



## McClellanville Middle

711 Pinckney Street  
McClellanville, SC 29458

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	99 Students	
<b>Principal</b>	Christopher Swetckie	843 887-3232
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Toya Hampton Green	843-723-7831

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Below Average</b>
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	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 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**

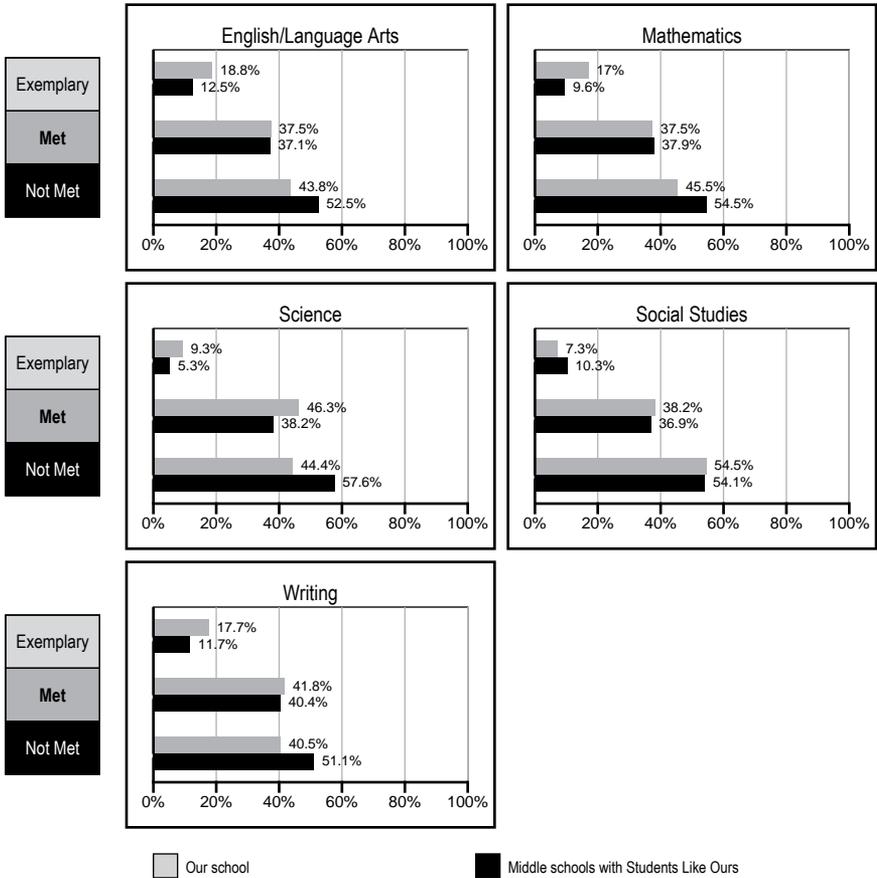
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.3%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	3	28	22

\* Ratings are calculated with data available by 06/01/2010.

**Palmetto Assessment of State Standards (PASS)**



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

**Definition of Critical Terms**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	87.5%	84.2%
English 1	N/A	83.1%
Physical Science	N/A	28.1%
US History and the Constitution	N/A	N/A
All Subjects	87.5%	82.8%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=99)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	38.0%	Up from 14.3%	16.6%	21.6%
Retention rate	7.8%	Up from 3.9%	2.3%	1.2%
Attendance rate	96.0%	Up from 95.5%	95.6%	95.9%
Eligible for gifted and talented	0.0%	Down from 4.7%	3.7%	14.8%
With disabilities other than speech	16.0%	Up from 11.3%	14.8%	12.6%
Older than usual for grade	7.1%	Down from 8.1%	5.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	23.2%	Up from 14.1%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=18)</b>				
Teachers with advanced degrees	55.6%	Down from 58.8%	54.4%	56.9%
Continuing contract teachers	83.3%	Up from 82.4%	61.1%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	15.4%	5.3%
Teachers returning from previous year	85.4%	Up from 84.9%	76.0%	82.9%
Teacher attendance rate	90.0%	Down from 94.3%	94.9%	95.2%
Average teacher salary*	\$47,712	Up 6.4%	\$44,687	\$46,599
Professional development days/teacher	17.9 days	Up from 15.4 days	10.9 days	10.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	2.0	3.0
Student-teacher ratio in core subjects	7.1 to 1	Up from 7.0 to 1	16.2 to 1	20.1 to 1
Prime instructional time	85.4%	Down from 88.6%	89.3%	89.9%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	96.4%	Down from 100.0%	95.6%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$21,194	Up 4.3%	\$10,252	\$7,645
Percent of expenditures for instruction**	58.4%	Down from 62.3%	60.6%	63.4%
Percent of expenditures for teacher salaries**	53.3%	Up from 53.2%	54.8%	57.0%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The faculty, students, and staff of McClellanville Middle School have consistently strived for excellence in all facets of middle school life, from academics to sports, from the arts to technology, from academic competitions to citizenship. Despite the fact that our school faced the news that our doors would be closing at the end of the year, McClellanville students, parents, teachers, and administration sought ways to improve our entire program throughout the year in a quest for excellence.

McClellanville Middle School is a rural school on the northern boundary of Charleston County. We are located in a historic fishing village surrounded by beautiful oaks, shrimp boats, and coastline. Our school is known for its powerful Doric columns and rows of Palmettos. The celebrated architecture has won several awards, and it is truly one of the most picturesque campuses in our district.

McClellanville Middle School focused on maintaining our professional collaborative culture and making data-based decisions to improve student achievement. Our school collected, correlated, and disaggregated data to make informed decisions about student achievement. More importantly, we took great pride in our small size and made every decision with the best interests of each individual student in mind.

We have worked diligently to provide opportunities for our students to be more engaged in reading, writing, and speaking. We successfully completed our fourth annual Battle of the Books as a method to reach the district's goal of reading 25 books per year. Additionally, one of our 8th grade students was selected as the CCSD representative for the State Superintendent's Essay Contest.

Our school completed its fourth year of the PBIS model. Our students are prepared to be more responsible, respectful, reliable, and ready. This year we also added a comprehensive advisement program. Bi-weekly, faculty members shared lunch with small groups of students to discuss the qualities of good character. These mentoring relationships helped our students to form bonds with their teachers outside of the classroom and led to increased rapport between our teachers and students.

McClellanville Middle School has made solid academic progress over the past few years despite many challenges. While we failed to meet the rigors of AYP and No Child Left Behind, we are confident that our student-centered and data-driven approach to focus on student learning yielded strong results as indicated by this year's MAP testing.

Our school has always been committed to the students, families, and the community we serve. It is with a heavy heart and an eye to the future that we bid farewell to our beloved school. We hope that all of our stakeholders will continue to be involved in the lives of our students as they reach for new heights in the coming years at their new schools.

Christopher D. Swetckie, Principal  
 Rev. Michael Branton, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	20	26	25
Percent satisfied with learning environment	75.0%	73.1%	76.0%
Percent satisfied with social and physical environment	95.0%	80.8%	66.7%
Percent satisfied with school-home relations	35.0%	80.8%	91.7%

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

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**School Adequate Yearly Progress**

YES

This school met 13 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**

**School Improvement Key**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

## 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	91	100	43.8	37.5	18.8	73.8	84.9	82.8	Yes	Yes
<b>Gender</b>										
Male	51	100	51.2	34.1	14.6	65.9	81.8	79.3	N/A	N/A
Female	40	100	35.9	41	23.1	82.1	88.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	11	100	I/S	I/S	I/S	I/S	95.8	89.5	I/S	I/S
African American	79	100	43.7	36.6	19.7	71.8	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	19	100	N/AV	N/AV	N/AV	41.7	53.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	80	100	43.2	36.5	20.3	73	74.9	75.5	Yes	Yes

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

All Students	91	100	45	38.8	16.3	70	81	78.9	Yes	Yes
<b>Gender</b>										
Male	51	100	48.8	36.6	14.6	70.7	79.3	77	N/A	N/A
Female	40	100	41	41	17.9	69.2	82.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	11	100	I/S	I/S	I/S	I/S	94.6	87.2	I/S	I/S
African American	79	100	47.9	39.4	12.7	69	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	19	100	66.7	25	8.3	33.3	46.9	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	80	100	45.9	37.8	16.2	70.3	69.2	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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

## 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
<b>Science</b>								
All Students	64	100	44.4	46.3	9.3	55.6	68.9	67.5
<b>Gender</b>								
Male	38	100	N/AV	N/AV	N/AV	51.7	68.2	67
Female	26	100	40	40	20	60	69.6	68
<b>Racial/Ethnic Group</b>								
White	8	I/S	I/S	I/S	I/S	I/S	90.4	79.5
African American	55	100	47.9	43.8	8.3	52.1	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
<b>Disability Status</b>								
Disabled	15	100	I/S	I/S	I/S	I/S	36.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	55	100	46	44	10	54	50.2	55.1
<b>Social Studies</b>								
All Students	63	100	54.5	38.2	7.3	45.5	76.8	72.3
<b>Gender</b>								
Male	36	100	67.9	28.6	3.6	32.1	75.3	71.5
Female	27	100	40.7	48.1	11.1	59.3	78.4	73.2
<b>Racial/Ethnic Group</b>								
White	5	I/S	I/S	I/S	I/S	I/S	91.5	80.7
African American	58	100	58.8	35.3	5.9	41.2	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
<b>Disability Status</b>								
Disabled	16	100	I/S	I/S	I/S	I/S	46.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	55	100	55.8	36.5	7.7	44.2	64	62.1

Abbreviations for Missing Data

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

## 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
<b>Writing</b>										
All Students	87	100	40.5	41.8	17.7	59.5	74.1	70.2	96	96
<b>Gender</b>										
Male	47	100	52.5	42.5	5	47.5	67.8	63.2	94.8	95.9
Female	40	100	28.2	41	30.8	71.8	80.6	77.5	97.4	96.1
<b>Racial/Ethnic Group</b>										
White	11	100	I/S	I/S	I/S	I/S	90.4	79.1	94.3	95.9
African American	75	100	42.9	41.4	15.7	57.1	59.2	57.6	96.2	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.1	62.6	99.4	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
<b>Disability Status</b>										
Disabled	15	100	N/AV	N/AV	N/AV	36.4	29.6	26.1	97.8	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.2	61.2	N/A	96.5
<b>Socio-Economic Status</b>										
Subsided meals	76	100	38.9	44.4	16.7	61.1	59.1	58.9	95.9	95.7

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	29	100	26.1	47.8	26.1	73.9
	7	32	100	44.8	37.9	17.2	55.2
	8	30	100	57.1	28.6	14.3	42.9
<b>Mathematics</b>							
<b>2009</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	29	100	17.4	47.8	34.8	82.6
	7	32	100	44.8	48.3	6.9	55.2
	8	30	100	67.9	21.4	10.7	32.1
<b>Science</b>							
<b>2009</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	17	100	54.5	36.4	9.1	45.5
	7	32	100	31	58.6	10.3	69
	8	15	100	64.3	28.6	7.1	35.7
<b>Social Studies</b>							
<b>2009</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	16	100	8.3	83.3	8.3	91.7
	7	32	100	75.9	20.7	3.4	24.1
	8	15	100	50	35.7	14.3	50
<b>Writing</b>							
<b>2009</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	29	100	26.1	47.8	26.1	73.9
	7	28	100	42.9	42.9	14.3	57.1
	8	30	100	50	35.7	14.3	50

Abbreviations for Missing Data

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