



Millbrook Elementary

255 East Pine Log Road
Aiken, South Carolina

Grades	PK-5 Elementary School	
Enrollment	670 Students	
Principal	Denise Huff	803-641-2580
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Good	Below Average
2006	Good	Below Average
2005	Excellent	Good

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 2008-09 whose 2007-08 test scores were located

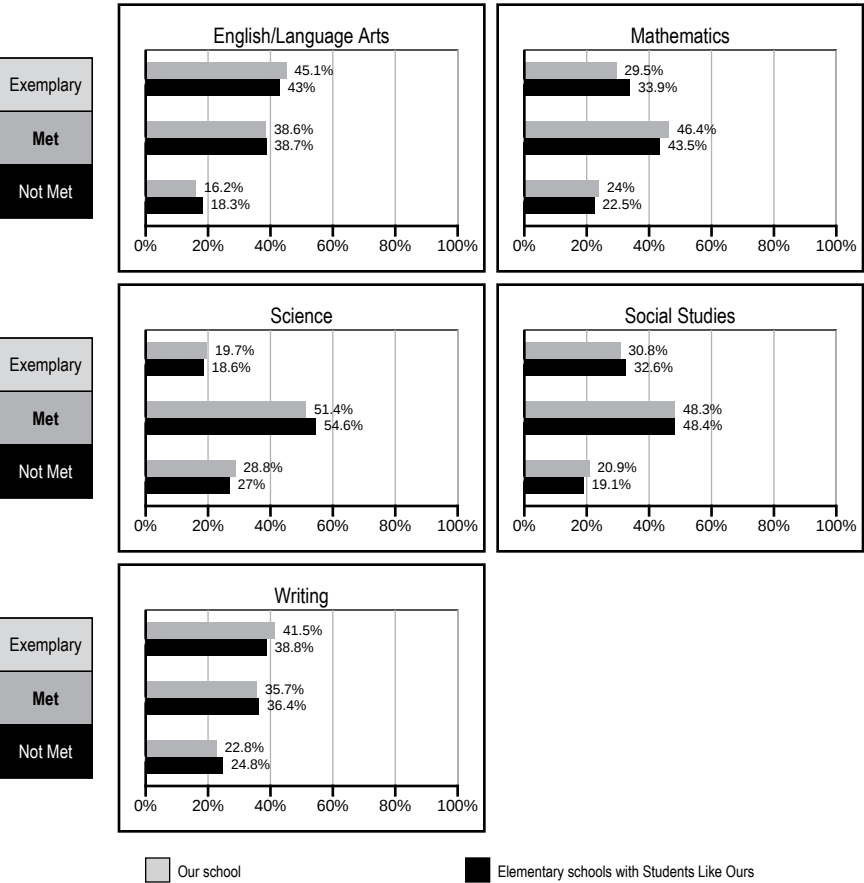
94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
14	30	46	0	0

* Ratings are calculated with data available by 06/01/2010.

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=670)				
First graders who attended full-day kindergarten	100.0%	Up from 75.4%	100.0%	100.0%
Retention rate	2.3%	Down from 3.9%	1.9%	1.9%
Attendance rate	96.5%	Up from 96.4%	96.3%	96.3%
Eligible for gifted and talented	19.8%	Up from 16.6%	14.1%	10.0%
With disabilities other than speech	5.4%	Down from 5.6%	7.7%	7.7%
Older than usual for grade	0.7%	Down from 1.6%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	47.7%	Up from 44.4%	61.3%	59.4%
Continuing contract teachers	86.4%	Up from 77.8%	82.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.5%	Up from 89.7%	87.9%	85.9%
Teacher attendance rate	95.2%	Down from 95.6%	95.3%	95.1%
Average teacher salary*	\$48,692	Up 7.1%	\$47,426	\$47,149
Professional development days/teacher	5.3 days	Down from 8.5 days	10.9 days	11.1 days
School				
Principal's years at school	1.0	Up from 0.0	5.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	No Change	19.1 to 1	18.8 to 1
Prime instructional time	91.3%	Down from 91.5%	90.6%	90.4%
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**	\$6,424	Up 8.3%	\$6,954	\$7,458
Percent of expenditures for instruction**	76.2%	Up from 75.6%	69.2%	68.8%
Percent of expenditures for teacher salaries**	59.6%	Down from 71.1%	63.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Millbrook Elementary has made significant steps toward continuing its legacy of delivering a quality education to its students.

We began the year by celebrating the completion of a new building for our fourth and fifth graders as well as the completion of a state of the art cafeteria. The cafeteria includes a stage area our faculty has used for innovative activities and programs that have involved our students and parents.

An updated School Renewal Plan has been completed by the Title I and School Improvement Council Committee for the 2009-2010 school year. The goals provide the following: two Reading Specialists will provide literacy interventions for K-3 grades; Measures of Academic Progress will continue to be utilized as a benchmark assessment for differentiated instruction; Title I funding will be used to provide staff development for teachers in all core subject areas; and interventions will be incorporated into the school's computer lab and after school tutoring programs. In addition, ten teachers have received Savannah River Nuclear Site science and math grants to enhance instruction.

Our school provides excellent academic programs that are driven by data analysis of our students' needs. Our commitment to positive home-school relations, teacher collaboration, and professional development ensures that our students will be well prepared to enter into middle school.

Denise Huff, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	104	67
Percent satisfied with learning environment	90.7%	89.3%	87.9%
Percent satisfied with social and physical environment	97.7%	90.4%	86.6%
Percent satisfied with school-home relations	79.1%	90.4%	77.6%

* 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	333	100	16.4	38.3	45.3	89.1	85.7	82.8	Yes	Yes
Gender										
Male	167	100	17.5	35.7	46.8	87.7	83.2	79.3	N/A	N/A
Female	166	100	15.3	40.8	43.9	90.4	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	185	100	9.7	34.3	56	93.1	90.8	89.5	Yes	Yes
African American	125	100	25.4	43.9	30.7	84.2	78.1	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.3	92.3	I/S	I/S
Hispanic	18	100	22.2	44.4	33.3	77.8	77.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	82.5	I/S	I/S
Disability Status										
Disabled	27	100	62.5	20.8	16.7	62.5	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	30.8	53.8	15.4	69.2	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	148	100	27.3	45.3	27.3	81.3	79.5	75.5	Yes	Yes

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

All Students	333	100	24.1	46.3	29.6	83.6	81.6	78.9	Yes	Yes
Gender										
Male	167	100	22.1	47.4	30.5	82.5	80.6	77	N/A	N/A
Female	166	100	26.1	45.2	28.7	84.7	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	185	100	13.7	45.1	41.1	89.7	87.6	87.2	Yes	Yes
African American	125	100	38.6	50	11.4	76.3	71.7	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.8	93	I/S	I/S
Hispanic	18	100	33.3	44.4	22.2	72.2	78.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	79.5	I/S	I/S
Disability Status										
Disabled	27	100	66.7	29.2	4.2	37.5	45.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	46.2	30.8	23.1	61.5	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	148	100	38.8	45.3	15.8	74.8	74.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	223	100	28.6	51	20.5	71.4	68.5	67.5
Gender								
Male	109	100	30.7	47.5	21.8	69.3	69.4	67
Female	114	100	26.6	54.1	19.3	73.4	67.6	68
Racial/Ethnic Group								
White	129	100	16.9	54.8	28.2	83.1	78.5	79.5
African American	76	100	44.9	50.7	4.3	55.1	52.3	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.5	84.3
Hispanic	14	100	50	28.6	21.4	50	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	71.2
Disability Status								
Disabled	16	100	60	26.7	13.3	40	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	61.3	59.6
Socio-Economic Status								
Subsided meals	98	100	45.7	44.7	9.6	54.3	56.9	55.1

Social Studies								
All Students	224	99.6	20.9	48.3	30.8	79.1	69	72.3
Gender								
Male	112	99.1	20.2	42.3	37.5	79.8	69.3	71.5
Female	112	100	21.5	54.2	24.3	78.5	68.8	73.2
Racial/Ethnic Group								
White	119	99.2	11.6	42	46.4	88.4	76.5	80.7
African American	92	100	27.9	61.6	10.5	72.1	56.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	62.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	72.2
Disability Status								
Disabled	18	100	56.3	37.5	6.3	43.8	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	63.8	67.9
Socio-Economic Status								
Subsided meals	107	99.1	31	56	13	69	59	62.1

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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
Writing										
All Students	332	98.8	22.6	35.8	41.6	77.4	71.8	70.2	96.5	95.9
Gender										
Male	167	98.2	28.6	29.2	42.2	71.4	65.9	63.2	96.5	95.7
Female	165	99.4	16.7	42.3	41	83.3	78.1	77.5	96.6	96
Racial/Ethnic Group										
White	184	98.4	15.6	31.2	53.2	84.4	78.3	79.1	96.5	95.8
African American	124	99.2	28.9	47.4	23.7	71.1	61.4	57.6	96.6	95.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84	86.2	98.1	97.7
Hispanic	19	100	47.4	10.5	42.1	52.6	65.9	62.6	96.5	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60.9	68.7	96.1	96
Disability Status										
Disabled	28	89.3	68.2	27.3	4.5	31.8	23	26.1	95.6	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	14	100	50	14.3	35.7	50	64.9	61.2	97.1	96.4
Socio-Economic Status										
Subsidized meals	149	99.3	33.6	38.6	27.9	66.4	61.4	58.9	96.1	95.2

Abbreviations for Missing Data

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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							
2009	3	109	100	19.2	30.3	50.5	80.8
	4	114	100	17.1	38.7	44.1	82.9
	5	110	100	12.9	45.5	41.6	87.1
	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
Mathematics							
2009	3	109	100	29.3	41.4	29.3	70.7
	4	114	100	19.8	47.7	32.4	80.2
	5	110	100	23.8	49.5	26.7	76.2
	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
Science							
2009	3	56	100	40	38	22	60
	4	114	100	27	55	18	73
	5	53	100	20.4	55.1	24.5	79.6
	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
Social Studies							
2009	3	53	100	20.4	32.7	46.9	79.6
	4	114	99.1	19.1	53.6	27.3	80.9
	5	57	100	25	51.9	23.1	75
	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							
2009	3	108	97.2	34	23.7	42.3	66
	4	114	100	24.1	38.4	37.5	75.9
	5	110	99.1	9.9	44.6	45.5	90.1
	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

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