



Anderson Mill Elementary

1845 Old Anderson Mill
Moore, S.C. 29369

Grades	PK-5 Elementary School	
Enrollment	592 Students	
Principal	Deborah C. Philbeck	864-576-6539
Superintendent	Dr. Darryl Owings	864-576-4212
Board Chair	Mr. Michael Crook	864-576-4212

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Below Average
2007	Good	Below Average
2006	Good	At-Risk
2005	Good	Below Average
2004	Good	At-Risk

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

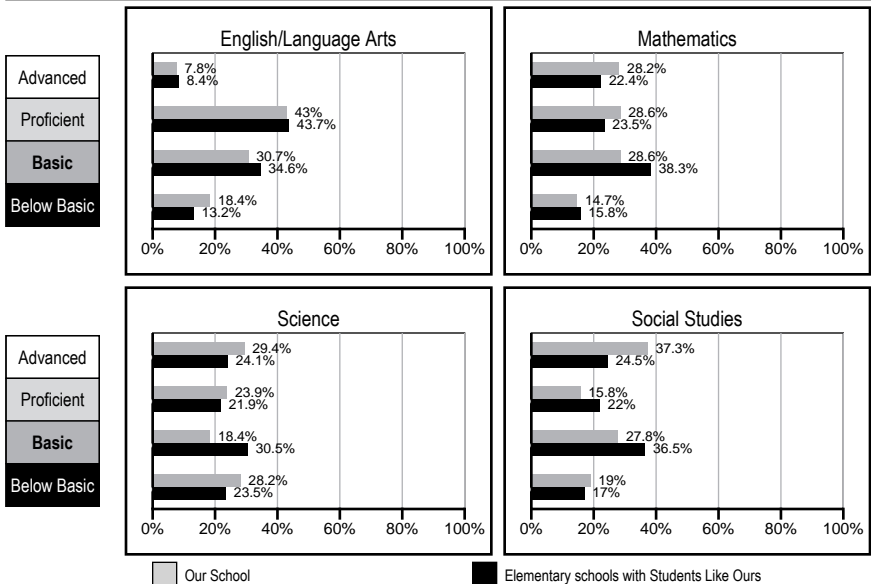
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	31	52	1	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
Students (n=592)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Up from 0.2%	1.6%	2.3%
Attendance rate	97.4%	Up from 97.3%	96.6%	96.3%
Eligible for gifted and talented	29.2%	Up from 28.4%	17.9%	10.4%
With disabilities other than speech	10.2%	Up from 7.9%	6.6%	7.5%
Older than usual for grade	0.5%	Down from 0.8%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	73.3%	Up from 72.1%	61.3%	56.7%
Continuing contract teachers	88.9%	Down from 90.7%	79.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.1%	Up from 87.3%	87.9%	86.4%
Teacher attendance rate	93.9%	Down from 94.4%	95.0%	94.9%
Average teacher salary	\$47,088	Up 6.5%	\$46,853	\$45,345
Professional development days/teacher	11.1 days	Up from 9.7 days	12.7 days	12.6 days
School				
Principal's years at school	10.0	Up from 9.0	3.0	4.0
Student-teacher ratio in core subjects	11.6 to 1	Down from 18.3 to 1	19.7 to 1	18.5 to 1
Prime instructional time	90.3%	Down from 91.6%	90.3%	89.8%
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*	\$7,000	Up 7.2%	\$6,488	\$7,052
Percent of expenditures for instruction*	75.1%	Down from 77.5%	70.2%	69.1%
Percent of expenditures for teacher salaries*	72.9%	Down from 74.6%	66.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

At Anderson Mill Elementary School, we have looked at the needs of all students and worked diligently to extend their learning. Measures were taken to identify students who needed support and encouragement; these students were paired with a supportive teacher. Students who were on the cusp of scoring a few points higher on ELA or math PACT, were also identified. Additional instruction was provided for these students twice weekly by certified math or ELA tutors. "Mornings at the Mill" provided additional Compass time for early morning arrivers in our computer lab. An uninterrupted block of two hours (8:00-10:00 AM) for grades three through five was also implemented and allowed teachers to engage students in prime- time instruction. All kindergarteners and first graders continued to receive thirty minutes of additional reading instruction in the LEAP lab.

Academically gifted students received higher- order thinking skills and problem-solving strategies weekly in HORIZONS. Academy Day was utilized for students who did not attend HORIZONS and serves as a day for students to receive additional enrichment or remediation from the classroom teachers. Through participation in technology staff development, teachers learned how to create their own web pages thus ensuring up-to-date and accurate information for parents. Through the guidance of math and science coaches, our teachers were able to become more knowledgeable of the new state department standards.

Our school Literacy Closet continued to grow as our PTO provided additional funds to purchase leveled texts. Book sets, at every reading level, were available and supported classroom instruction. Our professional book study, provided by our district literacy coach, allowed teachers the opportunity to read and discuss research-based instructional strategies to further enhance the educational experience that children receive here at Anderson Mill. Our school focuses on leading students to become world class leaders. Please come often and become a part of what makes our school a special place. Every Child..... Every Chance..... Every Day..... Whatever It Takes!

Deborah C. Philbeck, Principal
Seth Buckley, School Improvement Council President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	72	47
Percent satisfied with learning environment	100.0%	100.0%	95.7%
Percent satisfied with social and physical environment	100.0%	100.0%	97.9%
Percent satisfied with school-home relations	100.0%	98.6%	95.7%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 out of 21 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	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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.8%	0.0%	No
Student attendance rate	97.4%	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	255	100	18.4	30.7	43	7.8	60.2	49	48.2	Yes	Yes
Gender											
Male	127	100	17.9	31.7	43.1	7.3	59.3	41.9	41.7	N/A	N/A
Female	128	100	19	29.8	43	8.3	61.2	56.4	55	N/A	N/A
Racial/Ethnic Group											
White	156	100	11.1	27.5	51.6	9.8	70.6	59.8	60	Yes	Yes
African American	74	100	37.7	37.7	24.6	0	33.3	34	31.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	55.9	70.4	I/S	I/S
Hispanic	18	100	13.3	40	40	6.7	66.7	33.6	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.3	47	I/S	I/S
Disability Status											
Disabled	47	100	69.6	19.6	8.7	2.2	19.6	10.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	33.3	33.3	22.2	11.1	44.4	24.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	89	100	37.8	37.8	22	2.4	35.4	33.8	34	No	Yes

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

All Students	255	100	14.8	28.7	28.3	28.3	68	50.5	45.8	Yes	Yes
Gender											
Male	127	100	12.2	27.6	30.9	29.3	69.9	50.8	45.6	N/A	N/A
Female	128	100	17.4	29.8	25.6	27.3	66.1	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	156	100	7.8	26.1	29.4	36.6	77.8	61.7	59	Yes	Yes
African American	74	100	30.4	39.1	20.3	10.1	42	32.8	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	66	71.3	I/S	I/S
Hispanic	18	100	20	13.3	46.7	20	73.3	36.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	46.2	I/S	I/S
Disability Status											
Disabled	47	100	60.9	28.3	6.5	4.3	15.2	13.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	33.3	22.2	33.3	11.1	44.4	33.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	89	100	34.1	28	23.2	14.6	45.1	36.4	31.4	Yes	Yes

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

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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
Science											
All Students	170	100	28.4	17.9	24.1	29.6	53.7	36.5	35.7	97.4	96.5
Gender											
Male	92	100	26.1	18.2	18.2	37.5	55.7	39.1	37.4	97.4	96.4
Female	78	100	31.1	17.6	31.1	20.3	51.4	33.7	33.8	97.4	96.5
Racial/Ethnic Group											
White	104	100	16.7	13.7	30.4	39.2	69.6	48.1	49.2	97.4	96.2
African American	48	100	55.6	26.7	6.7	11.1	17.8	17.9	17	97.3	97
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	47.7	58	97.4	97.3
Hispanic	14	100	36.4	18.2	36.4	9.1	45.5	22.6	24.9	97.6	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.6	37.4	94.4	95.8
Disability Status											
Disabled	34	100	75.8	9.1	9.1	6.1	15.2	9.2	14	96.6	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	95.6
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	19.1	24.4	96.9	96.5
Socio-Economic Status											
Subsided meals	62	100	52.6	19.3	14	14	28.1	21.9	21.1	97	96
Social Studies											
All Students	167	100	19	27.8	15.8	37.3	53.2	36.9	34	97.4	96.5
Gender											
Male	82	100	13.8	26.3	17.5	42.5	60	40.5	36.6	97.4	96.4
Female	85	100	24.4	29.5	14.1	32.1	46.2	33.2	31.3	97.4	96.5
Racial/Ethnic Group											
White	97	100	11.6	25.3	17.9	45.3	63.2	45.9	44.5	97.4	96.2
African American	54	100	34.7	34.7	10.2	20.4	30.6	23.8	19.1	97.3	97
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	97.4	97.3
Hispanic	12	100	20	20	30	30	60	22.5	27.5	97.6	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	32.7	94.4	95.8
Disability Status											
Disabled	28	100	60.7	32.1	3.6	3.6	7.1	11.4	14.4	96.6	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	95.6
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	17	27.3	96.9	96.5
Socio-Economic Status											
Subsided meals	59	100	37	33.3	13	16.7	29.6	22.9	21	97	96

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

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	78	98.7	22.7	21.3	52	4	56
	4	70	100	10.6	34.8	53	1.5	54.5
	5	75	100	23.9	52.1	23.9	0	23.9
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	92	100	15.6	27.8	44.4	12.2	56.7
	4	82	100	23.7	26.3	43.4	6.6	50
	5	81	100	16.7	38.5	41	3.8	44.9
	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
Mathematics								
2007	3	78	98.7	18.7	26.7	28	26.7	54.7
	4	70	100	9.1	28.8	36.4	25.8	62.1
	5	74	100	14.3	44.3	32.9	8.6	41.4
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	92	100	13.3	35.6	27.8	23.3	51.1
	4	82	100	18.4	26.3	27.6	27.6	55.3
	5	81	100	12.8	23.1	29.5	34.6	64.1
	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
Science								
2007	3	38	100	27.8	25	27.8	19.4	47.2
	4	70	100	19.7	25.8	25.8	28.8	54.5
	5	37	100	32.4	41.2	20.6	5.9	26.5
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	48	100	25.5	17	31.9	25.5	57.4
	4	82	100	32.9	17.1	23.7	26.3	50
	5	40	100	23.1	20.5	15.4	41	56.4
	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
Social Studies								
2007	3	40	97.5	7.7	28.2	33.3	30.8	64.1
	4	70	100	10.6	30.3	30.3	28.8	59.1
	5	37	100	47.2	41.7	8.3	2.8	11.1
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	44	100	7	46.5	11.6	34.9	46.5
	4	82	100	22.4	25	22.4	30.3	52.6
	5	41	100	25.6	12.8	7.7	53.8	61.5
	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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