



McCormick Elementary School

1123 Sandy Bluff Road
Mullins, SC 29574

Grades	3-5 Elementary School	
Enrollment	358 Students	
Principal	Martina Y. Rush	843-464-3760
Superintendent	Dr. Dan Strickland	843-423-1811
Board Chair	Mrs. Mollie Bethea-Floyd	843-464-3740

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Below Average	Average
2010	Below Average	Average
2009	Below Average	Average
2008	Below Average	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 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

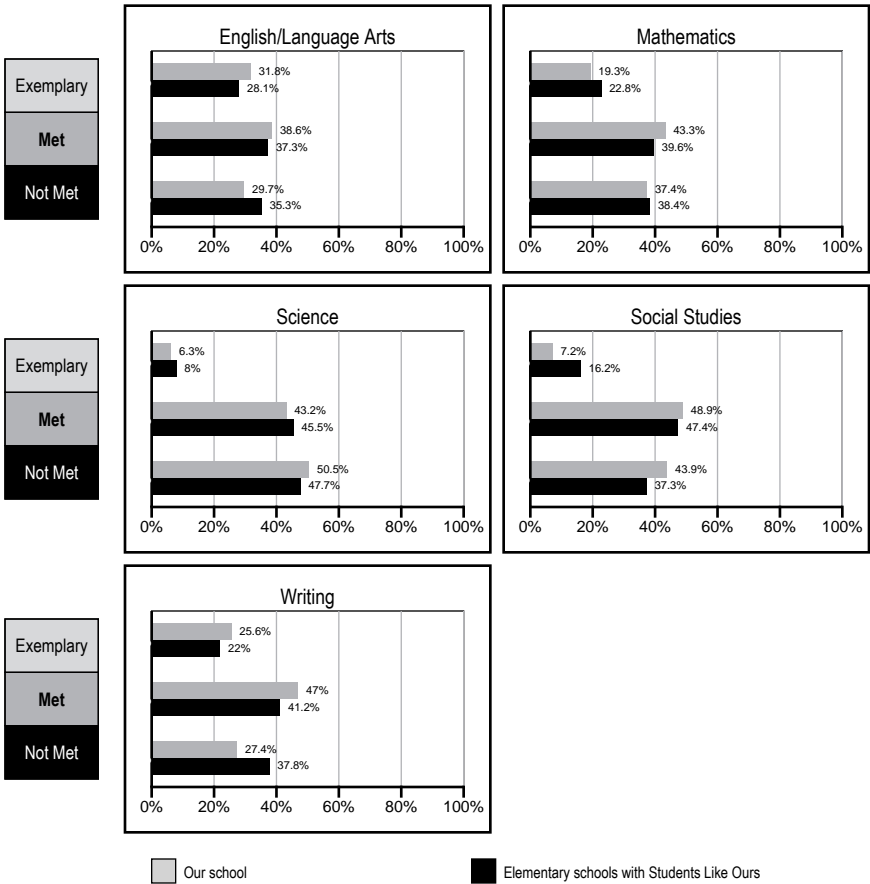
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	13	105	51	20

* Ratings are calculated with data available by 11/07/2012.

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 /S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=358)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.3%	1.0%
Attendance rate	96.1%	Up from 95.4%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	62.5%	Up from 50.0%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	88.6%	Up from 83.5%	85.7%	88.7%
Teacher attendance rate	95.9%	Up from 93.6%	95.1%	95.1%
Average teacher salary*	\$44,374	Down 0.1%	\$45,212	\$47,210
Professional development days/teacher	10.4 days	Up from 9.6 days	10.2 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 21.8 to 1	18.3 to 1	20.0 to 1
Prime instructional time	90.6%	Up from 88.2%	90.5%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.4%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,638	Up 0.2%	\$8,198	\$7,247
Percent of expenditures for instruction**	67.7%	Up from 67.6%	66.4%	68.2%
Percent of expenditures for teacher salaries**	62.9%	Up from 61.2%	63.3%	65.7%

* 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

A community school with strong parental, business, community and faith-based partnerships, a little less than four hundred students call McCormick Elementary School home. We continue to meet the academic, social, emotional and physical needs of our students on a daily basis. Our school was named a Palmetto Silver Award School for the 2011-2012 school year by the State Department of Education for general performance on the PASS Assessment! This honor was achieved because McCormick Elementary School partners with all stakeholders in order to best support the needs of our students.

Effective teacher collaboration was key in meeting the academic needs of students through standards-based teaching, assessment, analysis of data and instructional changes. Intensive professional development was provided as we implemented the research-based strategies in Explicit Direct instruction as the developmental curriculum approach. This approach allowed students to meet or exceed their target score in reading and math on the MAP assessment from the fall to the spring testing administration. This approach, coupled with differentiated instruction through a Balanced Literacy approach, significantly impacted student achievement in a beneficial way.

McCormick Elementary School implemented a comprehensive system of providing additional academic assistance to students. All students were required to read books on their independent reading level and score at least an 80% or better on all tests taken. Almost 80% of our students achieved the reading goal. Each day in math, students used the SuccessMaker program, which differentiated the content for each student, in order to provide a more targeted and prescriptive approach to ensure mastery of math standards. Two interventionists were also hired to provide additional assistance to students in reading and math using SRA Corrective Reading and Everyday Math. Teachers also provided additional assistance in the regular classroom through small-group instruction and providing students with multiple opportunities for success. Our early morning reading and math intervention program, an increased emphasis on nonfiction writing and our early morning and after school computer assisted instructional program provided for a productive academic year.

The success of McCormick Elementary School is not only the result of a committed faculty and staff, but also an active PTO, the SIC, involved parents, faithful volunteers, and generous business, faith-based and community partners. The PTO supported a field trip to Orlando, Florida for students who met their academic and behavioral goals for the year. Volunteers from the community met twice a week with a group of students to support our character education program as part of our boys club; as a result, discipline and attendance improved. Local churches, businesses and community organizations supported our school with supplies, frequent visits and participation in monthly activities. Parents were active partners in our school efforts by participating in our SIC by serving as chaperones for field trips, assisting with in-class activities and visiting our school frequently.

McCormick Elementary School will continue to set high expectations for students while establishing new and maintaining existing 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	25	33	64
Percent satisfied with learning environment	88.0%	97.0%	86.0%
Percent satisfied with social and physical environment	88.0%	93.9%	82.8%
Percent satisfied with school-home relations	79.2%	100.0%	88.3%

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

Abbreviations for Missing Data

N/A–Not Applicable

NAV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	73.6
Overall Grade Conversion	C

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

McCormick Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	644.9	630.8	603.2	607.7	100.0	100.0
Male	641.1	629.4	603.3	610.0	100.0	100.0
Female	648.8	632.1	603.2	605.1	100.0	100.0
White	668.8	653.3	628.1	626.5	100.0	100.0
African American	635.1	620.8	591.7	600.6	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	611.9	601.2	585.0	593.4	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	640.9	626.9	600.7	603.7	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	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
2012	3	130	100	27	35.7	37.4	73
	4	112	100	28.3	42.5	29.2	71.7
	5	128	100	33.1	36.4	30.6	66.9
	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
Mathematics							
2011	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
2012	3	130	100	53.9	30.4	15.7	46.1
	4	112	100	30.2	48.1	21.7	69.8
	5	128	100	26.4	52.1	21.5	73.6
	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
Science							
2011	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
2012	3	66	100	65.5	27.6	6.9	34.5
	4	112	100	44.3	54.7	0.9	55.7
	5	64	100	44.3	37.7	18	55.7
	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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	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	N/A
2012	3	65	100	58.6	37.9	3.4	41.4
	4	112	100	33	62.3	4.7	67
	5	64	100	46.7	35	18.3	53.3
	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
Writing							
2011	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	N/A
2012	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	127	96.1	27.4	47	25.6	72.6
	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	N/A

Abbreviations for Missing Data

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