



Millwood Elementary

24 Pinewood Rd.
Sumter, SC 29154

Grades	PK-5 Elementary School	
Enrollment	706 Students	
Principal	John B. Hilton Jr., Ph.D	803-775-0648
Superintendent	Zona W. Jefferson, Ph. D.	803-469-8536
Board Chair	Mr. Greg L. Simonson	803-778-1886

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

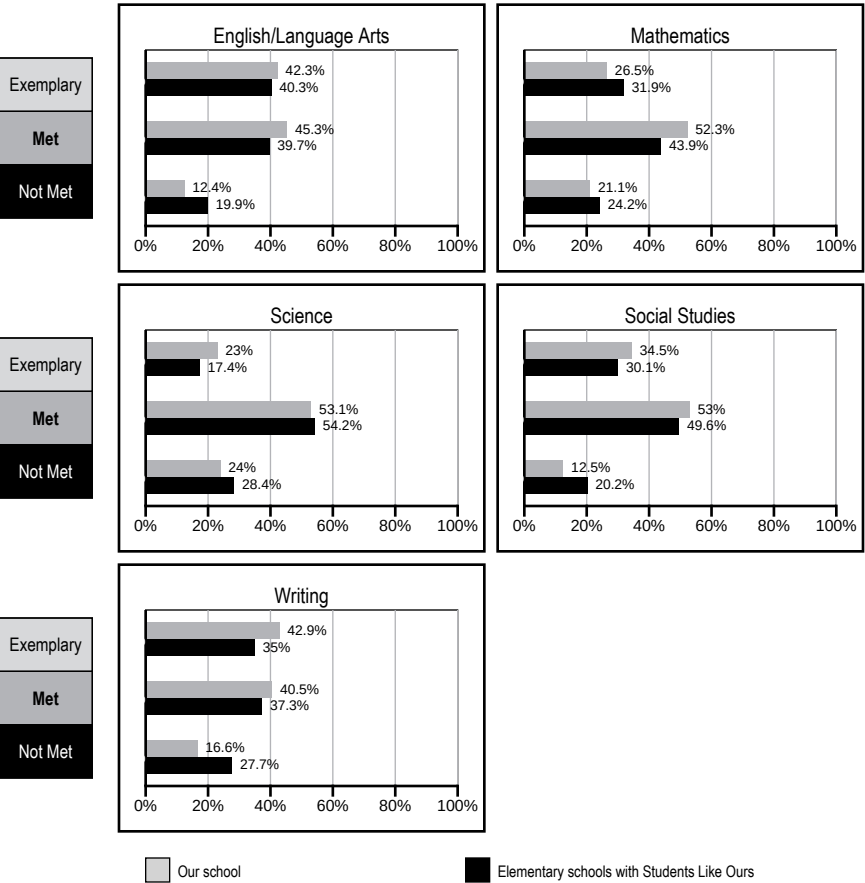
96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	26	49	2	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=706)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.2%	Down from 5.9%	2.0%	1.9%
Attendance rate	96.1%	Down from 96.3%	96.2%	96.3%
Eligible for gifted and talented	16.0%	Down from 17.8%	11.9%	10.0%
With disabilities other than speech	10.8%	Up from 10.1%	8.1%	7.7%
Older than usual for grade	1.8%	Up from 1.5%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	32.7%	Down from 36.7%	58.8%	59.4%
Continuing contract teachers	79.6%	Up from 77.6%	84.3%	80.0%
Teachers with emergency or provisional certificates	2.3%	Down from 2.5%	0.0%	0.0%
Teachers returning from previous year	83.7%	No Change	87.4%	85.9%
Teacher attendance rate	95.7%	Up from 91.7%	95.3%	95.1%
Average teacher salary*	\$40,968	Down 0.5%	\$46,824	\$47,149
Professional development days/teacher	16.4 days	Down from 16.7 days	11.6 days	11.1 days
School				
Principal's years at school	20.0	Up from 0.0	4.0	4.0
Student-teacher ratio in core subjects	14.0 to 1	Down from 16.9 to 1	19.1 to 1	18.8 to 1
Prime instructional time	91.5%	Up from 87.4%	90.4%	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	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,496	Up 5.8%	\$6,981	\$7,458
Percent of expenditures for instruction**	72.3%	Up from 72.0%	69.0%	68.8%
Percent of expenditures for teacher salaries**	67.3%	Up from 66.0%	64.1%	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

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 2008-2009 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 seventh annual Reading Rodeo. The event lasted two weeks during which 590 students participated, reading for 6,107 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.

This year, our Accelerated Reader Program took on a new dimension with the establishment of "personal goals" for students in grades 2 - 5.

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.

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 for 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 as one of our Millwood Mentors and tutor some of our students. As always, 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	49	109	84
Percent satisfied with learning environment	100.0%	83.5%	92.8%
Percent satisfied with social and physical environment	97.9%	78.9%	88.0%
Percent satisfied with school-home relations	100.0%	87.2%	91.6%

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

School Adequate Yearly Progress

YES

This school met 21 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. 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	3.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.2%	0.0%	No
Student attendance rate	96.1%	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	322	99.4	12.1	44.3	43.6	93.8	84.2	82.8	Yes	Yes
Gender										
Male	182	100	14.6	38.6	46.8	90.6	80.9	79.3	N/A	N/A
Female	140	98.6	9	51.5	39.6	97.8	87.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	151	100	7.4	37.2	55.4	96.6	93.9	89.5	Yes	Yes
African American	168	98.8	16.9	50.6	32.5	90.9	80.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.8	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	73.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	43	100	31.7	43.9	24.4	73.2	59.5	52	Yes	Yes
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	1	I/S	I/S	I/S	I/S	I/S	70	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	185	98.9	15.1	51.7	33.1	91.9	79.5	75.5	Yes	Yes

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

All Students	322	99.4	20.7	51.1	28.2	86.6	77.3	78.9	Yes	Yes
Gender										
Male	182	100	19.9	50.3	29.8	83	75.2	77	N/A	N/A
Female	140	98.6	21.6	52.2	26.1	91	79.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	151	100	9.5	49.3	41.2	95.3	91.3	87.2	Yes	Yes
African American	168	98.8	30.5	53.2	16.2	78.6	70.9	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.8	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	43	100	51.2	26.8	22	56.1	46.7	45.5	SWD	Yes
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	1	I/S	I/S	I/S	I/S	I/S	68	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	185	98.9	29.1	51.2	19.8	80.8	71	70.2	Yes	Yes

* 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

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	212	99.1	23.5	52	24.5	76.5	67.4	67.5
Gender								
Male	118	100	18.2	53.6	28.2	81.8	68.3	67
Female	94	97.9	30	50	20	70	66.5	68
Racial/Ethnic Group								
White	101	100	13.3	53.1	33.7	86.7	86.8	79.5
African American	109	98.2	33	51	16	67	58.2	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.3	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	30	100	48.3	31	20.7	51.7	34.6	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	1	I/S	I/S	I/S	I/S	I/S	63.2	59.6
Socio-Economic Status								
Subsided meals	122	98.4	29.8	52.6	17.5	70.2	58.8	55.1

Social Studies

All Students	215	99.1	12.3	52.7	35	87.7	73.4	72.3
Gender								
Male	128	100	10.7	48.8	40.5	89.3	73.7	71.5
Female	87	97.7	14.6	58.5	26.8	85.4	73.2	73.2
Racial/Ethnic Group								
White	105	100	6.8	48.5	44.7	93.2	86.3	80.7
African American	109	98.2	18.2	57.6	24.2	81.8	67.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	26	100	37.5	45.8	16.7	62.5	45.7	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	72.7	67.9
Socio-Economic Status								
Subsided meals	116	98.3	17.8	58.9	23.4	82.2	66.4	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	318	97.5	16.6	40.5	42.9	83.4	66.6	70.2	96.1	95.9
Gender										
Male	179	96.7	20.7	39.6	39.6	79.3	59.4	63.2	95.9	95.7
Female	139	98.6	11.4	41.7	47	88.6	74.2	77.5	96.2	96.2
Racial/Ethnic Group										
White	153	99.4	11.4	40.3	48.3	88.6	84.2	79.1	95.8	95.8
African American	162	95.7	21.5	40.3	38.3	78.5	58.5	57.6	96.3	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.2	86.2	98.7	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.4	62.6	95.9	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.7
Disability Status										
Disabled	43	83.7	62.9	31.4	5.7	37.1	19.5	26.1	94.2	94.5
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	1	I/S	I/S	I/S	I/S	I/S	56.9	61.2	99.3	96.1
Socio-Economic Status										
Subsidized meals	178	96.6	19.3	44	36.7	80.7	57.6	58.9	95.8	95.6

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	95	100	22.1	27.9	50	77.9
	4	107	98.1	10	46	44	90
	5	120	100	6.7	54.6	38.7	93.3
	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	95	100	34.9	33.7	31.4	65.1
	4	107	98.1	17	57	26	83
	5	120	100	13.4	58.8	27.7	86.6
	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
Science							
2009	3	46	100	28.6	42.9	28.6	71.4
	4	107	98.1	22	54	24	78
	5	59	100	22.4	55.2	22.4	77.6
	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	49	100	15.9	43.2	40.9	84.1
	4	105	98.1	11.2	55.1	33.7	88.8
	5	61	100	11.5	55.7	32.8	88.5
	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	94	98.9	25	28.4	46.6	75
	4	103	98.1	15.3	44.9	39.8	84.7
	5	121	95.9	11.3	46.1	42.6	88.7
	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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