

NORTH MULLINS PRIMARY

105 Charles Street
Mullins, SC 29574

Grades	PK-2 Primary School	
Enrollment	505 Students	
Principal	Dr. Mike Sutton	843-464-3750
Superintendent	To Be Determined	843-464-3700
Board Chair	To Be Determined	843-464-3700

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Good
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Good

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.

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	0	0	0	0

* Ratings are calculated with data available by 03/09/2011. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructional time	92.1%
Student-teacher ratio in core subjects	16.3 to 1
Teachers with advanced degrees	70.4%
Teachers returning from previous year	93.4%
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	1.5 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
X	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and School
	American Montessori Society
	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=505)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Up from 2.5%	1.9%	2.8%
Attendance rate	98.9%	Up from 94.9%	95.3%	95.6%
With disabilities other than speech	9.3%	Up from 5.9%	6.8%	4.0%
Older than usual for grade	0.4%	No Change	0.0%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	70.4%	Up from 60.0%	62.9%	62.2%
Continuing contract teachers	100.0%	Up from 85.7%	84.0%	90.9%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.4%	Up from 93.1%	91.2%	89.8%
Teacher attendance rate	94.5%	Down from 95.6%	95.4%	95.1%
Average teacher salary*	\$48,460	Up 2.5%	\$46,401	\$47,006
Professional development days/teacher	9.3 days	Down from 17.6 days	17.8 days	17.1 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	5.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 18.9 to 1	17.8 to 1	19.3 to 1
Prime instructional time	92.1%	Up from 89.6%	89.4%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,103	Up 42.7%	\$7,530	\$7,207
Percent of expenditures for instruction**	70.9%	Up from 67.4%	68.1%	68.5%
Percent of expenditures for teacher salaries**	68.5%	Up from 62.6%	62.5%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The mission of North Mullins Primary School (NMP), along with Mullins Early Childhood Center (MECC), is to develop productive, socially responsible lifelong learners. We strive to create a strong home-school connection by helping families make the adjustment to school a positive, beneficial experience and to provide quality, standards-based curriculum within a developmentally-appropriate setting for young learners.

Literacy development is the keystone to academic success. This instruction begins with the child development and kindergarten classes and continues through first and second grades with a balanced literacy program. We as a staff saw a need to strengthen the phonic part of our balanced literacy model. We did so by implementing Formula 3 reading instruction into every kindergarten, first and second-grade classroom. In addition to Reading Recovery for first graders, we have been able to provide small group setting interventions for every child who demonstrated, through Dominic Assessments, a need for additional assistance in reading. All teachers continue to receive professional development through graduate studies in literacy instruction.

Our first and second graders used the Measuring Academic Progress (MAP) assessments this year in math and reading. These assessments provide teachers and administrators important data to plan instruction. We will continue to have professional development in how to use this data in the best way to improve the educational program.

Our School Improvement Council acted as the Action Team for implementation of various projects.

Some of the special events that parents had opportunities in which to be involved included: monthly lunchtime programs at MECC, MECC Fall Carnival, MECC Math and Science Night, Proud Parent Day and Grandparents Day at NMP, Hot Dog! I Can Read Night, Math Night, and Field Day. Parents took advantage of opportunities to discuss children's progress through Parent Conference/Report Card pickup Nights at NMP and Portfolio Nights at MECC, in addition to the special events and PTO.

Emphasis on character education has long been a hallmark of MECC/NMP. This year, all teachers have been trained in the use of CHAMPS, a model for setting behavioral expectation in classrooms and common areas. This training will continue as we incorporate the philosophy in our everyday school life to assure safety, self control, and the use of positive life skills for all students, as well as staff. We also continue the emphasis on community service through participation in several projects, such as the Relay for Life, to teach students the importance of building a caring community.

Dr. Mike Sutton, Principal
Michelle Barnhill, SIC Chairperson

Evaluations by Teachers	
	Teachers
Number of surveys returned	31
Percent satisfied with learning environment	90.3%
Percent satisfied with social and physical environment	93.3%
Percent satisfied with school-home relations	80.0%

School Adequate Yearly Progress	YES
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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.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	7.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	0.0%	No
Student attendance rate	98.9%	94.0%*	Yes

* Or greater than last year