



MCCOLL ELEMENTARY/MIDDLE

700 North Main Street
McColl, SC 29570

Grades	PK-8 Elementary School	
Enrollment	818 Students	
Principal	Macky Norton	843-523-5371
Superintendent	Dr. Helena Tillar	843-479-4016
Board Chair	Lucy Parsons	843-230-8825

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Below Average
2010	Average	Good
2009	Average	Average
2008	Below Average	Below Average
2007	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 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://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

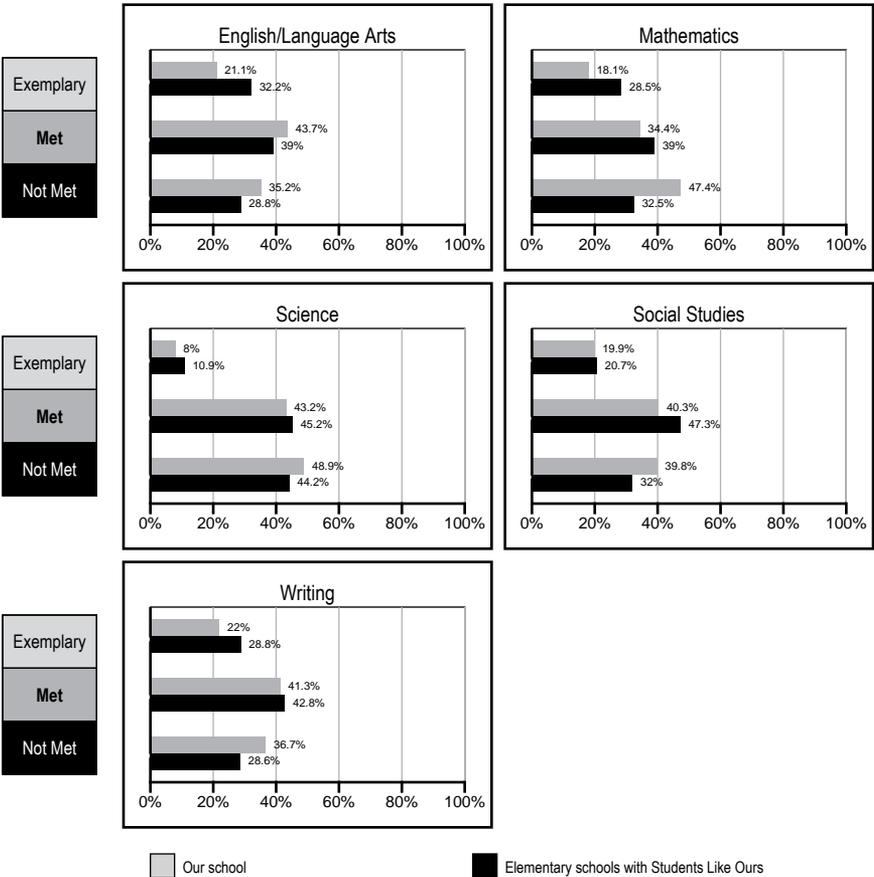
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	12	98	20	5

* Ratings are calculated with data available by 11/09/2011.

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=818)				
First graders who attended full-day kindergarten	95.9%	Down from 100.0%	100.0%	100.0%
Retention rate	0.4%	Down from 2.1%	1.5%	1.1%
Attendance rate	95.0%	No Change	95.9%	96.2%
Served by gifted and talented program	12.8%	Up from 12.3%	8.6%	13.4%
With disabilities other than speech	12.1%	Down from 15.4%	4.4%	4.1%
Older than usual for grade	0.1%	Down from 0.8%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	73.7%	Up from 69.6%	61.4%	62.5%
Continuing contract teachers	87.7%	Down from 94.6%	86.1%	88.2%
Teachers returning from previous year	94.9%	Up from 89.4%	86.4%	87.8%
Teacher attendance rate	95.5%	Down from 95.8%	95.1%	95.2%
Average teacher salary*	\$43,559	Down 2.0%	\$45,886	\$46,773
Professional development days/teacher	5.9 days	Up from 5.0 days	10.3 days	10.5 days
School				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 20.0 to 1	18.4 to 1	19.9 to 1
Prime instructional time	89.8%	Down from 90.6%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	80.6%	Down from 89.9%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,095	Down 2.2%	\$7,776	\$7,447
Percent of expenditures for instruction**	70.5%	Up from 67.6%	67.7%	68.4%
Percent of expenditures for teacher salaries**	64.9%	Up from 64.8%	64.7%	65.8%

* 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 a 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 810 students in grades Pre-K through 8 with a certified staff of 56.5 and 29 support personnel.

McColl School continues to focus on improving the 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. Study Island, Success Maker, and Waterford technology programs supplement the regular curriculum. The System for Teacher and Student Advancement, SCTAP, has provided many hours of staff development in best teaching practices, classroom observations for instructional improvement, and Master Teachers for modeling and field testing research-based strategies. 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.

McColl School has received several recognitions for accomplishments this school year. The Palmetto Silver Award was received for PASS test score improvement. The school met 24 of 25 Annual Yearly Progress (AYP) objectives. A Value Added score of "5", which is the highest score possible, was received from SCTAP for student growth and achievement. Three eighth grade students were recognized as Junior Scholars.

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 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 "advised" accreditation rating for 2010-2011.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* 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 15 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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	14.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	517	100	41.2	38.6	20.2	73.1	71.2	82.4	No	Yes
Gender										
Male	270	100	43.2	37.7	19.1	69.6	66.2	78.7	N/A	N/A
Female	247	100	39.1	39.5	21.4	76.9	76.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	255	100	32.5	41.5	26	80.9	79.2	88.9	Yes	Yes
African American	157	100	51.7	38.4	9.9	62.9	67.4	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	69.2	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	63.2	79.3	I/S	I/S
American Indian/Alaskan	95	100	48.9	28.4	22.7	69.3	70	83	No	Yes
Disability Status										
Disabled	102	100	N/AV	N/AV	N/AV	49	36.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	406	100	46.2	38.2	15.6	69.6	68.7	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	517	100	43.6	40.2	16.2	71.3	71.2	81.9	No	Yes
Gender										
Male	270	100	42	40.1	17.9	70.8	67.7	79.9	N/A	N/A
Female	247	100	45.4	40.3	14.3	71.8	74.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	255	100	37.4	41.1	21.5	76.4	76.7	88.9	Yes	Yes
African American	157	100	53.6	37.7	8.6	64.9	68.6	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	69.2	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	63.2	81.1	I/S	I/S
American Indian/Alaskan	95	100	44.3	40.9	14.8	68.2	70	84.4	No	Yes
Disability Status										
Disabled	102	100	75.5	23.5	1	44.9	35.8	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	64.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	406	100	48.7	38.7	12.6	68.8	69.1	74.9	No	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	349	100	44	46.1	9.9	56	45.1	68.6
Gender								
Male	189	100	42.5	46.4	11.2	57.5	44.6	68.3
Female	160	100	45.8	45.8	8.4	54.2	45.7	68.9
Racial/Ethnic Group								
White	173	100	33.7	54.8	11.4	66.3	59.5	80.7
African American	105	100	54.9	34.3	10.8	45.1	37.7	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	30.8	61.6
American Indian/Alaskan	65	100	55	40	5	45	43.2	70.8
Disability Status								
Disabled	68	100	N/AV	N/AV	N/AV	24.6	17.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	272	100	49.4	43.4	7.2	50.6	41	57.3
Social Studies								
All Students	346	100	40.6	40.6	18.8	59.4	50.9	72.5
Gender								
Male	179	100	35.3	40.6	24.1	64.7	49	72
Female	167	100	46.3	40.6	13.1	53.8	52.9	73.1
Racial/Ethnic Group								
White	165	100	33.1	44.4	22.5	66.9	62.2	81
African American	106	100	43	41	16	57	45.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	75	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.5	69.6
American Indian/Alaskan	66	100	55.7	32.8	11.5	44.3	47	73.5
Disability Status								
Disabled	64	100	59.7	32.3	8.1	40.3	24.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69.2	69.7
Socio-Economic Status								
Subsidized meals	272	100	44.7	38	17.3	55.3	47.6	62.9

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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	178	99.4	42	39.7	18.4	58	57	73.2	95	95.2
Gender										
Male	83	100	42.2	38.6	19.3	57.8	47.9	67.2	95.1	95
Female	95	99	41.8	40.7	17.6	58.2	66	79.4	94.9	95.4
Racial/Ethnic Group										
White	88	100	33.3	44.8	21.8	66.7	64.3	81.5	94.7	94
African American	56	100	48.2	41.1	10.7	51.8	54.9	61.3	96	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.3	97.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	66.7	95.1	94.3
American Indian/Alaskan	31	100	55.2	20.7	24.1	44.8	48.7	72.2	94.1	93.7
Disability Status										
Disabled	42	100	N/AV	N/AV	N/AV	22	17.6	26	94	94.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	65.7	98	97.5
Socio-Economic Status										
Subsidized meals	138	99.3	46.3	40.4	13.2	53.7	53.2	63.2	94.8	95.2

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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							
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
2011	3	83	100	41.3	35	23.8	58.8
	4	89	100	34.5	36.9	28.6	65.5
	5	110	100	32.4	54.6	13	67.6
	6	77	100	40.8	39.4	19.7	59.2
	7	90	100	44.2	32.6	23.3	55.8
	8	68	100	60.6	25.8	13.6	39.4
Mathematics							
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
2011	3	83	100	51.3	23.8	25	48.8
	4	89	100	35.7	47.6	16.7	64.3
	5	110	100	54.6	31.5	13.9	45.4
	6	77	100	23.9	53.5	22.5	76.1
	7	90	100	38.4	45.3	16.3	61.6
	8	68	100	54.5	43.9	1.5	45.5
Science							
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
2011	3	42	100	60	32.5	7.5	40
	4	89	100	45.2	46.4	8.3	54.8
	5	56	100	46.3	46.3	7.4	53.7
	6	37	100	36.1	58.3	5.6	63.9
	7	90	100	32.6	54.7	12.8	67.4
	8	35	100	55.9	26.5	17.6	44.1

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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							
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
2011	3	41	100	37.5	37.5	25	62.5
	4	88	100	37.3	45.8	16.9	62.7
	5	54	100	46.3	33.3	20.4	53.7
	6	40	100	28.6	54.3	17.1	71.4
	7	90	100	45.3	39.5	15.1	54.7
	8	33	100	43.8	31.3	25	56.3
Writing							
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
2011	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	110	99.1	36.1	41.7	22.2	63.9
	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	68	100	51.5	36.4	12.1	48.5

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