



McCormick Elementary

6977 Highway 28 S
McCormick, South Carolina

Grades	PK-5 Elementary School	
Enrollment	428 Students	
Principal	Eleanor S. Rice	864-443-2292
Superintendent	Sandra Calliham	864-852-2435
Board Chair	Oscar New	864-852-2329

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

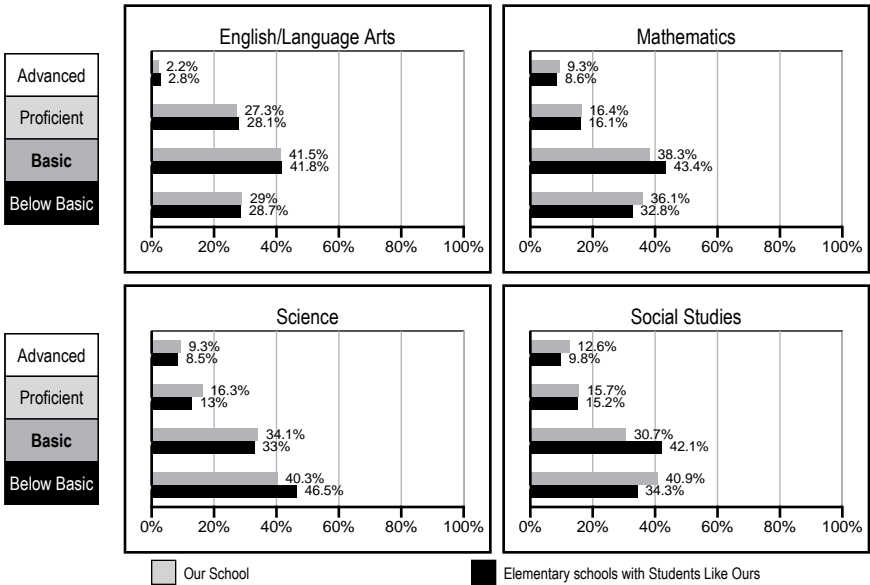
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	64	19

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=428)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 1.0%	3.0%	2.3%
Attendance rate	96.5%	Up from 96.1%	96.0%	96.3%
Eligible for gifted and talented	4.7%	Up from 2.9%	6.0%	10.4%
With disabilities other than speech	6.2%	Up from 6.1%	8.4%	7.5%
Older than usual for grade	0.3%	Down from 0.6%	1.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	58.1%	No Change	54.2%	56.7%
Continuing contract teachers	87.1%	Up from 77.4%	71.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.5%	Up from 86.7%	84.8%	86.4%
Teacher attendance rate	95.1%	Down from 95.8%	94.9%	94.9%
Average teacher salary	\$44,662	Up 4.9%	\$44,236	\$45,345
Professional development days/teacher	16.8 days	Down from 21.3 days	13.1 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	3.3	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 16.9 to 1	17.0 to 1	18.5 to 1
Prime instructional time	90.2%	Down from 90.5%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,872	Up 8.1%	\$7,714	\$7,052
Percent of expenditures for instruction*	75.8%	Down from 79.6%	69.1%	69.1%
Percent of expenditures for teacher salaries*	72.8%	Up from 72.1%	62.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2007-2008 school year was an exceptional one for McCormick Elementary School. Our students and staff have worked very hard to be the best.

During this year, we have continued our emphasis on independent reading through our school-wide Accelerated Reader Program. All of our students got to meet a published author and learn about writing. Our weekly PACT Reviews have been a success, and all of the participating students earned T-shirts. Our third, fourth and fifth grades have also participated in the Mad Scientist Program.

Overall, student achievement is improving. The students are exposed to a variety of programs that will prepare them for the future. In addition, students in grades 3-5 had the opportunity to participate in an after-school program to help with their academic needs.

We are very fortunate to have many parent and community volunteers who support a variety of activities that contribute to our school's academic success and character development. We have a very active PTO and School Improvement Council that have worked diligently this year. They have sponsored fun, memorable events, and their efforts have benefited every child.

Our students have given back to the community by raising funds for the American Heart Association, the Humane Society, our local Helping Hands, and the American Cancer Society. Our Junior Beta Club visited the Senior Center and provided entertainment, fellowship, and distributed gifts. These projects have benefited both the community and our school.

Our school is a community made up of children, their families, and a caring staff who are all learners. It is in this community that our students feel free to explore their world and express themselves. They truly mean it when they say, "It's cool to be smart at McCormick Elementary School!"

Eleanor S. Rice, Principal
Wade Mather, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	55	40
Percent satisfied with learning environment	100.0%	90.7%	82.1%
Percent satisfied with social and physical environment	100.0%	89.1%	82.1%
Percent satisfied with school-home relations	87.9%	87.3%	78.9%

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

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School Adequate Yearly Progress

NO

This school met 8 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

Newly Identified

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. Sanction: Implement the restructuring plan.
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	1.8%	
Classes in high poverty schools not taught by highly qualified teachers	10.4%	6.8%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.4%	0.0%	No
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	190	100	29	41.5	27.3	2.2	43.7	34.4	48.2	Yes	Yes
Gender											
Male	109	100	35.8	40.6	23.6	0	39.6	33.8	41.7	N/A	N/A
Female	81	100	19.5	42.9	32.5	5.2	49.4	35	55	N/A	N/A
Racial/Ethnic Group											
White	32	100	16.1	38.7	38.7	6.5	51.6	43.1	60	I/S	I/S
African American	156	100	32	42.7	24.7	0.7	41.3	32	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	23	100	69.6	21.7	8.7	0	13	7.7	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	151	100	33.8	37.9	26.2	2.1	38.6	29.7	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	190	100	36.1	38.3	16.4	9.3	35.5	29.5	45.8	No	Yes
Gender											
Male	109	100	38.7	36.8	17.9	6.6	33	29.5	45.6	N/A	N/A
Female	81	100	32.5	40.3	14.3	13	39	29.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	32	100	16.1	41.9	32.3	9.7	58.1	47.7	59	I/S	I/S
African American	156	100	40.7	38	13.3	8	30	25.2	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	23	100	73.9	13	13	0	21.7	13.5	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	151	100	42.8	37.9	11	8.3	29	23.7	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	134	100	40.3	34.1	16.3	9.3	25.6	24.1	35.7	96.5	95.5
Gender											
Male	80	100	46.8	31.2	14.3	7.8	22.1	25.9	37.4	96.3	94.9
Female	54	100	30.8	38.5	19.2	11.5	30.8	21.8	33.8	96.8	96.1
Racial/Ethnic Group											
White	21	100	20	45	15	20	35	40.5	49.2	95.1	93.8
African American	111	100	44.9	32.7	15.9	6.5	22.4	20.3	17	96.9	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.2	99.2
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	24.9	N/A	99.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	17	100	58.8	17.6	23.5	0	23.5	14.3	14	95.9	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	24.4	N/A	N/A
Socio-Economic Status											
Subsidized meals	108	100	45.6	35	11.7	7.8	19.4	19.4	21.1	96.5	95.4
Social Studies											
All Students	132	100	40.9	30.7	15.7	12.6	28.3	19.3	34	96.5	95.5
Gender											
Male	73	100	47.9	26.8	14.1	11.3	25.4	23.4	36.6	96.3	94.9
Female	59	100	32.1	35.7	17.9	14.3	32.1	14.8	31.3	96.8	96.1
Racial/Ethnic Group											
White	24	100	33.3	25	25	16.7	41.7	29.8	44.5	95.1	93.8
African American	107	100	43.1	32.4	13.7	10.8	24.5	16.4	19.1	96.9	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.2	99.2
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	27.5	N/A	99.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	14	100	78.6	14.3	0	7.1	7.1	6.5	14.4	95.9	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	27.3	N/A	N/A
Socio-Economic Status											
Subsidized meals	104	100	43	34	11	12	23	14.7	21	96.5	95.4

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	79	100	18.4	44.7	35.5	1.3	36.8
	4	59	100	17.9	51.8	30.4	0	30.4
	5	66	98.5	42.6	39.3	18	0	18
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	58	100	18.2	32.7	43.6	5.5	49.1
	4	76	100	41.1	41.1	17.8	0	17.8
	5	56	100	23.6	50.9	23.6	1.8	25.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	79	100	36.8	48.7	9.2	5.3	14.5
	4	59	100	25	46.4	17.9	10.7	28.6
	5	66	98.5	36.1	47.5	11.5	4.9	16.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	58	100	27.3	47.3	7.3	18.2	25.5
	4	76	100	49.3	37	11	2.7	13.7
	5	56	100	27.3	30.9	32.7	9.1	41.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	40	100	35.1	32.4	21.6	10.8	32.4
	4	59	100	21.4	46.4	26.8	5.4	32.1
	5	34	100	61.3	22.6	6.5	9.7	16.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	29	100	21.4	42.9	21.4	14.3	35.7
	4	76	100	49.3	30.1	11	9.6	20.5
	5	29	100	35.7	35.7	25	3.6	28.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	39	100	12.8	43.6	41	2.6	43.6
	4	59	100	23.2	42.9	21.4	12.5	33.9
	5	32	96.9	46.7	33.3	10	10	20
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	29	100	14.8	33.3	29.6	22.2	51.9
	4	76	100	53.4	31.5	11	4.1	15.1
	5	27	100	33.3	25.9	14.8	25.9	40.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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