



MILL CREEK ELEMENTARY

925 Universal Drive
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	381 Students	
Principal	Charles A. DeLaughter	803-783-5553
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Below Average	At-Risk
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	Below Average	Good

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

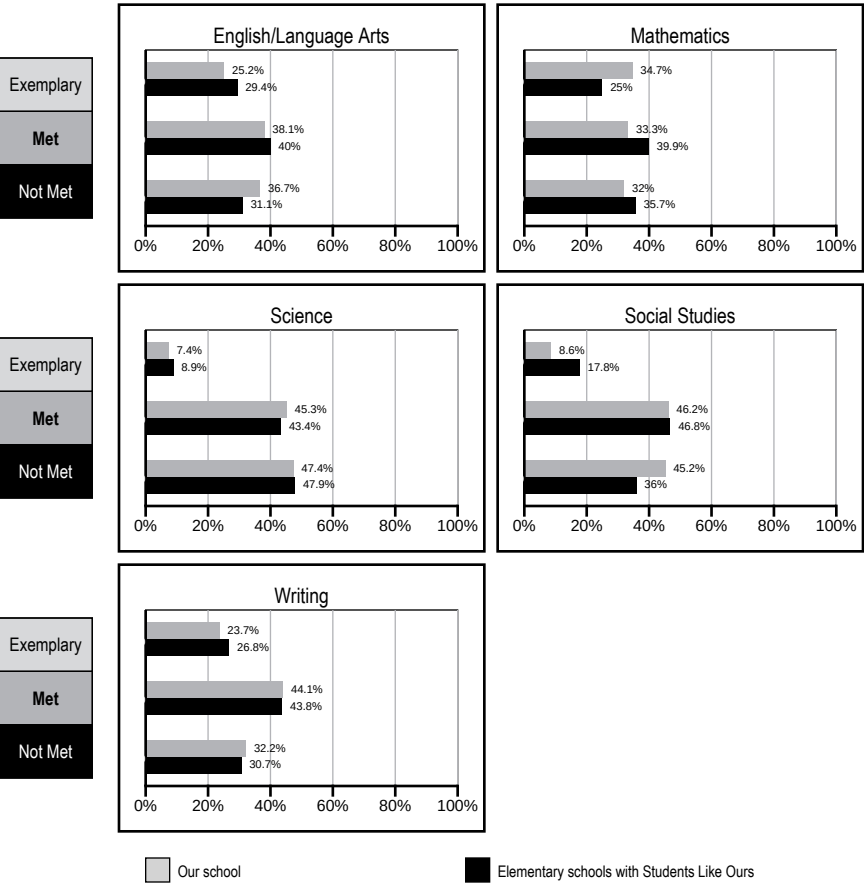
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	106	37	10

* Ratings are calculated with data available by 11/09/2011.

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=381)				
First graders who attended full-day kindergarten	75.0%	Down from 91.7%	100.0%	100.0%
Retention rate	0.0%	Down from 0.5%	1.5%	1.1%
Attendance rate	96.3%	Up from 95.5%	95.9%	96.2%
Served by gifted and talented program	5.3%	Up from 5.2%	7.1%	13.4%
With disabilities other than speech	6.4%	Down from 12.8%	4.5%	4.1%
Older than usual for grade	0.3%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	53.3%	Up from 45.2%	60.8%	62.5%
Continuing contract teachers	66.7%	Down from 67.7%	84.0%	88.2%
Teachers returning from previous year	84.5%	Down from 88.3%	85.7%	87.8%
Teacher attendance rate	94.8%	No Change	95.2%	95.2%
Average teacher salary*	\$46,740	Down 1.6%	\$45,543	\$46,773
Professional development days/teacher	8.1 days	Up from 5.5 days	10.5 days	10.5 days
School				
Principal's years at school	1.0	Down from 10.0	3.8	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 21.7 to 1	18.2 to 1	19.9 to 1
Prime instructional time	90.3%	Up from 89.2%	90.0%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	74.0%	Down from 87.5%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,708	Down 1.4%	\$7,948	\$7,447
Percent of expenditures for instruction**	77.4%	Down from 78.4%	68.1%	68.4%
Percent of expenditures for teacher salaries**	70.2%	Down from 74.1%	65.3%	65.8%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Mill Creek Elementary meets the academic needs of 375 students in Pre-K through fifth grades. Located in the Southeast quadrant of Richland County, school demographics reveal a student body that is 90% African American, 6% White and 4% Hispanic or Latino. The proportion of children living in poverty as measured by free/reduced lunch rate stands at 86.4%. Students surpassed the 95% attendance rate benchmark for Annual Yearly Progress. This year, Dr. Charles A. DeLaughter completed his first year as principal of Mill Creek Elementary.

At the beginning of the school year, a limited number of carefully selected strategies were put in place to improve student achievement. First, at grades three through five, instruction in the content areas was departmentalized. One of three teachers taught Math, another English/Language Arts while the third teacher taught Science and/or Social Studies. This model enables teachers to focus on developing proficiency in fewer content areas compared to a self-contained classroom. Second, teachers were provided substantive and ongoing professional development throughout the school year. The principal provided goals for these opportunities for growth as well as monitoring for implementation of best practices. Third, clearly defined expectations for improvement in student achievement were inserted into the school culture. Faculty, staff, students and parents were frequently reminded in a variety of ways that student learning has top priority at Mill Creek Elementary.

Data collected across the school year indicate positive outcomes from implementation of the aforementioned strategies. A significant number of students realized gains in Reading and Math as measured by MAP assessments. Similarly, students at grades four and five demonstrated positive growth in Reading and Math according to Success-Maker Lab data. Common assessments were re-introduced to Mill Creek Elementary this year. Though results are mixed, they do highlight strengths and weaknesses that will assist with shaping intervention efforts next year. Teacher and parent reports indicate a decrease in student disciplinary concerns accompanied by an increase in positive school climate.

Mill Creek Elementary School must resolve several challenges in order to establish and maintain a trend of continual school improvement. First, the school must more fully integrate students with special needs into the regular curriculum to the greatest extent possible. Ongoing training for faculty and staff is key to meeting this challenge. Second, it is imperative that families read to pre-school children every day and frequently provide educational experiences including Riverbanks Zoo, EdVenture and the State Museum. Third, it is imperative that families partner with Mill Creek to reduce an unacceptably high student tardy rate. Improvement in this area will increase time available for instruction and ultimately, student learning will move forward. Fourth, Mill Creek must nurture more varied partnerships with the business and faith communities. These alliances are key to a successful effort to improve the school.

In summary, Mill Creek Elementary has embraced a small collection of proven strategies for improving the school. The expectation is that a focused and sustained implementation of these procedures will yield progressively larger positive measures of growth in school improvement.

Dr. Charles A. DeLaughter, Principal
Mr. Chris Allen, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	59	34
Percent satisfied with learning environment	95.7%	82.8%	87.1%
Percent satisfied with social and physical environment	90.9%	88.1%	93.5%
Percent satisfied with school-home relations	43.5%	84.7%	75.8%

* 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 15 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	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 = 79.4% (Met or Exemplary)

All Students	171	100	35.5	38.2	26.3	80.3	78.3	82.4	Yes	Yes
Gender										
Male	94	100	40.2	35.4	24.4	76.8	74.3	78.7	N/A	N/A
Female	77	100	30	41.4	28.6	84.3	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	152	100	39.3	37.8	23	77.8	74.2	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.4	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	49	100	55.8	23.3	20.9	65.1	45.7	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	145	100	38.8	36.4	24.8	79.1	73.5	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	171	100	30.9	34.9	34.2	77	75.1	81.9	Yes	Yes
Gender										
Male	94	100	30.5	42.7	26.8	79.3	73.5	79.9	N/A	N/A
Female	77	100	31.4	25.7	42.9	74.3	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	152	100	33.3	37.8	28.9	74.1	70.3	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.3	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	49	100	51.2	37.2	11.6	58.1	40.4	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	145	100	33.3	34.9	31.8	75.2	69.8	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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	111	100	45.9	43.9	10.2	54.1	58.7	68.6
Gender								
Male	59	100	44	44	12	56	58.2	68.3
Female	52	100	47.9	43.8	8.3	52.1	59.2	68.9
Racial/Ethnic Group								
White	7	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	97	100	50	41.9	8.1	50	51	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	70.1	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	31	100	66.7	18.5	14.8	33.3	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	54.3	60.7
Socio-Economic Status								
Subsidized meals	94	100	49.4	41	9.6	50.6	50.1	57.3

Social Studies

All Students	107	100	44.8	46.9	8.3	55.2	64.7	72.5
Gender								
Male	58	100	51.9	36.5	11.5	48.1	63.6	72
Female	49	100	36.4	59.1	4.5	63.6	65.8	73.1
Racial/Ethnic Group								
White	7	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	95	100	49.4	43.5	7.1	50.6	58.3	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	73.3	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	30	100	59.3	37	3.7	40.7	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.7	69.7
Socio-Economic Status								
Subsidized meals	92	100	46.3	48.8	4.9	53.7	56.8	62.9

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	68	92.7	31	44.8	24.1	69	66.5	73.2	96.3	96.1
Gender										
Male	39	89.7	34.4	43.8	21.9	65.6	62	67.2	96	95.9
Female	29	96.6	26.9	46.2	26.9	73.1	71.2	79.4	96.7	96.3
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	87.8	81.5	95.1	96.2
African American	59	93.2	35.3	47.1	17.6	64.7	60.7	61.3	96.4	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.3	87	99.9	96.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	74.8	66.7	97	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	20	75	N/AV	N/AV	N/AV	30.8	23.7	26	94.9	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	66.2	65.7	99.6	95.9
Socio-Economic Status										
Subsidized meals	51	92.2	32.6	51.2	16.3	67.4	59.1	63.2	96.2	95.9

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							
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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	55	100	37.5	22.9	39.6	62.5
	4	47	100	31	47.6	21.4	69
	5	69	100	37.1	43.5	19.4	62.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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							
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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	55	100	47.9	27.1	25	52.1
	4	47	100	9.5	40.5	50	90.5
	5	69	100	32.3	37.1	30.6	67.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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							
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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	29	100	64	24	12	36
	4	47	100	31	59.5	9.5	69
	5	35	100	51.6	38.7	9.7	48.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	26	100	47.8	47.8	4.3	52.2
	4	47	100	40.5	52.4	7.1	59.5
	5	34	100	48.4	38.7	12.9	51.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	68	92.7	31	44.8	24.1	69
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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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