

SC Annual School Report Card Summary

Mellichamp Elementary School
Orangeburg Consolidated 5
Grades: PK-5 Enrollment: 309
Principal: Hayward R. Jean
Superintendent: Cynthia Wilson
Board Chair: Mary Ulmer

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Good	TBD	TBD	A	Priority
2012	Below Average	At-Risk	N/A	N/A	F	Priority
2011	Below Average	Below Average	N/A	N/A	Not Met	N/A

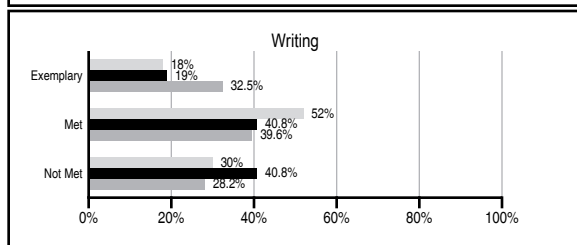
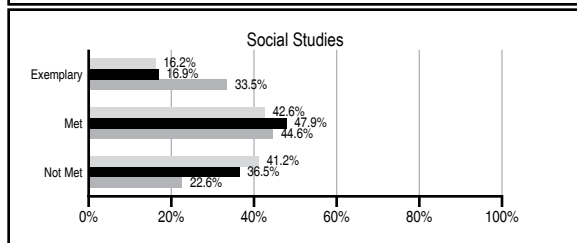
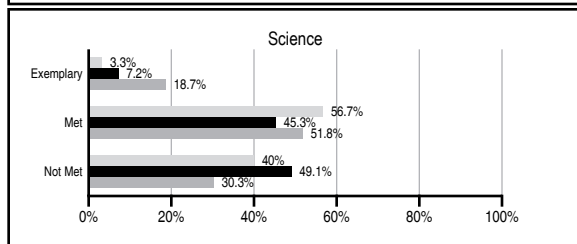
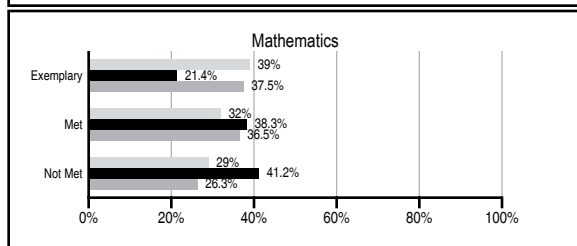
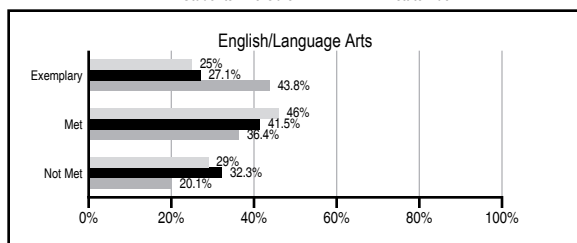
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	9	79	42	15

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

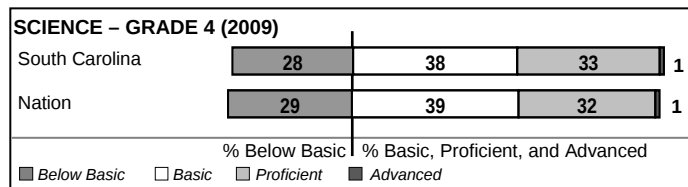
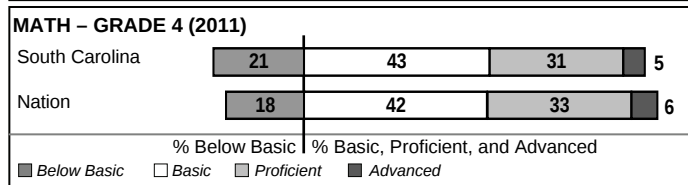
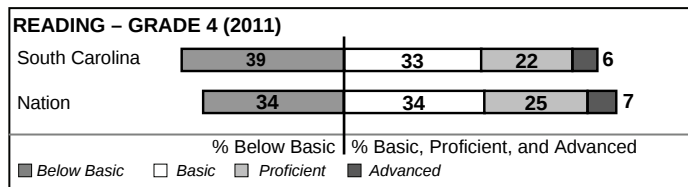
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Mellichamp Elementary School [Orangeburg Consolidated 5]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=309)				
Retention rate	1.0%	Down from 1.8%	1.1%	0.9%
Attendance rate	95.3%	Down from 96.0%	95.9%	96.3%
Served by gifted and talented program	0.3%	N/A	2.5%	7.2%
With disabilities	12.8%	N/A	13.5%	12.4%
Older than usual for grade	1.1%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	72.0%	Up from 67.9%	60.0%	62.5%
Continuing contract teachers	88.0%	Down from 89.3%	74.3%	83.3%
Teachers returning from previous year	92.7%	Down from 94.6%	84.6%	88.3%
Teacher attendance rate	93.3%	Down from 95.1%	94.9%	95.0%
Average teacher salary*	\$48,064	Up 0.2%	\$45,954	\$48,193
Classes not taught by highly qualified teachers	4.4%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	19.5 days	Up from 13.1 days	10.2 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	3.8	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 17.9 to 1	17.7 to 1	20.1 to 1
Prime instructional time	81.0%	Down from 87.9%	89.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.5%	Down from 99.9%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,901	Down 9.5%	\$8,564	\$7,364
Percent of expenditures for instruction**	68.0%	Up from 62.6%	66.0%	68.0%
Percent of expenditures for teacher salaries**	62.0%	Up from 58.6%	64.0%	66.0%
ESEA composite index score	94.5	Up from 31.5	67.5	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	20	30	28
Percent satisfied with learning environment	60%	100%	89.3%
Percent satisfied with social and physical environment	70%	96.6%	85.7%
Percent satisfied with school-home relations	60%	83.3%	89.3%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mellichamp Elementary School is a Title I school serving students in child development through fifth grade. We are strengthening our school-wide focus on improving academic instruction and student learning. In 2012, our students experienced a decrease in performance on the ELA portion of PASS. However, our Math data on the PASS revealed gains in 2012. Our Math and ELA content areas are our primary areas of concern according to our trend data. Our professional development is aligned to meet the teaching and learning needs of our teachers and students.

Our Title One and Challenge to Achieve plans were strategically targeted to impact our academic weaknesses in order to achieve immediate and sustained academic success.

Since every content area requires strong literacy skills, our resources were used to do the following: develop our teachers in disciplinary literacy strategies, purchase informational texts in all content areas, and partner with professionals that will help us master cross-curricular integration. Our goal is to establish a permanent, high-performance learning culture of reading and understanding informational and literary text in order for students to meet or exceed 80% on the ELA portion of PASS. Our benchmark and PASS data led us to make significant mid-course adjustments in order to achieve academic success for all students.

Voyager, our school-wide intervention program, is one of the ways we ensure no child is left behind. Students have their individual learning needs addressed and met in math and reading intervention through this program. Our school's building administrators and stakeholders measure and monitor our school's academic success to ensure we are providing effective instruction and intervention. District-level leadership also intervenes and supports our data-driven decision making.

We increased our partnership with Claflin University through rigorous professional development in the areas of Math with Science integration taught in a common core-like approach by professors and high-performing math specialists. In addition, we strengthened our partnership with the Call Me MISTER program by assigning these pre-service candidates to assist with instruction for our lowest performing subgroups. We support the whole-child through our award-winning PBIS (Positive Behavior Interventions and Supports) program, Healing Species (character education program), Special Olympics, Health and Wellness events, Career Fairs, College days, and College tours.

During the 2013-2014 school year, we will more effectively involve all our stakeholders, which includes our 70 plus mentors, college volunteers, and professional partners in the creation and monitoring of our academic improvement plan. In addition, we will focus much of our Professional Development on effective teaching and learning of Common Core State Standards, while placing a stronger emphasis on improving literacy and problem solving in math for all students.

Hayward R. Jean, Principal
Jennifer Duffy, School Improvement Council Chairperson

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status