



MEMMINGER ELEMENTARY

2685 Leeds Ave.
North Charleston, SC

Grades	PK-6 Elementary School	
Enrollment	310 Students	
Principal	Teresa Nowlin	843-724-7778
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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

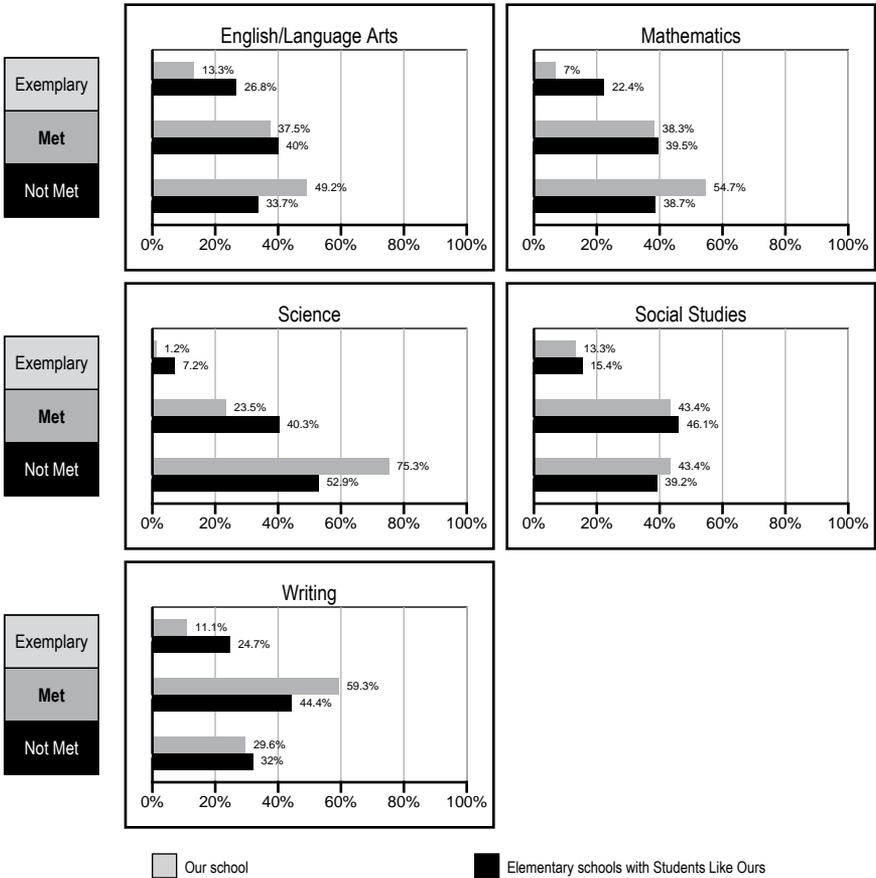
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	93	53	23

* 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=310)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.2%	Up from 1.6%	1.5%	1.1%
Attendance rate	95.0%	Down from 96.0%	96.2%	96.2%
Served by gifted and talented program	0.7%	Down from 3.0%	5.5%	13.4%
With disabilities other than speech	5.6%	Down from 7.0%	4.3%	4.1%
Older than usual for grade	0.3%	Down from 0.8%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.3%	Up from 1.4%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	58.1%	Up from 50.0%	61.7%	62.5%
Continuing contract teachers	64.5%	Down from 78.1%	82.4%	88.2%
Teachers returning from previous year	81.5%	Down from 85.7%	84.7%	87.8%
Teacher attendance rate	96.7%	Down from 97.0%	95.2%	95.2%
Average teacher salary*	\$41,589	Down 5.1%	\$45,027	\$46,773
Professional development days/teacher	4.8 days	Down from 11.1 days	10.6 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	13.5 to 1	Down from 17.5 to 1	17.6 to 1	19.9 to 1
Prime instructional time	91.3%	Down from 91.9%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,655	Down 10.8%	\$8,417	\$7,447
Percent of expenditures for instruction**	67.3%	Up from 65.6%	67.8%	68.4%
Percent of expenditures for teacher salaries**	64.8%	Up from 59.7%	64.2%	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

Memminger School of Global Studies: A University Partnership is excited to be in its second year of implementing a newly designed partial magnet curriculum school wide. Through a rigorous inquiry based approach, this program brings the county's coherent curriculum to life through the use of geography, social studies, language, and cultural appreciation.

This year our school was relocated to a temporary "swing" space in order to address life safety issues in our previous building. In return, we are proud to announce that we will receive a newly built, brand new, state of the art school projected to open in August 2013. Our diverse and dedicated school faculty has adapted well in this transition and we have continued to support our school community and ensure that student learning, academic achievement, and student emotional wellness are at the top of our priorities.

Through the hard work of the faculty, staff, students, and parents, Memminger School made Adequate Yearly Progress based on our performance on the 2010 PASS Assessment. This is our second year for meeting AYP; Memminger School of Global Studies is now out of school improvement status.

We continue to make progress in raising our academic achievement by using instructional techniques that are best practices, honoring instructional time, involving both students and parents in the learning process, as well as, providing staff development that is meaningful in enhancing the school's academic growth. Our goal is to continue to improve the number of students at the Met and Exemplary range.

Our greatest challenge continues to be closing the gap between primary and elementary student achievement at an accelerated rate. In order to meet these challenges, our teachers have had additional training in using data to make instructional decisions.

We will continue to use school-wide norming data, MAP benchmarking, and PASS analysis as well as AIMSWeb to improve classroom instruction. All teachers in grades K-2 will follow a district wide K-2 Literacy model with pathways for students not at benchmark. This year we initiated First Grade Academy which provided academic support to first graders not reading on grade level. We have seen tremendous gains in student improvement increasing the number of students on grade level at the end of first grade.

Memminger continues a partnership agreement with the College of Charleston, Grace Church, Mt. Zion AME Church, Atlantic Bank & Trust, and several local businesses and non-profit organizations. Our continued focus will be to increase student proficiency.

We plan to accomplish this through increasing parental involvement, improving student and teacher attendance, and continuing to increase the rigor of instruction.

Anthony S. Dixon, Principal
Laura Overcash, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	18	13
Percent satisfied with learning environment	93.3%	94.4%	91.7%
Percent satisfied with social and physical environment	93.3%	100.0%	84.6%
Percent satisfied with school-home relations	53.3%	94.1%	92.3%

* 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 7 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

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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.2%	0.0%	No
Student attendance rate	95.0%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	138	100	49.2	37.5	13.3	69.5	83.1	82.4	No	Yes
Gender										
Male	72	100	60	30.8	9.2	61.5	79.9	78.7	N/A	N/A
Female	66	100	38.1	44.4	17.5	77.8	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	94.8	88.9	I/S	I/S
African American	135	100	48.8	37.8	13.4	70.1	71.9	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	27	100	87.5	8.3	4.2	29.2	42.6	48.1	I/S	I/S
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	2	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	137	100	48.8	37.8	13.4	69.3	72.9	75.4	No	Yes

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

All Students	138	100	54.7	38.3	7	61.7	82.8	81.9	No	Yes
Gender										
Male	72	100	60	30.8	9.2	52.3	81.1	79.9	N/A	N/A
Female	66	100	49.2	46	4.8	71.4	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	94.9	88.9	I/S	I/S
African American	135	100	55.1	37.8	7.1	61.4	70.9	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	27	100	91.7	4.2	4.2	25	40.8	47.3	I/S	I/S
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	2	I/S	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	137	100	54.3	38.6	7.1	61.4	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	88	100	75.6	23.2	1.2	24.4	69.2	68.6
Gender								
Male	47	100	72.1	25.6	2.3	27.9	68.4	68.3
Female	41	100	N/AV	N/AV	N/AV	20.5	70	68.9
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	80.7
African American	85	100	75	23.8	1.3	25	48.4	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	1	I/S	N/A	N/A	N/A	N/A	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	6.7	30.6	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	2	I/S	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	87	100	75.3	23.5	1.2	24.7	51.8	57.3
Social Studies								
All Students	89	100	43.4	43.4	13.3	56.6	75.5	72.5
Gender								
Male	46	100	53.5	30.2	16.3	46.5	74.4	72
Female	43	100	32.5	57.5	10	67.5	76.6	73.1
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	91	81
African American	89	100	43.4	43.4	13.3	56.6	60.4	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	93.3	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	20	100	77.8	16.7	5.6	22.2	36.9	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	N/A	N/AV	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	88	100	43.9	42.7	13.4	56.1	61.8	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	31	100	29.6	59.3	11.1	70.4	75.8	73.2	95	96
Gender										
Male	21	100	38.9	50	11.1	61.1	70.7	67.2	94.6	95.9
Female	10	I/S	I/S	I/S	I/S	I/S	81.1	79.4	95.4	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.8	81.5	96.9	96.1
African American	29	100	26.9	61.5	11.5	73.1	61.3	61.3	95.1	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.4	87	91.4	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	99	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	23.9	26	93.8	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	67.9	65.7	93.2	96.3
Socio-Economic Status										
Subsidized meals	31	100	29.6	59.3	11.1	70.4	62.2	63.2	95	95.5

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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	53	98.1	42	40	18	58
	4	41	100	50	34.2	15.8	50
	5	34	100	48.5	45.5	6.1	51.5
	6	34	100	48.5	42.4	9.1	51.5
	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	41	100	35	40	25	65
	4	39	100	55.6	30.6	13.9	44.4
	5	32	100	59.3	37	3.7	40.7
	6	26	100	52	44	4	48
	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	53	100	52	36	12	48
	4	41	100	42.1	42.1	15.8	57.9
	5	34	100	66.7	30.3	3	33.3
	6	34	100	54.5	36.4	9.1	45.5
	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	41	100	52.5	35	12.5	47.5
	4	39	100	55.6	36.1	8.3	44.4
	5	32	100	N/AV	N/AV	N/AV	44.4
	6	26	100	56	40	4	44
	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	26	100	79.2	12.5	8.3	20.8
	4	41	100	N/A	N/A	N/A	39.5
	5	18	100	N/A	N/A	N/A	27.8
	6	18	100	N/A	N/A	N/A	35.3
	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	20	100	N/AV	N/AV	N/AV	21.1
	4	39	100	N/AV	N/AV	N/AV	22.2
	5	16	100	66.7	26.7	6.7	33.3
	6	13	100	N/AV	N/AV	N/AV	25
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	27	100	46.2	46.2	7.7	53.8
	4	41	100	21.1	68.4	10.5	78.9
	5	16	100	46.7	46.7	6.7	53.3
	6	16	100	N/A	N/A	N/A	81.3
	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	21	100	23.8	66.7	9.5	76.2
	4	39	100	44.4	36.1	19.4	55.6
	5	16	100	53.8	30.8	15.4	46.2
	6	13	100	N/AV	N/AV	N/AV	38.5
	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
Writing							
2010	3	53	100	56	26	18	44
	4	41	100	31.6	44.7	23.7	68.4
	5	36	100	60	37.1	2.9	40
	6	34	100	N/AV	N/AV	N/AV	48.5
	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
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	31	100	29.6	59.3	11.1	70.4
	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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