



## MCLEES ELEMENTARY

4900 Dobbins Bridge Rd.  
Anderson, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	658 Students	
<b>Principal</b>	Janet Mills	864-716-3600
<b>Superintendent</b>	Betty T. Bagley	864-260-5000
<b>Board Chair</b>	Dr. William Mack Burriss	864-224-6384

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good*</b>
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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.

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

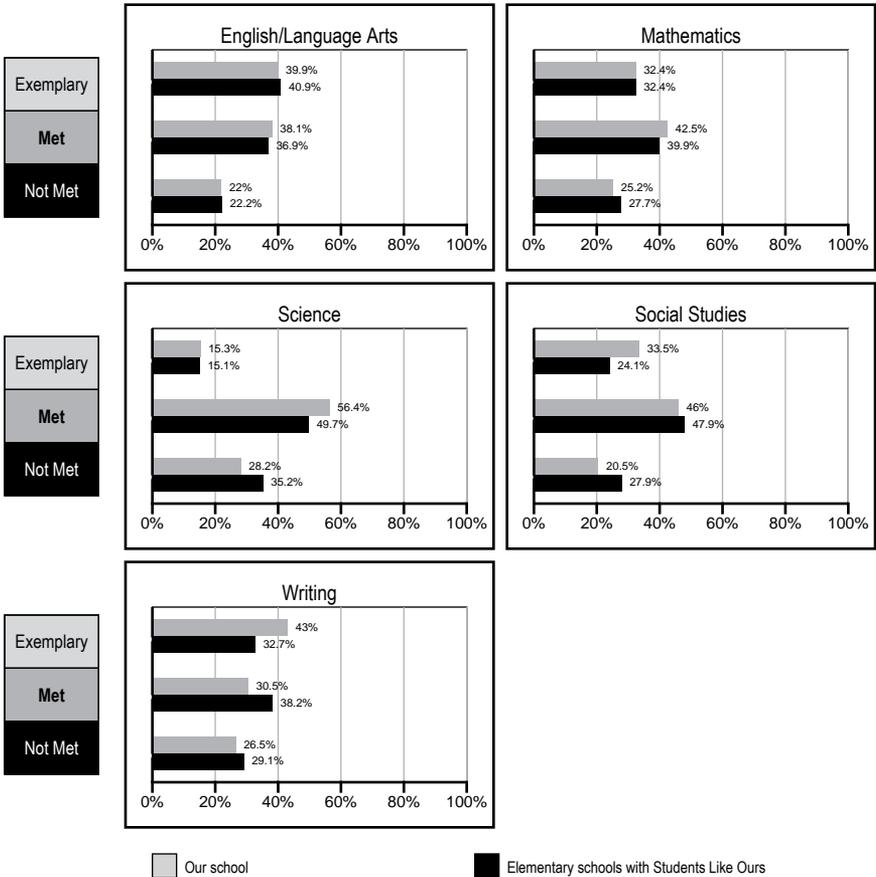
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
7	27	82	2	0

\* Ratings are calculated with data available by 03/09/2011.

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=658)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 99.1%	100.0%	100.0%
Retention rate	1.2%	Down from 2.5%	1.2%	1.2%
Attendance rate	99.9%	Up from 95.8%	96.0%	96.1%
Eligible for gifted and talented	14.0%	Up from 7.9%	12.0%	11.7%
With disabilities other than speech	15.5%	Down from 16.7%	8.6%	8.0%
Older than usual for grade	1.8%	Down from 2.1%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	43.5%	Down from 47.2%	60.0%	60.5%
Continuing contract teachers	84.8%	Up from 77.4%	86.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.9%	Down from 83.2%	88.7%	87.0%
Teacher attendance rate	94.1%	Down from 95.6%	95.3%	95.4%
Average teacher salary*	\$45,191	Up 0.9%	\$47,146	\$47,288
Professional development days/teacher	12.5 days	Up from 11.8 days	9.9 days	10.5 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 19.0 to 1	19.2 to 1	19.2 to 1
Prime instructional time	93.5%	Up from 90.9%	90.2%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,784	Down 0.7%	\$7,400	\$7,548
Percent of expenditures for instruction**	69.8%	Down from 70.9%	67.4%	68.7%
Percent of expenditures for teacher salaries**	68.5%	Down from 69.3%	64.3%	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

McLees Elementary School is an outstanding school located on the west side of Anderson, South Carolina. It rests on a beautiful campus that creates a wonderful learning environment. This year we began to pursue status as a school of leadership and trained our staff in leadership skills based on Stephen Covey. McLees had an average enrollment of 700 students and 96 staff and faculty members. We house grades K-5 in regular and special education classrooms. The faculty, staff, and administration work together as a strong team with common goals. We are committed to providing a quality instructional program that is tailored for each child in a safe school environment.

Our school received a report card rating of average in 2009. We are a Red Carpet and a Schools of Promise school. We were also recipients of two state awards this year. We won the Literacy Spot Award, which recognizes outstanding emergent literacy programs in primary schools in the state. We also won the Exemplary Writing Award which is sponsored by the South Carolina Department of Education. It is based on an extensive evaluation of a school's instructional programs, with a particular emphasis on the teaching of writing. We are very proud of these two awards! Two specialized programs offered at McLees were Early Reading Intervention, which we implement in kindergarten, first, and second grades, and Reading Recovery, which focused on first grade. We continued to incorporate a computer program entitled FastForWord to help students weak in literacy skills. Other instructional programs included computer-assisted instruction, Daily Calendar Math, and balanced literacy. We continued with our writing-recognition programs this year named Best in Show and Maverick Writers. Staff development sessions included guided reading, writers' workshop, software programs, Science kits, leadership, and Peer Mediation. Other activities included a Robotics Club, Chorus, Post Office, Publishing Center, School News Show, Recycling, and Open House.

At McLees Elementary School, we are dedicated to our students and eagerly accept the challenge of guiding them as they become responsible, independent learners in a developmentally-appropriate environment. Diversity is appreciated, and family and community are involved as partners in this process!

Principal-Janet Mills  
 SIC Chair-Ms.Michael Landreth

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	105	64
Percent satisfied with learning environment	100.0%	88.5%	84.1%
Percent satisfied with social and physical environment	100.0%	91.3%	96.8%
Percent satisfied with school-home relations	83.7%	89.5%	82.5%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	345	100	22.9	37	40.1	85.8	86.4	83.5	Yes	Yes
<b>Gender</b>										
Male	182	100	28.7	34.5	36.8	81	83.4	80.1	N/A	N/A
Female	163	100	16.5	39.9	43.7	91.1	89.7	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	218	100	18.7	34	47.4	87.6	91.6	89.6	Yes	Yes
African American	107	100	32	42.7	25.2	81.6	78.6	74.6	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.8	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	87.5	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	75	100	54.9	25.4	19.7	62	55	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	17.6	52.9	29.4	88.2	84.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	225	100	28.5	37.9	33.6	82.2	80.3	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	345	100	26.2	42.2	31.6	82.8	84.4	80.4	Yes	Yes
<b>Gender</b>										
Male	182	100	29.9	39.1	31	78.7	82.1	78.4	N/A	N/A
Female	163	100	22.2	45.6	32.3	87.3	87	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	218	100	22.5	39.7	37.8	86.6	90.7	87.8	Yes	Yes
African American	107	100	35	48.5	16.5	74.8	74.1	69.3	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	90.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	75	100	56.3	32.4	11.3	54.9	49.3	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	17	100	11.8	41.2	47.1	94.1	89.1	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	225	100	33.2	42.5	24.3	78.5	76.8	72.8	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	219	99.5	28.8	54.8	16.3	71.2	77	67.3
<b>Gender</b>								
Male	112	99.1	31.4	52.4	16.2	68.6	75.5	66.9
Female	107	100	26.2	57.3	16.5	73.8	78.4	67.7
<b>Racial/Ethnic Group</b>								
White	135	99.3	22	55.9	22	78	86.3	79.6
African American	72	100	43.5	50.7	5.8	56.5	62.9	49.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.7	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	75.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	45	97.8	63.4	26.8	9.8	36.6	41.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	12	100	16.7	75	8.3	83.3	73.3	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	142	100	37.6	51.9	10.5	62.4	67.5	55.4
<b>Social Studies</b>								
All Students	217	98.6	20.9	46.1	33	79.1	80.1	70.9
<b>Gender</b>								
Male	109	98.2	22.5	41.2	36.3	77.5	78.6	70.1
Female	108	99.1	19.2	51	29.8	80.8	81.7	71.7
<b>Racial/Ethnic Group</b>								
White	146	98.6	18	46	36	82	85.8	79.2
African American	58	98.3	29.6	50	20.4	70.4	71.2	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.1	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	46	93.5	53.8	35.9	10.3	46.2	49.3	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	13	100	15.4	30.8	53.8	84.6	77	68
<b>Socio-Economic Status</b>								
Subsidized meals	138	97.8	24.2	46.9	28.9	75.8	71.4	60.8

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	337	97	26	30.7	43.3	74	75.7	72.1	99.9	99.9
<b>Gender</b>										
Male	177	96.6	34.3	30.1	35.5	65.7	69.5	65.2	99.9	99.9
Female	160	97.5	17	31.4	51.6	83	82.3	79.2	99.9	99.9
<b>Racial/Ethnic Group</b>										
White	211	97.2	20.6	28.6	50.8	79.4	84	80.8	99.9	99.9
African American	105	97.1	38	37	25	62	63.6	59.7	99.9	99.9
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	85.7	87	99.9	99.9
Hispanic	11	100	36.4	18.2	45.5	63.6	69.6	64.6	99.9	99.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	99.9
<b>Disability Status</b>										
Disabled	66	86.4	69.1	16.4	14.5	30.9	30.4	27.7	99.9	99.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	18	100	16.7	33.3	50	83.3	68.2	63.7	99.9	99.9
<b>Socio-Economic Status</b>										
Subsidized meals	216	96.8	30.9	30.4	38.7	69.1	65.9	61.9	99.9	99.9

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	101	100	20.4	30.1	49.5	79.6
	4	137	100	26.2	41.5	32.3	73.8
	5	108	100	28.6	41.8	29.6	71.4
	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>2010</b>	3	121	100	27.7	24.4	47.9	72.3
	4	89	100	20.2	51.2	28.6	79.8
	5	129	100	21.1	40.7	38.2	78.9
	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>Mathematics</b>							
<b>2009</b>	3	101	100	25.8	36.6	37.6	74.2
	4	137	100	28.5	40	31.5	71.5
	5	108	100	23.5	56.1	20.4	76.5
	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
<b>2010</b>	3	121	100	31.1	33.6	35.3	68.9
	4	89	100	14.3	52.4	33.3	85.7
	5	129	100	30.1	42.3	27.6	69.9
	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>Science</b>							
<b>2009</b>	3	51	100	36.2	34	29.8	63.8
	4	137	100	20.8	50	29.2	79.2
	5	54	100	27.1	54.2	18.8	72.9
	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
<b>2010</b>	3	64	98.4	46.8	33.9	19.4	53.2
	4	89	100	15.5	67.9	16.7	84.5
	5	64	100	30	60	10	70
	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

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
<b>Social Studies</b>							
<b>2009</b>	3	51	100	12.8	42.6	44.7	87.2
	4	137	100	14.6	46.9	38.5	85.4
	5	55	100	35.3	52.9	11.8	64.7
	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>2010</b>	3	58	98.3	17.9	42.9	39.3	82.1
	4	89	100	17.9	47.6	34.5	82.1
	5	65	100	28.6	46	25.4	71.4
	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>Writing</b>							
<b>2009</b>	3	102	99	29.8	33	37.2	70.2
	4	136	99.3	30.2	34.1	35.7	69.8
	5	104	99	36.1	30.9	33	63.9
	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
<b>2010</b>	3	122	94.3	27.4	23.9	48.7	72.6
	4	88	98.9	17.9	41.7	40.5	82.1
	5	127	98.4	30.3	29.5	40.2	69.7
	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