



Mellichamp Elementary

350 Murray Road
Orangeburg, South

Grades	PK-5 Elementary School	
Enrollment	308 Students	
Principal	Beverly Stroman	803-534-8044
Superintendent	Mr. Melvin Smoak	803-534-5454
Board Chair	Mr. Julius Page	803-534-5454

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	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 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

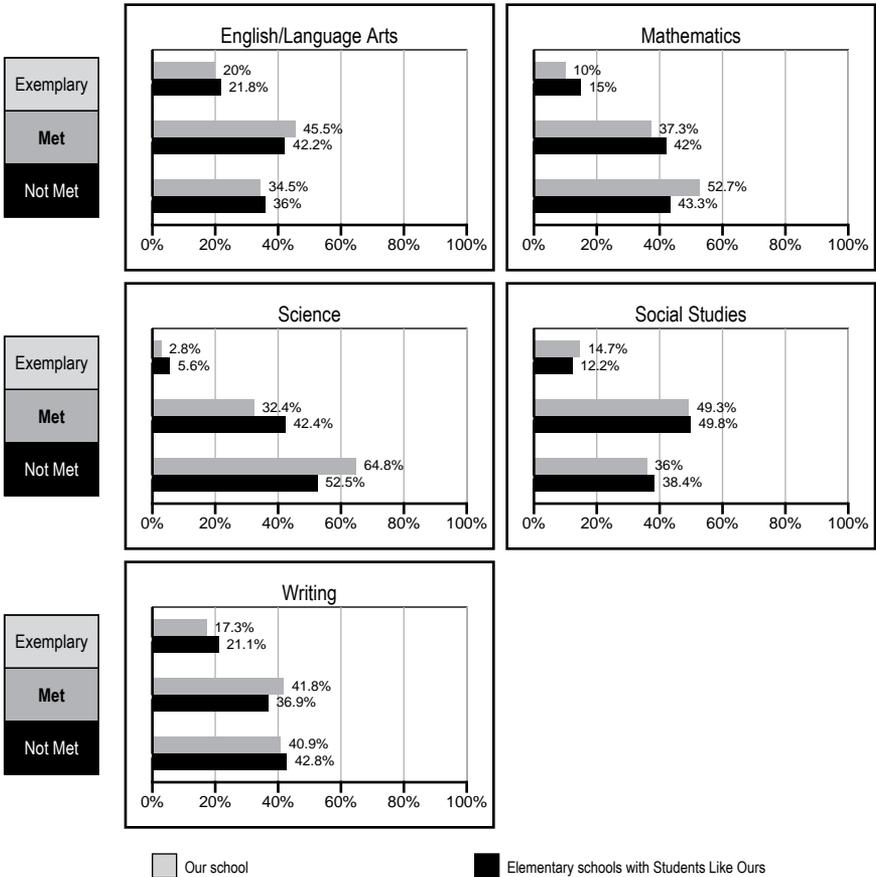
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	63	60	32

* Ratings are calculated with data available by 06/01/2010.

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=308)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.4%	Up from 4.8%	2.4%	1.9%
Attendance rate	96.2%	Up from 96.0%	96.0%	96.3%
Eligible for gifted and talented	0.0%	No Change	2.9%	10.0%
With disabilities other than speech	14.4%	Up from 8.4%	7.4%	7.7%
Older than usual for grade	1.0%	Down from 1.1%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	64.0%	Down from 71.4%	57.1%	59.4%
Continuing contract teachers	80.0%	Down from 85.7%	71.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.0%	Down from 93.9%	81.6%	85.9%
Teacher attendance rate	94.7%	Down from 95.8%	95.2%	95.1%
Average teacher salary*	\$46,764	Up 4.9%	\$45,790	\$47,149
Professional development days/teacher	15.7 days	Down from 27.2 days	10.7 days	11.1 days
School				
Principal's years at school	15.0	Up from 14.0	3.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 14.4 to 1	16.7 to 1	18.8 to 1
Prime instructional time	89.2%	Down from 89.5%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$12,203	Up 0.2%	\$8,670	\$7,458
Percent of expenditures for instruction**	68.5%	Down from 72.2%	68.3%	68.8%
Percent of expenditures for teacher salaries**	64.5%	Up from 49.4%	61.8%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Mellichamp Elementary School is a Title I school serving 334 students in child development through the fifth grades with a 93% poverty rating. Mellichamp houses four self-contained district special education classes for students with developmental delays and autism. Our School Renewal Plan was updated in the spring of 2009 and includes action plans for English language arts, mathematics, science, social studies, school climate, teacher/administrator quality, and the arts.

The 2008 Palmetto Achievement Challenge Test (PACT) data indicated that Mellichamp exceeded the district PACT average in 3rd grade English language arts along with 5th grade math, science, social studies, and English language arts. Mellichamp exceeded the state PACT average in 3rd grade English language arts. In 2008, Mellichamp Elementary did not meet adequate yearly progress as defined by No Child Left Behind.

Academic assistance includes intervention for teacher-identified students in kindergarten through third grade along with fourth and fifth graders who scored below basic on the 2008 PACT in English language arts and/or math. Fourth and fifth graders who scored proficient and/or advanced on one or more of the PACT subtests are provided academic enrichment through a year-long robotics club. Identified gifted and talented third and fourth graders attend a weekly pullout enrichment program while identified fifth graders attend a magnet school for the academically talented.

Home communication is a top priority since parents are a vital link in our students' academic successes. Open House occurs in August to encourage strong parent/teacher relationships. Fall and spring Parent Conference Days allow parents and teachers to discuss and plan for students' academic progress. Academic Plans for Students are developed for each fourth and fifth grader who scores below basic in any PACT subtests. Teachers and parents meet three times annually and discuss the shared responsibilities of students, parents, and school.

Mellichamp Elementary is proud of its school-wide Positive Behavior Intervention System, Go Big Blue. Discipline and test data are closely monitored by the school's leadership team and School Improvement Council to ensure continuous improvement. Over \$8,000 in grants was awarded to teachers this year.

Beverly Stroman, Principal
Cedric Wright, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	27	12
Percent satisfied with learning environment	96.6%	92.6%	100.0%
Percent satisfied with social and physical environment	96.6%	96.3%	91.7%
Percent satisfied with school-home relations	93.1%	84.6%	91.7%

* 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

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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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	123	100	34.2	45	20.7	85.6	75.6	82.8	Yes	Yes
Gender										
Male	62	100	38.2	43.6	18.2	80	70.3	79.3	N/A	N/A
Female	61	100	30.4	46.4	23.2	91.1	81.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	82.8	89.5	I/S	I/S
African American	120	100	34.3	46.3	19.4	85.2	74.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	54.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	26	100	54.5	36.4	9.1	68.2	52.3	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	116	100	35.2	45.7	19	85.7	73	75.5	Yes	Yes

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

All Students	123	100	52.3	36.9	10.8	64.9	66.3	78.9	Yes	Yes
Gender										
Male	62	100	58.2	30.9	10.9	63.6	62.5	77	N/A	N/A
Female	61	100	46.4	42.9	10.7	66.1	70.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	77.3	87.2	I/S	I/S
African American	120	100	53.7	37	9.3	63.9	65.1	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.7	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	58.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	26	100	68.2	27.3	4.5	45.5	37.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	116	100	53.3	38.1	8.6	64.8	62.9	70.2	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	84	98.8	63.4	32.4	4.2	36.6	52.6	67.5
Gender								
Male	42	100	57.1	37.1	5.7	42.9	51.1	67
Female	42	97.6	69.4	27.8	2.8	30.6	54	68
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	64.7	79.5
African American	82	98.8	63.8	33.3	2.9	36.2	51.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	21.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	19	94.7	78.6	14.3	7.1	21.4	27.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	41.7	59.6
Socio-Economic Status								
Subsided meals	81	98.8	63.8	33.3	2.9	36.2	47.5	55.1
Social Studies								
All Students	82	100	35.5	48.7	15.8	64.5	61.2	72.3
Gender								
Male	43	100	33.3	51.3	15.4	66.7	59	71.5
Female	39	100	37.8	45.9	16.2	62.2	63.6	73.2
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	74.7	80.7
African American	80	100	36.5	48.6	14.9	63.5	60	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	30	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	17	100	53.8	38.5	7.7	46.2	39.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	77	100	36.6	50.7	12.7	63.4	56.8	62.1

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	123	98.4	40.9	41.8	17.3	59.1	61	70.2	96.2	95.8
Gender										
Male	62	96.8	46.3	38.9	14.8	53.7	54	63.2	95.6	95.5
Female	61	100	35.7	44.6	19.6	64.3	68.4	77.5	96.7	96.1
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	64.8	79.1	93.8	94.4
African American	120	98.3	42.1	42.1	15.9	57.9	60.6	57.6	96.3	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	86.2	N/A	95.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	40	62.6	93.3	94
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.8
Disability Status										
Disabled	25	92	N/AV	N/AV	N/AV	38.1	23.4	26.1	95.5	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.7
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	56.3	61.2	93.3	94.8
Socio-Economic Status										
Subsidized meals	117	98.3	41.3	43.3	15.4	58.7	57.5	58.9	96.1	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							
2009	3	46	100	31	35.7	33.3	69
	4	42	100	38.9	55.6	5.6	61.1
	5	35	100	33.3	45.5	21.2	66.7
	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
Mathematics							
2009	3	46	100	45.2	33.3	21.4	54.8
	4	42	100	55.6	41.7	2.8	44.4
	5	35	100	57.6	36.4	6.1	42.4
	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
Science							
2009	3	25	100	57.1	33.3	9.5	42.9
	4	42	100	66.7	30.6	2.8	33.3
	5	17	94.1	N/AV	N/AV	N/AV	35.7
	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
Social Studies							
2009	3	22	100	22.7	36.4	40.9	77.3
	4	42	100	30.6	63.9	5.6	69.4
	5	18	100	61.1	33.3	5.6	38.9
	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							
2009	3	46	97.8	43.9	34.1	22	56.1
	4	42	97.6	41.7	47.2	11.1	58.3
	5	35	100	36.4	45.5	18.2	63.6
	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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