



## MCKISSICK ELEMENTARY

156 McKissick Road  
Easley, SC 29640

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	340 Students	
<b>Principal</b>	Thomas P. Polidor	864-855-7870
<b>Superintendent</b>	Dr. Henry Hunt	864-397-1000
<b>Board Chair</b>	Jim Shelton	864-836-8465

# 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>Below Average</b>
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	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.

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

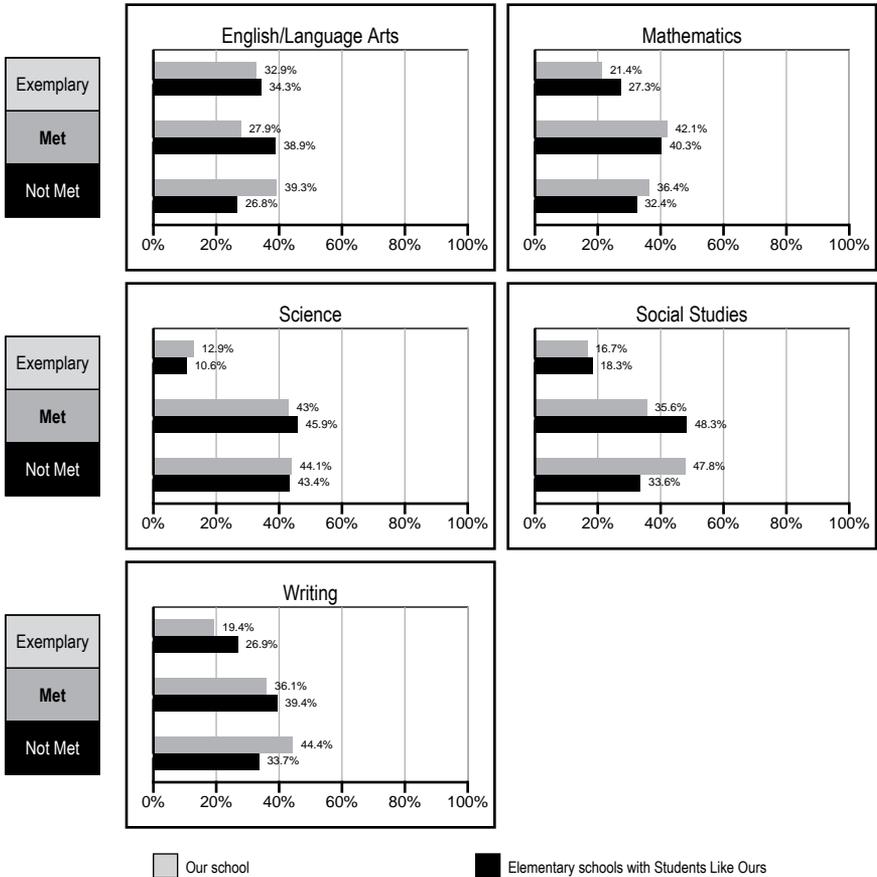
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	9	91	15	1

\* 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=340)</b>				
First graders who attended full-day kindergarten	97.9%	Down from 100.0%	100.0%	100.0%
Retention rate	1.9%	Down from 3.4%	1.6%	1.2%
Attendance rate	95.9%	Down from 96.1%	95.7%	96.1%
Eligible for gifted and talented	17.7%	Up from 5.2%	9.3%	11.7%
With disabilities other than speech	12.2%	Up from 8.9%	9.1%	8.0%
Older than usual for grade	1.2%	Down from 2.0%	0.6%	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=27)</b>				
Teachers with advanced degrees	81.5%	Up from 76.7%	58.3%	60.5%
Continuing contract teachers	88.9%	Up from 83.3%	84.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.2%	Down from 81.6%	85.7%	87.0%
Teacher attendance rate	95.2%	Down from 95.6%	95.0%	95.4%
Average teacher salary*	\$49,571	Up 3.2%	\$46,445	\$47,288
Professional development days/teacher	10.6 days	Down from 16.3 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	18.0	Up from 17.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 16.4 to 1	19.2 to 1	19.2 to 1
Prime instructional time	89.7%	Down from 90.5%	89.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,149	Up 3.2%	\$7,637	\$7,548
Percent of expenditures for instruction**	61.9%	Up from 59.2%	67.5%	68.7%
Percent of expenditures for teacher salaries**	54.4%	Up from 52.8%	64.4%	65.1%

\* 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

McKissick Elementary, a student-centered Title 1 school, serves approximately 350 diverse students from kindergarten through grade five. Accredited by the Southern Association of Colleges and Schools, our mission is to provide a nurturing environment where students will receive educational opportunities that will encourage them to participate in and contribute to a rapidly-changing global society. McKissick focuses on student achievement, school climate/parent involvement, and teacher/administrator quality.

McKissick's instructional program provides quality learning experiences for all students by using Measures of Academic Progress (MAP) as a formative assessment. Teachers meet regularly to discuss PASS and MAP results to plan differentiated instruction. ClassWorks, Calendar Math, Math Out of the Box, Capstone Library, PebbleGo and Study Island enrich the learning environment. Grades 3rd-5th attend math RIT band groups. Spring 2010 MAP results show continued growth in reading and math along with opportunities for improvement.

Recognized for customer service, McKissick won its second Red Carpet award. Our character education program (PBIS) sets common positive behavioral expectations for the school and classrooms. ZestQuest focuses on nutrition and exercise. Our students participate in service learning projects: Jump Rope for the Heart, Pennies for Prevention of Child Abuse, Souper Bowl of Caring and Samaritan's Purse. Our school won the Champions of the Environment grant, a PalmettoPride Green Reader Award, and a Safe Kids School Award.

We implement several initiatives to guide, engage, and connect with the diverse families and cultures of our school community. Our school won four public relations awards for our initiatives to increase parent involvement and communication with our parents. We received awards for a new logo launch, a "Pirate Night" family event, a new weekly newsletter, and a continuously updated school website. The school and teacher websites provide parents with weekly assignments and grade reports. Our four family nights experienced unprecedented attendance. Parent workshops assist parents with a variety of topics. Our active PTO, School Improvement Council and trained volunteers support our instructional programs.

Along with 100% highly qualified teachers, our school has two literacy specialists, one math specialist, and two reading interventionists. Teachers and staff members participate in national, state, and district professional development programs. Our teacher to student ratio is 14:1.

The faculty and staff work diligently to provide each student with a quality educational program. However, student mobility continues to be a major concern for student achievement. The turnover rate during the school year was nearly 35%. Research has clearly shown the negative impact of student mobility on student achievement. Our second challenge is to continue to build upon the strides we've made with parent involvement.

Jeannie Hommerding - SIC Chairperson

Thomas Polidor – Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	46	21
Percent satisfied with learning environment	90.0%	65.2%	85.7%
Percent satisfied with social and physical environment	86.7%	67.4%	85.7%
Percent satisfied with school-home relations	90.0%	68.9%	76.2%

\* 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

YES

This school met 13 out of 13 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	0.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	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
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	151	100	39.3	27.9	32.9	80	87.2	83.5	Yes	Yes
<b>Gender</b>										
Male	89	100	44	25	31	73.8	84	80.1	N/A	N/A
Female	62	100	32.1	32.1	35.7	89.3	90.7	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	106	100	42.7	25	32.3	77.1	88.7	89.6	Yes	Yes
African American	33	100	37.5	34.4	28.1	81.3	75.4	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.1	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	82.5	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.1	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	29	100	79.2	8.3	12.5	45.8	57.1	51.7	I/S	I/S
<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	6	I/S	I/S	I/S	I/S	I/S	81.2	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	120	100	39.3	27.7	33	79.5	81.6	76.9	Yes	Yes

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

All Students	151	100	36.4	42.1	21.4	72.9	83.8	80.4	Yes	Yes
<b>Gender</b>										
Male	89	100	35.7	45.2	19	71.4	81.7	78.4	N/A	N/A
Female	62	100	37.5	37.5	25	75	86.1	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	106	100	33.3	45.8	20.8	72.9	85.6	87.8	Yes	Yes
African American	33	100	40.6	43.8	15.6	75	71.2	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.2	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	72.5	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.8	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	29	100	75	16.7	8.3	37.5	51.2	46.1	I/S	I/S
<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	6	I/S	I/S	I/S	I/S	I/S	78.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	120	100	39.3	38.4	22.3	71.4	76.6	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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
<b>Science</b>								
All Students	102	100	44.1	43	12.9	55.9	76.1	67.3
<b>Gender</b>								
Male	66	100	40.3	45.2	14.5	59.7	76.1	66.9
Female	36	100	51.6	38.7	9.7	48.4	76.2	67.7
<b>Racial/Ethnic Group</b>								
White	73	100	38.5	43.1	18.5	61.5	78.5	79.6
African American	23	100	N/A	N/A	N/A	45.5	57.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.8	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	66.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65	69.5
<b>Disability Status</b>								
Disabled	23	100	63.2	31.6	5.3	36.8	43.7	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	2	I/S	I/S	I/S	I/S	I/S	68.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	77	100	49.3	36.6	14.1	50.7	65.7	55.4
<b>Social Studies</b>								
All Students	98	100	47.8	35.6	16.7	52.2	77	70.9
<b>Gender</b>								
Male	52	100	57.4	23.4	19.1	42.6	76	70.1
Female	46	100	37.2	48.8	14	62.8	78	71.7
<b>Racial/Ethnic Group</b>								
White	65	100	51.7	34.5	13.8	48.3	78.5	79.2
African American	23	100	40.9	40.9	18.2	59.1	64.5	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	83.5	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	73.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70.6	71.2
<b>Disability Status</b>								
Disabled	17	100	N/A	N/A	N/A	21.4	41.2	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	6	I/S	I/S	I/S	I/S	I/S	76.2	68
<b>Socio-Economic Status</b>								
Subsidized meals	78	100	52.1	30.1	17.8	47.9	67.4	60.8

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	153	100	44.4	36.1	19.4	55.6	79.4	72.1	95.9	96.2
<b>Gender</b>										
Male	89	100	53.5	29.1	17.4	46.5	72.7	65.2	95.7	96.2
Female	64	100	31	46.6	22.4	69	86.5	79.2	96	96.2
<b>Racial/Ethnic Group</b>										
White	106	100	41.8	39.8	18.4	58.2	81.3	80.8	95.7	96.1
African American	34	100	57.6	24.2	18.2	42.4	65.4	59.7	95.9	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	87	99.9	97.7
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69.4	64.6	96.4	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	62.1	73.4	96.5	95.1
<b>Disability Status</b>										
Disabled	29	100	76.9	19.2	3.8	23.1	34.8	27.7	95	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	93.1
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	72.5	63.7	97	97.4
<b>Socio-Economic Status</b>										
Subsidized meals	123	100	45.2	34.8	20	54.8	69.8	61.9	95.7	95.5

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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>2009</b>	3	62	98.4	33.3	42.6	24.1	66.7
	4	55	100	39.6	35.4	25	60.4
	5	75	100	22.1	55.9	22.1	77.9
	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	50	100	25.5	25.5	48.9	74.5
	4	49	100	46.5	32.6	20.9	53.5
	5	52	100	46	26	28	54
	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	62	98.4	57.4	24.1	18.5	42.6
	4	55	100	50	41.7	8.3	50
	5	75	100	35.3	51.5	13.2	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	50	100	21.3	40.4	38.3	78.7
	4	49	100	41.9	39.5	18.6	58.1
	5	52	100	46	46	8	54
	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	31	100	53.8	34.6	11.5	46.2
	4	55	100	30.6	51	18.4	69.4
	5	39	100	34.3	60	5.7	65.7
	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	26	100	29.2	41.7	29.2	70.8
	4	49	100	53.5	39.5	7	46.5
	5	27	100	42.3	50	7.7	57.7
	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

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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>2009</b>	3	30	100	25	53.6	21.4	75
	4	55	100	20.4	49	30.6	79.6
	5	36	100	47.1	38.2	14.7	52.9
	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	24	100	43.5	43.5	13	56.5
	4	49	100	48.8	27.9	23.3	51.2
	5	25	100	50	41.7	8.3	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>Writing</b>							
<b>2009</b>	3	60	100	36.4	30.9	32.7	63.6
	4	53	100	55.1	34.7	10.2	44.9
	5	74	98.7	35.8	46.3	17.9	64.2
	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	52	100	34.7	30.6	34.7	65.3
	4	48	100	52.3	38.6	9.1	47.7
	5	53	100	47.1	39.2	13.7	52.9
	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

Abbreviations for Missing Data

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