



Mill Creek Elementary

925 Universal Drive
Columbia, SC 29209

Grades	PK-5 Elementary School	
Enrollment	380 Students	
Principal	Dr. Charles A. DeLaughter	803-783-5553
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Jamie Devine	803-231-7556

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Good
2011	Average	Average
2010	Below Average	At-Risk
2009	Below Average	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 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

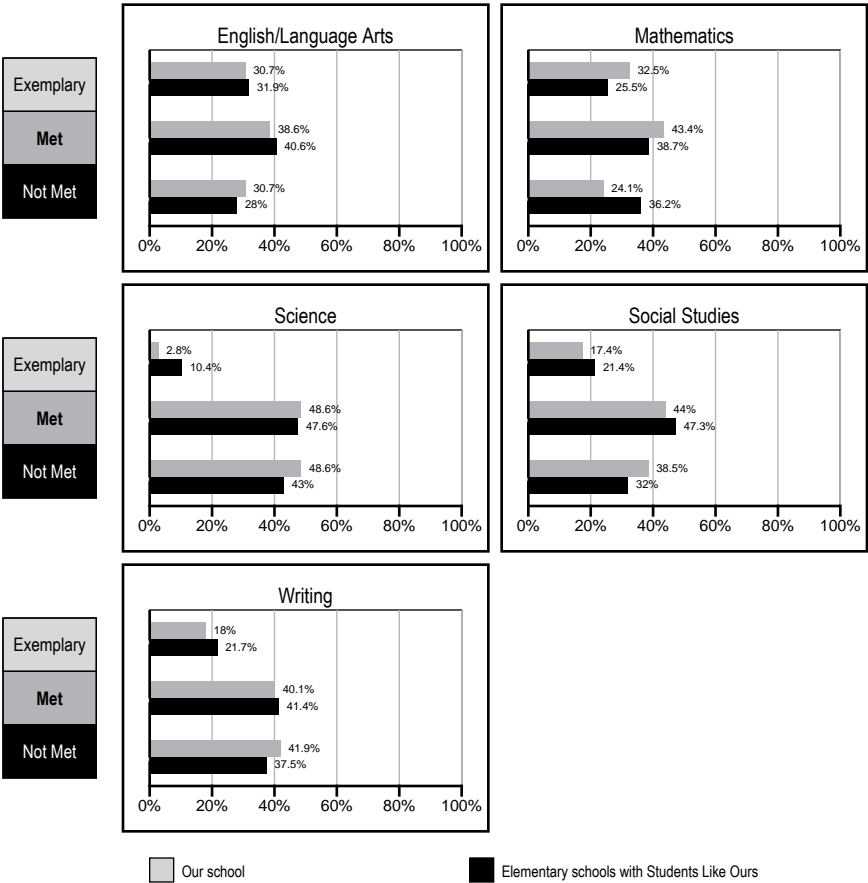
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 95.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	15	109	28	10

* 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=380)				
First graders who attended full-day kindergarten	84.1%	Down from 85.1%	100.0%	100.0%
Retention rate	1.1%	Down from 1.5%	1.1%	0.9%
Attendance rate	96.0%	Down from 96.7%	95.9%	96.3%
Served by gifted and talented program	3.2%	N/A	4.0%	7.2%
With disabilities	15.6%	N/A	13.3%	12.4%
Older than usual for grade	1.2%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	66.7%	Up from 51.7%	60.0%	62.5%
Continuing contract teachers	76.7%	Up from 72.4%	79.8%	83.3%
Teachers returning from previous year	85.7%	Up from 82.7%	85.8%	88.3%
Teacher attendance rate	95.0%	Up from 93.1%	94.8%	95.0%
Average teacher salary*	\$50,768	Up 3.7%	\$46,600	\$48,193
Professional development days/teacher	8.5 days	Up from 6.7 days	10.8 days	11.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 23.4 to 1	18.8 to 1	20.1 to 1
Prime instructional time	90.9%	Up from 89.4%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.4%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,127	Up 5.7%	\$7,712	\$7,364
Percent of expenditures for instruction**	77.0%	Up from 76.3%	68.0%	68.0%
Percent of expenditures for teacher salaries**	74.0%	Up from 73.1%	65.0%	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

For the 2012-2013 school year, Mill Creek Elementary again witnessed significant improvement in student learning as measured by MAP outcomes and other benchmark data including common assessments. Based on 2011-2012 PASS data, the school Absolute Report Card Rating stands at Average while the Growth Rating improved to Good. This year, Mill Creek qualified for the Palmetto Silver Award for major improvement in student achievement.

The primary goal of continual school improvement is aggressively pursued through a limited number of carefully selected focus strategies. First, the school community including students, parents, teachers, faith based organizations and business partners are informed on a regular basis about the importance of growth in student learning. Second, teachers participate in specific professional development during the school day and after school. The principal actively participates with teachers in these opportunities for learning. He provides goals for professional development and conducts classroom observations to ensure that targeted best practices are integrated into instruction on a consistent basis. Third, the principal facilitates teacher collaboration through small learning communities that meet weekly to analyze student work samples and plan for next steps in the teaching and learning process.

Multiple data sources are used to assess how well Mill Creek Elementary is meeting the goal of improved student learning. As an example, the MAP test is administered to students in grades two through five three times each school year. Outcomes from these assessments are used to identify students who need extended learning experiences as well as children who would benefit from re-teaching using different instructional strategies. Common assessments developed at the District level provide valuable benchmark information that guide instruction during weeks that intervene administration of MAP. Teacher made assessments are completed on a weekly basis to ensure that necessary modifications in instruction are put in place with minimum loss of valuable instructional time. Together, these assessment tools constitute a coordinated strategy for monitoring and modifying efforts to improve the learning of each student at Mill Creek Elementary.

At the close of the 2012-2013 academic year, the principal and faculty reviewed available individual student data and concluded that students in grades two through five realized significant gains in reading and math as measured by MAP. Similarly, Accelerated Reader data revealed notable gains in student reading levels. It is important to note that with teacher support, students have improved proficiency with reading non-fiction texts. Mill Creek Elementary must continue to address several challenges in order to maintain momentum towards children learning at progressively higher levels. First, the school must be more efficient with enabling students to function as active participants in their own learning. Sustained effort in the face of challenging work is a goal for every student. Second, children must have full access to appropriate technology to facilitate their learning. Information made accessible through whiteboards and iPods will make learning engaging as well as more relevant. Also, barriers to robust parent support for Mill Creek must be resolved.

Dr. Charles A. DeLaughter, Principal

Mr. Chris Allen, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	49	19
Percent satisfied with learning environment	81.5%	73.5%	79%
Percent satisfied with social and physical environment	77.8%	65.3%	73.7%
Percent satisfied with school-home relations	44.4%	71.4%	68.4%

* 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	86.7
Overall Grade Conversion	B

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

Mill Creek Elementary 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	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	646.5	648.3	594.1	618.8	100.0	100.0
Male	637.9	646.1	586.9	617.6	100.0	100.0
Female	656.7	650.9	602.0	620.2	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	643.2	643.8	590.4	615.1	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	611.3	620.5	567.4	593.0	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	644.9	645.3	591.4	615.7	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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	56	100	34.7	20.4	44.9	65.3
	4	63	98.4	35.3	35.3	29.4	64.7
	5	50	100	28.6	52.4	19	71.4
	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
2013	3	65	100	22	25.4	52.5	78
	4	61	100	35.2	42.6	22.2	64.8
	5	62	100	33.3	45.6	21.1	66.7
	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	N/A
Mathematics							
2012	3	56	100	42.9	22.4	34.7	57.1
	4	63	98.4	3.9	66.7	29.4	96.1
	5	50	100	19	42.9	38.1	81
	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
2013	3	65	100	25.4	39	35.6	74.6
	4	61	100	16.7	38.9	44.4	83.3
	5	62	100	28.1	56.1	15.8	71.9
	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	N/A
Science							
2012	3	28	100	62.5	20.8	16.7	37.5
	4	63	98.4	45.1	45.1	9.8	54.9
	5	25	100	52.4	33.3	14.3	47.6
	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
2013	3	33	100	36.7	56.7	6.7	63.3
	4	61	98.4	54.7	41.5	3.8	45.3
	5	31	100	N/AV	N/AV	N/AV	53.6
	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	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	28	100	40	44	16	60
	4	62	98.4	34	56	10	66
	5	25	100	47.6	47.6	4.8	52.4
	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	32	100	20.7	44.8	34.5	79.3
	4	61	100	53.7	40.7	5.6	46.3
	5	31	100	31	48.3	20.7	69
	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
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	48	97.9	42.9	35.7	21.4	57.1
	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	63	96.8	34.5	44.8	20.7	65.5
	4	60	96.7	49.1	39.6	11.3	50.9
	5	61	98.4	42.9	35.7	21.4	57.1
	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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