



MILLWOOD ELEMENTARY

24 Pinewood Rd.
Sumter, SC 29154

Grades	PK-5 Elementary School	
Enrollment	681 Students	
Principal	John B. Hilton Jr.	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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent*
2009	Good	Good
2008	Good	Average
2007	Average	Below Average
2006	Good	Below Average

* 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

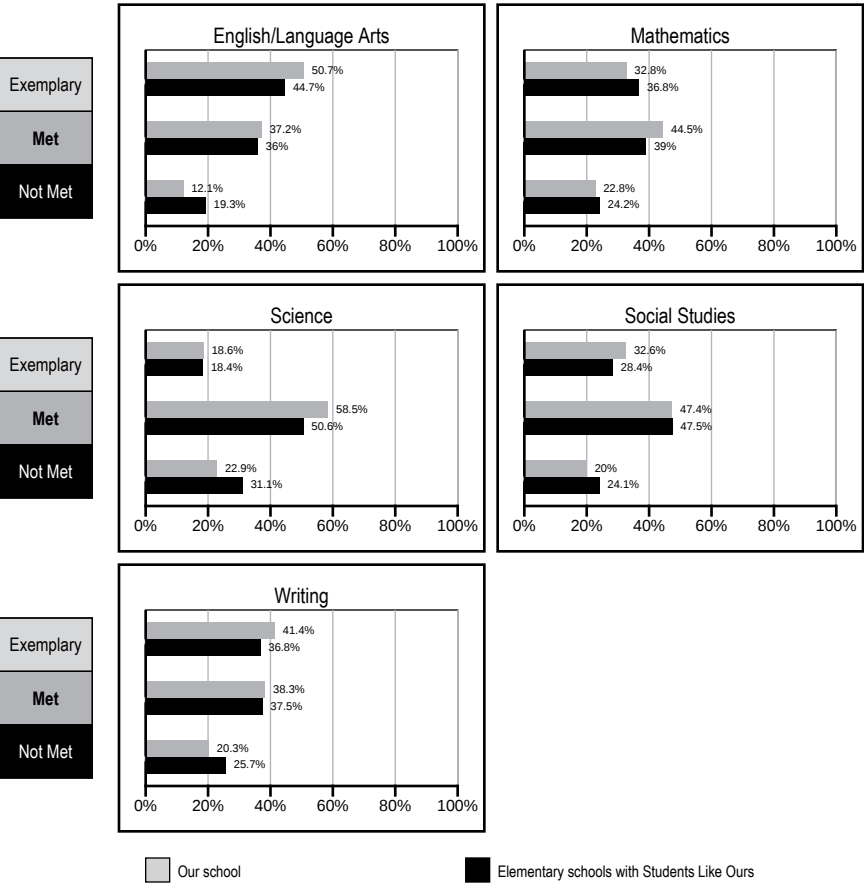
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
14	35	45	0	0

* 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
Students (n=681)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 4.2%	1.2%	1.2%
Attendance rate	96.0%	Down from 96.1%	96.0%	96.1%
Eligible for gifted and talented	13.5%	Down from 16.0%	14.2%	11.7%
With disabilities other than speech	10.0%	Down from 10.8%	8.3%	8.0%
Older than usual for grade	1.7%	Down from 1.8%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	34.0%	Up from 32.7%	59.3%	60.5%
Continuing contract teachers	83.0%	Up from 79.6%	85.7%	84.6%
Teachers with emergency or provisional certificates	2.4%	Up from 2.3%	0.0%	0.0%
Teachers returning from previous year	84.5%	Up from 83.7%	86.7%	87.0%
Teacher attendance rate	93.8%	Down from 95.7%	95.5%	95.4%
Average teacher salary*	\$41,328	Up 0.9%	\$47,524	\$47,288
Professional development days/teacher	11.6 days	Down from 16.4 days	10.3 days	10.5 days
School				
Principal's years at school	21.0	Up from 20.0	4.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 14.0 to 1	19.6 to 1	19.2 to 1
Prime instructional time	89.4%	Down from 91.5%	90.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,084	Down 6.3%	\$7,078	\$7,548
Percent of expenditures for instruction**	71.6%	Down from 72.3%	68.9%	68.7%
Percent of expenditures for teacher salaries**	69.4%	Up from 67.3%	65.6%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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 2009-2010 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 eighth annual read-a-thon. The event lasted three weeks, during which 620 students participated, reading for 8,083 hours. Students received rewards based on how much they read during the read-a-thon. 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 to 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	46	70	74
Percent satisfied with learning environment	97.8%	79.7%	88.9%
Percent satisfied with social and physical environment	97.8%	83.8%	93.2%
Percent satisfied with school-home relations	100.0%	88.6%	89.2%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 19 out of 19 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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.9%	0.0%	No
Student attendance rate	96.0%	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	100	11.7	36.3	52	93	82.9	83.5	Yes	Yes
Gender										
Male	189	100	12.5	36.4	51.1	92	79.6	80.1	N/A	N/A
Female	133	100	10.5	36.3	53.2	94.4	86.5	87	N/A	N/A
Racial/Ethnic Group										
White	146	100	5.7	28.6	65.7	97.1	93.3	89.6	Yes	Yes
African American	171	100	16.1	43.9	40	89.7	78.4	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.4	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	86.9	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	40	100	34.3	34.3	31.4	68.6	51.4	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	83.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	193	100	16.5	42	41.5	88.6	78.5	76.9	Yes	Yes

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

All Students	322	100	22	43.3	34.7	87.3	78.5	80.4	Yes	Yes
Gender										
Male	189	100	21.6	42	36.4	86.9	76.8	78.4	N/A	N/A
Female	133	100	22.6	45.2	32.3	87.9	80.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	146	100	8.6	42.1	49.3	95.7	91	87.8	Yes	Yes
African American	171	100	33.5	45.2	21.3	80.6	73	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.6	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	40	100	51.4	20	28.6	42.9	45.2	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	72	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	193	100	29.5	46.6	23.9	81.3	73.3	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
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Science

All Students	210	99.5	22.3	57.5	20.2	77.7	66.4	67.3
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Gender

Male	124	99.2	17.9	60.7	21.4	82.1	65.6	66.9
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Female	86	100	28.4	53.1	18.5	71.6	67.2	67.7
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Racial/Ethnic Group

White	97	100	7.6	63	29.3	92.4	86.9	79.6
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African American	111	99.1	35.4	53.5	11.1	64.6	57.7	49.7
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.6	84.4
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Hispanic	0	N/A	N/A	N/A	N/A	N/A	62.8	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
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Disability Status

Disabled	19	94.7	31.3	37.5	31.3	68.8	34.5	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	52.4	58.6
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Socio-Economic Status

Subsidized meals	128	99.2	28.1	58.8	13.2	71.9	58.7	55.4
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Social Studies

All Students	211	99.5	19.4	46.4	34.2	80.6	70.4	70.9
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Gender

Male	126	99.2	16.2	46.2	37.6	83.8	69.4	70.1
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Female	85	100	24.1	46.8	29.1	75.9	71.6	71.7
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Racial/Ethnic Group

White	96	100	14	37.6	48.4	86	82.9	79.2
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African American	111	99.1	23.2	55.6	21.2	76.8	65	58.4
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	79.2	86.8
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	72.5	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status

Disabled	33	97	46.4	32.1	21.4	53.6	40.2	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	62.1	68
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Socio-Economic Status

Subsidized meals	130	99.2	23.1	49.6	27.4	76.9	64	60.8
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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	324	95.7	20.3	38.3	41.4	79.7	66.7	72.1	96	95.8
Gender										
Male	189	95.2	25	38.4	36.6	75	60.1	65.2	96	95.6
Female	135	96.3	13.8	38.2	48	86.2	73.9	79.2	96.1	96
Racial/Ethnic Group										
White	144	98.6	13.8	31.9	54.3	86.2	82.7	80.8	95.9	95.6
African American	175	93.1	25.7	44.7	29.6	74.3	60	59.7	96.1	95.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.6	87	97.3	97.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	54.8	64.6	95.2	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.2
Disability Status										
Disabled	42	73.8	N/AV	N/AV	N/AV	21.4	17.6	27.7	94.1	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	98.1	98.1
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	44	63.7	99.6	96.3
Socio-Economic Status										
Subsidized meals	194	93.3	25.6	40.7	33.7	74.4	58.5	61.9	95.6	95.4

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
2010	3	119	100	15.7	26.9	57.4	84.3
	4	103	100	10.5	40	49.5	89.5
	5	100	100	8.2	43.3	48.5	91.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	119	100	34.3	38	27.8	65.7
	4	103	100	10.5	46.3	43.2	89.5
	5	100	100	19.6	46.4	34	80.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	58	100	37.3	41.2	21.6	62.7
	4	100	100	18.5	57.6	23.9	81.5
	5	52	98.1	14	74	12	86
	6	0	N/A	N/A	N/A	N/A	N/A
	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
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
2010	3	61	100	24.6	40.4	35.1	75.4
	4	102	100	10.6	53.2	36.2	89.4
	5	48	97.9	31.1	40	28.9	68.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	120	99.2	23.9	34.9	41.3	76.1
	4	101	91.1	19.3	35.2	45.5	80.7
	5	103	96.1	17.3	44.9	37.8	82.7
	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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