



Kelly Miller Elementary

255 Kelly Miller Road
Winnsboro, South Carolina

Grades	PK-6 Elementary School	
Enrollment	270 Students	
Principal	Lillian R. Potter Arnold	803-635-2961
Superintendent	Samantha J. Ingram, Ph.D.	803-635-4607
Board Chair	Mrs. Catherine Kennedy	803-337-3522

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Good
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	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 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

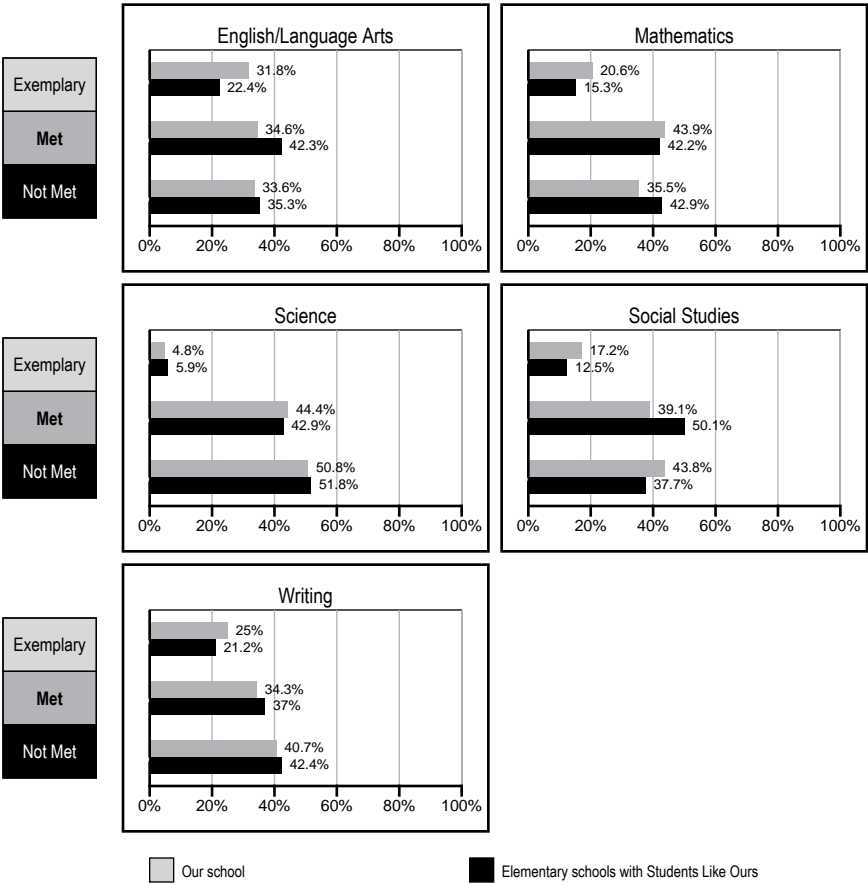
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	74	63	32

* 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=270)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 0.4%	2.5%	1.9%
Attendance rate	96.2%	Down from 96.7%	96.0%	96.3%
Eligible for gifted and talented	10.1%	Down from 15.4%	3.3%	10.0%
With disabilities other than speech	11.3%	Up from 5.0%	7.6%	7.7%
Older than usual for grade	2.6%	Up from 0.9%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 3.9%	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	60.9%	Up from 40.7%	57.1%	59.4%
Continuing contract teachers	56.5%	Up from 40.7%	71.8%	80.0%
Teachers with emergency or provisional certificates	5.3%	Down from 5.9%	0.0%	0.0%
Teachers returning from previous year	75.9%	Down from 77.0%	82.1%	85.9%
Teacher attendance rate	94.4%	Down from 97.1%	95.2%	95.1%
Average teacher salary*	\$46,234	Up 11.6%	\$45,790	\$47,149
Professional development days/teacher	10.3 days	Down from 17.0 days	10.9 days	11.1 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	11.6 to 1	Down from 15.4 to 1	16.8 to 1	18.8 to 1
Prime instructional time	87.5%	Down from 92.6%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 92.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,552	Up 3.0%	\$8,621	\$7,458
Percent of expenditures for instruction**	65.5%	Down from 67.5%	68.3%	68.8%
Percent of expenditures for teacher salaries**	59.5%	Down from 62.7%	62.1%	63.2%

* 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

Kelly Miller Elementary School provides a nurturing, safe, and orderly environment, while promoting high expectations for academics and social achievement in a diverse society.

The students engaged in MAP assessment twice during the school year. The students made gains in MAP benchmark assessment. Our students participated in the USC Math Fest and Science Fair, the State Read-In, and the District Read-In. One of the fifth grade students received the State Superintendent’s Writing Award for the district.

Through our partnership with South Carolina Action for Healthy Kids and Coordinated Approach to Child Health (CATCH), our students were involved in the filming of a program by ETV showing them engaged in “CATCH” related activities. With the partnership our students also planted a vegetable garden and published a “Healthy Cookbook.” These activities promoted positive attitudes and behaviors regarding nutrition and physical activity for our students.

Our staff is continuing their professional careers by pursuing graduate degrees. Three of our teachers are participating in our district’s “Grow Your Own Leaders” Program. Several of our paraprofessionals are pursuing a bachelor’s degree.

The commitment of parents, students, staff, and community is building a better future for Kelly Miller students.

Betsy Hemlepp, School Improvement Council Chairperson
 Lillian R. Potter Arnold, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	24	14
Percent satisfied with learning environment	69.6%	70.8%	69.2%
Percent satisfied with social and physical environment	91.3%	79.2%	85.7%
Percent satisfied with school-home relations	73.9%	87.5%	84.6%

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

Abbreviations for Missing Data

No Child Left Behind

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. 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

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

All Students	125	96.8	31.6	37.7	30.7	79.8	71.7	82.8	Yes	Yes
Gender										
Male	67	98.5	45	31.7	23.3	70	66.4	79.3	N/A	N/A
Female	58	94.8	16.7	44.4	38.9	90.7	76.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	77.4	89.5	I/S	I/S
African American	121	97.5	32.4	37.8	29.7	79.3	70.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	32	90.6	50	42.3	7.7	65.4	44.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	115	98.3	31.8	39.3	29	78.5	70	75.5	Yes	Yes

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

All Students	125	96.8	33.3	47.4	19.3	73.7	65.6	78.9	Yes	Yes
Gender										
Male	67	98.5	43.3	40	16.7	65	62.6	77	N/A	N/A
Female	58	94.8	22.2	55.6	22.2	83.3	68.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	73.4	87.2	I/S	I/S
African American	121	97.5	34.2	46.8	18.9	73	64.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	32	90.6	N/AV	N/AV	N/AV	46.2	31.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	115	98.3	33.6	50.5	15.9	72.9	64	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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	75	98.7	48.5	47.1	4.4	51.5	46.5	67.5
Gender								
Male	44	100	55.3	36.8	7.9	44.7	44.3	67
Female	31	96.8	N/AV	N/AV	N/AV	60	48.6	68
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	54	79.5
African American	75	98.7	48.5	47.1	4.4	51.5	45.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	40	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	19	94.7	N/AV	N/AV	N/AV	26.7	16	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	40	59.6
Socio-Economic Status								
Subsided meals	67	98.5	50.8	47.5	1.6	49.2	43.7	55.1
Social Studies								
All Students	71	98.6	41.2	41.2	17.6	58.8	52.7	72.3
Gender								
Male	33	100	56.3	25	18.8	43.8	48.4	71.5
Female	38	97.4	27.8	55.6	16.7	72.2	56.5	73.2
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	63.5	80.7
African American	68	98.5	43.1	41.5	15.4	56.9	50.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	17	94.1	60	33.3	6.7	40	29.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	67.9
Socio-Economic Status								
Subsided meals	68	98.5	41.5	43.1	15.4	58.5	49.6	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	126	88.1	39.6	34.9	25.5	60.4	56.3	70.2	96.2	95.6
Gender										
Male	68	89.7	50	32.1	17.9	50	48.2	63.2	97	95.3
Female	58	86.2	28	38	34	72	63.8	77.5	95.3	95.8
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	59.1	79.1	96.4	94.6
African American	121	90.1	40	35.2	24.8	60	55.7	57.6	96.2	95.7
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	N/A	98.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	62.6	95.3	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	32	65.6	N/AV	N/AV	N/AV	10.5	19.3	26.1	93.6	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	61.2	91.2	95.5
Socio-Economic Status										
Subsided meals	111	89.2	39.6	38.5	21.9	60.4	54.3	58.9	96.4	95.5

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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	41	100	37.8	27	35.1	62.2
	4	22	95.5	25	40	35	75
	5	28	96.4	23.1	57.7	19.2	76.9
	6	34	94.1	35.5	32.3	32.3	64.5
	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	41	100	48.6	24.3	27	51.4
	4	22	95.5	30	50	20	70
	5	28	96.4	34.6	53.8	11.5	65.4
	6	34	94.1	16.1	67.7	16.1	83.9
	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	21	100	44.4	50	5.6	55.6
	4	22	95.5	55	40	5	45
	5	13	100	50	41.7	8.3	50
	6	19	100	N/AV	N/AV	N/AV	55.6
	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	20	100	52.6	26.3	21.1	47.4
	4	22	95.5	35	50	15	65
	5	14	100	64.3	21.4	14.3	35.7
	6	15	100	13.3	66.7	20	86.7
	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	42	90.5	51.4	17.1	31.4	48.6
	4	22	95.5	40	45	15	60
	5	28	85.7	30.4	56.5	13	69.6
	6	34	82.4	32.1	32.1	35.7	67.9
	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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