



KELLY MILL MIDDLE

1141 Kelly Mill Rd.
Blythewood, SC 29016

Grades	2-8 Elementary School	
Enrollment	1,137 Students	
Principal	Dr. Michael G. Lemrow	803-691-7210
Superintendent	Katie Brochu, Ed.D.	803-787-1910
Board Chair	Stephanie Burgess, Ph.D.	803-530-9899

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Average
2010	Below Average	Average
2009	Average	Below Average
2008	Below Average	At-Risk
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

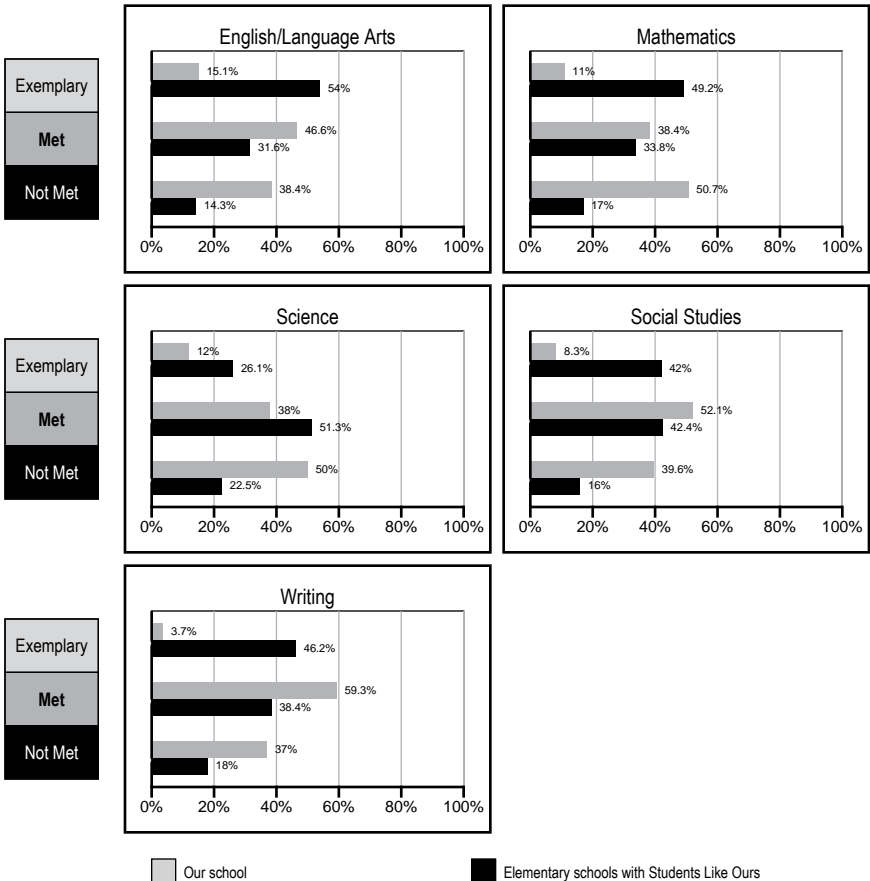
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	14	1	2	0

* Ratings are calculated with data available by 11/09/2011.

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=1,137)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.3%	Down from 0.8%	0.8%	1.1%
Attendance rate	98.5%	Down from 99.9%	96.6%	96.2%
Served by gifted and talented program	15.5%	Up from 6.9%	21.8%	13.4%
With disabilities other than speech	9.1%	Down from 11.7%	4.6%	4.1%
Older than usual for grade	0.7%	Down from 0.8%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.5%	0.0%	0.0%
Teachers (n=76)				
Teachers with advanced degrees	63.2%	Up from 56.8%	63.4%	62.5%
Continuing contract teachers	71.1%	Up from 60.5%	89.5%	88.2%
Teachers returning from previous year	81.6%	Up from 80.3%	87.9%	87.8%
Teacher attendance rate	93.9%	Down from 95.4%	95.4%	95.2%
Average teacher salary*	\$47,737	Up 0.1%	\$46,243	\$46,773
Professional development days/teacher	6.8 days	Up from 6.5 days	9.8 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	28.2 to 1	Up from 21.1 to 1	20.9 to 1	19.9 to 1
Prime instructional time	91.8%	Down from 94.3%	91.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	40.9%	Down from 43.3%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,872	Up 1.9%	\$7,112	\$7,447
Percent of expenditures for instruction**	72.9%	Up from 71.4%	68.8%	68.4%
Percent of expenditures for teacher salaries**	70.0%	Up from 65.6%	67.6%	65.8%

* 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

Kelly Mill Middle School, a Palmetto’s Finest finalist, Red Carpet School, a National AVID Demonstration Site, and an Exemplary Writing school, has embraced the community and forged a bond based on commitment, interest, belief, and support. We are a school that uses current brain research to guide our teaching practice, our climate, our culture, and engage our students. We provide an honors’ program in all four core content areas – language arts/reading, math, science, and social studies. Our co-curricular activities support the total development of the student. Music students earn superior ratings; our art students garner awards. Our AVID Program (Achievement via Individual Determination) is the only National Demonstration Site in our state.

Student achievement, as measured by MAP testing, has been outstanding. Over eighty percent of our students met or exceeded their MAP goals. Our students excelled in the Science Fair advancing to regional and state levels. Kelly Mill Middle School has been designated as a Champions of the Environment school. We offer a Middle Matters Program for parents and the Opportunity Club as an after-school program to advance students’ learning. We were selected by Ignite Magazine for our exemplary technology. We received recognition for our World War II Remembrance Project. We established Kelly Mill INC., a business economics magnet program. Kelly Mill INC.: We Mean Business is a magnet school designed for the academically gifted student. It features an honors’ curriculum, small classes, extended day once per month, and an extended year designated for meaningful field studies.

The Center for Achievement, located on the campus of Kelly Mill Middle School, was established August 2005. It is an elementary magnet school designed for students with learning differences. The center consists of grades 2nd through 5th. There are 16 students per class, with a highly qualified teacher and an instructional assistant in the classroom. The school uses the Schools Attuned Program to identify students’ strengths and to provide strategies for their weaknesses. Their students have shown growth and success on the nationally normed test administered.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* 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. 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	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.3%	0.0%	No
Student attendance rate	98.5%	94.0%**	Yes

* Or greater than last year

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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 = 79.4% (Met or Exemplary)

All Students	1131	100	26.9	31.9	41.2	81.1	83.8	82.4	Yes	Yes
Gender										
Male	605	100	33.6	31.5	34.9	74.9	79.2	78.7	N/A	N/A
Female	526	100	19.4	32.3	48.3	88.2	88.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	316	100	14.1	24.5	61.4	91.6	93.4	88.9	Yes	Yes
African American	748	100	32.8	35	32.2	76	79.1	72.9	Yes	Yes
Asian/Pacific Islander	24	100	10	30	60	95	95.6	93	I/S	I/S
Hispanic	36	100	30.6	27.8	41.7	83.3	78.8	79.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	92.9	83	I/S	I/S
Disability Status										
Disabled	153	100	65.7	26.6	7.7	54.5	47.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	20	25.7	54.3	88.6	81.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	423	100	36.8	34.6	28.6	72.9	75.6	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	1131	99.9	33.5	40.4	26.1	76.2	81.7	81.9	Yes	Yes
Gender										
Male	605	99.8	38.1	34.9	27	71.3	79.1	79.9	N/A	N/A
Female	526	100	28.3	46.5	25.1	81.6	84.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	316	99.7	15.2	37.7	47.1	89.6	93.5	88.9	Yes	Yes
African American	748	100	42	42	16	70.1	75.7	71.4	No	Yes
Asian/Pacific Islander	24	100	10	35	55	90	95.3	94.6	I/S	I/S
Hispanic	36	100	38.9	27.8	33.3	72.2	78	81.1	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	92.9	84.4	I/S	I/S
Disability Status										
Disabled	153	99.4	69	26.8	4.2	43	45.8	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	17.1	40	42.9	85.7	82.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	423	100	45.4	40.1	14.5	66.7	72.7	74.9	No	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	752	99.5	30.6	42.4	27.1	69.4	71	68.6
Gender								
Male	399	99.3	35.3	35.3	29.4	64.7	69.9	68.3
Female	353	99.7	25.4	50.1	24.5	74.6	72.2	68.9
Racial/Ethnic Group								
White	200	99.5	11.8	38	50.3	88.2	90	80.7
African American	504	99.6	37.8	45.1	17.1	62.2	61.9	51.4
Asian/Pacific Islander	14	100	16.7	41.7	41.7	83.3	89.2	85.3
Hispanic	29	96.6	42.9	21.4	35.7	57.1	65	61.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	103	100	67	26.6	6.4	33	36.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	15	100	26.1	26.1	47.8	73.9	73.2	60.7
Socio-Economic Status								
Subsidized meals	288	99.3	40.1	43.9	16	59.9	57.5	57.3
Social Studies								
All Students	749	99.6	25.4	38.3	36.3	74.6	76.5	72.5
Gender								
Male	400	99.5	28.4	33.5	38.1	71.6	74.4	72
Female	349	99.7	22	43.7	34.3	78	78.6	73.1
Racial/Ethnic Group								
White	214	100	18.5	29.5	52	81.5	89.3	81
African American	492	99.4	29.2	42.6	28.1	70.8	69.9	60
Asian/Pacific Islander	19	100	12.5	25	62.5	87.5	92.7	89
Hispanic	22	100	18.2	31.8	50	81.8	71.8	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	109	100	56.3	35.9	7.8	43.7	42.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	14	100	13	21.7	65.2	87	76	69.7
Socio-Economic Status								
Subsidized meals	275	99.3	34.1	39.1	26.7	65.9	65.7	62.9

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	397	99	30.3	45	24.7	69.7	75.5	73.2	98.5	97.2
Gender										
Male	215	98.1	38.5	39.5	22	61.5	68.9	67.2	98.2	97.2
Female	182	100	20.8	51.4	27.7	79.2	82.2	79.4	98.8	97.3
Racial/Ethnic Group										
White	106	98.1	14.1	42.4	43.4	85.9	88.7	81.5	98	97
African American	275	99.3	37.8	44.4	17.8	62.2	69.1	61.3	98.6	97.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.8	87	99.3	97.7
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.2	66.7	98.7	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	72.2	98.5	96.8
Disability Status										
Disabled	54	96.3	N/AV	N/AV	N/AV	27.1	27	26	97.5	96.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.6
English Proficiency										
Limited English Proficient	8	I/S	16.7	50	33.3	83.3	72.5	65.7	98.9	97.2
Socio-Economic Status										
Subsidized meals	150	98.7	39.3	47.1	13.6	60.7	64.6	63.2	98.3	96.8

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							
2010	3	19	100	27.8	55.6	16.7	72.2
	4	30	100	27.6	65.5	6.9	72.4
	5	23	100	36.4	50	13.6	63.6
	6	330	100	21.7	38.5	39.8	78.3
	7	368	99.7	20.5	30.3	49.1	79.5
	8	313	100	25.7	34.2	40.1	74.3
2011	3	24	100	52.4	38.1	9.5	47.6
	4	26	100	36	44	20	64
	5	27	100	29.6	55.6	14.8	70.4
	6	341	100	25.2	32.6	42.2	74.8
	7	345	100	25.9	29.6	44.4	74.1
	8	368	100	27.1	30.3	42.7	72.9
Mathematics							
2010	3	19	100	61.1	27.8	11.1	38.9
	4	30	100	44.8	27.6	27.6	55.2
	5	23	100	50	40.9	9.1	50
	6	330	100	23.3	41.4	35.3	76.7
	7	368	99.7	32.7	40.2	27.2	67.3
	8	313	99.7	27.5	50.5	22	72.5
2011	3	24	100	71.4	14.3	14.3	28.6
	4	26	96.2	33.3	54.2	12.5	66.7
	5	27	100	48.1	44.4	7.4	51.9
	6	341	100	31.7	35.7	32.6	68.3
	7	345	100	32.7	36.4	30.9	67.3
	8	368	100	32.6	48.7	18.7	67.4
Science							
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	30	100	N/A	N/A	N/A	48.3
	5	11	100	I/S	I/S	I/S	I/S
	6	164	98.8	31.2	51.9	16.9	68.8
	7	367	100	18.5	52.3	29.2	81.5
	8	156	99.4	17.1	35.6	47.3	82.9
2011	3	13	100	66.7	16.7	16.7	33.3
	4	26	100	40	56	4	60
	5	13	100	53.8	23.1	23.1	46.2
	6	170	98.8	39	51.6	9.4	61
	7	344	100	25.4	44.3	30.3	74.6
	8	186	98.9	27	31.6	41.4	73

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
Social Studies							
2010	3	9	I/S	I/S	I/S	I/S	I/S
	4	30	100	27.6	69	3.4	72.4
	5	12	100	25	66.7	8.3	75
	6	166	98.2	6.5	50.6	42.9	93.5
	7	367	100	23.7	30.9	45.4	76.3
	8	157	98.7	25.3	43.8	30.8	74.7
2011	3	11	100	I/S	I/S	I/S	I/S
	4	26	100	44	52	4	56
	5	14	100	28.6	64.3	7.1	71.4
	6	171	100	13	54	32.9	87
	7	345	99.7	29.4	27.9	42.7	70.6
	8	182	98.9	25.3	39.4	35.3	74.7
Writing							
2010	3	20	100	52.6	42.1	5.3	47.4
	4	30	100	37.9	55.2	6.9	62.1
	5	23	100	31.8	50	18.2	68.2
	6	330	99.1	20	40.3	39.7	80
	7	364	100	24.9	46.1	28.9	75.1
	8	312	98.7	18.3	48.3	33.4	81.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	27	100	37	59.3	3.7	63
	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	370	98.9	29.8	43.9	26.3	70.2

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