

ANDERSON MILL ELEMENTARY

1845 Old Anderson Mill
Moore, S.C. 29369

Grades	PK-5 Elementary School	
Enrollment	668 Students	
Principal	Elizabeth D. Haun	864-576-6539
Superintendent	Darryl Owings	864-576-4212
Board Chair	Mr. Alex Meadows	864-576-4212

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Excellent**	**Excellent**
2010	Excellent	Good
2009	Good	Good
2008	Good	Below Average
2007	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 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

ANDERSON MILL ELEMENTARY 11/09/11-4206088

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

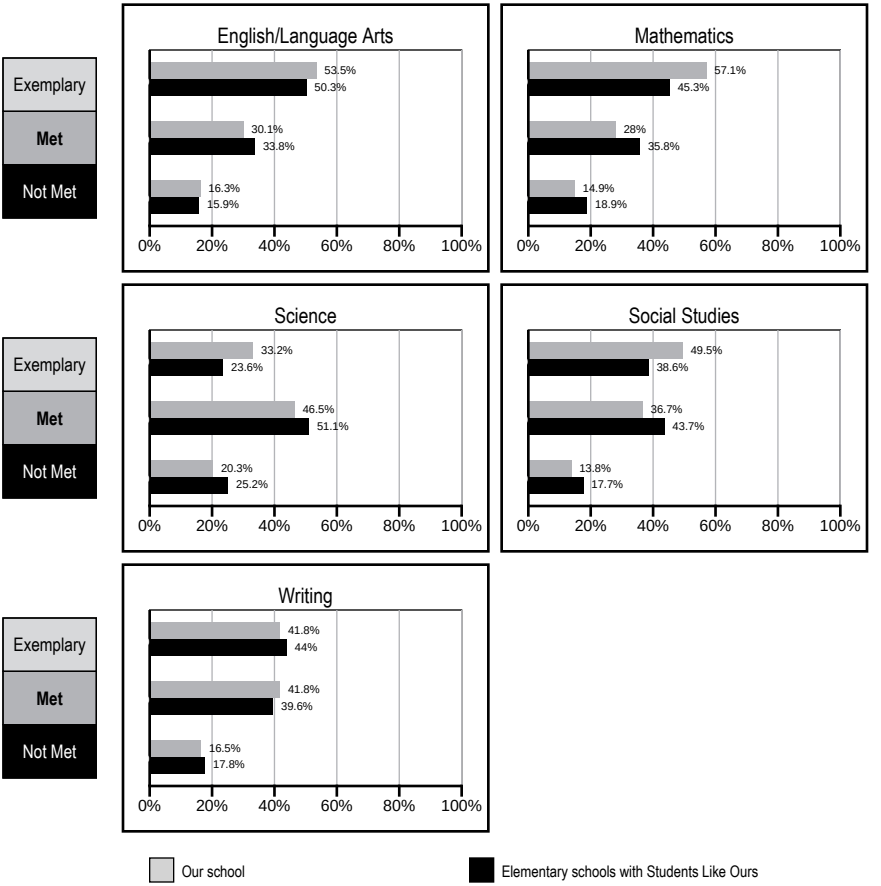
Percent of students tested in 2010-11 whose 2009-10 test scores were located	96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	28	5	1	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=668)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 0.9%	0.9%	1.1%
Attendance rate	96.8%	Down from 96.9%	96.5%	96.2%
Served by gifted and talented program	35.0%	Up from 33.1%	20.1%	13.4%
With disabilities other than speech	5.5%	Down from 10.2%	3.7%	4.1%
Older than usual for grade	0.3%	Down from 0.9%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	65.2%	Down from 68.9%	64.5%	62.5%
Continuing contract teachers	89.1%	Up from 80.0%	90.9%	88.2%
Teachers returning from previous year	89.7%	Up from 89.5%	89.7%	87.8%
Teacher attendance rate	95.2%	Up from 94.6%	95.1%	95.2%
Average teacher salary*	$47,693	Down 2.2%	$48,426	$46,773
Professional development days/teacher	5.0 days	Down from 10.6 days	10.0 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 19.1 to 1	20.9 to 1	19.9 to 1
Prime instructional time	91.2%	No Change	90.8%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$6,923	Down 4.2%	$6,875	$7,447
Percent of expenditures for instruction**	76.6%	Down from 77.2%	69.7%	68.4%
Percent of expenditures for teacher salaries**	75.3%	Up from 75.1%	68.9%	65.8%

* 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

At Anderson Mill Elementary School our mission is to develop competent and confident learners by creating a safe, positive, innovative environment where the staff, parents, and community work together to provide a curriculum that recognizes individual differences. It is the intent of the faculty and staff to lead students toward being disciplined, productive, informed, and fulfilled individuals. To achieve these ideals, we have implemented a school-wide character development program that fosters mutual respect and understanding between the faculty and staff, students, families and the community. The program is taught during classroom guidance and integrated throughout the curriculum. Children who exhibit good character are publicly recognized routinely through programs such as our monthly Kiwanis Terrific Kid breakfasts and weekly Good School Citizen awards.

During the 2010-2011 school year, our faculty focused on research based, reading strategies designed to improve fluency, and phonemic awareness to instill in children desire and love for reading. Kindergarten and first grade teachers utilized DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to guide their instructional practices and identify children who would be served by the My Sidewalks curriculum, led by our RTI (Response to Intervention) teacher. Second through fifth grade teachers differentiated instruction in the classroom, using explicit direct instruction with developing readers. In addition, tutoring services led by certified teachers were available during our After School Care program Monday through Thursday of each week. The implementation of these programs, in conjunction with a rigorous curriculum and an individualized approach to instruction, helped our students see tremendous gains in MAP (Measures of Academic Progress) scores, PASS (Palmetto Assessment of State Standards) scores and overall academic performance in the classroom. Because of these accomplishments, we received the SC Department of Education Palmetto Gold award for academic performance in math and language arts.

In addition to our academic success, our children had the opportunity to experience personal gratification as we embraced several community outreach projects. Our school raised over $1900 for Mobile Meals and sent over $300 to the American Red Cross for the Japanese relief effort. Our students, faculty and staff also collected over $17,000 for Relay for Life, ranking us first place in the state of SC for elementary schools. What an accomplishment!

We appreciate the support of our families, business partners, PTO, and School Improvement Council as we continue our tradition of excellence at Anderson Mill Elementary. We look forward to the opportunity to maintain our partnership as we strive toward continuous improvement in our service to children.

Sincerely,

Elizabeth Haun, Principal
Reverend Seth Buckley, School Improvement Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	94	65
Percent satisfied with learning environment	100.0%	97.8%	95.3%
Percent satisfied with social and physical environment	100.0%	97.8%	98.4%
Percent satisfied with school-home relations	100.0%	97.8%	95.4%

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

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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	1.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	6.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%**	Yes

* Or greater than last year

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ANDERSON MILL ELEMENTARY										11/09/11-4206088
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	308	99.7	16	29.6	54.4	90.6	82.9	82.4	Yes	Yes
Gender										
Male	157	100	20.4	30.6	49	88.4	78.9	78.7	N/A	N/A
Female	151	99.3	11.4	28.6	60	92.9	86.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	182	99.5	11	27.7	61.3	94.2	89	88.9	Yes	Yes
African American	87	100	28.2	37.2	34.6	83.3	75	72.9	Yes	Yes
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	90.5	93	I/S	I/S
Hispanic	24	100	22.7	18.2	59.1	81.8	76.9	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	79.5	83	I/S	I/S
Disability Status										
Disabled	49	98	58.1	23.3	18.6	55.8	44	48.1	Yes	Yes
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	73.7	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	35.3	29.4	35.3	70.6	76.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	130	100	24.8	38.5	36.8	85.5	77.5	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	308	99.7	15	28.9	56.1	89.9	83.3	81.9	Yes	Yes
Gender										
Male	157	100	12.9	30.6	56.5	88.4	81.4	79.9	N/A	N/A
Female	151	99.3	17.1	27.1	55.7	91.4	85.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	182	99.5	8.1	27.2	64.7	93.1	89	88.9	Yes	Yes
African American	87	100	32.1	37.2	30.8	80.8	73.7	71.4	Yes	Yes
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	94.7	94.6	I/S	I/S
Hispanic	24	100	18.2	9.1	72.7	90.9	83	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	71.8	84.4	I/S	I/S
Disability Status										
Disabled	49	98	48.8	46.5	4.7	60.5	42.9	47.3	Yes	Yes
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	77.8	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	21	100	35.3	23.5	41.2	76.5	82.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	130	100	26.5	38.5	35	84.6	78.2	74.9	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	208	99.5	20.2	45.6	34.2	79.8	68.8	68.6
Gender								
Male	104	100	18.6	43.3	38.1	81.4	68.4	68.3
Female	104	99	21.9	47.9	30.2	78.1	69.1	68.9
Racial/Ethnic Group								
White	122	99.2	10.3	48.7	41	89.7	79.8	80.7
African American	56	100	38.8	46.9	14.3	61.2	54.3	51.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	76.6	85.3
Hispanic	18	100	43.8	31.3	25	56.3	60	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	55.2	70.8
Disability Status								
Disabled	35	97.1	43.3	40	16.7	56.7	31.3	35.7
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	64.3	42.9
English Proficiency								
Limited English Proficient	19	100	56.3	25	18.8	43.8	59.1	60.7
Socio-Economic Status								
Subsidized meals	85	100	28.9	53.9	17.1	71.1	59.4	57.3
Social Studies								
All Students	205	99.5	13.6	37.2	49.2	86.4	72.6	72.5
Gender								
Male	100	100	14.9	35.1	50	85.1	72.2	72
Female	105	99.1	12.4	39.2	48.5	87.6	73	73.1
Racial/Ethnic Group								
White	125	99.2	11.1	29.1	59.8	88.9	80.6	81
African American	61	100	21.8	54.5	23.6	78.2	59.8	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	83.3	89
Hispanic	12	100	8.3	50	41.7	91.7	71.3	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.3	73.5
Disability Status								
Disabled	37	97.3	54.5	33.3	12.1	45.5	33.6	40.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	70.7	69.7
Socio-Economic Status								
Subsidized meals	89	100	17.5	50	32.5	82.5	65	62.9

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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	94	98.9	16.5	41.8	41.8	83.5	72.4	73.2	96.8	96.4
Gender										
Male	51	98	24	40	36	76	65.6	67.2	96.7	96.4
Female	43	100	7.3	43.9	48.8	92.7	79.5	79.4	96.8	96.4
Racial/Ethnic Group										
White	54	100	13.2	37.7	49.1	86.8	80.9	81.5	96.6	96.1
African American	24	100	33.3	54.2	12.5	66.7	62.7	61.3	97	96.8
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	81.8	87	97.5	97.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	61.4	66.7	97.3	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.8	72.2	94.9	94.7
Disability Status										
Disabled	12	91.7	N/AV	N/AV	N/AV	27.3	20.1	26	96.2	95.7
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	40.5	98.9	97.4
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	60.7	65.7	96.9	96.7
Socio-Economic Status										
Subsidized meals	37	97.3	19.4	61.1	19.4	80.6	63.6	63.2	96.5	96.1

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ANDERSON MILL ELEMENTARY 11/09/11-4206088

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	102	100	20.7	21.7	57.6	79.3
	4	90	98.9	18.1	31.3	50.6	81.9
	5	94	100	24.2	39.6	36.3	75.8
	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
2011	3	106	100	19	18	63	81
	4	106	99.1	13.5	35.4	51	86.5
	5	96	100	15.4	36.3	48.4	84.6
	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
Mathematics							
2010	3	102	100	22.8	29.3	47.8	77.2
	4	90	98.9	12	27.7	60.2	88
	5	94	100	15.4	37.4	47.3	84.6
	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
2011	3	106	100	22	26	52	78
	4	106	99.1	7.3	33.3	59.4	92.7
	5	96	100	15.4	27.5	57.1	84.6
	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							
2010	3	51	98	33.3	41.7	25	66.7
	4	89	100	16.9	45.8	37.3	83.1
	5	46	100	24.4	60	15.6	75.6
	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
2011	3	54	100	26.9	36.5	36.5	73.1
	4	106	99.1	14.6	50	35.4	85.4
	5	48	100	24.4	46.7	28.9	75.6
	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

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ANDERSON MILL ELEMENTARY							11/09/11-4206088
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	51	100	20.5	40.9	38.6	79.5
	4	89	100	13.3	39.8	47	86.7
	5	48	100	15.2	52.2	32.6	84.8
	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
2011	3	53	100	12.2	26.5	61.2	87.8
	4	104	99	13.7	41.1	45.3	86.3
	5	48	100	14.9	40.4	44.7	85.1
	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							
2010	3	103	100	33	31.9	35.1	67
	4	90	100	15.5	26.2	58.3	84.5
	5	93	100	19.8	37.4	42.9	80.2
	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
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	94	98.9	16.5	41.8	41.8	83.5
	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

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