



## Mill Creek Elementary

925 Universal Drive  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	340 Students	
<b>Principal</b>	Steve E. Cannon	803-783-5553
<b>Superintendent</b>	Dr. Percy Mack	803-231-7500
<b>Board Chair</b>	Wendy Brawley	803-231-7556

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

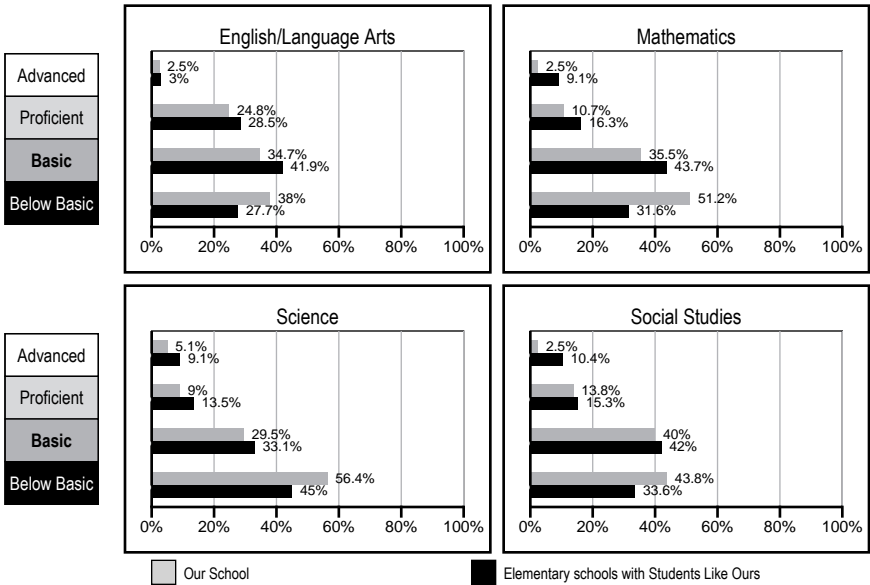
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	18	63	13

\* 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 | /S-Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=340)</b>				
First graders who attended full-day kindergarten	98.1%	Down from 100.0%	100.0%	100.0%
Retention rate	1.2%	Down from 3.7%	3.0%	2.3%
Attendance rate	95.5%	Down from 96.3%	96.0%	96.3%
Eligible for gifted and talented	5.5%	Up from 3.7%	6.2%	10.4%
With disabilities other than speech	12.9%	Up from 11.3%	8.9%	7.5%
Older than usual for grade	1.2%	Down from 1.3%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Up from 0.3%	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	60.7%	Up from 55.6%	54.8%	56.7%
Continuing contract teachers	89.3%	Down from 96.3%	72.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.2%	Up from 91.4%	85.4%	86.4%
Teacher attendance rate	95.3%	Up from 95.1%	94.8%	94.9%
Average teacher salary	\$50,840	Up 3.1%	\$44,395	\$45,345
Professional development days/teacher	12.8 days	Down from 16.8 days	12.8 days	12.6 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 19.6 to 1	17.8 to 1	18.5 to 1
Prime instructional time	87.6%	Down from 89.0%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,083	Up 6.2%	\$7,508	\$7,052
Percent of expenditures for instruction*	78.1%	Up from 75.9%	69.0%	69.1%
Percent of expenditures for teacher salaries*	74.9%	Up from 72.8%	63.1%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Mill Creek Elementary continues to strive to provide students with the best educational experience possible. We continue to implement the Reading First Program for our kindergarten through third grade students. This is our fourth year of involvement with Reading First. We continue to offer CRP (Comprehensive Remediation Program) for our third through fifth grade students.

The Early Bird Computer Classes continued this year and we have gotten some good results from this program. Students report to the computer lab after eating breakfast and get more practice with math and reading skills. The Early Bird Class allows students the opportunity to improve their ability level in areas where low achievement has been demonstrated. Our students continue to use the Accelerated Reader Program as well.

We continue to experience academic challenges at Mill Creek. Poor performance on the PACT assessment in the areas of math, science, English language arts, and social studies are areas of concern. To address these challenges we are utilizing the services of retired teachers to provide additional tutoring during the day. We have seen positive results from the March benchmark assessments in English language arts and math instruction.

Our PACT data did indicate that our students are making some academic progress. Because of our teachers' and students' efforts, the State Department of Education awarded Mill Creek Elementary the Palmetto Silver Award for improvements made on the PACT.

Our students received several awards and certificates for the district's VLF (Visual Literacy Festival) contest. Our students continue to support Meals on Wheels, Jump Rope for Heart, and St. Jude's Children Hospital. Our students continue to bring in Box Tops for Education which raises money for school supplies.

We continue to foster the district's longest school business partnership with Westinghouse nuclear energy plant.

Mr. Chris Allen, SIC Chairperson  
 Mr. Steven E. Cannon, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	30	31	8
Percent satisfied with learning environment	93.3%	71.0%	I/S
Percent satisfied with social and physical environment	86.7%	87.1%	I/S
Percent satisfied with school-home relations	56.7%	87.1%	I/S

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 7 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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	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	140	98.6	37.5	35	25	2.5	39.2	41.2	48.2	No	Yes
<b>Gender</b>											
Male	68	98.5	43.6	34.5	20	1.8	32.7	35	41.7	N/A	N/A
Female	72	98.6	32.3	35.4	29.2	3.1	44.6	47.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	11	90.9	22.2	33.3	44.4	0	44.4	73	60	I/S	I/S
African American	124	99.2	40.6	35.8	20.8	2.8	36.8	33.3	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	42.7	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	32	96.9	60	28	12	0	20	14.1	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	111	99.1	40.4	35.1	22.3	2.1	35.1	31.2	34	No	Yes

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

All Students	140	99.3	51.2	35.5	10.7	2.5	23.1	34.9	45.8	No	Yes
<b>Gender</b>											
Male	68	98.5	49.1	32.7	16.4	1.8	21.8	33.8	45.6	N/A	N/A
Female	72	100	53	37.9	6.1	3	24.2	35.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	11	90.9	22.2	44.4	11.1	22.2	44.4	71.2	59	I/S	I/S
African American	124	100	56.1	34.6	8.4	0.9	19.6	25.8	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.9	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	32	96.9	76	20	0	4	8	12.2	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	26.2	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	111	100	58.9	28.4	10.5	2.1	18.9	24.6	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	91	97.8	55.3	30.3	9.2	5.3	14.5	25.3	35.7	95.5	96.1
<b>Gender</b>											
Male	46	97.8	58.3	27.8	8.3	5.6	13.9	26	37.4	95.3	95.8
Female	45	97.8	52.5	32.5	10	5	15	24.6	33.8	95.7	96.3
<b>Racial/Ethnic Group</b>											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	94.1	96.3
African American	84	98.8	57.1	30	8.6	4.3	12.9	16.4	17	95.6	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	95.6	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	95.3	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
<b>Disability Status</b>											
Disabled	18	100	60	33.3	6.7	0	6.7	8.9	14	94.3	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	98.3	96.7
<b>Socio-Economic Status</b>											
Subsized meals	75	98.7	58.1	25.8	9.7	6.5	16.1	15.1	21.1	95.4	95.8
<b>Social Studies</b>											
All Students	91	98.9	43	40.5	13.9	2.5	16.5	27.2	34	95.5	96.1
<b>Gender</b>											
Male	43	97.7	41.7	41.7	13.9	2.8	16.7	28.1	36.6	95.3	95.8
Female	48	100	44.2	39.5	14	2.3	16.3	26.2	31.3	95.7	96.3
<b>Racial/Ethnic Group</b>											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	94.1	96.3
African American	80	98.8	43.5	43.5	10.1	2.9	13	18.2	19.1	95.6	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	95.6	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	95.3	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
<b>Disability Status</b>											
Disabled	21	100	58.8	35.3	5.9	0	5.9	9.7	14.4	94.3	95.1
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	98.3	96.7
<b>Socio-Economic Status</b>											
Subsized meals	72	98.6	47.5	39.3	9.8	3.3	13.1	16.8	21	95.4	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

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	50	100	13.3	57.8	26.7	2.2	28.9	
	4	42	100	20	40	40	0	40	
	5	39	100	28.1	53.1	18.8	0	18.8	
	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	65	96.9	25.9	38.9	29.6	5.6	35.2	
	4	43	100	51.4	27	21.6	0	21.6	
	5	32	100	41.4	37.9	20.7	0	20.7	
	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	50	100	35.6	60	4.4	0	4.4	
	4	42	100	28.6	48.6	22.9	0	22.9	
	5	39	100	31.3	56.3	9.4	3.1	12.5	
	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	65	98.5	49.1	40	10.9	0	10.9	
	4	43	100	51.4	32.4	10.8	5.4	16.2	
	5	32	100	55.2	31	10.3	3.4	13.8	
	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	27	100	41.7	54.2	4.2	0	4.2	
	4	42	100	40	31.4	22.9	5.7	28.6	
	5	19	100	26.7	46.7	20	6.7	26.7	
	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	33	97	53.8	30.8	11.5	3.8	15.4	
	4	43	97.7	44.4	36.1	11.1	8.3	19.4	
	5	15	100	85.7	14.3	0	0	0	
	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	23	100	19	66.7	9.5	4.8	14.3	
	4	42	100	37.1	40	17.1	5.7	22.9	
	5	20	100	35.3	64.7	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	31	100	35.7	46.4	17.9	0	17.9	
	4	43	97.7	44.4	44.4	5.6	5.6	11.1	
	5	17	100	53.3	20	26.7	0	26.7	
	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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