	R. Clifton Alexander	864-868-2352
<b>Superintendent</b>	Lee D'Andrea, Ph.D.	864-855-8150
<b>Board Chair</b>	Dr. B. J. Skelton	864-868-9691

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Average</b>
2007	Good	At-Risk
2006	Good	Average
2005	Good	Below Average
2004	Good	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

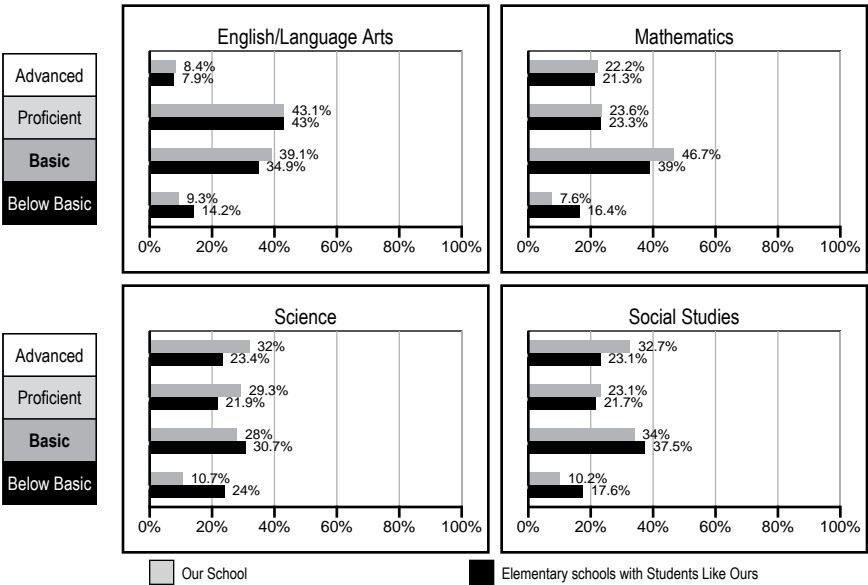
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
2	33	56	3	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=500)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 96.2%	100.0%	100.0%
Retention rate	2.1%	No Change	2.1%	2.3%
Attendance rate	96.8%	Down from 96.9%	96.4%	96.3%
Eligible for gifted and talented	15.5%	Up from 13.8%	15.0%	10.4%
With disabilities other than speech	7.8%	Down from 8.1%	6.6%	7.5%
Older than usual for grade	0.3%	Down from 1.0%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	54.5%	Up from 53.1%	58.8%	56.7%
Continuing contract teachers	81.8%	Down from 87.5%	79.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.7%	Down from 91.1%	89.4%	86.4%
Teacher attendance rate	93.7%	Down from 94.2%	94.8%	94.9%
Average teacher salary	\$46,325	Down 1.6%	\$46,269	\$45,345
Professional development days/teacher	12.6 days	Up from 6.3 days	13.1 days	12.6 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 19.5 to 1	19.4 to 1	18.5 to 1
Prime instructional time	89.8%	Down from 90.1%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,642	Up 2.6%	\$6,409	\$7,052
Percent of expenditures for instruction*	60.8%	Up from 59.3%	69.5%	69.1%
Percent of expenditures for teacher salaries*	56.5%	Down from 57.2%	65.5%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Six Mile Elementary continued to provide a quality education that encouraged achievement for all students in a safe and caring environment. This mission reflects the cooperative effort of students, teachers, and parents as they worked to improve education for all at SME. As a 2007 SC Department of Education Showcase School Award Recipient for identifying strategies that improved PACT results, Six Mile continued as an ambassador for improved educational practices. SME was recognized for the second consecutive year by the SC Education Oversight Committee for reducing the achievement gap through exemplary PACT performance among free and reduced students. Another award SME received was the 2008 Upstate Safe Kids School Award. Five safety initiatives were implemented to qualify for this award. Another initiative implemented at our school was a nightly reading program. All students were required to read 15 minutes on level each school night. Level books were sent home daily with each student. Six Mile continued MAP testing in grades 2-5 to align instruction and assessment with curriculum standards and the PACT. "Flexible groups" were continued in grades 2-5 to address specific areas of weakness. OHIO Testing was administered to K5 and 1st grade so strengths and weaknesses in literacy could be identified early. The school's professional development plan was revised to improve literacy and mathematics instruction and assessment specifically among proficient and advanced students. Teachers met monthly for professional development. Daily common planning time was continued for teachers on each grade level to promote collaboration. Teachers went to numerous workshops and conferences throughout the school year to keep abreast of the latest research and best practices in various subject areas. All teachers at Six Mile Elementary are Highly Qualified and six teachers are National Board Certified. Two induction teachers were accepted to the Science Plus Institute. All of these improvement initiatives were in addition to innovative programs already in place at SME including: remediation prior to school; academic achievement recognition and awards; Chick-fil-A's character education program; annual author visit; Accelerated Reader program and banquet; active School Improvement Council and PTO; PTO family nights focusing on literacy and science; comprehensive art, music, and physical education programs; and a comprehensively challenging and actively interactive curriculum. Clubs were continued monthly for enrichment in grades three through five. One hundred percent of students completed grade-level service-learning projects. In addition, students contributed to area charities including Country Santa, March of Dimes, Pennies for Prevention, Ronald McDonald House, Sharing, Inc. and United Christian Ministries. Parent volunteers continued to play a vital role at SME, evident in the fact Six Mile Elementary was second in our district with 3,706 volunteer hours. The large number of trained parents allowed us to continue a comprehensive tutorial program led solely by volunteers. The SIC, PTO and volunteers continued to support the school with physical improvements and purchasing instructional supplies. Our school district provided all schools with Promethean Boards in each classroom and each teacher with a laptop. These efforts show that collaboration is the key to school success. Six Mile Elementary continues to be a caring, community school that promotes the development of the "whole child" while meeting rigorous, new academic standards.

Clif Alexander, Six Mile Elementary Principal      Cindy Miller, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	88	64
Percent satisfied with learning environment	100.0%	84.1%	87.5%
Percent satisfied with social and physical environment	100.0%	85.1%	90.5%
Percent satisfied with school-home relations	100.0%	86.2%	81.0%

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

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## 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. Sanction: Implement the restructuring plan.
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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	235	100	9.3	39.1	43.1	8.4	62.2	55.9	48.2	Yes	Yes
<b>Gender</b>											
Male	128	100	8.9	41.9	40.3	8.9	59.7	49.1	41.7	N/A	N/A
Female	107	100	9.9	35.6	46.5	7.9	65.3	63	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	231	100	9	39.6	42.8	8.6	62.2	58.4	60	Yes	Yes
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	36.2	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	41.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	72.7	47	I/S	I/S
<b>Disability Status</b>											
Disabled	39	100	28.2	56.4	15.4	0	28.2	17.2	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	46	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	90	100	16.3	41.9	39.5	2.3	54.7	41	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	235	100	7.6	46.7	23.6	22.2	60.4	52.3	45.8	Yes	Yes
<b>Gender</b>											
Male	128	100	4.8	41.9	26.6	26.6	68.5	52.2	45.6	N/A	N/A
Female	107	100	10.9	52.5	19.8	16.8	50.5	52.4	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	231	100	7.2	46.4	23.9	22.5	60.8	55	59	Yes	Yes
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	28.8	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.1	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	42.8	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	39	100	7.7	76.9	10.3	5.1	25.6	18.4	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	51.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	90	100	15.1	53.5	19.8	11.6	46.5	37.2	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	155	100	10.7	27.5	29.5	32.2	61.7	43.9	35.7	96.8	96.2
<b>Gender</b>											
Male	78	100	2.6	25	30.3	42.1	72.4	46.3	37.4	97.2	96.2
Female	77	100	19.2	30.1	28.8	21.9	50.7	41.4	33.8	96.3	96.3
<b>Racial/Ethnic Group</b>											
White	153	100	10.1	27.7	29.7	32.4	62.2	46.9	49.2	96.8	96.2
African American	N/A	I/S	I/S	I/S	I/S	I/S	I/S	19.4	17	96.7	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	72.9	58	91.1	98
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	27.9	24.9	94.7	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.4	94.9
<b>Disability Status</b>											
Disabled	29	100	20.7	48.3	13.8	17.2	31	15.7	14	97.1	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97.8
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	39	24.4	94.8	97.3
<b>Socio-Economic Status</b>											
Subsidized meals	63	100	18.3	35	31.7	15	46.7	30.4	21.1	96	95.3
<b>Social Studies</b>											
All Students	155	99.4	9.6	34.2	23.3	32.9	56.2	43.8	34	96.8	96.2
<b>Gender</b>											
Male	90	100	4.7	31.4	23.3	40.7	64	46.1	36.6	97.2	96.2
Female	65	98.5	16.7	38.3	23.3	21.7	45	41.3	31.3	96.3	96.3
<b>Racial/Ethnic Group</b>											
White	153	99.4	9	34.7	23.6	32.6	56.3	45.8	44.5	96.8	96.2
African American	1	I/S	I/S	I/S	I/S	I/S	I/S	24.6	19.1	96.7	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.7	58.9	91.1	98
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	38.5	27.5	94.7	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.4	94.9
<b>Disability Status</b>											
Disabled	28	100	21.4	46.4	17.9	14.3	32.1	16.3	14.4	97.1	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97.8
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	27.3	94.8	97.3
<b>Socio-Economic Status</b>											
Subsidized meals	57	100	14.8	44.4	20.4	20.4	40.7	29.6	21	96	95.3

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	75	100	5.6	29.2	51.4	13.9	65.3	
	4	83	100	6.2	45.7	43.2	4.9	48.1	
	5	82	100	17.7	46.8	35.4	0	35.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	73	100	5.7	28.6	52.9	12.9	65.7	
	4	75	100	7	38	46.5	8.5	54.9	
	5	87	100	14.3	48.8	32.1	4.8	36.9	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	75	100	8.3	54.2	26.4	11.1	37.5	
	4	83	100	8.6	34.6	34.6	22.2	56.8	
	5	82	100	11.4	53.2	29.1	6.3	35.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	73	100	12.9	50	15.7	21.4	37.1	
	4	75	100	0	43.7	25.4	31	56.3	
	5	87	100	9.5	46.4	28.6	15.5	44	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	37	100	14.3	51.4	25.7	8.6	34.3	
	4	83	100	14.8	32.1	27.2	25.9	53.1	
	5	42	100	33.3	33.3	12.8	20.5	33.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	36	100	11.4	34.3	31.4	22.9	54.3	
	4	75	100	4.2	26.8	35.2	33.8	69	
	5	44	100	20.9	23.3	18.6	37.2	55.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	38	100	2.7	70.3	18.9	8.1	27	
	4	83	100	13.6	49.4	21	16	37	
	5	40	100	15	45	20	20	40	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	37	97.3	5.9	35.3	35.3	23.5	58.8	
	4	75	100	8.5	31	26.8	33.8	60.6	
	5	43	100	14.6	39	7.3	39	46.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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