



Memminger School of Global Studies

2685 Leeds Avenue
North Charleston, SC

Grades	PK-6 Elementary School	
Enrollment	276 Students	
Principal	Dr. Teresa Turner	(843) 724-7778
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Cindy Bohn Coats	843-529-2457

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	At-Risk	Average
2012	At-Risk	At-Risk
2011	Below Average	At-Risk
2010	Below Average	Below Average
2009	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 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://www.eoc.sc.gov>

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

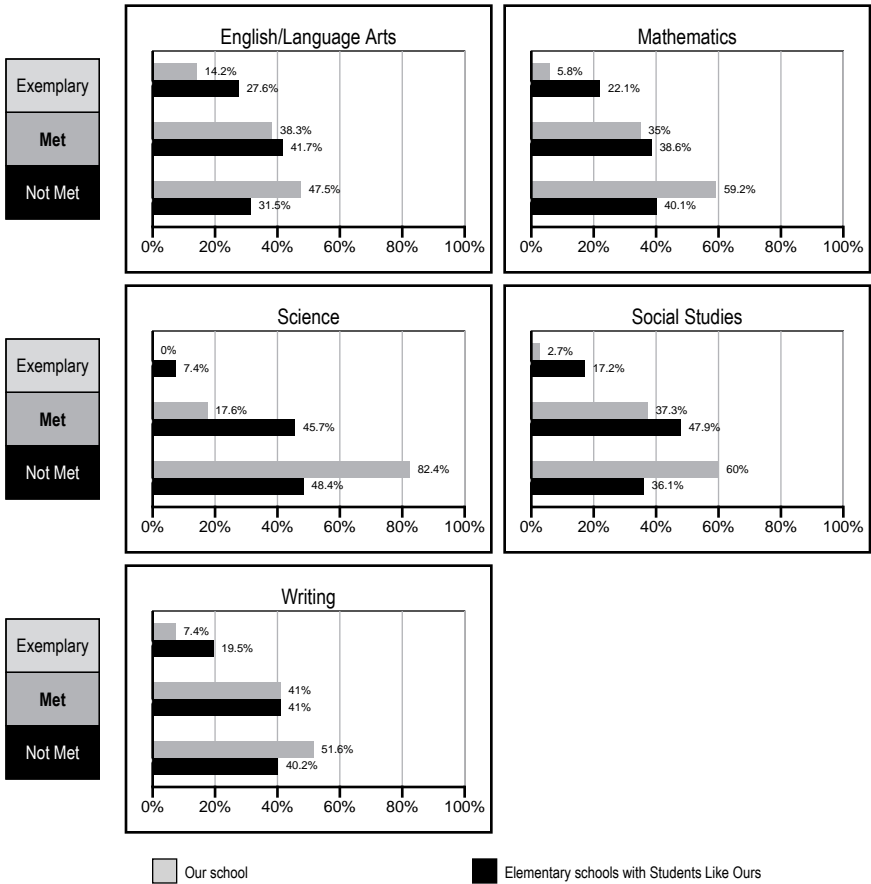
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	11	89	43	15

* Ratings are calculated with data available by 12/14/2013.

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=276)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Up from 0.4%	1.1%	0.9%
Attendance rate	94.8%	Down from 95.2%	95.9%	96.3%
Served by gifted and talented program	1.3%	N/A	2.6%	7.2%
With disabilities	9.3%	N/A	13.4%	12.4%
Older than usual for grade	4.8%	N/A	3.0%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.0%	Down from 5.3%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	42.4%	Down from 61.3%	60.0%	62.5%
Continuing contract teachers	66.7%	Up from 64.5%	75.0%	83.3%
Teachers returning from previous year	75.2%	Down from 77.8%	84.6%	88.3%
Teacher attendance rate	91.2%	Down from 97.4%	94.9%	95.0%
Average teacher salary*	\$44,257	Up 4.0%	\$46,110	\$48,193
Professional development days/teacher	11.4 days	Up from 7.4 days	10.5 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	3.3	4.0
Student-teacher ratio in core subjects	13.1 to 1	Down from 27.2 to 1	17.8 to 1	20.1 to 1
Prime instructional time	84.0%	Down from 92.1%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	97.0%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,650	Down 9.0%	\$8,301	\$7,364
Percent of expenditures for instruction**	69.0%	Up from 65.3%	66.0%	68.0%
Percent of expenditures for teacher salaries**	66.0%	Up from 62.9%	64.0%	66.0%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Memminger School of Global Studies: A University Partnership is excited to be in its fourth year of implementing our partial magnet curriculum school-wide. Through a rigorous inquiry-based approach, this program brings the South Carolina Standards for the 21st Century to life through the use of geography, social studies, language acquisition, and cultural appreciation.

Throughout the transition to our temporary "swing" space, our diverse and dedicated school faculty continues to support our downtown community by keeping student learning, academic achievement, and student emotional wellness top priorities.

Although the faculty, staff, students, and parents worked hard to improve student achievement, Memminger scored in the at-risk category on the 2012 PASS Assessment.

The staff, parents and students use data to make dynamic decisions as we strive for academic success of all students. We continue to make progress in raising our academic achievement by using instructional techniques that are best practices, honoring instructional time, involving both students and parents in the learning process, as well as providing staff development that is meaningful for enhancing the school's academic growth.

Our greatest challenge continues to be closing the gap between primary and elementary student achievement at an accelerated rate. 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 PASS analysis as well as AIMSWeb to improve classroom instruction. All teachers in grades K-2 will follow a district-wide literacy model with pathways for students not at benchmark. Through our Primary Grades Academy program we have seen tremendous gains in student improvement, increasing the number of students on grade level in our primary grades.

Memminger continues its partnerships with the College of Charleston, Trident United Way, Grace Church, Mt. Zion AME Church, Charleston Restaurant Association, Communities in Schools, WINGS for kids, Reading Partners with Book Buddies, Charleston Area Children's Garden Project with Darlena Goodwin, the Rotary Club and several other local businesses and organizations.

This year we plan on increasing student achievement by strategically using our partnerships along with research-based, best practices to increase student engagement, strengthen parental involvement initiatives, improve student and teacher attendance, and provide rigorous instruction across all grade levels.

Dr. Teresa Nowlin, Principal

Roberta Frasier, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	32	8
Percent satisfied with learning environment	46.7%	93.8%	N/A
Percent satisfied with social and physical environment	46.7%	68.8%	N/A
Percent satisfied with school-home relations	26.6%	83.8%	N/A

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child’s district or school.

Overall Weighted Points Total	46.8
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state’s expectations.
80-89.9	B	Performance exceeds the state’s expectations.
70-79.9	C	Performance meets the state’s expectations.
60-69.9	D	Performance does not meet the state’s expectations.
Less than 60	F	Performance is substantially below the state’s expectations

Accountability Indicator for Title I Schools

Memminger School of Global Studies school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.1%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	4.1%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate	94.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	627.5	607.4	571.5	597.2	100.0	100.0
Male	623.9	613.3	573.0	608.3	100.0	100.0
Female	631.3	601.3	569.5	588.1	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	628.6	607.9	572.4	597.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	626.7	606.7	570.2	596.6	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0
Grades 6-8						
All Students	601.0	593.3	561.3	600.4	100.0	100.0
Male	N/A	N/A	N/A	N/A	100.0	100.0
Female	N/A	N/A	N/A	N/A	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	601.0	593.3	561.3	600.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	598.9	594.1	562.9	599.4	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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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							
2012	3	34	100	38.2	32.4	29.4	61.8
	4	42	100	58.5	34.1	7.3	41.5
	5	39	100	60.5	34.2	5.3	39.5
	6	25	100	60	28	12	40
	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
2013	3	29	100	25	39.3	35.7	75
	4	29	100	51.7	41.4	6.9	48.3
	5	31	100	48.4	38.7	12.9	51.6
	6	33	100	62.5	34.4	3.1	37.5
	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							
2012	3	34	100	55.9	29.4	14.7	44.1
	4	42	100	65.9	29.3	4.9	34.1
	5	39	100	63.2	34.2	2.6	36.8
	6	25	100	56	32	12	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
2013	3	29	100	53.6	35.7	10.7	46.4
	4	29	100	51.7	41.4	6.9	48.3
	5	31	100	54.8	38.7	6.5	45.2
	6	33	100	N/AV	N/AV	N/AV	25
	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							
2012	3	17	100	N/AV	N/AV	N/AV	41.2
	4	42	100	N/AV	N/AV	N/AV	17.1
	5	19	100	63.2	31.6	5.3	36.8
	6	13	100	N/AV	N/AV	N/AV	15.4
	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
2013	3	15	100	N/AV	N/AV	N/AV	50
	4	29	100	N/AV	N/AV	N/AV	17.2
	5	15	100	N/AV	N/AV	N/AV	6.7
	6	17	100	N/AV	N/AV	N/AV	N/AV
	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							
2012	3	17	100	35.3	52.9	11.8	64.7
	4	42	100	51.2	43.9	4.9	48.8
	5	20	100	N/AV	N/AV	N/AV	26.3
	6	12	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
2013	3	14	92.9	N/AV	N/AV	N/AV	7.7
	4	29	100	41.4	51.7	6.9	58.6
	5	16	100	N/AV	N/AV	N/AV	37.5
	6	16	100	N/AV	N/AV	N/AV	37.5
	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							
2012	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	39	100	71.1	23.7	5.3	28.9
	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
2013	3	29	96.6	60.7	25	14.3	39.3
	4	30	100	43.3	50	6.7	56.7
	5	31	100	48.4	48.4	3.2	51.6
	6	32	100	53.1	40.6	6.3	46.9
	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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