



## Memminger Elementary

2685 Leeds Ave.  
North Charleston, SC

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-6 Elementary School |              |
| <b>Enrollment</b>     | 341 Students           |              |
| <b>Principal</b>      | Dr. Teresa Nowlin      | 843-724-7778 |
| <b>Superintendent</b> | Dr. Nancy J. McGinley  | 843-937-6319 |
| <b>Board Chair</b>    | Mr. Chris Fraser       | 843-725-7200 |

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2012</b> | <b>At-Risk</b>  | <b>At-Risk</b> |
| 2011        | Below Average   | At-Risk        |
| 2010        | Below Average   | Below Average  |
| 2009        | Below Average   | At-Risk        |
| 2008        | 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://www.eoc.sc.gov>

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

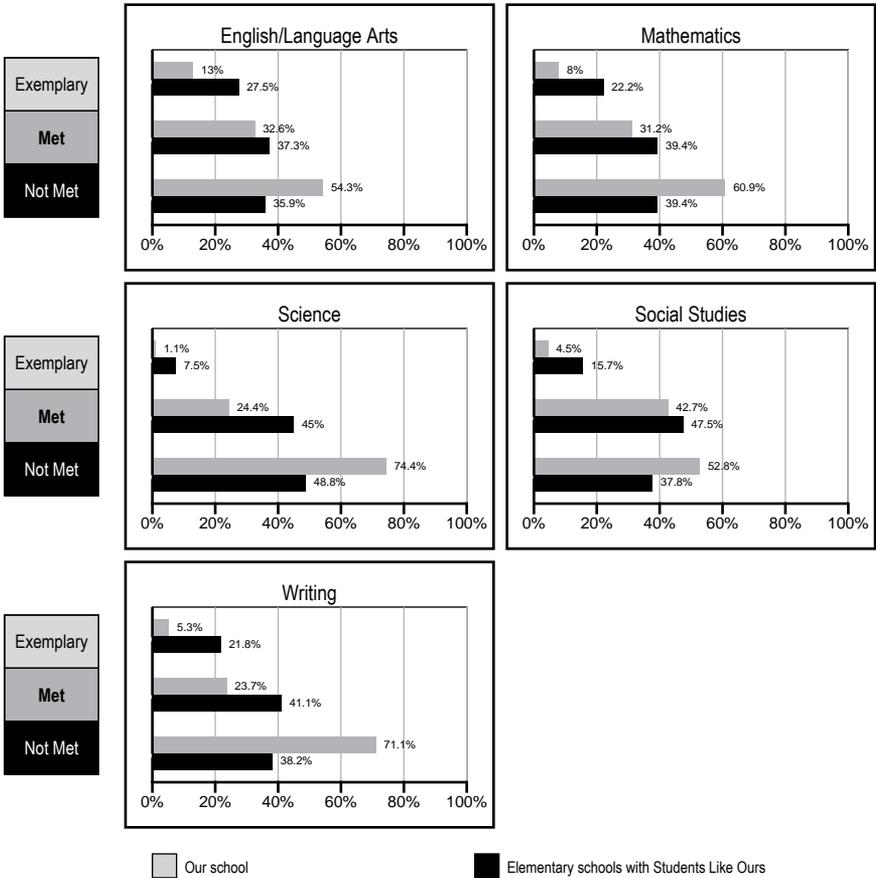
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 99.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 2         | 12   | 91      | 49            | 20      |

\* Ratings are calculated with data available by 11/07/2012.

**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 |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=341)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.4%       | Down from 3.2%        | 1.3%                                       | 1.0%                     |
| Attendance rate  | 95.2%      | Up from 95.0%         | 96.3%                                      | 96.6%                    |
| Served by gifted and talented program  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| With disabilities other than speech  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Older than usual for grade   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 5.3%       | Up from 2.3%          | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=31)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 61.3%      | Up from 58.1%         | 62.8%                                      | 63.0%                    |
| Continuing contract teachers   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Teachers returning from previous year  | 77.8%      | Down from 81.5%       | 85.3%                                      | 88.7%                    |
| Teacher attendance rate  | 97.4%      | Up from 96.7%         | 95.3%                                      | 95.1%                    |
| Average teacher salary*  | \$42,539   | Up 2.3%               | \$45,127                                   | \$47,210                 |
| Professional development days/teacher  | 7.4 days   | Up from 4.8 days      | 9.6 days                                   | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 1.0        | Down from 3.0         | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 27.2 to 1  | Up from 13.5 to 1     | 18.1 to 1                                  | 20.0 to 1                |
| Prime instructional time   | 92.1%      | Up from 91.3%         | 90.6%                                      | 90.5%                    |
| 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  | Excellent  | Up from Good          | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$10,603   | Up 22.5%              | \$8,317                                    | \$7,247                  |
| Percent of expenditures for instruction**                                    | 65.3%      | Down from 67.3%       | 66.3%                                      | 68.2%                    |
| Percent of expenditures for teacher salaries**                               | 62.9%      | Down from 64.8%       | 63.3%                                      | 65.7%                    |

\* 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**

Memminger School of Global Studies: A University Partnership is excited to be in its third year of implementing our 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 acquisition, and cultural appreciation.

In 2010, Memminger relocated to a temporary "swing" space in order to address life safety issues in our previous building. Our newly built, brand new, state of the art facility is projected to open in August 2013. Throughout this transition our diverse and dedicated school faculty continues to support our downtown community by keeping student learning, academic achievement, and student emotional wellness top priorities.

Although the faculty, staff, students, and parents worked hard to improve student achievement, Memminger did not make Adequate Yearly Progress based on the 2011 PASS Assessment. In July 2011, Memminger welcomed its new Principal, Dr. Teresa Nowlin and continues to strive for academic success of all students.

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 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 literacy model with pathways for students not at benchmark. Through our First Grade Academy program we have seen tremendous gains in student improvement increasing the number of students on grade level at the end of first grade.

Memminger continues its partnerships with the College of Charleston, Grace Church, Mt. Zion AME Church, Charleston Restaurant Association, Communities in Schools, WINGS for kids, Book Buddies, Charleston Area Children's Garden Project with Darlena Goodwin, and several other local businesses and organizations.

This year we plan on increasing student achievement by strategically using our partnerships to along with research-based, best practices to increase student engagement, strengthen parental involvement initiatives, improve student and teacher attendance, and provide rigorous instruction across all grade levels.

Dr. Teresa Nowlin, Principal

Laura Overcash, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

|  | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--|-----------------|------------------|-----------------|
| Number of surveys returned                             | 16              | 18               | 11              |
| Percent satisfied with learning environment            | 56.3%           | 55.6%            | 54.5%           |
| Percent satisfied with social and physical environment | 50.0%           | 64.7%            | 63.6%           |
| Percent satisfied with school-home relations           | 37.5%           | 94.4%            | 72.7%           |

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

Abbreviations for Missing Data

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

|                                      |             |
|--------------------------------------|-------------|
| <b>Overall Weighted Points Total</b> | <b>30.4</b> |
| <b>Overall Grade Conversion</b>      | <b>F</b>    |

| Index Score  | Grade | Description   |
|--------------|-------|---|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Memminger Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 4.3%         | 2.6%  |
| Classes in high poverty schools not taught by highly qualified teachers | 8.3%         | 5.1%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 1.1%       | 0.0%            | No                  |
| Student attendance rate                         | 95.2%      | 94.0%*          | Yes                 |

\* Or greater than last year

Abbreviations for Missing Data

**Performance By Group**

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| <b>Grades 3-5</b>                 |          |           |              |                     |              |               |
| All Students                      | 619.3    | 609.2     | 578.3        | 600.1               | 100.0        | 100.0         |
| Male                              | 614.6    | 606.9     | 575.9        | 594.1               | 100.0        | 100.0         |
| Female                            | 623.7    | 611.2     | 580.3        | 604.7               | 100.0        | 100.0         |
| White                             | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| African American                  | 618.5    | 608.2     | 578.3        | 600.2               | 100.0        | 100.0         |
| Asian/Pacific Islander            | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Hispanic                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| American Indian/Alaskan           | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Disabled                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 617.6    | 607.9     | 577.3        | 599.8               | 100.0        | 100.0         |
| Annual Measurable Objective (AMO) | 630.0    | 630.0     | 630.0        | 630.0               | 95.0         | 95.0          |
| <b>Grades 6-8</b>                 |          |           |              |                     |              |               |
| All Students                      | 606.5    | 620.2     | 572.1        | 600.2               | 100.0        | 100.0         |
| Male                              | 590.8    | 620.0     | 564.0        | 600.3               | 100.0        | 100.0         |
| Female                            | 634.3    | 620.7     | 599.0        | 600.0               | 100.0        | 100.0         |
| White                             | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| African American                  | 607.8    | 618.8     | 575.7        | 600.2               | 100.0        | 100.0         |
| Asian/Pacific Islander            | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Hispanic                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| American Indian/Alaskan           | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Disabled                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 606.5    | 620.2     | 572.1        | 600.2               | 100.0        | 100.0         |
| Annual Measurable Objective (AMO) | 624.0    | 624.0     | 624.0        | 624.0               | 95.0         | 95.0          |

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 Grade Level**

|                              | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 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                |
| <b>2012</b>                  | 3     | 34                            | 100      | 38.2      | 32.4  | 29.4        | 61.8               |
|                              | 4     | 42                            | 100      | 58.5      | 34.1  | 7.3         | 41.5               |
|                              | 5     | 39                            | 100      | 60.5      | 34.2  | 5.3         | 39.5               |
|                              | 6     | 25                            | 100      | 60        | 28    | 12          | 40                 |
|                              | 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                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 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                |
| <b>2012</b>                  | 3     | 34                            | 100      | 55.9      | 29.4  | 14.7        | 44.1               |
|                              | 4     | 42                            | 100      | 65.9      | 29.3  | 4.9         | 34.1               |
|                              | 5     | 39                            | 100      | 63.2      | 34.2  | 2.6         | 36.8               |
|                              | 6     | 25                            | 100      | 56        | 32    | 12          | 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                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 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                |
| <b>2012</b>                  | 3     | 17                            | 100      | N/AV      | N/AV  | N/AV        | 41.2               |
|                              | 4     | 42                            | 100      | N/AV      | N/AV  | N/AV        | 17.1               |
|                              | 5     | 19                            | 100      | 63.2      | 31.6  | 5.3         | 36.8               |
|                              | 6     | 13                            | 100      | N/AV      | N/AV  | N/AV        | 15.4               |
|                              | 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                |

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 Grade Level**

|                       | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2011</b>           | 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                |
| <b>2012</b>           | 3     | 17                            | 100      | 35.3      | 52.9  | 11.8        | 64.7               |
|                       | 4     | 42                            | 100      | 51.2      | 43.9  | 4.9         | 48.8               |
|                       | 5     | 20                            | 100      | N/AV      | N/AV  | N/AV        | 26.3               |
|                       | 6     | 12                            | 100      | N/AV      | N/AV  | N/AV        | 50                 |
|                       | 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                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2011</b>           | 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                |
| <b>2012</b>           | 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     | 39                            | 100      | 71.1      | 23.7  | 5.3         | 28.9               |
|                       | 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                |

Abbreviations for Missing Data

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