



## KELLY MILLER ELEMENTARY

255 Kelly Miller Road  
Winnsboro, South Carolina

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	262 Students	
<b>Principal</b>	Lillian R. Potter Arnold	803-635-2961
<b>Superintendent</b>	Dr. Patrice Robinson	803-635-4607
<b>Board Chair</b>	Ms. Annie McDaniel	803-635-6894

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Excellent*</b>
2009	Average	Average
2008	Below Average	Good
2007	Below Average	Below Average
2006	Below Average	At-Risk

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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

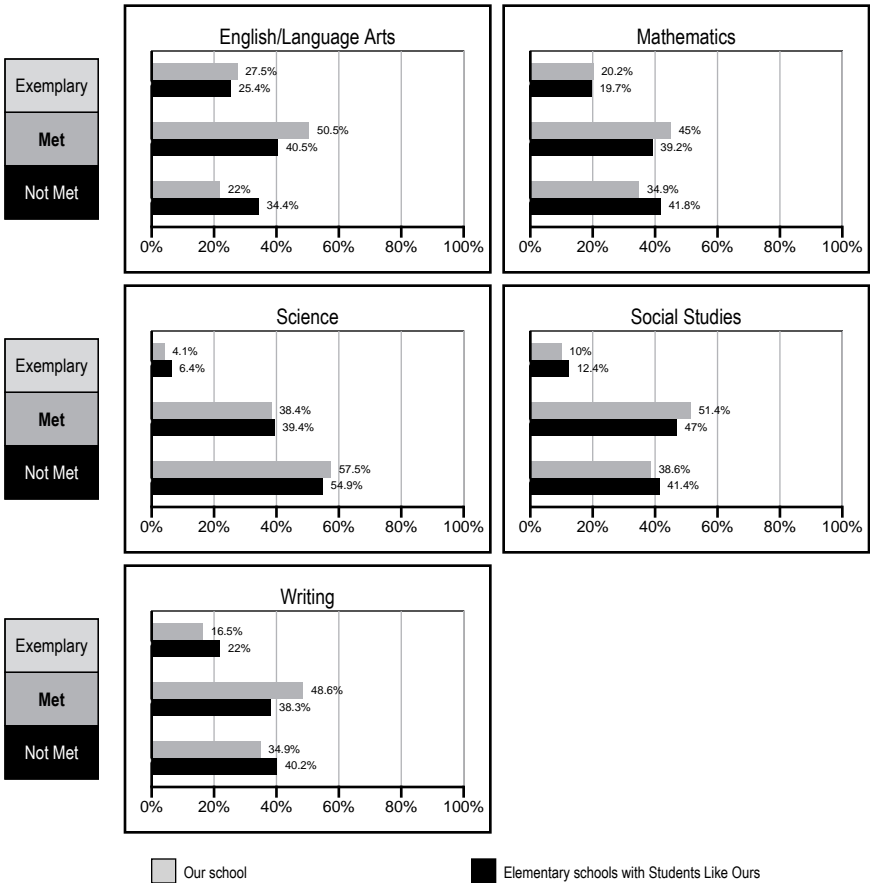
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	93	59	24

\* Ratings are calculated with data available by 03/09/2011.

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
<b>Students (n=262)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Up from 2.2%	1.5%	1.2%
Attendance rate	96.0%	Down from 96.2%	95.8%	96.1%
Eligible for gifted and talented	11.9%	Up from 10.1%	4.8%	11.7%
With disabilities other than speech	9.8%	Down from 11.3%	8.5%	8.0%
Older than usual for grade	0.5%	Down from 2.6%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=19)</b>				
Teachers with advanced degrees	68.4%	Up from 60.9%	60.0%	60.5%
Continuing contract teachers	63.2%	Up from 56.5%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 5.3%	0.0%	0.0%
Teachers returning from previous year	80.3%	Up from 75.9%	83.6%	87.0%
Teacher attendance rate	95.2%	Up from 94.4%	95.4%	95.4%
Average teacher salary*	\$43,024	Down 6.9%	\$45,459	\$47,288
Professional development days/teacher	12.0 days	Up from 10.3 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	11.2 to 1	Down from 11.6 to 1	17.3 to 1	19.2 to 1
Prime instructional time	89.3%	Up from 87.5%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,266	Up 20.0%	\$8,596	\$7,548
Percent of expenditures for instruction**	63.9%	Down from 65.5%	68.0%	68.7%
Percent of expenditures for teacher salaries**	59.6%	Up from 59.5%	62.4%	65.1%

\* 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 is located in a rural community in Fairfield County. The mission of Kelly Miller is to provide a nurturing, safe, and orderly environment, while promoting high expectations for academic and social achievement in a diverse society.

To accomplish the goal of our mission statement, teachers in Kindergarten - Grade 3 continued the implementation of the Open Court Phonics program. During classroom instruction in all grades, the teachers used the five research-based components identified for success in reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Students in all grades received embedded intervention daily. Our students in grades 2 – 6 are engaged in Measures of Academic Progress (MAP) twice during the school year. We also used Study Island, a computerized program to assist students with mastering the standards in English Language Arts, Math, Science, and Social Studies. Using the data obtained from MAP, Study Island, along with various informal and formal assessment tools, the staff is able to address the identified needs of the students. Again this year, one of our fifth grade students received the State Superintendent’s Writing Award for the district. Kelly Miller’s staff continued utilizing CATCH (Coordinated Approach to Child Health) to promote positive attitudes and behaviors regarding nutrition and physical activity for our students, parents, and the entire Kelly Miller community.

Kelly Miller Elementary was a recipient of a 21st Century Community Learning Grant. In partnership with Chameleon Inspirations Learning Center, this grant provided an additional after-school tutoring program to our students. The school also was selected to be a Partner School with Winthrop University’s Richard W. Riley College of Education Teacher Quality Partnership Grant. This grant is committed to providing a Network of Sustained, Collaborative, Ongoing Preparation for Educators (NetSCOPE). As a Partner School, Kelly Miller’s staff will collaborate in a partnership with Winthrop University to improve the academic achievement of students attending Kelly Miller, provide additional professional development for the faculty, and offer real-world experiences for pre-service teachers.

With the support of the Kelly Miller community, Kelly Miller Elementary School will continue to be a nurturing place providing our students with the necessary tools to perform successfully in life.

Tobias Chappell, SIC Chairperson  
Lillian R. Potter Arnold, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	19	21	21
Percent satisfied with learning environment	68.4%	90.0%	95.0%
Percent satisfied with social and physical environment	83.3%	81.0%	100.0%
Percent satisfied with school-home relations	31.6%	85.7%	95.2%

\* 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

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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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 = 58.8% (Met or Exemplary)**

All Students	118	100	22	50.5	27.5	84.4	73.4	83.5	Yes	Yes
<b>Gender</b>										
Male	65	100	28.8	49.2	22	79.7	69.7	80.1	N/A	N/A
Female	53	100	14	52	34	90	77.4	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	N/A	N/A	N/A	N/A	81.1	89.6	I/S	I/S
African American	116	100	22	50.5	27.5	84.4	72.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	72.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	19	100	N/A	N/A	N/A	42.1	47.1	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	71.4	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	103	100	22.9	51	26	83.3	72.5	76.9	Yes	Yes

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

All Students	118	100	34.9	45	20.2	73.4	65.7	80.4	Yes	Yes
<b>Gender</b>										
Male	65	100	40.7	30.5	28.8	69.5	63.3	78.4	N/A	N/A
Female	53	100	28	62	10	78	68.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	N/A	N/A	N/A	N/A	74.3	87.8	I/S	I/S
African American	116	100	34.9	45	20.2	73.4	64.2	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	72.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	19	100	78.9	15.8	5.3	31.6	35.1	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	71.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	103	100	33.3	47.9	18.8	72.9	64.6	72.8	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
<b>Science</b>								
All Students	77	93.5	54.4	41.2	4.4	45.6	46.3	67.3
<b>Gender</b>								
Male	45	93.3	53.8	38.5	7.7	46.2	45.2	66.9
Female	32	93.8	N/A	N/A	N/A	44.8	47.5	67.7
<b>Racial/Ethnic Group</b>								
White	1	I/S	N/A	N/A	N/A	N/A	64	79.6
African American	76	93.4	54.4	41.2	4.4	45.6	43.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	54.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
<b>Disability Status</b>								
Disabled	13	100	N/A	N/A	N/A	7.7	19.1	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	54.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	65	93.9	56.9	41.4	1.7	43.1	45	55.4
<b>Social Studies</b>								
All Students	77	93.5	34.8	54.5	10.6	65.2	52.2	70.9
<b>Gender</b>								
Male	37	91.9	33.3	56.7	10	66.7	49.4	70.1
Female	40	95	36.1	52.8	11.1	63.9	54.9	71.7
<b>Racial/Ethnic Group</b>								
White	1	I/S	N/A	N/A	N/A	N/A	62.5	79.2
African American	76	93.4	34.8	54.5	10.6	65.2	50.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	61.1	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	13	100	N/A	N/A	N/A	23.1	28.5	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	58.8	68
<b>Socio-Economic Status</b>								
Subsidized meals	72	95.8	35.9	54.7	9.4	64.1	51.7	60.8

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
<b>Writing</b>										
All Students	115	100	34.9	48.6	16.5	65.1	54.4	72.1	96	95.1
<b>Gender</b>										
Male	62	100	40.7	44.1	15.3	59.3	47	65.2	96	94.8
Female	53	100	28	54	18	72	62.2	79.2	96	95.4
<b>Racial/Ethnic Group</b>										
White	2	I/S	N/A	N/A	N/A	N/A	55.6	80.8	97	94
African American	113	100	34.9	48.6	16.5	65.1	54.3	59.7	96	95.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	87	N/A	99.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	50	64.6	95	94.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
<b>Disability Status</b>										
Disabled	18	100	N/AV	N/AV	N/AV	11.1	15	27.7	95.3	93.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	47.6	63.7	95	95.2
<b>Socio-Economic Status</b>										
Subsidized meals	100	100	36.5	47.9	15.6	63.5	53.4	61.9	95.9	95

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
<b>English/Language Arts</b>							
<b>2009</b>	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
<b>2010</b>	3	36	100	27.3	33.3	39.4	72.7
	4	36	100	26.5	50	23.5	73.5
	5	25	100	13.6	59.1	27.3	86.4
	6	21	100	15	70	15	85
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	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
<b>2010</b>	3	36	100	33.3	51.5	15.2	66.7
	4	36	100	29.4	44.1	26.5	70.6
	5	25	100	54.5	40.9	4.5	45.5
	6	21	100	25	40	35	75
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	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
<b>2010</b>	3	18	100	N/A	N/A	N/A	17.6
	4	36	100	41.2	55.9	2.9	58.8
	5	12	58.3	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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
<b>Social Studies</b>							
<b>2009</b>	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
<b>2010</b>	3	18	100	62.5	25	12.5	37.5
	4	36	100	29.4	61.8	8.8	70.6
	5	13	61.5	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	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
<b>2010</b>	3	36	100	30.3	48.5	21.2	69.7
	4	35	100	35.3	55.9	8.8	64.7
	5	23	100	22.7	54.5	22.7	77.3
	6	21	100	55	30	15	45
	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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