



McCormick Middle

6979 SC Highway 28 S.

McCormick, SC 29835

Grades	6-8 Middle School	
Enrollment	220 Students	
Principal	Cecily B. Morris	864-443-2243
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	At-Risk	At-Risk
2007	Below Average	Below Average
2006	At-Risk	Below Average
2005	Below Average	Good
2004	Below Average	Below Average

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

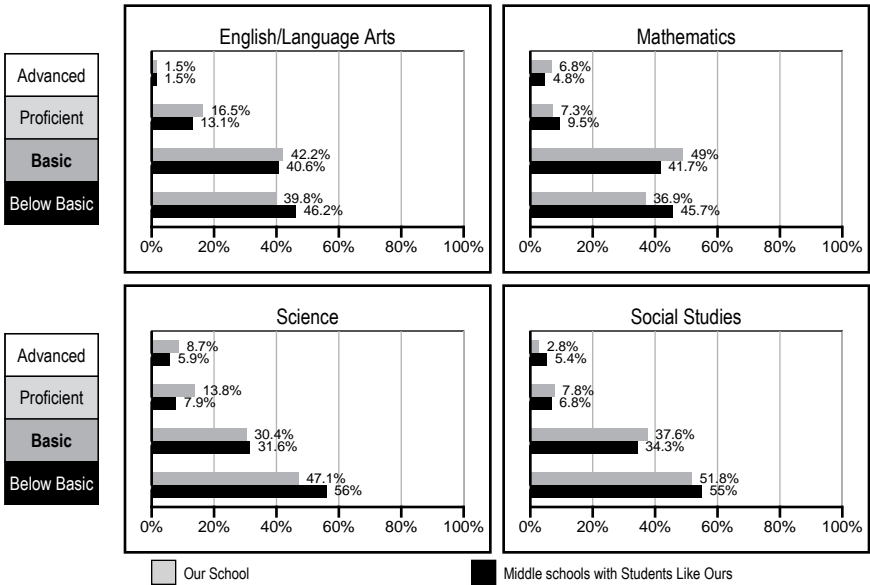
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	2	41

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

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

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	0	86.9
English 1	0	84.1
Physical Science	0	35.2
All Subjects	0	84.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=220)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 2.6%	11.7%	19.4%
Retention rate	7.8%	Up from 7.4%	2.6%	1.8%
Attendance rate	93.6%	Down from 96.0%	95.1%	95.8%
Eligible for gifted and talented	2.7%	Down from 9.1%	9.3%	15.3%
With disabilities other than speech	14.0%	Up from 11.7%	13.8%	12.9%
Older than usual for grade	7.3%	Up from 3.1%	6.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.4%	0.5%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	47.1%	Up from 46.7%	50.0%	55.0%
Continuing contract teachers	52.9%	Down from 60.0%	55.1%	70.6%
Teachers with emergency or provisional certificates	7.1%	Down from 7.7%	18.2%	5.4%
Teachers returning from previous year	55.3%	Down from 59.7%	77.1%	83.4%
Teacher attendance rate	94.7%	Up from 94.2%	94.8%	94.9%
Average teacher salary	\$41,680	Up 9.6%	\$43,365	\$44,706
Professional development days/teacher	20.4 days	Up from 15.6 days	11.6 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	16.5 to 1	Down from 20.1 to 1	17.4 to 1	20.1 to 1
Prime instructional time	86.8%	Down from 89.0%	88.3%	89.3%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	95.6%	98.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil*	\$7,487	Down 15.4%	\$7,851	\$7,097
Percent of expenditures for instruction*	65.5%	Up from 61.8%	63.2%	64.4%
Percent of expenditures for teacher salaries*	59.6%	Up from 58.7%	57.7%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Just as McCormick County is a rural community, located amidst natural gold mines, McCormick Middle School is filled with natural educational promise. Although we did not meet Adequate Yearly Progress on the 2007 State of SC School Report Card as we had in 2006, we are pleased that our absolute rating moved from an unsatisfactory status to below average. While we are not where we want to be, we are moving forward to meet our educational goals. Our faculty and staff have worked diligently during the 2007-2008 school year to ensure that we continue to achieve the progress we desire for our students.

This year our staff embarked upon focused staff development, based on brain research and utilizing differentiated instruction to meet the individual needs of each learner. Additionally, teachers focused on the achievement data available through MAP (Measures of Academic Progress) testing and individual student score data to improve classroom instruction. McCormick Middle School faculty and staff are dedicated to unearthing the gold nuggets of knowledge that can be found within each student.

While gold miners need the proper tools to discover their riches, so do our students. McCormick Middle School has implemented technology-rich programs to provide these tools to assist each learner with adequate skills and accelerated development. The "Academy of Reading" and "Academy of Math" are exemplary AutoSkill computer programs that were initiated this year. "Study Island" is a web-based computer program that enhanced instruction through skill-development games and is accessible through students' homes. The installation of ceiling mounted LCD projectors in every academic classroom and SMART boards at each grade level has further integrated technology into the learning environment.

Our students continue to shine like gold with an ever-increasing number receiving academic, attendance, and behavioral awards. Twelve percent of our students were present every day of the 2007-2008 school year. We celebrate our students' many successes with ceremonies, performances, exhibits, athletic events, parties, dances, and field trips. Parents and community members, too, are supporting the positive efforts of our students by attending events in increasing numbers, from our First Day of School celebration event to our end-of-the-year Family Fun Day.

An after-school program, "academy" time during the regular school day, and the new summer enrichment program give all students an opportunity to receive additional assistance with assignments, projects, and instruction. As a Making Middle Grades Work site, key practices of "extra help and time" along with "high expectations" give every student additional support. Volunteers, mentors, and tutors further assisted students with individual needs. One volunteer donated over one thousand hours of service during this school year alone. The education of our students is indeed a team effort, and our team has proudly mined lots of golden treasure throughout this school year!

Ms. Cecily B. Morris, Principal

Ms. Cathy M. Bertzfield, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	66	64
Percent satisfied with learning environment	82.4%	86.2%	75.8%
Percent satisfied with social and physical environment	100.0%	89.2%	77.8%
Percent satisfied with school-home relations	58.8%	86.4%	66.7%

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

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	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	0.0%	0.0%	Yes
Student attendance rate	93.6%	94.0%	No

* 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	216	100	39.6	42	16.4	1.9	26.1	34.4	48.2	No	Yes
Gender											
Male	109	100	43.3	37.5	17.3	1.9	27.9	33.8	41.7	N/A	N/A
Female	107	100	35.9	46.6	15.5	1.9	24.3	35	55	N/A	N/A
Racial/Ethnic Group											
White	39	100	32.4	41.2	26.5	0	35.3	43.1	60	I/S	I/S
African American	176	100	41.3	42.4	14	2.3	23.8	32	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	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	29	100	72.4	24.1	0	3.4	3.4	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	176	100	43.9	40.4	14	1.8	22.2	29.7	34	No	Yes

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

All Students	216	100	36.7	48.8	7.2	7.2	24.2	29.5	45.8	No	Yes
Gender											
Male	109	100	38.5	45.2	5.8	10.6	26	29.5	45.6	N/A	N/A
Female	107	100	35	52.4	8.7	3.9	22.3	29.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	39	100	20.6	52.9	11.8	14.7	38.2	47.7	59	I/S	I/S
African American	176	100	40.1	48.3	6.4	5.2	20.9	25.2	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	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	29	100	58.6	37.9	0	3.4	6.9	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	176	100	39.2	49.7	7.6	3.5	19.3	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	146	98.6	46.7	30.7	13.9	8.8	22.6	24.1	35.7	93.6	95.5
Gender											
Male	75	98.7	48.6	21.4	17.1	12.9	30	25.9	37.4	92.2	94.9
Female	71	98.6	44.8	40.3	10.4	4.5	14.9	21.8	33.8	95	96.1
Racial/Ethnic Group											
White	26	96.2	40.9	13.6	22.7	22.7	45.5	40.5	49.2	91.1	93.8
African American	120	99.2	47.8	33.9	12.2	6.1	18.3	20.3	17	94.1	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	99.2
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	24.9	99.9	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	19	94.7	88.9	5.6	5.6	0	5.6	14.3	14	95.5	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											
Subsided meals	118	98.3	49.6	31	15	4.4	19.5	19.4	21.1	93.5	95.4
Social Studies											
All Students	148	100	51.4	37.3	7.7	3.5	11.3	19.3	34	93.6	95.5
Gender											
Male	74	100	45.7	32.9	14.3	7.1	21.4	23.4	36.6	92.2	94.9
Female	74	100	56.9	41.7	1.4	0	1.4	14.8	31.3	95	96.1
Racial/Ethnic Group											
White	25	100	34.8	47.8	13	4.3	17.4	29.8	44.5	91.1	93.8
African American	122	100	55.1	35.6	6.8	2.5	9.3	16.4	19.1	94.1	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	99.2
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	27.5	99.9	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	17	100	70.6	23.5	0	5.9	5.9	6.5	14.4	95.5	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											
Subsided meals	121	100	56.8	35.6	5.9	1.7	7.6	14.7	21	93.5	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	72	100	36.8	50	10.3	2.9	13.2
	7	83	100	45.1	35.4	15.9	3.7	19.5
	8	65	100	41.4	44.8	13.8	0	13.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	68	100	50.7	37.3	11.9	0	11.9
	7	79	100	37.8	47.3	12.2	2.7	14.9
	8	69	100	30.3	40.9	25.8	3	28.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	72	100	20.6	55.9	17.6	5.9	23.5
	7	83	100	45.1	41.5	9.8	3.7	13.4
	8	65	100	39.7	53.4	6.9	0	6.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	68	100	40.3	34.3	10.4	14.9	25.4
	7	79	100	36.5	54.1	5.4	4.1	9.5
	8	69	100	33.3	57.6	6.1	3	9.1
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	36	100	59.4	25	9.4	6.3	15.6
	7	83	100	39.2	35.4	15.2	10.1	25.3
	8	33	100	36.7	46.7	13.3	3.3	16.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	33	100	62.5	15.6	6.3	15.6	21.9
	7	78	98.7	29.2	43.1	20.8	6.9	27.8
	8	35	97.1	69.7	18.2	6.1	6.1	12.1
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	37	100	20	65.7	14.3	0	14.3
	7	83	100	62	26.6	7.6	3.8	11.4
	8	32	100	32.1	53.6	14.3	0	14.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	35	100	48.6	34.3	11.4	5.7	17.1
	7	79	100	63.5	28.4	4.1	4.1	8.1
	8	34	100	27.3	60.6	12.1	0	12.1

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