

McColl Elementary/Middle

700 North Main Street
McColl, SC 29570

Grades	PK-8 Middle School	
Enrollment	754 Students	
Principal	Macky Norton	843-523-5371
Superintendent	Dr. Frank G. Roberson	843-479-1534
Board Chair	John McInnis	843-586-8989

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Below Average**	**Below Average**
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	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.

http://ed.sc.gov
http://www.eoc.sc.gov

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

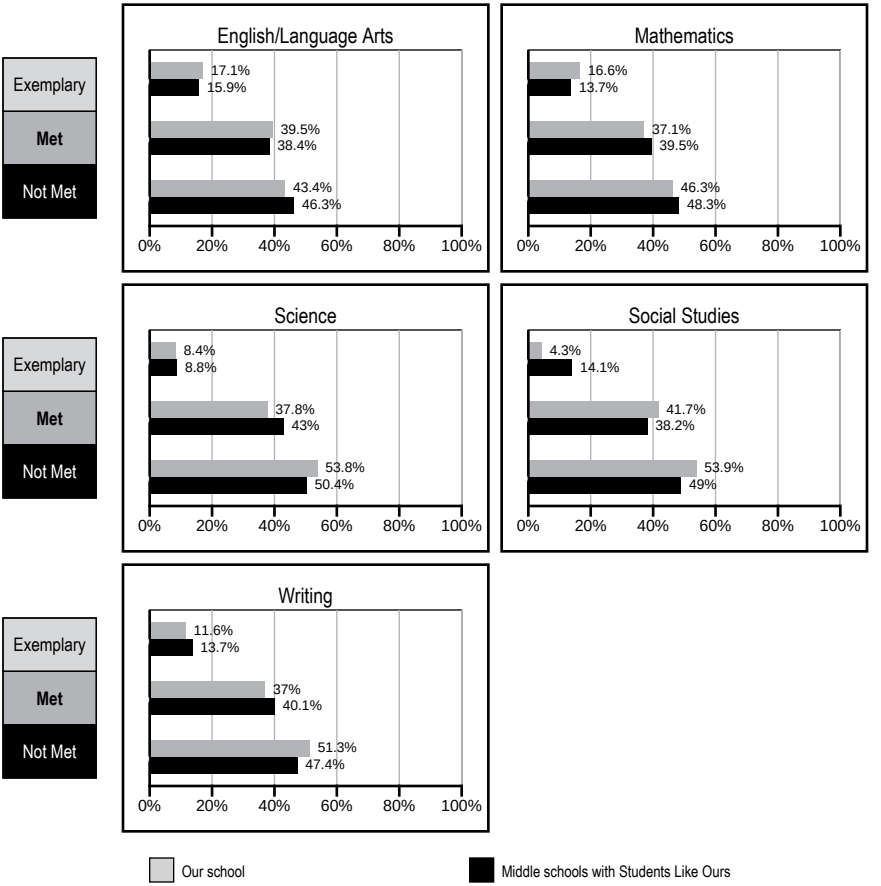
Percent of students tested in 2008-09 whose 2007-08 test scores were located	97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	10	34	10

* 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

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

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	95.0%	89.9%
English 1	100.0%	85.9%
Physical Science	N/A	45.2%
US History and the Constitution	N/A	N/A
All Subjects	97.5%	89.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=754)				
Students enrolled in high school credit courses (grades 7 & 8)	15.6%	Up from 11.0%	14.4%	21.6%
Retention rate	1.2%	Down from 1.6%	2.4%	1.2%
Attendance rate	95.1%	Down from 95.6%	95.4%	95.9%
Eligible for gifted and talented	6.1%	Up from 3.3%	7.2%	14.8%
With disabilities other than speech	15.7%	Up from 13.8%	14.1%	12.6%
Older than usual for grade	0.9%	Down from 1.7%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	No Change	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	67.3%	Down from 67.9%	54.3%	56.9%
Continuing contract teachers	92.3%	Up from 71.7%	66.1%	72.7%
Teachers with emergency or provisional certificates	0.0%	Down from 2.1%	12.8%	5.3%
Teachers returning from previous year	89.3%	Up from 86.3%	77.9%	82.9%
Teacher attendance rate	94.3%	Down from 95.4%	95.0%	95.2%
Average teacher salary*	$44,789	Up 6.5%	$44,789	$46,599
Professional development days/teacher	6.0 days	Down from 7.3 days	10.3 days	10.8 days
School				
Principal's years at school	10.0	Up from 9.0	2.5	3.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 18.2 to 1	17.8 to 1	20.1 to 1
Prime instructional time	88.7%	Down from 89.5%	89.3%	89.9%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.0%	Up from 92.3%	96.5%	97.8%
Character development program	Good	Up from Below Average	Good	Good
Dollars spent per pupil**	$7,663	Up 11.1%	$9,275	$7,645
Percent of expenditures for instruction**	65.9%	Down from 66.7%	61.7%	63.4%
Percent of expenditures for teacher salaries**	59.7%	Down from 64.6%	55.4%	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 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 768 students in grades Pre-K through 8 with a certified staff of 60.5 and 30 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. Corrective Reading, 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. PACT scores from spring of 2008 indicate an overall improvement rate of 3.6%.

The Positive Behavior Intervention and Support, PBIS, is designed to develop student character and improve instruction. An Associated Marine Institute, AMI, class assists students having behavioral issues in the regular classroom. A Guidance grant has provided additional services in the elementary grades.

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 accrediation rating for 2008-2009.

Macky Norton, Principal
Danielle Turner, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	66	93
Percent satisfied with learning environment	84.9%	68.2%	86.0%
Percent satisfied with social and physical environment	94.4%	74.2%	85.9%
Percent satisfied with school-home relations	75.9%	77.3%	81.3%

* 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 22 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	16.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.1%	0.0%	No
Student attendance rate	95.1%	94.0%*	Yes

* Or greater than last year

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McColl Elementary/Middle										06/01/10-3501020
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 = 58.8% (Met or Exemplary)										
All Students	473	100	34.9	43.7	21.3	76.7	71.2	82.8	Yes	Yes
Gender										
Male	246	100	40.2	40.6	19.2	70.7	65.9	79.3	N/A	N/A
Female	227	100	29.2	47.2	23.6	83.3	76.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	240	100	23.9	45.7	30.3	85	78.8	89.5	Yes	Yes
African American	136	100	49.6	41.2	9.2	66.4	66.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.9	76.5	I/S	I/S
American Indian/Alaskan	90	100	42.9	41.7	15.5	70.2	73	82.5	Yes	Yes
Disability Status										
Disabled	111	100	60.7	34.6	4.7	55.1	45.9	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	383	100	41.7	44.1	14.2	72.5	68.5	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	473	99.8	42.3	43.8	13.9	69.4	64.3	78.9	Yes	Yes
Gender										
Male	246	99.6	43.7	41.2	15.1	68.9	63.3	77	N/A	N/A
Female	227	100	40.7	46.8	12.5	69.9	65.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	240	100	33.3	45.3	21.4	79.1	73.4	87.2	Yes	Yes
African American	136	99.3	56.2	37.7	6.2	53.8	59.1	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	53.8	76	I/S	I/S
American Indian/Alaskan	90	100	45.2	48.8	6	66.7	70.3	79.5	Yes	Yes
Disability Status										
Disabled	111	99.1	65.1	32.1	2.8	49.1	36.7	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	383	99.7	47.3	43.4	9.3	64.8	61.7	70.2	Yes	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	306	99.4	44.6	46.3	9.2	55.4	44	67.5
Gender								
Male	165	99.4	44.1	45.3	10.6	55.9	45.3	67
Female	141	99.3	45.1	47.4	7.5	54.9	42.7	68
Racial/Ethnic Group								
White	156	100	33.6	53.3	13.2	66.4	59.5	79.5
African American	91	98.9	60.9	36.8	2.3	39.1	35	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	56	98.2	49.1	41.5	9.4	50.9	53.5	71.2
Disability Status								
Disabled	75	98.7	62	35.2	2.8	38	26.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsized meals	249	99.2	50.2	43.5	6.3	49.8	39.9	55.1
Social Studies								
All Students	305	99.3	40.7	50	9.3	59.3	50.6	72.3
Gender								
Male	154	98.7	40.1	48.3	11.6	59.9	50.4	71.5
Female	151	100	41.3	51.7	7	58.7	50.7	73.2
Racial/Ethnic Group								
White	146	100	31.2	56.7	12.1	68.8	60.5	80.7
African American	86	98.8	47.6	43.9	8.5	52.4	44.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	33.3	68
American Indian/Alaskan	67	98.5	50.8	45.9	3.3	49.2	54.2	72.2
Disability Status								
Disabled	74	97.3	N/AV	N/AV	N/AV	41.2	26.8	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsized meals	252	99.2	46.2	47.5	6.3	53.8	46.8	62.1

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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	475	99	45.7	35.4	18.8	54.3	53.3	70.2	95.1	95.4
Gender										
Male	247	98.8	53.6	31.4	15.1	46.4	45.7	63.2	95.1	95.2
Female	228	99.1	37.2	39.9	22.9	62.8	61.3	77.5	95.2	95.7
Racial/Ethnic Group										
White	243	99.2	35	40.6	24.4	65	63.5	79.1	95	94.9
African American	137	98.5	61.1	27.5	11.5	38.9	48	57.6	96.2	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	97.1	96.1
Hispanic	7	I/S	I/S	I/S	I/S	I/S	50	62.6	96.2	95.9
American Indian/Alaskan	88	98.9	51.2	33.7	15.1	48.8	51.3	68.7	93.8	93.7
Disability Status										
Disabled	113	97.4	86	11.2	2.8	14	13.8	26.1	94.2	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	61.2	97.4	95.9
Socio-Economic Status										
Subsized meals	383	98.7	53.4	33.8	12.8	46.6	48.8	58.9	94.8	95.2

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McColl Elementary/Middle 06/01/10-3501020

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	92	100	33	42.9	24.2	67
	4	87	100	21.7	51.8	26.5	78.3
	5	97	100	25.3	48.4	26.3	74.7
	6	72	100	50.8	33.8	15.4	49.2
	7	50	100	53.1	38.8	8.2	46.9
	8	75	100	38.9	41.7	19.4	61.1
Mathematics							
2009	3	92	100	44	41.8	14.3	56
	4	87	100	36.1	47	16.9	63.9
	5	97	100	31.6	57.9	10.5	68.4
	6	72	100	35.4	47.7	16.9	64.6
	7	50	98	56.3	41.7	2.1	43.8
	8	75	100	58.3	22.2	19.4	41.7
Science							
2009	3	46	100	55.6	35.6	8.9	44.4
	4	87	100	33.7	55.4	10.8	66.3
	5	48	100	31.9	61.7	6.4	68.1
	6	36	100	50	38.2	11.8	50
	7	50	98	50	47.9	2.1	50
	8	39	97.4	59.5	24.3	16.2	40.5
Social Studies							
2009	3	46	100	54.3	28.3	17.4	45.7
	4	87	100	16.9	77.1	6	83.1
	5	49	100	39.6	41.7	18.8	60.4
	6	36	97.2	23.3	70	6.7	76.7
	7	50	98	77.1	18.8	4.2	22.9
	8	37	100	45.7	51.4	2.9	54.3
Writing							
2009	3	92	100	44	27.5	28.6	56
	4	87	98.9	46.3	37.8	15.9	53.7
	5	97	100	36.5	37.5	26	63.5
	6	71	97.2	54.7	34.4	10.9	45.3
	7	49	100	61.2	34.7	4.1	38.8
	8	79	97.5	41.3	41.3	17.3	58.7

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