



Mill Creek Elementary School

925 Universal Drive
Columbia, SC 29202

Grades	PK-5 Elementary School	
Enrollment	379 Students	
Principal	Dr. Charles A. DeLaughter	803-783-5553
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Good
2011	Average	Average
2010	Below Average	At-Risk
2009	Below Average	Average
2008	At-Risk	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

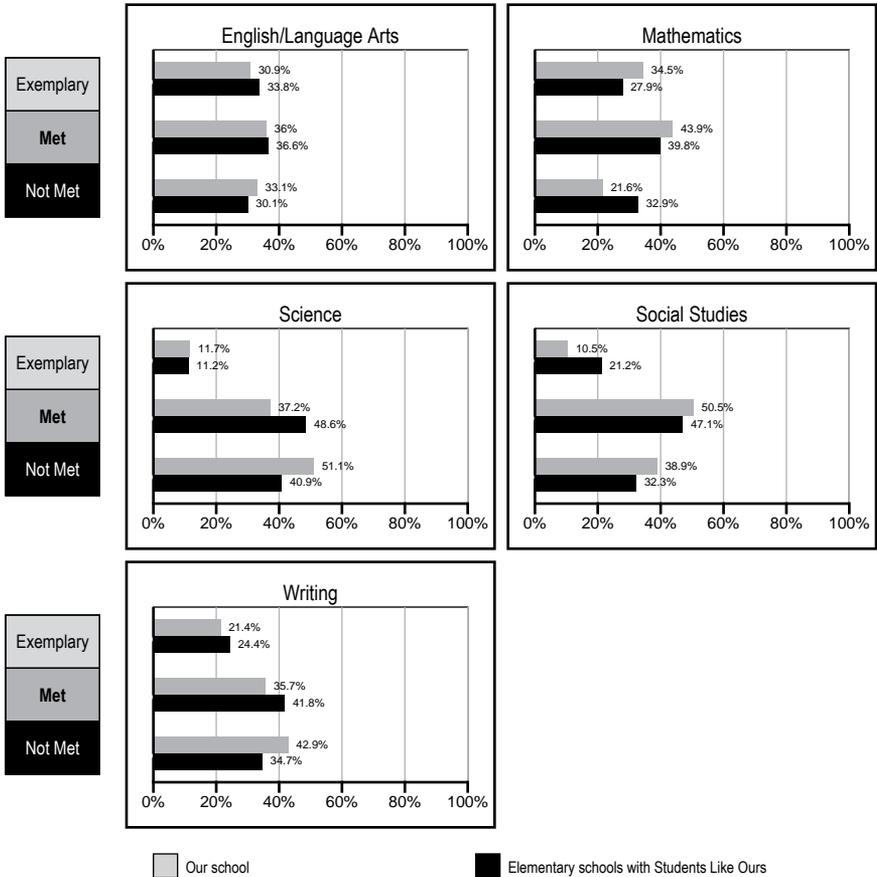
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	18	96	20	6

* 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
Students (n=379)				
First graders who attended full-day kindergarten	85.1%	Up from 75.0%	100.0%	100.0%
Retention rate	1.5%	Up from 0.0%	1.3%	1.0%
Attendance rate	96.7%	Up from 96.3%	96.2%	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	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	51.7%	Down from 53.3%	61.1%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	82.7%	Down from 84.5%	87.8%	88.7%
Teacher attendance rate	93.1%	Down from 94.8%	94.9%	95.1%
Average teacher salary*	\$48,971	Up 4.8%	\$46,102	\$47,210
Professional development days/teacher	6.7 days	Down from 8.1 days	10.7 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	23.4 to 1	Up from 19.1 to 1	19.1 to 1	20.0 to 1
Prime instructional time	89.4%	Down from 90.3%	90.1%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 74.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,690	Down 0.2%	\$7,590	\$7,247
Percent of expenditures for instruction**	76.3%	Down from 77.4%	67.4%	68.2%
Percent of expenditures for teacher salaries**	73.1%	Up from 70.2%	63.8%	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

For the 2011-2012 school year, Mill Creek Elementary witnessed significant improvement in student learning as measured by the Palmetto Assessment of State Standards and other valid assessments. Gains in achievement enabled the school Absolute Report Card Rating to move from Below Average to Average. More dramatically, the Growth Rating improved from At Risk to Average. The 2011-2012 school term marks the second year of new school leadership by Dr. Charles A. DeLaughter.

Mill Creek Elementary School continues to work on full implementation of carefully selected strategies put in place to improve student learning. First, departmentalization at grades three through five is becoming part of the school culture that supports innovative ideas and procedures. Second, teachers continue to receive targeted and specific professional development during the school day and after school. The principal provides goals for these opportunities of professional development as well as monitor for integration of best practices into instruction on a consistent basis. Third, clearly expressed expectations for improvement in student learning are enmeshed into the school culture. Stakeholders including parents, faculty and staff are reminded on a frequent basis that continual improvement in student learning is "priority one" at Mill Creek Elementary.

Several data sources collected across the school year suggest a measure of success from implementation of target strategies listed above. As an example, beginning of the year and mid-year administrations of MAP reveal substantive gains in reading and math. In similar fashion, students in grades two through five realized growth in literacy as measured by SuccessMaker Lab data. The school is making advances with using information from Common Assessments to guide instructional decisions. Quarterly recognitions at Honor Roll Assemblies indicate improvement in student participation in the school-wide Accelerated Reader Program, Duke University Tip Scholars as well as school based academic honorees.

Mill Creek Elementary must continue to address several challenges in order to maintain a momentum of continual school improvement. First, the school must deliver instruction designed to meet the needs of Gifted and Talented students on a full-time basis. A full-time Gifted and Talented Education program will provide broader access to students who may qualify for extended learning opportunities. The principal is pleased to announce that a full-time Gifted and Talented endorsed teacher has been retained for the 2012-2013 academic year. Second, students with identified special needs must be integrated into the regular curriculum to the fullest extent possible as provided in Individual Education Plans. High quality, on-going professional development is pivotal to progressive improvement in this area. Third, Mill Creek Elementary must continue to make improvements in the percentage of male students who achieve at high levels. The structuring of classrooms to address learning styles and other needs of male students is foundational to progress in this domain. Fourth, parents and the school community must partner to find ways to reduce the unacceptably high student tardy rate among a small proportion of the student body. The primary goal of continual improvement in student learning is seriously compromised when valuable instructional time is lost to chronic tardiness. At Mill Creek, learning at high levels by all children is a firm, uncompromised goal.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	45	23
Percent satisfied with learning environment	82.8%	61.4%	60.9%
Percent satisfied with social and physical environment	70.0%	60.0%	73.9%
Percent satisfied with school-home relations	53.3%	86.7%	72.7%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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.

Overall Weighted Points Total	88.4
Overall Grade Conversion	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

Mill Creek Elementary School 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	0.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	2.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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
Grades 3-5						
All Students	650.2	655.3	605.6	611.2	99.4	99.4
Male	642.2	652.1	603.5	614.0	98.9	98.9
Female	660.0	659.2	609.0	607.9	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	644.0	648.1	597.6	606.4	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	622.3	611.6	589.4	600.9	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	648.1	652.4	602.0	608.8	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	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
English/Language Arts							
2011	3	55	100	37.5	22.9	39.6	62.5
	4	47	100	31	47.6	21.4	69
	5	69	100	37.1	43.5	19.4	62.9
	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
2012	3	56	100	34.7	20.4	44.9	65.3
	4	63	98.4	35.3	35.3	29.4	64.7
	5	50	100	28.6	52.4	19	71.4
	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
Mathematics							
2011	3	55	100	47.9	27.1	25	52.1
	4	47	100	9.5	40.5	50	90.5
	5	69	100	32.3	37.1	30.6	67.7
	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
2012	3	56	100	42.9	22.4	34.7	57.1
	4	63	98.4	3.9	66.7	29.4	96.1
	5	50	100	19	42.9	38.1	81
	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							
2011	3	29	100	64	24	12	36
	4	47	100	31	59.5	9.5	69
	5	35	100	51.6	38.7	9.7	48.4
	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
2012	3	28	100	62.5	20.8	16.7	37.5
	4	63	98.4	45.1	45.1	9.8	54.9
	5	25	100	52.4	33.3	14.3	47.6
	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

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
Social Studies							
2011	3	26	100	47.8	47.8	4.3	52.2
	4	47	100	40.5	52.4	7.1	59.5
	5	34	100	48.4	38.7	12.9	51.6
	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
2012	3	28	100	40	44	16	60
	4	62	98.4	34	56	10	66
	5	25	100	47.6	47.6	4.8	52.4
	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
Writing							
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	68	92.7	31	44.8	24.1	69
	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
2012	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	48	97.9	42.9	35.7	21.4	57.1
	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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample