



## MCCANTS MIDDLE

2123 Marchbanks Avenue  
Anderson, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,306 Students	
<b>Principal</b>	Jacky Stamps	864-260-5145
<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>Excellent</b>	<b>Excellent</b>
2009	Excellent	Average
2008	Good	Average
2007	Good	At-Risk
2006	Good	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 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

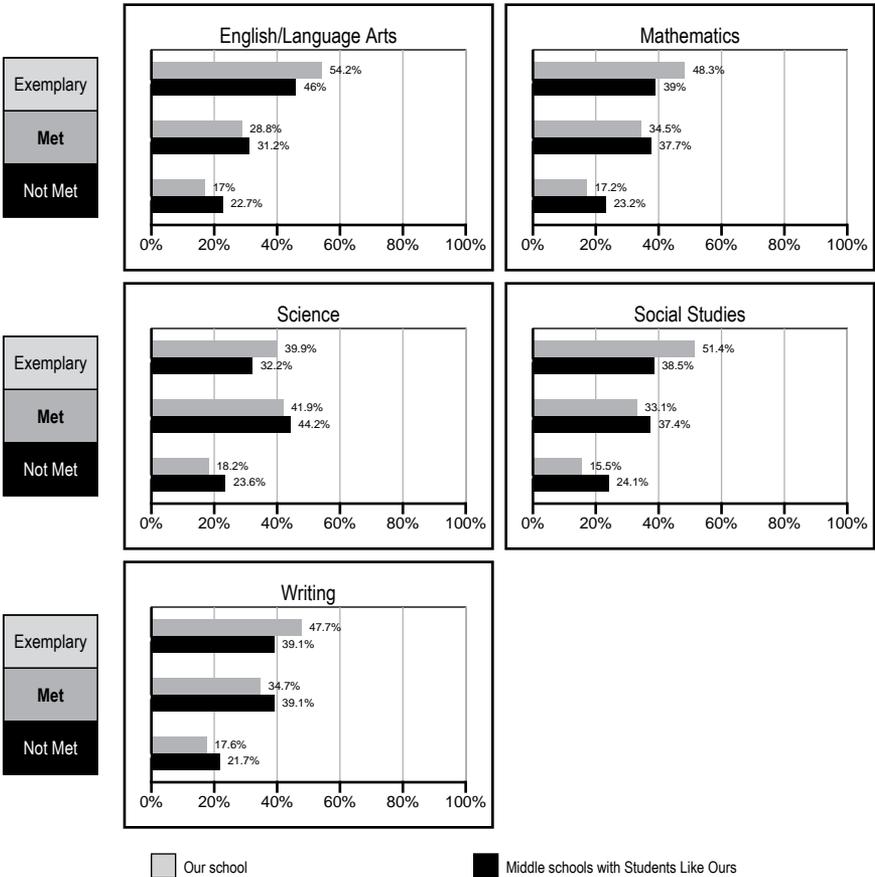
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	18	4	1	0

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

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle 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

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	98.3%
English 1	100.0%	98.2%
Physical Science	N/A	73.8%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	97.6%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=1,306)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	41.7%	Up from 18.1%	36.7%	24.2%
Retention rate	0.7%	Down from 1.3%	0.5%	0.7%
Attendance rate	99.9%	Up from 96.0%	96.6%	95.9%
Eligible for gifted and talented	29.8%	Up from 27.3%	25.6%	16.4%
With disabilities other than speech	9.8%	Down from 11.2%	10.7%	12.0%
Older than usual for grade	1.5%	No Change	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Up from 0.2%	0.4%	0.5%
Annual dropout rate	0.1%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=80)</b>				
Teachers with advanced degrees	60.0%	Up from 55.3%	58.5%	58.5%
Continuing contract teachers	87.5%	Up from 77.6%	83.3%	80.0%
Teachers with emergency or provisional certificates	7.7%	Up from 7.3%	2.3%	4.0%
Teachers returning from previous year	89.2%	Up from 87.0%	87.6%	84.6%
Teacher attendance rate	96.6%	Down from 96.9%	95.8%	95.4%
Average teacher salary*	\$47,144	Up 1.8%	\$48,355	\$46,561
Professional development days/teacher	14.7 days	Up from 11.9 days	8.4 days	10.2 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	23.8 to 1	Up from 22.5 to 1	21.9 to 1	21.1 to 1
Prime instructional time	95.8%	Up from 92.5%	92.1%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.7%	Down from 94.7%	98.1%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$6,249	Up 2.7%	\$7,256	\$7,802
Percent of expenditures for instruction**	69.7%	Up from 67.5%	65.6%	63.8%
Percent of expenditures for teacher salaries**	68.5%	Up from 66.2%	63.4%	60.0%

\* 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

GRADES: 6-8

SCHOOL COLORS: Royal Blue and Gold

SCHOOL MASCOT: Hornet

SCHOOL MOTTO: "Building a Better World....One Student at a Time"

McCants Middle School is a wonderful place for our students, staff, and teachers. For the 2009-2010 school year, we continued to offer challenging and engaging instruction to our students. Excellence and high expectations remain our primary goal as we engage in continuous improvement in academic achievement. We were awarded a Red Carpet for being a school dedicated to valuing and welcoming the entire school community of parents, students, staff, community, and business partners. Teachers and administrators continued working together to align the curriculum to the South Carolina Achievement Standards. We are devoted to developing strategies that encompass data from PASS, MAP, benchmark and teacher assessments. We continue to seek new instructional strategies to move all students to their greatest academic potential. We are also proud of our PTA and School Improvement Council. Our PTA has provided funds for instructional materials, schoolwide activities, and numerous treats that demonstrated teacher and staff appreciation. The PTA, School Improvement Council, and administrative staff continue to increase and provide opportunities for parental involvement. The 2009-2010 school year's biggest challenge was being recognized as an IB candidate school. 2010-2011 will be a busy year as we prepare to become an IB authorized middle school.

We are pleased with our many commendations; however, it is our challenges toward which our greatest efforts will be directed. We will continue to focus on closing the achievement gap so all students perform at the exemplary level. Secondly, all teachers will stand up to the challenge of using data to make decisions that will improve student achievement. We will continue to work together to provide quality learning experiences for all students.

McCants Middle School is a caring organization of parents, students, teachers, and staff, all of whom share a sense of school and civic pride. We, as a diverse community, value education, life, country, and faith.

Jacky R. Stamps, Principal  
2123 Marchbanks Avenue / Anderson, SC 29621  
Phone: 864-260-5145 / Fax: 864-260-5846

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	80	382	150
Percent satisfied with learning environment	96.3%	78.1%	83.9%
Percent satisfied with social and physical environment	97.5%	76.5%	70.5%
Percent satisfied with school-home relations	92.5%	88.8%	75.3%

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

## Abbreviations for Missing Data

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## No Child Left Behind

## School Adequate Yearly Progress

NO

This school met 21 out of 23 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

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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	1293	99.9	19.1	29.2	51.7	87.7	86.4	83.5	Yes	Yes
<b>Gender</b>										
Male	674	100	22.5	28.2	49.3	84.5	83.4	80.1	N/A	N/A
Female	615	99.8	15.3	30.4	54.4	91.3	89.7	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	813	100	9.4	25.4	65.2	94.3	91.6	89.6	Yes	Yes
African American	408	99.8	39.1	36.2	24.7	74.5	78.6	74.6	Yes	Yes
Asian/Pacific Islander	24	100	10.5	26.3	63.2	89.5	90.8	92.7	I/S	I/S
Hispanic	34	100	12.5	43.8	43.8	90.6	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	130	100	71	20.2	8.9	42.7	55	51.7	No	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	38	100	22.2	37.8	40	82.2	84.1	79	Yes	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	550	99.8	34.6	37.4	28	76	80.3	76.9	Yes	Yes

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

All Students	1293	99.9	19.1	37.5	43.4	86.9	84.4	80.4	Yes	Yes
<b>Gender</b>										
Male	674	100	22.2	36.1	41.7	83.3	82.1	78.4	N/A	N/A
Female	615	99.8	15.8	38.9	45.3	90.9	87	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	813	100	9.9	33.7	56.4	94.3	90.7	87.8	Yes	Yes
African American	408	99.8	38.8	44.3	16.9	71.4	74.1	69.3	Yes	Yes
Asian/Pacific Islander	24	100	10.5	21.1	68.4	89.5	95.4	93.5	I/S	I/S
Hispanic	34	100	9.4	62.5	28.1	96.9	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	130	100	75.8	21.8	2.4	32.3	49.3	46.1	No	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	38	100	13.3	48.9	37.8	88.9	89.1	78.9	Yes	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	550	99.8	34.8	45.7	19.5	73.8	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	856	99.9	18	42	40	82	77	67.3
<b>Gender</b>								
Male	431	99.8	19.6	38.3	42.1	80.4	75.5	66.9
Female	422	100	16.3	46	37.7	83.7	78.4	67.7
<b>Racial/Ethnic Group</b>								
White	529	99.8	8.6	38.9	52.5	91.4	86.3	79.6
African American	282	100	36.6	48.3	15.1	63.4	62.9	49.7
Asian/Pacific Islander	15	100	8.3	25	66.7	91.7	90.7	84.4
Hispanic	20	100	10.5	57.9	31.6	89.5	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	91	98.9	67.4	26.7	5.8	32.6	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	23	100	15.4	38.5	46.2	84.6	73.3	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	382	99.7	32	48.4	19.5	68	67.5	55.4
<b>Social Studies</b>								
All Students	848	100	15.6	33.1	51.3	84.4	80.1	70.9
<b>Gender</b>								
Male	443	100	17.3	29.1	53.6	82.7	78.6	70.1
Female	402	100	13.8	37.4	48.8	86.2	81.7	71.7
<b>Racial/Ethnic Group</b>								
White	538	100	10	26.9	63.1	90	85.8	79.2
African American	259	100	26.9	45.3	27.8	73.1	71.2	58.4
Asian/Pacific Islander	15	100	8.3	33.3	58.3	91.7	95.1	86.8
Hispanic	26	100	16.7	45.8	37.5	83.3	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	78	100	54.7	34.7	10.7	45.3	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	29	100	22.9	40	37.1	77.1	77	68
<b>Socio-Economic Status</b>								
Subsidized meals	348	100	28.6	44.4	27	71.4	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	1286	99.8	17.5	34.8	47.7	82.5	75.7	72.1	99.9	99.9
<b>Gender</b>										
Male	671	100	23.3	35.4	41.3	76.7	69.5	65.2	99.9	99.9
Female	615	99.7	11.1	34.1	54.9	88.9	82.3	79.2	99.9	99.9
<b>Racial/Ethnic Group</b>										
White	814	99.9	9.6	29.7	60.7	90.4	84	80.8	99.9	99.9
African American	406	99.8	33.5	45.2	21.3	66.5	63.6	59.7	99.9	99.9
Asian/Pacific Islander	22	100	10.5	21.1	68.4	89.5	85.7	87	99.9	99.9
Hispanic	33	100	15.6	46.9	37.5	84.4	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	129	100	69.4	29	1.6	30.6	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	36	100	24.4	46.7	28.9	75.6	68.2	63.7	99.9	99.9
<b>Socio-Economic Status</b>										
Subsidized meals	540	99.6	30.8	44.6	24.6	69.2	65.9	61.9	99.9	99.9

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>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	417	100	15.7	43.9	40.4	84.3
	7	427	100	19.3	34.9	45.8	80.7
	8	413	99.5	17.2	37.5	45.3	82.8
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	461	100	14.7	31.7	53.7	85.3
	7	412	100	19.7	29	51.3	80.3
	8	420	99.8	23.1	26.9	50	76.9
<b>Mathematics</b>							
<b>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	417	100	16.8	39.6	43.7	83.2
	7	426	100	20.3	39	40.7	79.7
	8	413	99.5	17.5	37.7	44.8	82.5
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	461	100	15.1	35.8	49.1	84.9
	7	412	100	23.1	34.9	42.1	76.9
	8	420	99.8	19.7	41.8	38.6	80.3
<b>Science</b>							
<b>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	205	99.5	14.4	49.7	35.9	85.6
	7	426	100	14.8	48.9	36.3	85.2
	8	206	99.5	16.4	38.5	45.1	83.6
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	231	100	18.3	54.1	27.5	81.7
	7	412	100	17.7	41	41.3	82.3
	8	213	99.5	18.2	31	50.7	81.8

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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	212	99.5	7.5	44.2	48.2	92.5
	7	426	100	20.5	28.4	51.1	79.5
	8	205	100	14.1	26.1	59.8	85.9
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	230	100	5	44	50.9	95
	7	412	100	24.4	25.9	49.7	75.6
	8	206	100	10.1	35.2	54.8	89.9
<b>Writing</b>							
<b>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	420	99.5	19.4	34.1	46.5	80.6
	7	429	99.3	20.7	35.1	44.1	79.3
	8	416	100	21.1	41	37.8	78.9
<b>2010</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	456	100	13.9	35.1	51	86.1
	7	408	100	19.3	33.8	46.8	80.7
	8	422	99.5	19.6	35.4	45	80.4

Abbreviations for Missing Data

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