



## MCCORMICK ELEMENTARY

1123 Sandy Bluff Road  
Mullins, SC 9574

<b>Grades</b>	3-5 Elementary School	
<b>Enrollment</b>	396 Students	
<b>Principal</b>	Martina Y. Rush	843-464-3760
<b>Superintendent</b>	Dr. Dan Strickland	843-423-1811
<b>Board Chair</b>	Mrs. Mollie Bethea-Floyd	843-464-3740

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	Below Average	Average
2009	Below Average	Average
2008	Below Average	Good
2007	At-Risk	Below Average

## 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 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://eoc.sc.gov>

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

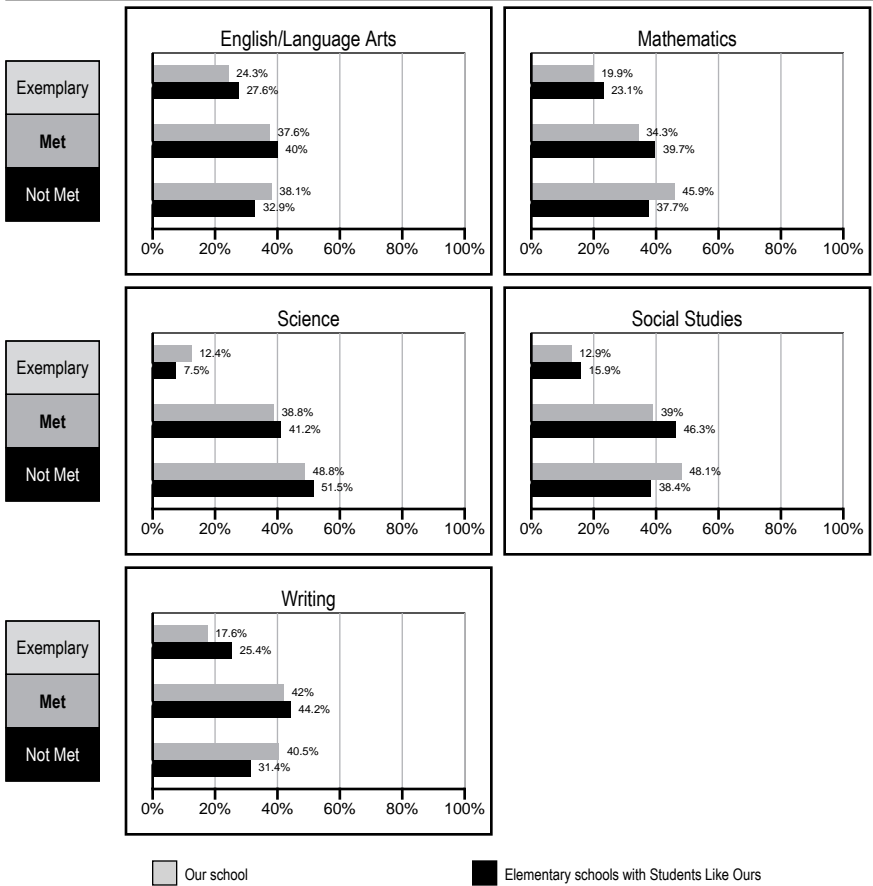
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	9	108	52	22

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary 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

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=396)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 0.5%	1.5%	1.1%
Attendance rate	95.4%	Up from 95.1%	95.9%	96.2%
Served by gifted and talented program	9.2%	Down from 20.2%	5.9%	13.4%
With disabilities other than speech	11.2%	Down from 15.3%	4.2%	4.1%
Older than usual for grade	0.5%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	No Change	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	50.0%	Down from 53.8%	61.7%	62.5%
Continuing contract teachers	83.3%	Down from 88.5%	83.3%	88.2%
Teachers returning from previous year	83.5%	Down from 86.5%	85.1%	87.8%
Teacher attendance rate	93.6%	Down from 94.9%	95.1%	95.2%
Average teacher salary*	\$44,419	Down 4.1%	\$45,304	\$46,773
Professional development days/teacher	9.6 days	Down from 11.2 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 20.3 to 1	17.7 to 1	19.9 to 1
Prime instructional time	88.2%	Down from 89.2%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,628	Down 2.4%	\$8,313	\$7,447
Percent of expenditures for instruction**	67.6%	Down from 69.1%	67.9%	68.4%
Percent of expenditures for teacher salaries**	61.2%	Down from 62.4%	64.2%	65.8%

\* 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

McCormick Elementary School continues to set high expectations for all students. During the 2010-2011 school year we made progress towards accomplishing our goals of improving student achievement by providing quality learning experiences in an environment conducive to academic excellence. We formed new partnerships and maintained existing ones to best serve the needs of our students and to ensure their success.

McCormick Elementary School provided students with intensive teacher support and differentiated instruction by utilizing the Balanced Rotational Instruction Model in English Language Arts and Math. Using this approach to instructional design in the reading and math class, students were able to make significant gains on the MAP assessment and on the math PASS assessment. Computer assistance was offered in math and ELA by using Kidbiz 3000, Compass Learning and Study Island. Teacher and student conferences were held throughout the year to determine student achievement goals and assess the progress toward those goals. The dedication and commitment of the McCormick teachers and staff provided for a productive year.

We are proud of the excellence of our students and their achievements. Fifty-seven of our students were inducted into the National Elementary Honor Society. One of our students was recognized for achieving a perfect score on the 2011 ELA PASS assessment. Forty-six percent of our students achieved an 85 or better the entire year. Fifty-eight students at McCormick experienced their first ever overnight, academic field trip to Washington, DC during the week of spring break.

Strong, viable partnerships between the school, home and community at large were key to the improvements that we made and will continue to be so. Parents and community members participated in School Improvement Council, Parent Teacher Organization, chaperoning field studies and other volunteer initiatives. Business partnerships donated time by tutoring our students in math and providing supplies and incentives. Students, parents and community members raised money for the March of Dimes, Relay for Life and Pennies for Patients.

McCormick Elementary School will continue to set high expectations for students while establishing and maintaining partnerships to best support the needs of our students.

Martina Y. Rush, Principal  
 Celena Watson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	129	77
Percent satisfied with learning environment	88.9%	79.8%	86.7%
Percent satisfied with social and physical environment	94.4%	81.9%	81.3%
Percent satisfied with school-home relations	55.6%	79.1%	85.1%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 out of 21 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

CA

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	8.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.8%	0.0%	No
Student attendance rate	95.4%	94.0%**	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	379	99.7	37.4	37.4	25.1	73	67.1	82.4	No	Yes
<b>Gender</b>										
Male	204	99.5	43.6	32.3	24.1	71.3	61.4	78.7	N/A	N/A
Female	175	100	30.4	43.3	26.3	74.9	73.1	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	102	100	25.3	38.4	36.4	83.8	80.7	88.9	Yes	Yes
African American	261	99.6	43.8	35.9	20.3	67.3	61.3	72.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	92	98.9	64	22.5	13.5	50.6	42.9	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	327	99.7	39.7	38.5	21.8	71.3	65.2	75.4	No	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	379	99.7	45.4	33.9	20.8	70.5	62.7	81.9	Yes	Yes
<b>Gender</b>										
Male	204	99.5	44.6	34.4	21	69.2	57.5	79.9	N/A	N/A
Female	175	100	46.2	33.3	20.5	71.9	68.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	102	100	28.3	39.4	32.3	84.8	76.1	88.9	Yes	Yes
African American	261	99.6	52.2	32.3	15.5	64.5	56.9	71.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	82.4	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	92	98.9	67.4	22.5	10.1	47.2	38.8	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	327	99.7	48.3	34.1	17.7	68.5	61.5	74.9	Yes	Yes

\* 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

## 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
<b>Science</b>								
All Students	253	100	48	38.6	13.4	52	51.2	68.6
<b>Gender</b>								
Male	133	100	46.5	34.9	18.6	53.5	50.4	68.3
Female	120	100	49.6	42.7	7.7	50.4	52	68.9
<b>Racial/Ethnic Group</b>								
White	68	100	21.2	57.6	21.2	78.8	71.3	80.7
African American	173	100	58.3	31	10.7	41.7	43.1	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	63	100	67.7	22.6	9.7	32.3	31.1	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	216	100	52.9	36.7	10.5	47.1	47.7	57.3
<b>Social Studies</b>								
All Students	255	99.2	47.5	38.9	13.5	52.5	46.2	72.5
<b>Gender</b>								
Male	145	98.6	48.9	34.3	16.8	51.1	42.4	72
Female	110	100	45.8	44.9	9.3	54.2	50.4	73.1
<b>Racial/Ethnic Group</b>								
White	69	100	37.9	47	15.2	62.1	60.3	81
African American	174	98.9	54.2	34.3	11.4	45.8	39	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.2	69.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	60	96.7	58.9	32.1	8.9	41.1	34.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	224	99.1	50	38.4	11.6	50	44.3	62.9

Abbreviations for Missing Data

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

## 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
<b>Writing</b>										
All Students	133	100	40.5	42	17.6	59.5	55.7	73.2	95.4	94.5
<b>Gender</b>										
Male	73	100	50.7	32.4	16.9	49.3	42.6	67.2	95.1	93.8
Female	60	100	28.3	53.3	18.3	71.7	70.1	79.4	95.7	95.2
<b>Racial/Ethnic Group</b>										
White	35	100	25.7	57.1	17.1	74.3	75.4	81.5	94.5	93.4
African American	93	100	44	38.5	17.6	56	50.3	61.3	95.8	94.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	96.5	95.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	94.9	94.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2	92.5	94.4
<b>Disability Status</b>										
Disabled	32	100	75	21.9	3.1	25	22	26	94.2	92.8
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	65.7	95.6	94.4
<b>Socio-Economic Status</b>										
Subsidized meals	114	100	41.1	43.8	15.2	58.9	54.8	63.2	95.4	94.5

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	132	100	32	34.4	33.6	68
	4	135	100	36.2	44.6	19.2	63.8
	5	124	100	36.5	45.2	18.3	63.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	116	99.1	35.1	28.8	36	64.9
	4	130	100	36.5	40.5	23	63.5
	5	133	100	40.3	41.9	17.8	59.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2010</b>	3	132	100	59.2	20.8	20	40.8
	4	135	100	39.2	47.7	13.1	60.8
	5	124	100	54.8	28.7	16.5	45.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	116	99.1	48.6	25.2	26.1	51.4
	4	130	100	35.7	40.5	23.8	64.3
	5	133	100	51.9	34.9	13.2	48.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2010</b>	3	67	97	69.8	17.5	12.7	30.2
	4	135	100	45.4	48.5	6.2	54.6
	5	62	96.8	50	44.6	5.4	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	58	100	52.6	35.1	12.3	47.4
	4	129	100	39.2	46.4	14.4	60.8
	5	66	100	60.9	26.6	12.5	39.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	65	98.5	54.8	30.6	14.5	45.2
	4	135	100	39.2	50.8	10	60.8
	5	62	95.2	54.4	31.6	14	45.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	58	98.3	46.3	37	16.7	53.7
	4	130	99.2	39.2	46.4	14.4	60.8
	5	67	100	64.6	26.2	9.2	35.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2010</b>	3	133	97.7	44.7	38.2	17.1	55.3
	4	136	99.3	55.7	34.4	9.9	44.3
	5	123	97.6	40.4	37.7	21.9	59.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	133	100	40.5	42	17.6	59.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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