



SC Annual School Report Card Summary

Mill Creek Elementary

RICHLAND 1

Grades: PK-5

Enrollment: 442

Principal: Dr. Charles A. DeLaughter

Superintendent: Dr. Percy A. Mack

Board Chair: Aaron Bishop

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Average	Below Average	TBD	TBD	D	N/A
2013	Average	Average	N/A	N/A	B	N/A
2012	Average	Good	SILVER	N/A	B	N/A

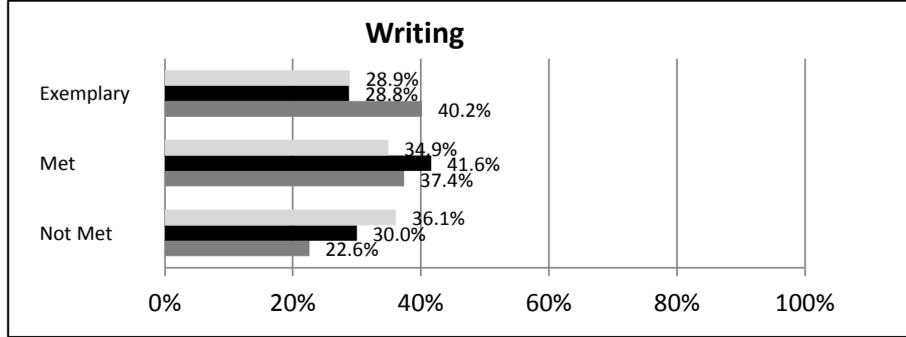
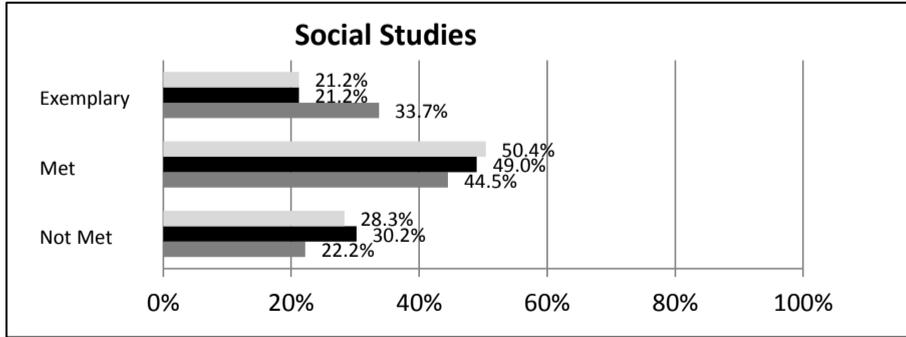
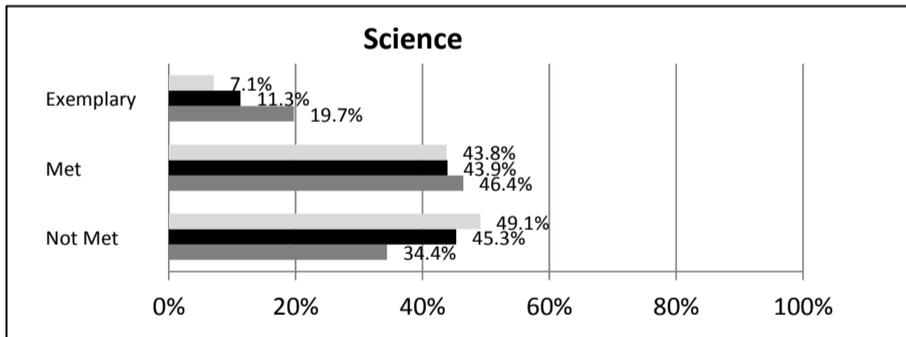
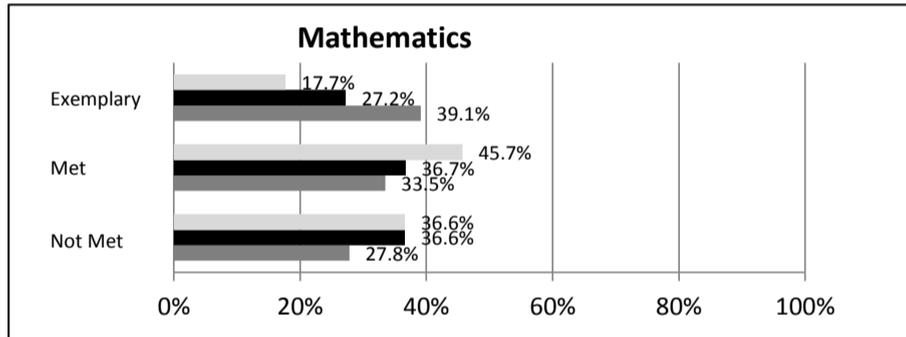
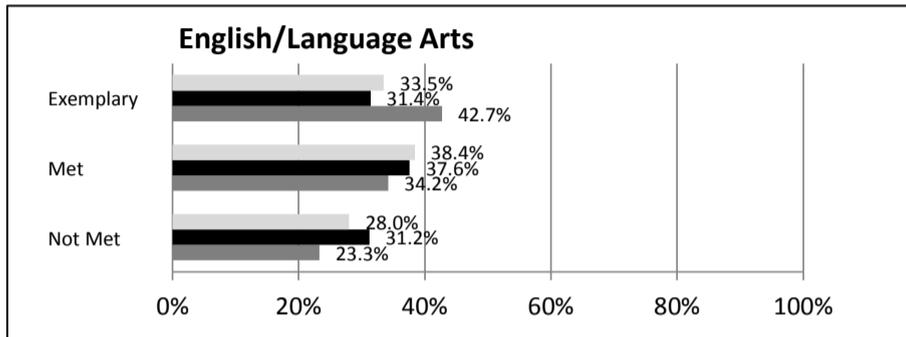
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
7	13	114	19	7

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

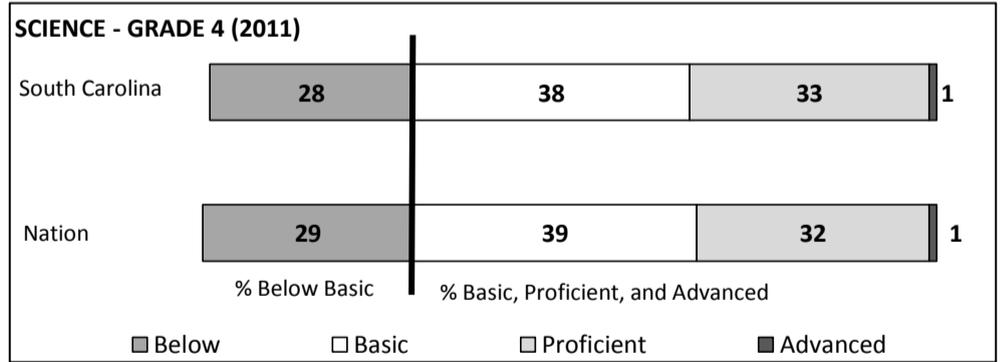
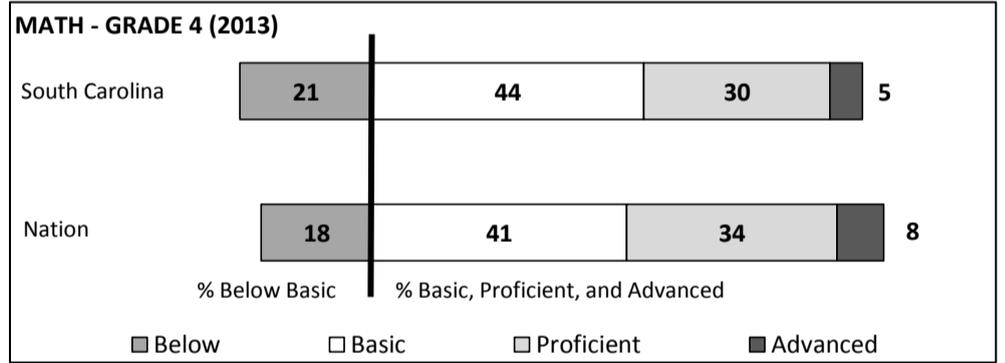
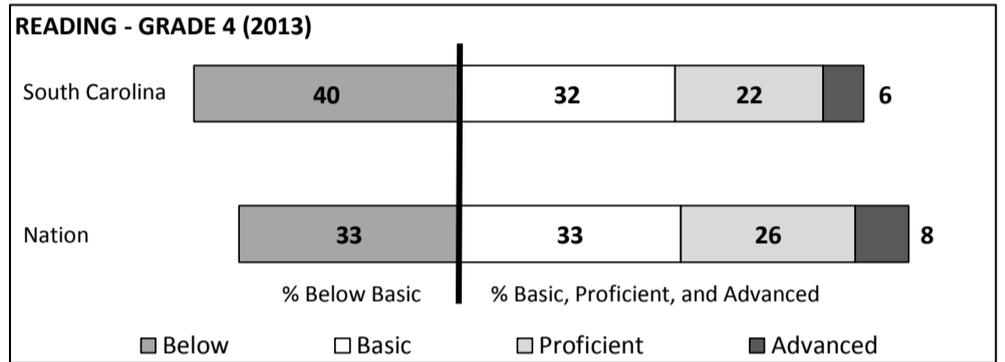
SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

TBD-To Be Determined

**Mill Creek Elementary
RICHLAND 1**

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 442)				
Retention rate	1.0%	Down from 1.1%	1.6%	1.0%
Attendance rate	95.7%	Down from 96.0%	96.0%	96.5%
Served by gifted and talented program	3.3%	Up from 3.2%	4.2%	7.3%
With disabilities	17.9%	Up from 15.6%	13.3%	12.5%
Older than usual for grade	0.9%	Down from 1.2%	2.6%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n = 31)				
Teachers with advanced degrees	67.7%	Up from 66.7%	60.9%	62.3%
Continuing contract teachers	80.6%	Up from 76.7%	79.3%	81.2%
Teachers returning from previous year	84.9%	Down from 85.7%	85.4%	88.4%
Teacher attendance rate	93.0%	Down from 95.0%	95.2%	95.3%
Average teacher salary*	\$50,626	Down 0.3%	\$46,729	\$47,902
Classes not taught by highly qualified teachers	0.7%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	8.7 days	Up from 8.5 days	10.6 days	10.9 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	5.5 to 1	Down from 18.5 to 1	18.8 to 1	19.9 to 1
Prime instructional time	87.6%	Down from 90.9%	90.1%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	83.8%	Down from 93.4%	100.0%	100.0%
Character development program	Average	No change	Excellent	Excellent
Dollars spent per pupil**	\$9,725	Up 19.7%	\$8,067	\$7,680
Percent of expenditures for instruction**	74.5%	Down from 77.0%	65.9%	66.8%
Percent of expenditures for teacher salaries**	73.7%	Down from 74.0%	65.2%	66.0%
ESEA composite index score	67.0	Down from 86.7	76.7	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	20	46	27
Percent satisfied with learning environment	90.0%	58.7%	88.9%
Percent satisfied with social and physical environment	75.0%	68.9%	80.7%
Percent satisfied with school-home relations	36.9%	82.6%	66.7%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2013-2014 school year, Mill Creek Elementary School realized modest gains in student learning as measured by South Carolina Palmetto Assessment of State Standards (SCPASS). These modest gains led to an Absolute Report Card rating remaining at Average while the Growth Rating changed from Good to Average. Across the past five years, the Absolute Report Card rating improved from Below Average to Average. Similarly, the Growth rating grew from At-Risk to Average.

The central goal of continual school improvement is actively pursued through a limited number of carefully chosen strategies. First, parents and primary care givers are becoming more engaged partners in the education of our children. Engagement activities include but are not limited to frequent Parent-Teacher conferences, participation in Literacy Night learning sessions and taking advantage of opportunities to volunteer at Mill Creek. Second, teachers participate in specific professional development during the school day and afterschool. The principal actively participates with teachers in these opportunities for learning. He provides goals for professional development and conducts classroom observations to ensure that targeted best practices are integrated into instruction on a consistent basis. Third, the principal facilitates teacher collaboration through small learning communities that meet weekly to analyze student work samples and plan for next steps in the teaching and learning process.

Multiple data sources are used to assess how well Mill Creek Elementary is meeting the goal of improved student learning. As an example, the MAP test is administered to students in grades two through five three times each school year. Outcomes from these assessments are used to identify students who need extended learning experiences as well as children who would benefit from re-teaching using different instructional strategies. Teacher made assessments are completed on a weekly basis to ensure that necessary modifications in instruction are put in place with minimum loss of valuable instructional time. Together, these assessment tools constitute a coordinated strategy for monitoring and modifying efforts to improve the learning of each student at Mill Creek Elementary.

Data analysis is an ongoing process. A review of MAP data reveals students in grades two through five have realized significant gains in Reading and Math. The scoring of student Research Projects revealed measurable growth in research skills that are vital to mastery of expectations embedded in Common Core State Standards.

Mill Creek Elementary must address substantial challenges in order to realize continual improvement in student learning. First, children must develop a higher tolerance for sustained reading. This is especially applicable for non-fiction texts. Second, the principal and faculty must model for students and then, expect students to engage in critical thinking, justification for conclusions as well as student-student collaborations for problem solving.

Dr. Charles A. Delaughter, Principal Mrs. Nikkia Nelson, SIC chairperson

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