



## Millwood Elementary

24 Pinewood Rd.  
Sumter, SC 29154

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	648 Students	
<b>Principal</b>	Dr. John B. Hilton Jr.	803-775-0648
<b>Superintendent</b>	Zona Jefferson, PhD	803-469-8536
<b>Board Chair</b>	Ms. Jo R. White	803-773-7663

# 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	Average	Below Average
2006	Good	Below Average
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**

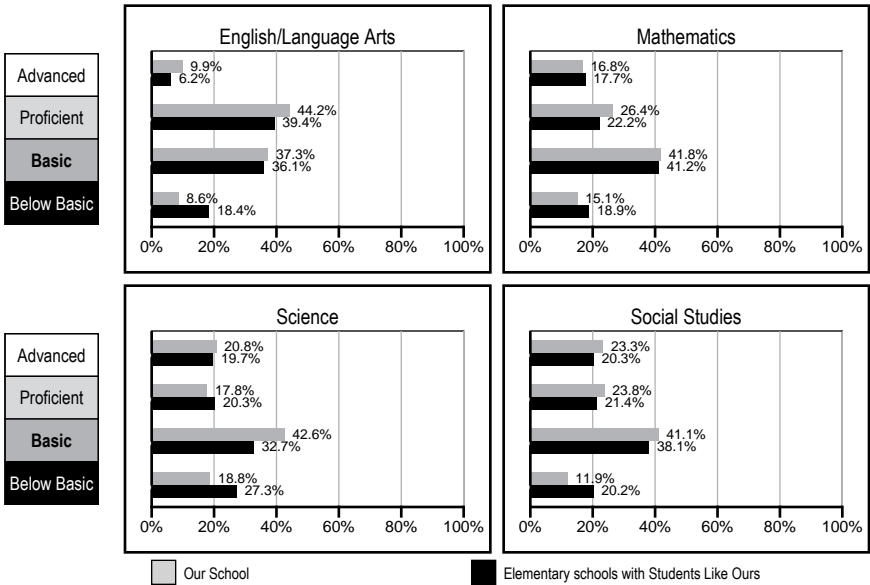
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

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

Excellent	Good	Average	Below Average	At-Risk
0	15	62	6	1

\* 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=648)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.9%	Up from 5.3%	2.3%	2.3%
Attendance rate	96.3%	Down from 96.5%	96.3%	96.3%
Eligible for gifted and talented	17.8%	Up from 17.0%	12.3%	10.4%
With disabilities other than speech	10.1%	Down from 11.5%	8.0%	7.5%
Older than usual for grade	1.5%	No Change	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	36.7%	Down from 42.6%	56.0%	56.7%
Continuing contract teachers	77.6%	Down from 85.1%	79.1%	77.3%
Teachers with emergency or provisional certificates	2.5%	Up from 2.3%	0.0%	0.0%
Teachers returning from previous year	83.7%	Down from 87.7%	87.8%	86.4%
Teacher attendance rate	91.7%	Down from 92.6%	95.1%	94.9%
Average teacher salary	\$41,168	Up 4.2%	\$45,039	\$45,345
Professional development days/teacher	16.7 days	Up from 16.2 days	12.0 days	12.6 days
<b>School</b>				
Principal's years at school	0.0	Down from 18.0	3.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 20.8 to 1	18.9 to 1	18.5 to 1
Prime instructional time	87.4%	Down from 88.3%	90.4%	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	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,142	Up 2.0%	\$6,470	\$7,052
Percent of expenditures for instruction*	72.0%	Up from 71.0%	69.8%	69.1%
Percent of expenditures for teacher salaries*	66.0%	Up from 2.0%	65.5%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

We had another great year at Millwood School. We have continued to build on our tradition of excellence through the collective hard work of our parents, teachers, and students. Our 2007 – 2008 school year held many successes and we are proud of the numerous accomplishments of our students.

Our PTA had another fantastic year with a myriad of activities and programs for our students and teachers. We appreciate the support our PTA gives us through its volunteer program and financial assistance which work together to help us enjoy so many successful programs for our students and teachers at Millwood. Our PTA sponsored its sixth annual Reading Rodeo. The event lasted two weeks during which 630 students participated, reading for 4318 hours. Students received rewards based on how much they read during the rodeo. This is a great opportunity to encourage students to do more reading. We truly appreciate the efforts of our PTA.

Our School Improvement Council met each month this year providing input on several issues including our Title One Federal Programs and our School Improvement Plan. In addition, our School Improvement Council played a significant role in the re-accreditation process with the Southern Association of Colleges and Schools (SACS).

Our faculty and staff continue to provide excellent instruction and learning opportunities each day in the classroom. In order to improve instruction we assessed students using the Measures of Academic Progress (MAP) test. An analysis of these tests allowed us to group students based on academic achievement. Our MAP groups allowed teachers to provide differentiated instruction for students at differing achievement levels.

As in previous years, our character education activities included a character development “word of the week” which was discussed on the morning TV show each day with the student body and emphasized by teachers in classroom activities. Positive reinforcement for good choices and respectful behavior was provided students through our “Terrific Kids”, “Magnificent Mustangs”, and “Citizens of the Month” programs that rewarded students for appropriate interaction with their teachers and classmates.

We are always glad to have visitors and volunteers at Millwood School. We need the involvement of parents and community members. The education of children is always best achieved through teamwork. We need you on our team. Perhaps you might consider serving as a volunteer or one of our Millwood Mentors and tutor some of our students. We hope to see you soon at Millwood School.

Dr. John B. Hilton, Jr., Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	78	36
Percent satisfied with learning environment	98.0%	87.2%	97.1%
Percent satisfied with social and physical environment	98.0%	75.6%	88.9%
Percent satisfied with school-home relations	100.0%	85.9%	83.3%

\* 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 17 out of 17 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	4.8%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	324	100	8.4	36.6	43.3	11.7	67.8	42.6	48.2	Yes	Yes
<b>Gender</b>											
Male	169	100	10.3	35.5	41.9	12.3	64.5	37.7	41.7	N/A	N/A
Female	155	100	6.3	37.8	44.8	11.2	71.3	47.7	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	152	100	4.2	31.5	49.7	14.7	77.6	62.5	60	Yes	Yes
African American	164	100	12.8	41.6	36.9	8.7	57.7	33.2	31.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	78.1	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	33.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	35	100	34.4	34.4	12.5	18.8	31.3	14.4	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	2	I/S	I/S	I/S	I/S	I/S	I/S	34.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	164	100	12.4	44.1	35.9	7.6	55.9	31.7	34	Yes	Yes

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

All Students	324	100	14.8	40.9	26.5	17.8	57	37.9	45.8	Yes	Yes
<b>Gender</b>											
Male	169	100	12.9	43.2	25.2	18.7	55.5	38.3	45.6	N/A	N/A
Female	155	100	16.8	38.5	28	16.8	58.7	37.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	152	100	7.7	35.7	30.8	25.9	67.1	61	59	Yes	Yes
African American	164	100	22.1	47	22.1	8.7	45.6	26.6	26.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	87.5	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	32.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	35	100	43.8	21.9	21.9	12.5	40.6	17.5	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	2	I/S	I/S	I/S	I/S	I/S	I/S	34.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	164	100	20.7	49.7	22.1	7.6	42.8	25.9	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	222	99.6	18	42	17.6	22.4	40	30.6	35.7	96.3	96.1
<b>Gender</b>											
Male	113	99.1	13.6	39.8	19.4	27.2	46.6	32.7	37.4	96.3	95.9
Female	109	100	22.5	44.1	15.7	17.6	33.3	28.6	33.8	96.4	96.3
<b>Racial/Ethnic Group</b>											
White	104	99	7.4	41.1	20	31.6	51.6	54.7	49.2	96.1	96.1
African American	113	100	28.6	44.8	14.3	12.4	26.7	19.3	17	96.5	96
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	98.1	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	21.6	24.9	91.6	95.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97.1
<b>Disability Status</b>											
Disabled	20	100	41.2	29.4	5.9	23.5	29.4	16.7	14	94.9	95
<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	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	22.2	24.4	95.6	96
<b>Socio-Economic Status</b>											
Subsidized meals	122	100	26.6	46.8	14.7	11.9	26.6	18.8	21.1	95.9	95.7
<b>Social Studies</b>											
All Students	224	100	11.6	40.1	23.7	24.6	48.3	28.7	34	96.3	96.1
<b>Gender</b>											
Male	119	100	11.7	34.2	24.3	29.7	54.1	32.2	36.6	96.3	95.9
Female	105	100	11.5	46.9	22.9	18.8	41.7	25.1	31.3	96.4	96.3
<b>Racial/Ethnic Group</b>											
White	103	100	7.1	37.8	23.5	31.6	55.1	49.3	44.5	96.1	96.1
African American	117	100	15.9	43	24.3	16.8	41.1	19.2	19.1	96.5	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	98.1	97.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	30	27.5	91.6	95.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97.1
<b>Disability Status</b>											
Disabled	22	100	23.8	38.1	19	19	38.1	15.5	14.4	94.9	95
<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	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.7	27.3	95.6	96
<b>Socio-Economic Status</b>											
Subsidized meals	113	100	17.8	46.5	17.8	17.8	35.6	19.5	21	95.9	95.7

\* Adj - 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

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	137	100	10.2	28.3	53.5	7.9	61.4
	4	93	98.9	12.2	36.6	42.7	8.5	51.2
	5	89	97.8	13.1	47.6	35.7	3.6	39.3
	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
<b>2008</b>	3	115	100	7.8	23.3	51.5	17.5	68.9
	4	123	100	6.9	39.7	44	9.5	53.4
	5	86	100	11.4	49.4	31.6	7.6	39.2
	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	137	100	11.8	55.9	21.3	11	32.3
	4	93	98.9	11	40.2	30.5	18.3	48.8
	5	89	97.8	14.3	46.4	19	20.2	39.3
	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
<b>2008</b>	3	115	100	17.5	49.5	18.4	14.6	33
	4	123	100	10.3	39.7	31.9	18.1	50
	5	86	100	17.7	31.6	29.1	21.5	50.6
	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	69	100	36.9	43.1	18.5	1.5	20
	4	93	98.9	26.3	46.3	16.3	11.3	27.5
	5	46	100	24.4	41.5	22	12.2	34.1
	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
<b>2008</b>	3	58	100	20.8	47.2	18.9	13.2	32.1
	4	122	100	13.9	41.7	17.4	27	44.3
	5	42	97.6	27	35.1	16.2	21.6	37.8
	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	68	100	16.1	50	27.4	6.5	33.9
	4	93	98.9	18.8	37.5	31.3	12.5	43.8
	5	45	97.8	37.5	30	17.5	15	32.5
	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
<b>2008</b>	3	57	100	8	40	32	20	52
	4	123	100	12.9	41.4	20.7	25	45.7
	5	44	100	12.2	36.6	22	29.3	51.2
	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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