



## McColl Elementary/Middle

700 North Main Street  
McColl, SC 29570

<b>Grades</b>	PK-8 Elementary School	
<b>Enrollment</b>	717 Students	
<b>Principal</b>	Macky Norton	843-523-5371
<b>Superintendent</b>	Miss Alisa Goodman	843-479-4016
<b>Board Chair</b>	Mr. John McInnis	843-586-8989

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Below Average	Below Average
2005	Below Average	At-Risk
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**

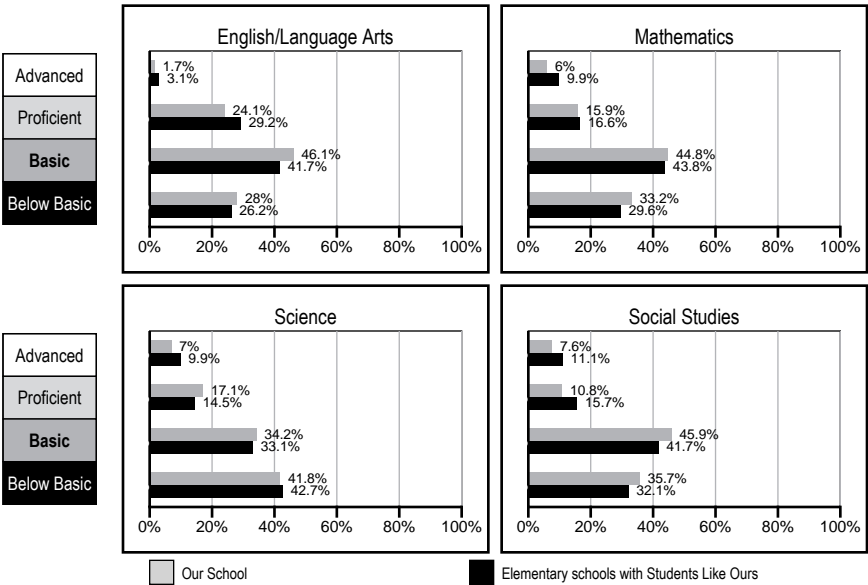
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.4%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	21	62	9

\* 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
<b>Students (n=717)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Up from 1.4%	3.0%	2.3%
Attendance rate	95.6%	Up from 95.5%	96.0%	96.3%
Eligible for gifted and talented	3.3%	Down from 5.3%	6.3%	10.4%
With disabilities other than speech	13.8%	Up from 9.4%	8.5%	7.5%
Older than usual for grade	1.7%	No Change	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n=53)</b>				
Teachers with advanced degrees	67.9%	Up from 66.7%	54.3%	56.7%
Continuing contract teachers	71.7%	Down from 86.3%	72.1%	77.3%
Teachers with emergency or provisional certificates	2.1%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	86.3%	Down from 90.7%	85.1%	86.4%
Teacher attendance rate	95.4%	Up from 94.8%	94.8%	94.9%
Average teacher salary	\$42,058	Down 4.5%	\$44,314	\$45,345
Professional development days/teacher	7.3 days	Down from 10.7 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 18.5 to 1	17.6 to 1	18.5 to 1
Prime instructional time	89.5%	Up from 88.2%	88.9%	89.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.3%	Down from 95.3%	100.0%	100.0%
Character development program	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,895	Up 1.1%	\$7,583	\$7,052
Percent of expenditures for instruction*	66.7%	Down from 70.6%	69.1%	69.1%
Percent of expenditures for teacher salaries*	64.6%	Down from 66.0%	62.7%	64.2%

\* 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 life-long 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; 7) Progress requires change.

McColl School serves, through an extended school year calendar, approximately 742 students in grades Pre-K through 8 with a certified staff of 62.5 and 31 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 Anderson V curriculum, with a strong focus on reading improvement. Reading Recovery, 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. General and Comprehensive remediation continues to be offered to students scoring below basic on PACT after school and during intercessions. PACT scores from the spring of 2007 indicate an overall improvement rate of 1.9%.

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 fully 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 an advised accreditation rating for 2007-08.

Macky Norton, Principal  
Danielle Turner, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	53	78	72
Percent satisfied with learning environment	92.3%	81.6%	83.1%
Percent satisfied with social and physical environment	98.1%	84.4%	83.1%
Percent satisfied with school-home relations	84.6%	90.9%	78.6%

\* 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 16 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

Restructure

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	<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."</b>

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	24.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.1%	0.0%	No
Student attendance rate	95.6%	94.0%	Yes

\* Or greater than last year

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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	450	98.4	34	45.4	19.7	1	32	30.4	48.2	No	Yes
<b>Gender</b>											
Male	237	98.3	43.6	39.4	17	0	26.1	24	41.7	N/A	N/A
Female	213	98.6	23.2	52.1	22.7	2.1	38.7	37.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	223	99.1	23.8	48.5	25.7	1.9	40.3	38.4	60	Yes	Yes
African American	140	98.6	47.7	40.6	11.7	0	18.8	25.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
American Indian/Alaskan	81	96.3	40.5	41.9	17.6	0	31.1	35.7	47	Yes	Yes
<b>Disability Status</b>											
Disabled	92	97.8	63.2	34.5	2.3	0	8	9.1	16	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	362	98.1	38.4	45.7	15.5	0.3	27.1	26.6	34	No	Yes

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

All Students	450	98.2	33.3	47.7	12.2	6.8	27.3	25.1	45.8	No	Yes
<b>Gender</b>											
Male	237	98.3	35.3	42.2	14.2	8.3	28.9	24	45.6	N/A	N/A
Female	213	98.1	31.1	53.9	9.8	5.2	25.4	26.3	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	223	98.7	26.3	45.9	15.1	12.7	37.6	34	59	No	Yes
African American	140	98.6	45.3	46.9	7.8	0	12.5	19.9	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
American Indian/Alaskan	81	96.3	32.4	54.1	10.8	2.7	24.3	29.3	46.2	No	Yes
<b>Disability Status</b>											
Disabled	92	97.8	54	40.2	5.7	0	8	9.7	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	362	97.8	38.2	46.8	11	4	22.6	22	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

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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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	312	99	44.6	35.1	14.7	5.6	20.4	13.9	35.7	95.6	95.3
<b>Gender</b>											
Male	158	99.4	41.7	35.4	15.3	7.6	22.9	13.9	37.4	95.4	95
Female	154	98.7	47.5	34.8	14.2	3.5	17.7	13.8	33.8	95.8	95.7
<b>Racial/Ethnic Group</b>											
White	156	99.4	34.7	36.8	19.4	9	28.5	24.7	49.2	95.4	94.8
African American	97	100	59.6	31.5	9	0	9	7.6	17	96.5	95.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	97.1
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.2	95.2
American Indian/Alaskan	55	96.4	46.9	36.7	12.2	4.1	16.3	16.4	37.4	94.4	94
<b>Disability Status</b>											
Disabled	58	98.3	72.2	20.4	7.4	0	7.4	10.5	14	95.3	94.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	98.9	97.6
<b>Socio-Economic Status</b>											
Subsidized meals	249	98.8	49.1	34.4	12.5	4	16.5	10.5	21.1	95.2	95.1
<b>Social Studies</b>											
All Students	311	99	40.7	44.6	9.1	5.6	14.7	13.8	34	95.6	95.3
<b>Gender</b>											
Male	175	98.9	37	47.5	9.3	6.2	15.4	14.1	36.6	95.4	95
Female	136	99.3	45.5	40.7	8.9	4.9	13.8	13.4	31.3	95.8	95.7
<b>Racial/Ethnic Group</b>											
White	162	100	32.7	53.3	6	8	14	16.4	44.5	95.4	94.8
African American	87	98.9	53.8	35	8.8	2.5	11.3	11.8	19.1	96.5	95.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	97.1
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95.2	95.2
American Indian/Alaskan	57	96.5	46.2	32.7	17.3	3.8	21.2	19	32.7	94.4	94
<b>Disability Status</b>											
Disabled	68	98.5	60.9	35.9	3.1	0	3.1	6.1	14.4	95.3	94.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	98.9	97.6
<b>Socio-Economic Status</b>											
Subsidized meals	248	98.8	46.9	41.6	7.5	4	11.5	11.4	21	95.2	95.1

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	89	100	29.4	36.5	32.9	1.2	34.1
	4	66	100	42.2	43.8	12.5	1.6	14.1
	5	54	100	28.3	56.6	15.1	0	15.1
	6	81	100	44.2	32.5	22.1	1.3	23.4
	7	70	100	46.4	46.4	7.2	0	7.2
	8	72	98.6	40	48.6	8.6	2.9	11.4
<b>2008</b>	3	80	100	26	35.1	33.8	5.2	39
	4	95	100	26.2	50	23.8	0	23.8
	5	77	98.7	31.4	54.3	14.3	0	14.3
	6	48	100	40.4	51.1	8.5	0	8.5
	7	81	96.3	35.6	45.2	19.2	0	19.2
	8	69	95.7	50.8	37.7	11.5	0	11.5
<b>Mathematics</b>								
<b>2007</b>	3	89	100	24.7	50.6	16.5	8.2	24.7
	4	66	100	48.4	34.4	10.9	6.3	17.2
	5	54	100	35.8	52.8	7.5	3.8	11.3
	6	81	100	28.6	31.2	23.4	16.9	40.3
	7	70	100	31.9	53.6	10.1	4.3	14.5
	8	72	98.6	31.4	52.9	7.1	8.6	15.7
<b>2008</b>	3	80	100	35.1	46.8	11.7	6.5	18.2
	4	95	100	19	47.6	22.6	10.7	33.3
	5	77	98.7	47.1	40	12.9	0	12.9
	6	48	100	27.7	66	6.4	0	6.4
	7	81	95.1	26.4	41.7	12.5	19.4	31.9
	8	69	95.7	47.5	50.8	1.6	0	1.6
<b>Science</b>								
<b>2007</b>	3	45	100	54.8	21.4	11.9	11.9	23.8
	4	66	100	68.8	18.8	9.4	3.1	12.5
	5	26	100	64	20	8	8	16
	6	41	100	51.3	30.8	10.3	7.7	17.9
	7	70	100	65.2	26.1	8.7	0	8.7
	8	37	97.3	62.9	25.7	11.4	0	11.4
<b>2008</b>	3	40	100	47.4	26.3	18.4	7.9	26.3
	4	95	100	31	41.7	17.9	9.5	27.4
	5	39	100	61.1	25	13.9	0	13.9
	6	24	100	56.5	30.4	13	0	13
	7	81	96.3	31.5	45.2	16.4	6.8	23.3
	8	33	100	80.6	19.4	0	0	0
<b>Social Studies</b>								
<b>2007</b>	3	44	100	16.3	30.2	20.9	32.6	53.5
	4	66	100	51.6	28.1	15.6	4.7	20.3
	5	28	100	46.4	50	3.6	0	3.6
	6	40	100	33.3	53.8	12.8	0	12.8
	7	70	100	72.5	27.5	0	0	0
	8	35	100	65.7	31.4	2.9	0	2.9
<b>2008</b>	3	40	100	53.8	41	2.6	2.6	5.1
	4	95	100	22.6	51.2	15.5	10.7	26.2
	5	37	100	47.1	38.2	8.8	5.9	14.7
	6	24	100	25	45.8	29.2	0	29.2
	7	81	97.5	48.6	43.2	2.7	5.4	8.1
	8	34	97.1	60	40	0	0	0

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