



## Mellichamp Elementary

350 Murray Road  
Orangeburg, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	283 Students	
<b>Principal</b>	Beverly Stroman-Spires	803-534-8044
<b>Superintendent</b>	Mr. Melvin Smoak	803-534-5454
<b>Board Chair</b>	Dr. Kalu Kalu	803-534-5454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Good	Below Average

## 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**

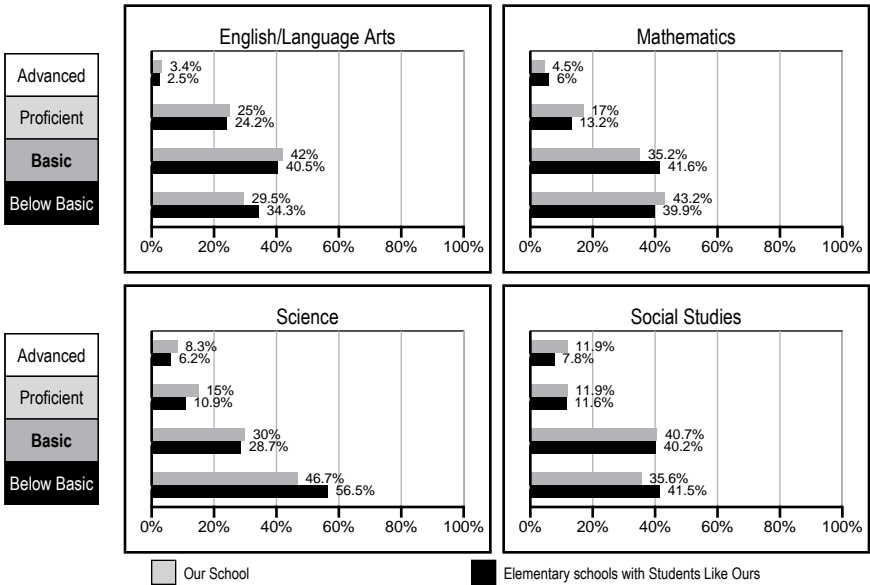
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

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

Excellent	Good	Average	Below Average	At-Risk
0	4	4	41	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
<b>Students (n=283)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.8%	Down from 6.9%	3.1%	2.3%
Attendance rate	96.0%	Down from 96.1%	96.0%	96.3%
Eligible for gifted and talented	0.0%	No Change	2.7%	10.4%
With disabilities other than speech	8.4%	Down from 11.4%	7.6%	7.5%
Older than usual for grade	1.1%	Up from 1.0%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	71.4%	Up from 68.0%	53.3%	56.7%
Continuing contract teachers	85.7%	Up from 76.0%	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.9%	Up from 88.8%	82.5%	86.4%
Teacher attendance rate	95.8%	Down from 96.3%	94.8%	94.9%
Average teacher salary	\$44,588	Up 4.3%	\$43,596	\$45,345
Professional development days/teacher	27.2 days	Up from 20.6 days	13.6 days	12.6 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	3.0	4.0
Student-teacher ratio in core subjects	14.4 to 1	Down from 14.6 to 1	16.4 to 1	18.5 to 1
Prime instructional time	89.5%	Down from 90.2%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$12,174	Up 3.2%	\$8,228	\$7,052
Percent of expenditures for instruction*	72.2%	Down from 74.5%	68.3%	69.1%
Percent of expenditures for teacher salaries*	49.4%	Down from 65.7%	60.5%	64.2%

\* 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 school-wide Title I school serving 305 students in child development through the fifth grades with 89% poverty rating. Mellichamp houses four self-contained district special education classes for students with developmental delays and autism. Our School Renewal Plan was approved in the spring of 2008 and includes action plans for English language arts, mathematics, science, social studies, school climate, teacher/administrator quality, and the arts.

The 2007 Palmetto Achievement Challenge Test (PACT) data indicated that Mellichamp exceeded the district PACT average in 3rd grade English language arts, math, and social studies along with 4th grade math and 5th grade math. Mellichamp exceeded the state PACT average in 3rd grade English language arts, math, and social studies. In 2007, Mellichamp Elementary did not meet adequate yearly progress as defined by No Child Left Behind.

Academic assistance for students includes intervention for students identified by teachers in kindergarten through third grade along with fourth and fifth graders who scored below basic on the 2007 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 spring Saturday Academy and a yearlong 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 continues to be 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 behavior plan. Discipline and test data are closely monitored by the school's Leadership Team and School Improvement Council to ensure plans are created and implemented for improvement. Our school was proudly designated a South Carolina Red Carpet School for 2006-2008. This year Mellichamp received over \$14,000 in local and state grants.

Beverly Stroman-Spires, Principal  
Sammie Gordon, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	28	28
Percent satisfied with learning environment	83.9%	85.7%	75.0%
Percent satisfied with social and physical environment	87.1%	92.9%	74.1%
Percent satisfied with school-home relations	77.4%	78.6%	77.8%

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

## Abbreviations for Missing Data

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## School Adequate Yearly Progress

NO

This school met 10 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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.3%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	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	102	100	29.5	42	25	3.4	38.6	35	48.2	Yes	Yes
<b>Gender</b>											
Male	52	100	39.1	39.1	21.7	0	28.3	29.1	41.7	N/A	N/A
Female	50	100	19	45.2	28.6	7.1	50	41.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	46	60	I/S	I/S
African American	94	100	30.1	41	26.5	2.4	38.6	33.6	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	18	100	53.3	26.7	20	0	26.7	12.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	35.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	96	100	30.1	39.8	26.5	3.6	39.8	30.7	34	Yes	Yes

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

All Students	102	100	43.2	35.2	17	4.5	31.8	29	45.8	No	Yes
<b>Gender</b>											
Male	52	100	50	32.6	15.2	2.2	26.1	27.4	45.6	N/A	N/A
Female	50	100	35.7	38.1	19	7.1	38.1	30.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	43.3	59	I/S	I/S
African American	94	100	44.6	33.7	18.1	3.6	31.3	27.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	27.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	18	100	80	20	0	0	13.3	13.1	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	21.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	96	100	42.2	36.1	16.9	4.8	32.5	25.4	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
<b>Science</b>											
All Students	70	100	46.7	30	15	8.3	23.3	22	35.7	96	96
<b>Gender</b>											
Male	37	100	46.9	31.3	15.6	6.3	21.9	23.5	37.4	96	95.8
Female	33	100	46.4	28.6	14.3	10.7	25	20.5	33.8	95.9	96.2
<b>Racial/Ethnic Group</b>											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	36.6	49.2	92.2	94.6
African American	64	100	48.2	30.4	14.3	7.1	21.4	20.1	17	96.1	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	N/A	95.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	40	24.9	94.8	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	84.6
<b>Disability Status</b>											
Disabled	13	100	58.3	41.7	0	0	0	8.1	14	96.2	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	92.8
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	36.4	24.4	96	94
<b>Socio-Economic Status</b>											
Subsided meals	67	100	47.4	28.1	15.8	8.8	24.6	18.7	21.1	96	95.8
<b>Social Studies</b>											
All Students	67	100	35.6	40.7	11.9	11.9	23.7	24.2	34	96	96
<b>Gender</b>											
Male	34	100	32.3	48.4	12.9	6.5	19.4	25.8	36.6	96	95.8
Female	33	100	39.3	32.1	10.7	17.9	28.6	22.4	31.3	95.9	96.2
<b>Racial/Ethnic Group</b>											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	30.5	44.5	92.2	94.6
African American	65	100	34.5	41.4	12.1	12.1	24.1	23.5	19.1	96.1	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	58.9	N/A	95.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	0	27.5	94.8	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	84.6
<b>Disability Status</b>											
Disabled	13	100	54.5	36.4	0	9.1	9.1	9.8	14.4	96.2	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	92.8
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	96	94
<b>Socio-Economic Status</b>											
Subsided meals	63	100	33.9	41.1	12.5	12.5	25	20.9	21	96	95.8

\* 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*	
<b>English/Language Arts</b>									
<b>2007</b>	3	36	100	12.1	33.3	54.5	0	54.5	
	4	40	100	29.7	62.2	8.1	0	8.1	
	5	38	100	44.1	55.9	0	0	0	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
<b>2008</b>	3	32	100	14.8	33.3	40.7	11.1	51.9	
	4	35	100	45.2	32.3	22.6	0	22.6	
	5	35	100	26.7	60	13.3	0	13.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	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	
<b>Mathematics</b>									
<b>2007</b>	3	36	100	15.2	39.4	33.3	12.1	45.5	
	4	40	100	32.4	48.6	16.2	2.7	18.9	
	5	38	100	67.6	32.4	0	0	0	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
<b>2008</b>	3	32	100	48.1	37	3.7	11.1	14.8	
	4	35	100	48.4	32.3	16.1	3.2	19.4	
	5	35	100	33.3	36.7	30	0	30	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	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	
<b>Science</b>									
<b>2007</b>	3	18	100	58.8	35.3	5.9	0	5.9	
	4	40	100	54.1	21.6	16.2	8.1	24.3	
	5	18	100	68.8	31.3	0	0	0	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
<b>2008</b>	3	17	100	50	28.6	14.3	7.1	21.4	
	4	35	100	51.6	32.3	9.7	6.5	16.1	
	5	18	100	33.3	26.7	26.7	13.3	40	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	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	
<b>Social Studies</b>									
<b>2007</b>	3	18	100	0	18.8	25	56.3	81.3	
	4	40	100	45.9	45.9	8.1	0	8.1	
	5	20	100	72.2	27.8	0	0	0	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
<b>2008</b>	3	15	100	15.4	38.5	7.7	38.5	46.2	
	4	35	100	41.9	38.7	16.1	3.2	19.4	
	5	17	100	40	46.7	6.7	6.7	13.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	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	

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