



Memminger Elementary

20 Beaufain Street
Charleston, SC 29401

Grades	PK-6 Elementary School	
Enrollment	329 Students	
Principal	Anthony Dixon	843-724-7778
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	Below Average
2004	Below Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

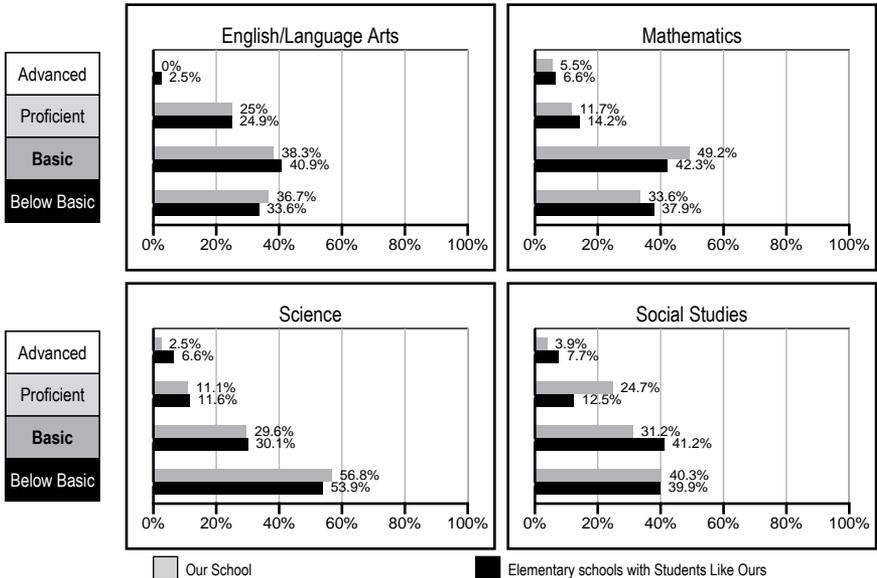
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	10	56	60

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=329)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 2.3%	3.1%	2.3%
Attendance rate	96.3%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	1.4%	Up from 1.2%	3.4%	10.4%
With disabilities other than speech	8.4%	Down from 8.5%	7.8%	7.5%
Older than usual for grade	1.7%	Down from 2.5%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	Up from 1.8%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	56.3%	Down from 56.7%	54.4%	56.7%
Continuing contract teachers	59.4%	Down from 66.7%	69.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.6%	Up from 81.5%	83.1%	86.4%
Teacher attendance rate	94.8%	Down from 95.9%	95.0%	94.9%
Average teacher salary	\$41,864	Down 2.9%	\$44,021	\$45,345
Professional development days/teacher	14.6 days	Down from 22.6 days	13.4 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	12.6 to 1	Down from 17.0 to 1	16.6 to 1	18.5 to 1
Prime instructional time	90.3%	Up from 89.9%	89.3%	89.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	No	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*	\$8,258	Up 1.6%	\$8,136	\$7,052
Percent of expenditures for instruction*	69.1%	Down from 70.8%	68.8%	69.1%
Percent of expenditures for teacher salaries*	60.7%	Down from 63.6%	62.1%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Our school boasts a dedicated and committed faculty and a safe, nurturing, child-centered environment in which to educate our children. Memminger is located in Downtown Charleston. We have supportive parents, strong mentor and volunteer programs, and excellent community support.

We are making progress in raising our academic achievement by using instructional techniques that are best practices, involving children and parents in the learning process and providing staff development that is meaningful in enhancing the school's growth. Our goal is to continue to improve the number of students scoring Proficient or Above on PACT in all areas.

Our greatest challenge has been closing the gap between primary and elementary student achievement. 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 PACT analysis, as well as STAR Reading and Math and DIBELS Early Literacy to improve classroom instruction. Our teachers have also implemented small group instruction for below basic students using Success Maker to improve reading comprehension and Academy of Math to improve math application and problem solving skills. Other initiatives we have implemented to help improve instruction are RIT Band Instruction, READ 180, Positive Behavioral Interventions and Support System, and Peer Tutoring.

Memminger continues a partnership agreement with the College of Charleston in the area of professional development. Our continued focus will be on decreasing the number of students on academic assistance plans and on increasing the number of students scoring Proficient and Advanced on PACT. We plan to accomplish this through increasing parental involvement, improving student and teacher attendance, and continuing to increase the rigor of instruction.

Diane Ross, Principal
Tammie Canty, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	30	18
Percent satisfied with learning environment	77.8%	83.3%	100.0%
Percent satisfied with social and physical environment	74.1%	83.3%	94.1%
Percent satisfied with school-home relations	40.7%	86.7%	100.0%

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

Abbreviations for Missing Data

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

Newly Identified

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. Sanction: Implement the restructuring plan.
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%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	132	100	36.7	38.3	25	0	37.5	53.5	48.2	No	Yes
Gender											
Male	72	100	48.6	30	21.4	0	31.4	47.3	41.7	N/A	N/A
Female	60	100	22.4	48.3	29.3	0	44.8	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
African American	129	100	36.8	38.4	24.8	0	37.6	32.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	24	100	62.5	29.2	8.3	0	12.5	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	117	100	38.9	38.1	23	0	36.3	33	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	132	100	33.6	49.2	11.7	5.5	25.8	49.7	45.8	No	Yes
Gender											
Male	72	100	38.6	45.7	8.6	7.1	24.3	49.5	45.6	N/A	N/A
Female	60	100	27.6	53.4	15.5	3.4	27.6	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
African American	129	100	34.4	48	12	5.6	25.6	26.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	24	100	58.3	33.3	8.3	0	12.5	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	117	100	34.5	47.8	12.4	5.3	26.5	28.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	83	100	56.8	29.6	11.1	2.5	13.6	39.2	35.7	96.3	96
Gender											
Male	49	100	62.5	18.8	16.7	2.1	18.8	40.8	37.4	96.2	95.8
Female	34	100	48.5	45.5	3	3	6.1	37.6	33.8	96.5	96.1
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	98.5	96.1
African American	81	100	58.2	30.4	8.9	2.5	11.4	15.3	17	96.3	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	13	100	76.9	15.4	7.7	0	7.7	16.6	14	96	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	97.6	96.3
Socio-Economic Status											
Subsided meals	75	100	56.2	32.9	8.2	2.7	11	17.1	21.1	96.2	95.5
Social Studies											
All Students	80	100	40.3	31.2	24.7	3.9	28.6	40.2	34	96.3	96
Gender											
Male	41	100	35	32.5	30	2.5	32.5	42	36.6	96.2	95.8
Female	39	100	45.9	29.7	18.9	5.4	24.3	38.3	31.3	96.5	96.1
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	98.5	96.1
African American	79	100	40.8	31.6	23.7	3.9	27.6	19.1	19.1	96.3	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	14	100	50	7.1	28.6	14.3	42.9	18.2	14.4	96	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	97.6	96.3
Socio-Economic Status											
Subsided meals	69	100	42.4	31.8	21.2	4.5	25.8	20.1	21	96.2	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	41	100	9.8	51.2	39	0	39	
	4	39	100	26.3	55.3	18.4	0	18.4	
	5	34	100	69.7	27.3	3	0	3	
	6	41	100	44.4	41.7	11.1	2.8	13.9	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	8.3	30.6	61.1	0	61.1	
	4	31	100	26.7	46.7	26.7	0	26.7	
	5	32	100	56.3	40.6	3.1	0	3.1	
	6	33	100	60	36.7	3.3	0	3.3	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	41	100	29.3	56.1	14.6	0	14.6	
	4	39	100	47.4	36.8	13.2	2.6	15.8	
	5	34	100	51.5	45.5	3	0	3	
	6	41	100	36.1	50	8.3	5.6	13.9	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	5.6	61.1	25	8.3	33.3	
	4	31	100	26.7	56.7	10	6.7	16.7	
	5	32	100	53.1	37.5	6.3	3.1	9.4	
	6	33	100	53.3	40	3.3	3.3	6.7	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	21	100	28.6	47.6	23.8	0	23.8	
	4	39	100	60.5	28.9	5.3	5.3	10.5	
	5	17	100	62.5	31.3	6.3	0	6.3	
	6	19	100	75	25	0	0	0	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	20	100	5	65	20	10	30	
	4	31	100	66.7	26.7	6.7	0	6.7	
	5	16	100	87.5	12.5	0	0	0	
	6	16	100	73.3	6.7	20	0	20	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	20	100	5	80	15	0	15	
	4	39	100	28.9	63.2	7.9	0	7.9	
	5	17	100	76.5	23.5	0	0	0	
	6	22	100	35	60	0	5	5	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	16	100	6.3	25	68.8	0	68.8	
	4	31	100	46.7	43.3	10	0	10	
	5	16	100	87.5	0	6.3	6.3	12.5	
	6	17	100	13.3	46.7	26.7	13.3	40	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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