



MILL CREEK ELEMENTARY

925 Universal Drive
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	395 Students	
Principal	Dr. Charles DeLaughter	803-783-5553
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	At-Risk
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	Below Average	Good
2006	Below Average	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 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

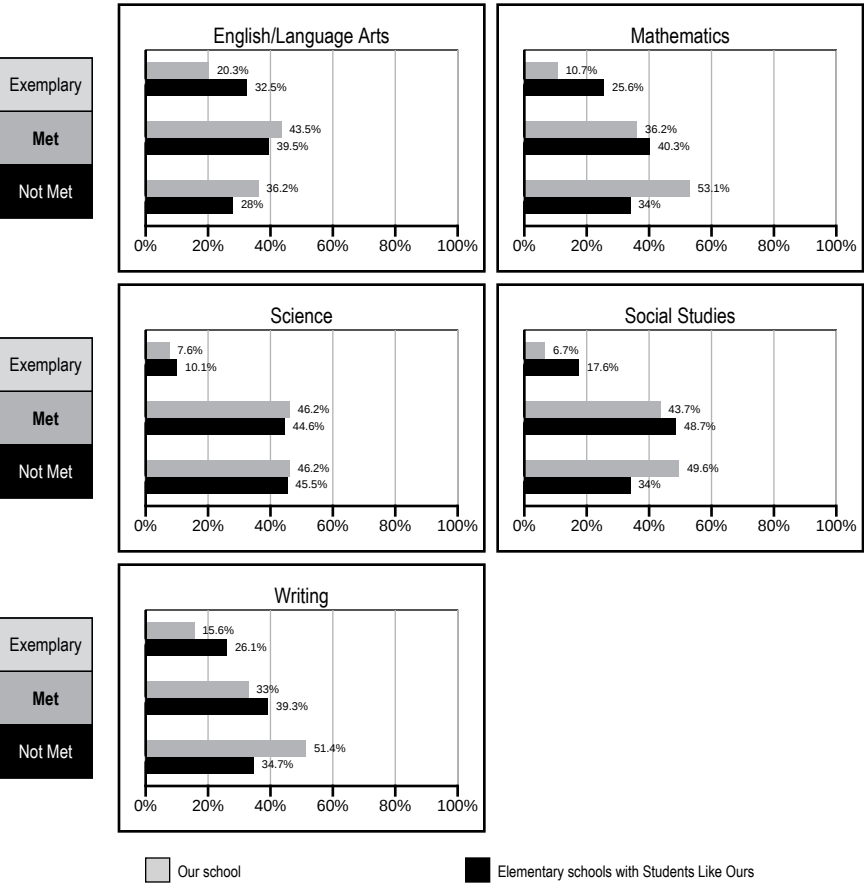
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	10	95	22	3

* Ratings are calculated with data available by 03/09/2011.

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=395)				
First graders who attended full-day kindergarten	91.7%	Down from 96.6%	100.0%	100.0%
Retention rate	0.5%	No Change	1.6%	1.2%
Attendance rate	95.5%	Down from 95.7%	95.7%	96.1%
Eligible for gifted and talented	5.2%	Up from 3.5%	7.6%	11.7%
With disabilities other than speech	12.8%	Up from 12.7%	8.8%	8.0%
Older than usual for grade	0.3%	No Change	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.7%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	45.2%	Down from 53.6%	59.0%	60.5%
Continuing contract teachers	67.7%	Down from 82.1%	84.2%	84.6%
Teachers with emergency or provisional certificates	6.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	88.3%	Down from 94.1%	86.0%	87.0%
Teacher attendance rate	94.8%	Up from 93.5%	95.0%	95.4%
Average teacher salary*	\$47,497	Down 10.2%	\$46,474	\$47,288
Professional development days/teacher	5.5 days	Down from 7.8 days	11.1 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 14.8 to 1	19.1 to 1	19.2 to 1
Prime instructional time	89.2%	Up from 87.8%	90.0%	90.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.5%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,821	Down 14.1%	\$7,770	\$7,548
Percent of expenditures for instruction**	78.4%	Down from 78.9%	68.3%	68.7%
Percent of expenditures for teacher salaries**	74.1%	Down from 74.4%	64.5%	65.1%

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

** 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 and provide students with the best educational experience possible. We implemented a new literacy intervention this year. This is a school-wide intervention that focuses on providing instruction in phonics, phonemic awareness, fluency, vocabulary and comprehension. We continue to provide CRP (Comprehensive Remediation Program) for 3-5 grade students on Tuesday-Thursday of each week. Mill Creek provided additional tutoring in math for grade 5 students. University Instructors were used to provide the additional tutoring during the school day.

This is the first year that Mill Creek sponsored an Odyssey of the Mind Team. In their first competition, they placed fourth in the state wide event. The Mill Creek Chorus performed well at community outings and a recorder ensemble and percussion group were formed for the first time.

Mill Creek continues to be involved with community service projects. Students and teachers collected more than 2000 nonperishable food items which were donated to Harvest Hope Food Bank. We continue our partnership with Westinghouse Electric and the Project W.A.I.T (Wildlife And Industry Together) initiative. Mill Creek students raised more than \$500.00 for the St Jude's Children's Hospital.

Mill Creek continues to have challenges with meeting academic standards for math, science, social studies, and reading performance criteria. There was a positive change in our improvement rating for the 2009 PASS administration. The improvement rating has been upgraded to average and that is a positive change to build on for increasing student achievement. There were several students that realized positive gains on MAP (Measure of Academic Progress) assessments for the 2009-2010 school year.

Mr. Chris Allen, SIC Chairperson

Mr. Steven E. Cannon,Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	69	35
Percent satisfied with learning environment	76.9%	73.9%	68.6%
Percent satisfied with social and physical environment	80.8%	72.5%	77.1%
Percent satisfied with school-home relations	46.2%	86.8%	74.3%

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

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 14 out of 17 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	
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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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	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

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	202	100	36.3	42.9	20.9	79.1	78.2	83.5	Yes	Yes
Gender										
Male	106	100	45.7	38	16.3	73.9	74.7	80.1	N/A	N/A
Female	96	100	26.7	47.8	25.6	84.4	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	14	100	8.3	50	41.7	91.7	93.3	89.6	I/S	I/S
African American	176	100	39.5	42	18.5	77.2	74.2	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.2	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	49	100	72.7	18.2	9.1	52.3	45.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	160	100	38.7	47.9	13.4	78.9	73.1	76.9	Yes	Yes

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

All Students	202	100	53.3	36.3	10.4	61	72	80.4	Yes	Yes
Gender										
Male	106	100	54.3	33.7	12	60.9	70.3	78.4	N/A	N/A
Female	96	100	52.2	38.9	8.9	61.1	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	14	100	25	41.7	33.3	75	90.2	87.8	I/S	I/S
African American	176	100	56.8	35.8	7.4	59.3	67	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.4	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	49	100	79.5	18.2	2.3	29.5	34.8	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	160	100	57.7	35.9	6.3	56.3	65.9	72.8	No	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	136	100	47.2	44.7	8.1	52.8	56.5	67.3
Gender								
Male	72	100	43.8	45.3	10.9	56.3	56.1	66.9
Female	64	100	50.8	44.1	5.1	49.2	56.8	67.7
Racial/Ethnic Group								
White	12	100	18.2	63.6	18.2	81.8	86.3	79.6
African American	116	100	52.3	42.1	5.6	47.7	48.2	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	76.2	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	35	100	72.7	21.2	6.1	27.3	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	62.7	58.6
Socio-Economic Status								
Subsidized meals	104	100	54.8	41.9	3.2	45.2	46.5	55.4

Social Studies								
All Students	133	100	50	43.4	6.6	50	64	70.9
Gender								
Male	67	100	52.5	39	8.5	47.5	61.9	70.1
Female	66	100	47.6	47.6	4.8	52.4	66.1	71.7
Racial/Ethnic Group								
White	8	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	118	100	55	38.5	6.4	45	57.7	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.1	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	32	100	64.3	32.1	3.6	35.7	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	65.2	68
Socio-Economic Status								
Subsidized meals	107	100	53.6	44.3	2.1	46.4	56.5	60.8

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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	202	97	51.1	33.1	15.7	48.9	63.4	72.1	95.5	95.9
Gender										
Male	107	97.2	63.7	29.7	6.6	36.3	56.3	65.2	95.7	95.7
Female	95	96.8	37.9	36.8	25.3	62.1	70.4	79.2	95.3	96.1
Racial/Ethnic Group										
White	13	84.6	I/S	I/S	I/S	I/S	86.2	80.8	95	96
African American	177	97.7	55.6	30.6	13.8	44.4	57.3	59.7	95.6	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.1	87	94.5	96.2
Hispanic	9	I/S	I/S	I/S	I/S	I/S	62.9	64.6	94.6	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	49	89.8	87.5	5	7.5	12.5	21.1	27.7	94.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.7	63.7	95.7	96.3
Socio-Economic Status										
Subsidized meals	157	96.2	58.1	29.4	12.5	41.9	55.2	61.9	95.3	95.7

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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	74	100	34.8	44.9	20.3	65.2
	4	75	100	44.6	36.9	18.5	55.4
	5	50	100	30.4	52.2	17.4	69.6
	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
2010	3	59	100	27.5	31.4	41.2	72.5
	4	67	100	38.1	49.2	12.7	61.9
	5	76	100	41.2	45.6	13.2	58.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	74	100	62.3	29	8.7	37.7
	4	75	100	47.7	44.6	7.7	52.3
	5	50	100	54.3	39.1	6.5	45.7
	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
2010	3	59	100	33.3	45.1	21.6	66.7
	4	67	100	49.2	42.9	7.9	50.8
	5	76	100	72.1	23.5	4.4	27.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	36	97.2	64.7	29.4	5.9	35.3
	4	75	100	41.5	49.2	9.2	58.5
	5	25	100	N/AV	N/AV	N/AV	33.3
	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
2010	3	30	100	50	26.9	23.1	50
	4	67	100	33.3	65.1	1.6	66.7
	5	39	100	70.6	20.6	8.8	29.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	38	100	38.2	50	11.8	61.8
	4	75	100	30.8	63.1	6.2	69.2
	5	25	100	36.4	45.5	18.2	63.6
	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
2010	3	29	100	40	56	4	60
	4	67	100	42.9	47.6	9.5	57.1
	5	37	100	70.6	26.5	2.9	29.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	75	97.3	48.5	26.5	25	51.5
	4	72	97.2	41.3	42.9	15.9	58.7
	5	48	95.8	47.7	36.4	15.9	52.3
	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
2010	3	60	98.3	40.4	32.7	26.9	59.6
	4	67	97	55.7	37.7	6.6	44.3
	5	75	96	55.4	29.2	15.4	44.6
	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

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