

McCormick High

516 Mims Drive
McCormick, South Carolina

Grades	9-12 High School	
Enrollment	258 Students	
Principal	John Greene	864-852-2302
Superintendent	Dr. Sandra Calliham	864-852-2435
Board Chair	Byron Thompson	864-391-5644

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average*
2008	Good	Below Average
2007	Excellent	Excellent
2006	Below Average	Average
2005	Below Average	Excellent

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	3	3	10	14

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	68.4	78.6	66.7	65.4	68.1	58.2
Passed 1 subtest (%)	22.8	16.1	18.3	18.7	16.6	20.7
Passed no subtests (%)	8.9	5.4	15.0	15.9	15.3	23.5

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	95.7%	85.1%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	84	129
Number of Diplomas	61	86
Rate	72.6%	63.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	52.8	53.7
English 1	63.9	42.7
Physical Science	22.7	30.1
US History and the Constitution	12.7	19.6
All Tests	37.2	35.7

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=258)				
Retention rate	2.3%	Up from 1.5%	7.3%	4.8%
Attendance rate	94.4%	Up from 92.1%	94.4%	95.5%
Eligible for gifted and talented	0.0%	No Change	4.4%	9.2%
With disabilities other than speech	9.9%	Down from 11.6%	14.0%	12.6%
Older than usual for grade	9.7%	Down from 11.4%	11.8%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.5%	Up from 1.8%	1.3%	1.2%
Enrolled in AP/IB programs	8.3%	Up from 3.6%	5.8%	13.2%
Successful on AP/IB exams	N/A	N/A	38.0%	55.6%
Eligible for LIFE Scholarship	30.6%	Down from 33.3%	28.4%	29.8%
Annual dropout rate	2.5%	Up from 2.2%	4.0%	3.5%
Career/technology students in co-curricular organizations	10.1%	Up from 9.7%	3.6%	3.0%
Enrollment in career/technology courses	139	Down from 181	295	523
Students participating in work-based experiences	38.5%	Up from 13.9%	12.7%	12.9%
Career/technology students attaining technical skills	79.1%	Up from 71.3%	77.1%	79.3%
Career/technology completers placed	93.9%	Up from 89.3%	99.6%	98.8%
Teachers (n=28)				
Teachers with advanced degrees	39.3%	Down from 60.0%	54.3%	58.6%
Continuing contract teachers	32.1%	Down from 44.0%	60.8%	71.6%
Teachers with emergency or provisional certificates	40.7%	Up from 34.8%	19.3%	8.1%
Teachers returning from previous year	64.5%	Up from 55.9%	76.0%	85.0%
Teacher attendance rate	95.2%	Up from 94.9%	95.5%	95.5%
Average teacher salary*	\$40,590	Up 1.0%	\$45,109	\$47,761
Professional development days/teacher	9.9 days	Down from 11.4 days	10.6 days	10.8 days
School				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 19.8 to 1	22.3 to 1	26.1 to 1
Prime instructional time	87.5%	Up from 85.4%	89.0%	89.8%
Dollars spent per pupil**	\$10,756	Up 8.5%	\$10,003	\$7,883
Percent of expenditures for teacher salaries**	54.2%	Up from 53.3%	53.3%	54.1%
Percent of expenditures for instruction**	58.8%	Up from 57.3%	60.0%	60.2%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	74.0%	Up from 71.2%	91.9%	95.8%
Character development program	Good	Up from Average	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	69	95.7%	298	37.2%	84	72.6%	No
Gender							
Male	41	92.7%	162	37.0%	53	64.2%	N/A
Female	28	100.0%	136	37.5%	31	87.1%	N/A
Racial/Ethnic Group							
White	N/A	N/A	41	61.0%	12	75.0%	N/A
African American	59	94.9%	256	33.6%	71	71.8%	N/A
Asian/Pacific Islander	N/A	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	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	29	13.8%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	52	96.2%	244	33.6%	60	73.3%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

The mission of McCormick High School is to provide teaching and learning to all students through rigor, relevance, and relationships. Our school stresses academic excellence and enhancement of character education skills such as self-control, respect for self and others, perseverance and appropriate behavior. Our teaching will enable students to lead productive lives in a more global society.

The 2008-2009 year provided many exciting challenges and achievements for McCormick High School. Four specific areas of focus were curriculum improvement through the use of High Schools that Work, improving instruction through Explicit Direct Instruction, providing immediate assessment feedback through MAP testing, and providing continued professional development and training to our staff in best practices, and proven instructional strategies for improving student achievement.

Our students continue to excel in extracurricular activities and community service. Girls' and boys' basketball and football made the playoffs. Boys' and girls' track finished with respectable accomplishments. JROTC continues to be a unit of distinction. Jobs for Americas Graduates provide numerous service learning opportunities. Building Construction continues to provide service learning opportunities and build community relations. Health Occupations continues to prepare students for the workplace.

Collaborative leadership is employed through our Academic Leadership and Administrative Leadership teams. Creating an environment that is conducive to learning, building community trust and improving academic achievement will continue to serve as the guiding principles in all decision making.

John Greene, Principal 2008-2009
James Lagroon, Sic Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	44	26
Percent satisfied with learning environment	56.5%	63.6%	65.4%
Percent satisfied with social and physical environment	65.2%	74.4%	64.0%
Percent satisfied with school-home relations	39.1%	90.9%	88.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 6 out of 13 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

N/A

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 Data

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%	
Classes in high poverty schools not taught by highly qualified teachers	7.1%	5.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.2%	0.0%	No

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	63	98.4	15.3	37.3	33.9	13.6	61	61	61.8	No	Yes
Male	35	100	21.2	42.4	24.2	12.1	42.4	42.4	57.4	N/A	N/A
Female	28	96.4	7.7	30.8	46.2	15.4	84.6	84.6	66.1	N/A	N/A
White	9	I/S	74.3	I/S	I/S						
African American	54	98.1	17.6	41.2	33.3	7.8	54.9	54.9	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	7	I/S	19.4	I/S	I/S						
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.5	I/S	I/S
Subsized meals	45	97.8	17.1	36.6	36.6	9.8	61	61	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	63	98.4	32.2	35.6	23.7	8.5	45.8	45.8	62.7	No	Yes
Male	35	100	42.4	33.3	15.2	9.1	30.3	30.3	61.8	N/A	N/A
Female	28	96.4	19.2	38.5	34.6	7.7	65.4	65.4	63.6	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
African American	54	98.1	37.3	35.3	21.6	5.9	39.2	39.2	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	52.3	I/S	I/S
Subsized meals	45	97.8	29.3	39	24.4	7.3	46.3	46.3	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	61	95.1	93.4	1.6	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Male	34	91.2	88.2	2.9	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Female	27	100.0	N/AV	N/AV	N/AV	N/AV	I/S	N/A	N/A	N/A	N/A
White	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	52	98.1	98.1	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	43	93.0	93.0	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	61	91.8	11.1	35.2	38.9	14.8	66.7	66.7	69.7
	2009	63	98.4	15.3	37.3	33.9	13.6	61	61	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2008	61	91.8	16.7	38.9	35.2	9.3	57.4	57.4	67.2
	2009	63	98.4	32.2	35.6	23.7	8.5	45.8	45.8	62.7

* Adjusted to account for natural variation in performance.

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