

Memminger Elementary

20 Beaufain Street
Charleston, SC 29401

Grades	PK-6 Elementary School	
Enrollment	293 Students	
Principal	Anthony S. Dixon	843-724-7778
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	Below Average

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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

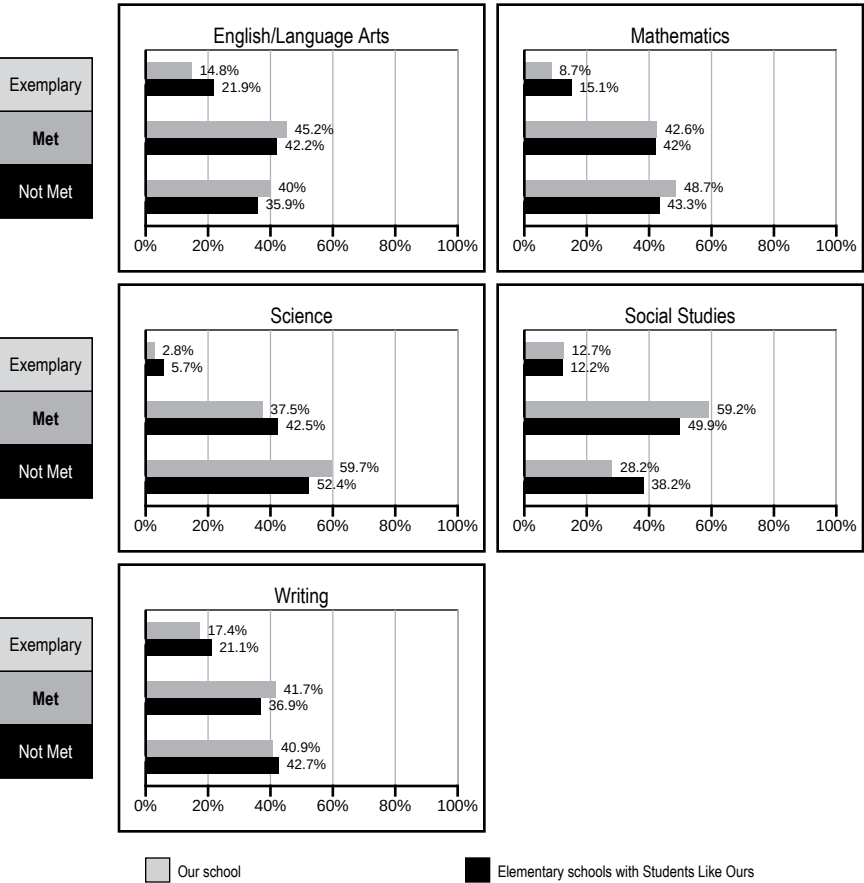
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	65	62	32

* Ratings are calculated with data available by 06/01/2010.

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=293)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 2.2%	2.4%	1.9%
Attendance rate	96.4%	Up from 96.3%	96.0%	96.3%
Eligible for gifted and talented	2.3%	Up from 1.4%	3.1%	10.0%
With disabilities other than speech	8.8%	Up from 8.4%	7.5%	7.7%
Older than usual for grade	1.4%	Down from 1.7%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Down from 2.4%	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	55.2%	Down from 56.3%	57.1%	59.4%
Continuing contract teachers	75.9%	Up from 59.4%	71.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.5%	Up from 81.6%	81.7%	85.9%
Teacher attendance rate	95.8%	Up from 94.8%	95.2%	95.1%
Average teacher salary*	\$43,249	Up 3.3%	\$45,790	\$47,149
Professional development days/teacher	8.9 days	Down from 14.6 days	10.7 days	11.1 days
School				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Up from 12.6 to 1	16.7 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 90.3%	90.1%	90.4%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,685	Up 17.3%	\$8,668	\$7,458
Percent of expenditures for instruction**	66.6%	Down from 69.1%	68.3%	68.8%
Percent of expenditures for teacher salaries**	58.6%	Down from 60.7%	61.9%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Memminger Elementary School is excited about our transition in becoming one of Charleston County School District's first partial magnet schools. In 2009-2010, our school will become Memminger School of Global Studies: A University Partnership. Through a rigorous inquiry based approach, this program seeks to bring the county's coherent curriculum to life through the use of geography, social studies, language, and cultural appreciation. Our university partnership is with the College of Charleston.

Our school boasts a dedicated and committed faculty and a safe, nurturing, child-centered environment in which to educate all children. We have supportive parents, strong mentor and volunteer programs, and outstanding community support.

We are making progress in raising our academic achievement by using instructional techniques that reflect best practices, honor instructional time, involve both students and parents in the learning process, and provide staff development that is meaningful in enhancing the school's academic growth. Our goal is to continue to improve the number of students at the Proficient and Advanced range on the PASS tests in all academic subject areas.

Our greatest challenge has been closing the gap between primary and elementary student achievement. 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 PACT/PASS analysis as well as DIBELS Early Literacy to improve classroom instruction. Through our use of data, we have concluded that our students need consistent instruction in the area of Phonics. In order to build a solid literacy program, all teachers in grades K-3 will receive training and implement Project Read Phonics program in collaboration with our Balanced Literacy model at Memminger. We will continue to utilize school-wide differentiation, READ 180, Successmaker, Headsprout, and Study Island to improve student learning.

Memminger continues a partnership agreement with the College of Charleston in the area of professional development. Our continued focus will be on decreasing the number of students at the below basic levels and on increasing student proficiency. We plan to accomplish this through increasing parental involvement, improving student and teacher attendance, and continuing to increase the rigor of instruction.

Anthony S. Dixon, Principal
Tammie Canty, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	24	8
Percent satisfied with learning environment	90.0%	87.5%	I/S
Percent satisfied with social and physical environment	86.2%	83.3%	I/S
Percent satisfied with school-home relations	64.5%	87.5%	I/S

* 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

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 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	NI-DELAY
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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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	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."
HOLD	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."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.7%	0.0%	No
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	126	100	40	45.2	14.8	81.7	84.9	82.8	Yes	Yes
Gender										
Male	64	100	36.8	47.4	15.8	80.7	81.8	79.3	N/A	N/A
Female	62	100	43.1	43.1	13.8	82.8	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	95.8	89.5	I/S	I/S
African American	124	100	39.8	45.1	15	81.4	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	22	100	70.6	23.5	5.9	52.9	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	121	100	40.9	44.5	14.5	81.8	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	126	100	48.7	42.6	8.7	67	81	78.9	Yes	Yes
Gender										
Male	64	100	47.4	40.4	12.3	68.4	79.3	77	N/A	N/A
Female	62	100	50	44.8	5.2	65.5	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	94.6	87.2	I/S	I/S
African American	124	100	48.7	42.5	8.8	67.3	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	22	100	70.6	23.5	5.9	47.1	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	121	100	49.1	42.7	8.2	67.3	69.2	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	80	100	59.7	37.5	2.8	40.3	68.9	67.5
Gender								
Male	44	100	52.6	42.1	5.3	47.4	68.2	67
Female	36	100	N/AV	N/AV	N/AV	32.4	69.6	68
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	90.4	79.5
African American	79	100	59.2	38	2.8	40.8	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	13	100	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	59.6
Socio-Economic Status								
Subsided meals	76	100	58.8	38.2	2.9	41.2	50.2	55.1

Social Studies

All Students	79	100	28.2	59.2	12.7	71.8	76.8	72.3
Gender								
Male	36	100	41.9	48.4	9.7	58.1	75.3	71.5
Female	43	100	17.5	67.5	15	82.5	78.4	73.2
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	91.5	80.7
African American	77	100	26.1	60.9	13	73.9	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	30.8	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	78	100	28.6	60	11.4	71.4	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	128	100	40.9	41.7	17.4	59.1	74.1	70.2	96.4	96
Gender										
Male	66	100	43.9	38.6	17.5	56.1	67.8	63.2	96.6	95.9
Female	62	100	37.9	44.8	17.2	62.1	80.6	77.5	96.2	96.1
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	90.4	79.1	98.2	95.9
African American	126	100	39.8	42.5	17.7	60.2	59.2	57.6	96.4	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	62.6	N/A	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	22	100	N/AV	N/AV	N/AV	26.7	29.6	26.1	95.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.2	61.2	93.1	96.5
Socio-Economic Status										
Subsidized meals	122	100	41.3	43.1	15.6	58.7	59.1	58.9	96.4	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	38	100	32.4	29.4	38.2	67.6
	4	32	100	N/AV	N/AV	N/AV	67.9
	5	30	100	32.1	57.1	10.7	67.9
	6	26	100	68	28	4	32
	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							
2009	3	38	100	41.2	32.4	26.5	58.8
	4	32	100	57.1	39.3	3.6	42.9
	5	30	100	N/AV	N/AV	N/AV	57.1
	6	26	100	N/AV	N/AV	N/AV	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
Science							
2009	3	19	100	43.8	50	6.3	56.3
	4	32	100	N/AV	N/AV	N/AV	35.7
	5	15	100	53.3	40	6.7	46.7
	6	14	100	N/AV	N/AV	N/AV	23.1
	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
Social Studies							
2009	3	19	100	22.2	50	27.8	77.8
	4	32	100	25	67.9	7.1	75
	5	15	100	23.1	61.5	15.4	76.9
	6	13	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
Writing							
2009	3	38	100	23.5	41.2	35.3	76.5
	4	32	100	39.3	50	10.7	60.7
	5	31	100	42.9	46.4	10.7	57.1
	6	27	100	64	28	8	36
	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

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