



MCCOLL ELEMENTARY/MIDDLE

700 North Main Street
McColl, SC 29570

Grades	PK-8 Elementary School	
Enrollment	777 Students	
Principal	Macky Norton	843-523-5371
Superintendent	Randall Malichi	843.479.4016
Board Chair	Michael Toms	843-479-1905

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

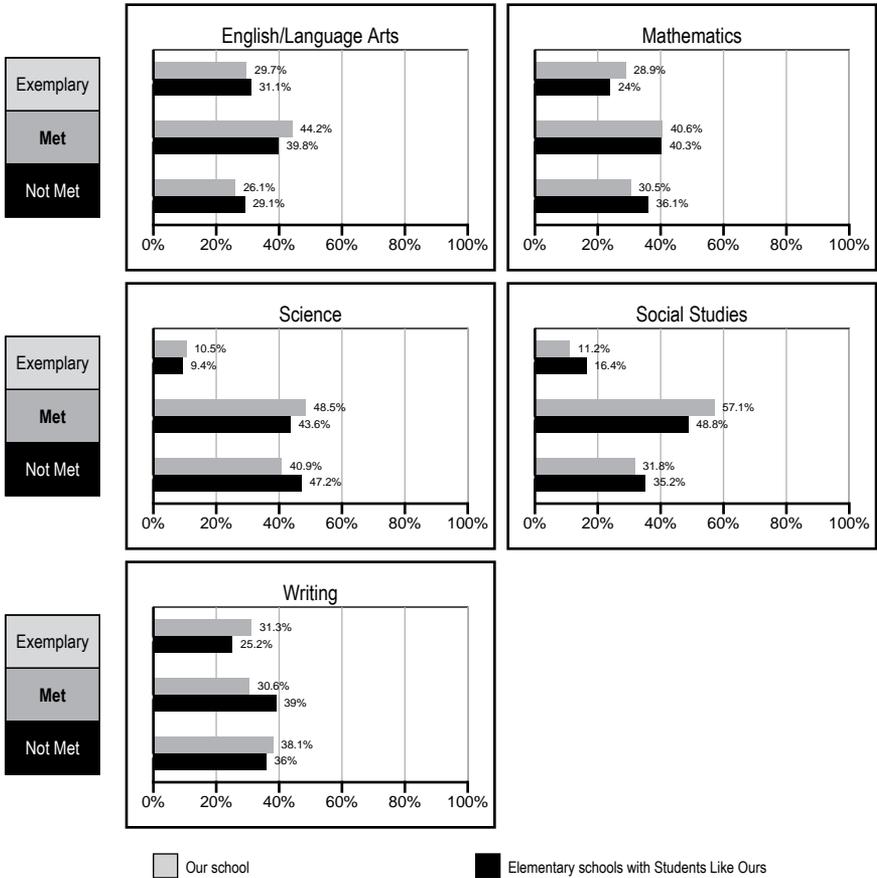
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	7	98	24	7

* 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=777)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Up from 1.2%	1.7%	1.2%
Attendance rate	95.0%	Down from 95.1%	95.7%	96.1%
Eligible for gifted and talented	12.3%	Up from 6.1%	7.1%	11.7%
With disabilities other than speech	15.4%	Down from 15.7%	8.8%	8.0%
Older than usual for grade	0.8%	Down from 0.9%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	69.6%	Up from 67.3%	58.0%	60.5%
Continuing contract teachers	94.6%	Up from 92.3%	82.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.4%	Up from 89.3%	85.2%	87.0%
Teacher attendance rate	95.8%	Up from 94.3%	95.1%	95.4%
Average teacher salary*	\$44,443	Down 0.8%	\$46,050	\$47,288
Professional development days/teacher	5.0 days	Down from 6.0 days	10.9 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.1 to 1	18.6 to 1	19.2 to 1
Prime instructional time	90.6%	Up from 88.7%	90.1%	90.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	89.9%	Down from 97.0%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,257	Down 5.3%	\$7,822	\$7,548
Percent of expenditures for instruction**	67.6%	Up from 65.9%	68.2%	68.7%
Percent of expenditures for teacher salaries**	64.8%	Up from 59.7%	64.3%	65.1%

* 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

The mission of McColl Elementary/Middle School is to create a learning community committed to developing lifelong learners and school excellence. We are guided by seven beliefs: 1) Everyone has the potential to learn, 2) Human beings have worth, 3) Learning needs to be safe and positive experience, 4) Rights begin with respect and responsibility, 5) Education is a shared responsibility, 6) Excellence is worth the effort, and 7) Progress requires change.

McColl School serves, through an extended school year calendar, approximately 772 students in grades Pre-K through 8 with a certified staff of 60.5 and 30 support personnel.

McColl School continues to focus on improving its instructional program. Focused instruction in the core subject areas, which incorporates best practices, remediation, and enhanced learning experiences, offers students opportunities to succeed. Instruction is based on the State Standards, with a strong focus on reading improvement. Corrective Reading, Success Maker, and Waterford Programs supplement the regular curriculum. The Teacher Advancement Program, TAP, has provided many hours of staff development in best teaching practices, observations for instructional improvement, and Master Teachers for modeling and field testing. MAP testing in grades K - 8 has provided teachers with data to identify students' strengths and weaknesses. A Guidance grant has provided additional services in the elementary grades.

A Benchmark initiative has been implemented throughout the District in grades 2 through 8 in ELA and math. Identified subject area indicators from the State Standards are taught and tested at ten-day intervals to determine mastery as the need for re-teaching.

A strong Parent Involvement Program at McColl School provides an essential component to the instructional focus. Not only is it our goal that parents feel welcome, but also that they receive the necessary training and support to help their children succeed.

The school is accredited by the Southern Association of Colleges and Schools. The school continues to meet all instructional standards of the State Department of Education. The status of the school is a "warned" accreditation rating for 2009 - 2010.

Macky Norton, Principal
Danielle Turner, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	77	69
Percent satisfied with learning environment	83.3%	85.7%	88.1%
Percent satisfied with social and physical environment	85.4%	71.1%	89.6%
Percent satisfied with school-home relations	75.5%	86.8%	82.4%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 24 out of 25 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

R

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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	18.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.2%	0.0%	No
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	487	100	33.8	40.9	25.3	78.5	72.5	83.5	Yes	Yes
Gender										
Male	255	100	37.7	39.3	23	76.2	68.2	80.1	N/A	N/A
Female	232	100	29.6	42.6	27.8	81	77.1	87	N/A	N/A
Racial/Ethnic Group										
White	235	100	23.9	45.6	30.5	84.5	79.6	89.6	Yes	Yes
African American	151	100	49.3	35.5	15.2	70.3	68.5	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	62.5	79.6	I/S	I/S
American Indian/Alaskan	92	100	36.9	34.5	28.6	75	77.2	85.1	Yes	Yes
Disability Status										
Disabled	106	100	60	31	9	57	43.4	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	2	I/S	I/S	I/S	I/S	I/S	50	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	391	100	37.1	41.5	21.4	76.4	70.2	76.9	Yes	Yes

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

All Students	487	100	31.9	44.8	23.3	82	68.7	80.4	Yes	Yes
Gender										
Male	255	100	31	44.8	24.3	82.8	66	78.4	N/A	N/A
Female	232	100	32.9	44.9	22.2	81	71.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	235	100	26.1	46.9	27	87.2	75	87.8	Yes	Yes
African American	151	100	42	42.8	15.2	74.6	64.2	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	62.5	78.3	I/S	I/S
American Indian/Alaskan	92	100	29.8	44	26.2	82.1	80.3	83.2	Yes	Yes
Disability Status										
Disabled	106	100	53	39	8	66	42	46.1	Yes	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	2	I/S	I/S	I/S	I/S	I/S	58.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	391	100	35.4	46.4	18.1	79.7	65.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	332	99.4	43.3	47.2	9.5	56.7	42.7	67.3
Gender								
Male	175	99.4	42.2	47.8	9.9	57.8	44.1	66.9
Female	157	99.4	44.4	46.5	9	55.6	41.3	67.7
Racial/Ethnic Group								
White	160	99.4	35.1	50.6	14.3	64.9	55	79.6
African American	99	99	51.2	44.2	4.7	48.8	35.6	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	67	100	52.5	42.6	4.9	47.5	51.6	69.5
Disability Status								
Disabled	68	97.1	75.8	21	3.2	24.2	17.4	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	1	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	262	99.2	47.3	46.9	5.9	52.7	38.3	55.4
Social Studies								
All Students	332	99.4	35.1	55.1	9.8	64.9	51.4	70.9
Gender								
Male	169	99.4	32.3	55.5	12.3	67.7	49.8	70.1
Female	163	99.4	38	54.7	7.3	62	53.1	71.7
Racial/Ethnic Group								
White	161	98.8	27	59.9	13.2	73	58.9	79.2
African American	113	100	47.1	49	3.9	52.9	46.6	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	36.4	68
American Indian/Alaskan	52	100	32.6	54.3	13	67.4	62.1	71.2
Disability Status								
Disabled	75	97.3	52.2	46.4	1.4	47.8	29	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	I/S	68
Socio-Economic Status								
Subsidized meals	268	99.3	39.8	53.3	6.9	60.2	47.1	60.8

Abbreviations for Missing Data

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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	486	98.2	38.6	36	25.4	61.4	56.3	72.1	95	95.1
Gender										
Male	254	97.2	46	30.6	23.4	54	48.3	65.2	94.9	94.9
Female	232	99.1	30.7	41.7	27.5	69.3	64.7	79.2	95.2	95.3
Racial/Ethnic Group										
White	237	97.9	31.4	37.6	31	68.6	64.2	80.8	94.9	94.1
African American	149	98	48.2	38	13.9	51.8	51.7	59.7	95.9	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	96.7	95.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	57.1	64.6	94.3	94.2
American Indian/Alaskan	91	98.9	42.2	28.9	28.9	57.8	60.5	73.4	94.1	93.7
Disability Status										
Disabled	107	92.5	77.1	21.9	1	22.9	14.5	27.7	93.7	93.7
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	2	I/S	I/S	I/S	I/S	I/S	50	63.7	98.5	95.4
Socio-Economic Status										
Subsidized meals	390	97.7	42.5	36.5	21	57.5	52.9	61.9	94.7	94.9

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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	92	100	33	42.9	24.2	67
	4	87	100	21.7	51.8	26.5	78.3
	5	97	100	25.3	48.4	26.3	74.7
	6	72	100	50.8	33.8	15.4	49.2
	7	50	100	53.1	38.8	8.2	46.9
	8	75	100	38.9	41.7	19.4	61.1
2010	3	85	100	28.8	33.8	37.5	71.3
	4	103	100	34.8	46.7	18.5	65.2
	5	79	100	13	51.9	35.1	87
	6	95	100	29.7	45.1	25.3	70.3
	7	74	100	57.6	24.2	18.2	42.4
	8	51	100	49	38.8	12.2	51
Mathematics							
2009	3	92	100	44	41.8	14.3	56
	4	87	100	36.1	47	16.9	63.9
	5	97	100	31.6	57.9	10.5	68.4
	6	72	100	35.4	47.7	16.9	64.6
	7	50	98	56.3	41.7	2.1	43.8
	8	75	100	58.3	22.2	19.4	41.7
2010	3	85	100	32.5	30	37.5	67.5
	4	103	100	31.5	38	30.4	68.5
	5	79	100	27.3	54.5	18.2	72.7
	6	95	100	15.4	58.2	26.4	84.6
	7	74	100	53	33.3	13.6	47
	8	51	100	40.8	57.1	2	59.2
Science							
2009	3	46	100	55.6	35.6	8.9	44.4
	4	87	100	33.7	55.4	10.8	66.3
	5	48	100	31.9	61.7	6.4	68.1
	6	36	100	50	38.2	11.8	50
	7	50	98	50	47.9	2.1	50
	8	39	97.4	59.5	24.3	16.2	40.5
2010	3	43	100	56.1	31.7	12.2	43.9
	4	103	100	46.7	45.7	7.6	53.3
	5	39	100	10.5	73.7	15.8	89.5
	6	48	95.8	31.8	54.5	13.6	68.2
	7	74	100	50	42.4	7.6	50
	8	25	100	N/A	N/A	N/A	37.5

Abbreviations for Missing Data

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N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	46	100	54.3	28.3	17.4	45.7
	4	87	100	16.9	77.1	6	83.1
	5	49	100	39.6	41.7	18.8	60.4
	6	36	97.2	23.3	70	6.7	76.7
	7	50	98	77.1	18.8	4.2	22.9
	8	37	100	45.7	51.4	2.9	54.3
2010	3	42	100	35.9	48.7	15.4	64.1
	4	103	100	28.3	64.1	7.6	71.7
	5	40	100	35.9	48.7	15.4	64.1
	6	47	95.7	15.9	72.7	11.4	84.1
	7	74	100	60.6	31.8	7.6	39.4
	8	26	100	24	72	4	76
Writing							
2009	3	92	100	44	27.5	28.6	56
	4	87	98.9	46.3	37.8	15.9	53.7
	5	97	100	36.5	37.5	26	63.5
	6	71	97.2	54.7	34.4	10.9	45.3
	7	49	100	61.2	34.7	4.1	38.8
	8	79	97.5	41.3	41.3	17.3	58.7
2010	3	87	100	35.4	30.5	34.1	64.6
	4	102	99	51.1	31.5	17.4	48.9
	5	78	100	24.7	29.9	45.5	75.3
	6	95	94.7	34.1	43.2	22.7	65.9
	7	74	96	46.2	40	13.8	53.8
	8	50	100	40.8	44.9	14.3	59.2

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