



McKissick Elementary

156 McKissick Road
Easley, SC 29640

Grades	PK-5 Elementary School	
Enrollment	407 Students	
Principal	Thomas P. Polidor	864-855-7870
Superintendent	Lee D'Andrea, Ph.D.	864-855-8150
Board Chair	Dr. B. J. Skelton	864-868-9691

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	Average
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

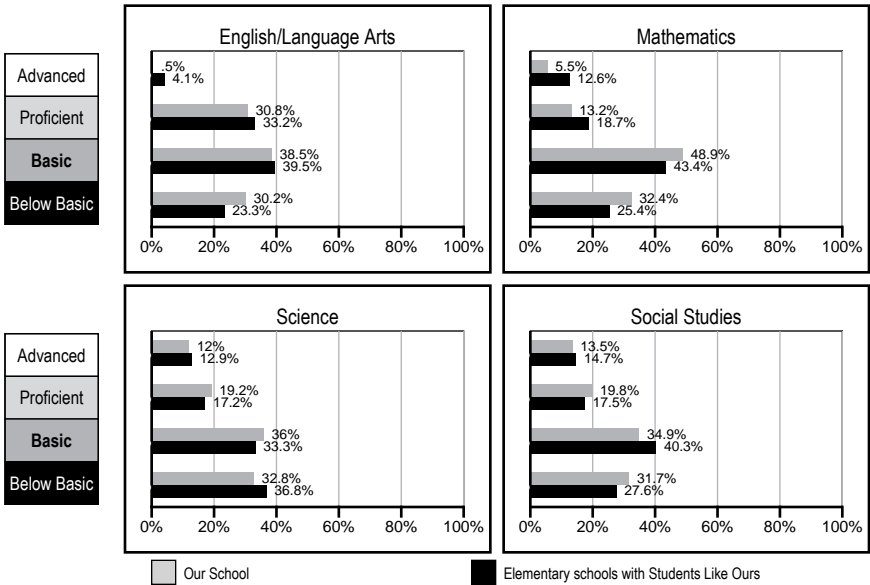
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 91.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	38	44	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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
Students (n=407)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.4%	Up from 3.3%	2.9%	2.3%
Attendance rate	95.9%	Down from 96.1%	96.1%	96.3%
Eligible for gifted and talented	4.9%	Down from 7.4%	8.9%	10.4%
With disabilities other than speech	8.2%	Up from 7.4%	9.0%	7.5%
Older than usual for grade	2.5%	Up from 1.8%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	68.8%	Up from 62.2%	55.6%	56.7%
Continuing contract teachers	90.6%	Up from 86.8%	78.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.2%	Down from 84.4%	86.6%	86.4%
Teacher attendance rate	95.4%	Up from 94.9%	94.8%	94.9%
Average teacher salary	\$46,123	Up 2.4%	\$45,116	\$45,345
Professional development days/teacher	18.3 days	Up from 14.8 days	13.0 days	12.6 days
School				
Principal's years at school	16.0	Up from 15.0	4.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Up from 14.9 to 1	18.5 to 1	18.5 to 1
Prime instructional time	88.6%	Down from 89.3%	89.1%	89.8%
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*	\$10,225	Up 17.3%	\$7,285	\$7,052
Percent of expenditures for instruction*	63.9%	Down from 64.5%	67.8%	69.1%
Percent of expenditures for teacher salaries*	55.1%	Up from 54.2%	63.1%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

McKissick Elementary School is a K4-fifth grade Title 1 school, serving a diverse population of approximately 405 students. Our school has developed a mission and vision statement through the input of community and school stakeholders. The mission of McKissick Elementary is to provide a nurturing environment where students will receive educational opportunities that will encourage them to participate and contribute to a rapidly changing global society. Our vision is to become a "Lighthouse of Learning" where we guide, engage, and connect diverse communities to help all our students build success beyond the classroom.

We stress academic achievement through the use of instructional strategies and programs that meet the needs of our diverse learners. The Thinking Maps program has been implemented in K4-5 grade. The Knights In Action program provides a quality after-school program and we continue to expand the use of technology for students, parents, and teachers. Service learning and service to the community is an important part of our curriculum. Once again, students participated in Jump Rope for Heart and collected a total of \$2300.00. Our Student Council led our school in a penny campaign for Prevent Child Abuse Pickens County and raised \$450.00. Our "Troops Memorial Butterfly Garden" was dedicated to the men and women who have served in the U.S. Armed forces. The garden will also serve as an outdoor learning lab.

McKissick is a Positive Behavior Intervention School. We focus on teaching students how to make responsible and respectful choices. We also focus their attention on being ready to learn. We do this through our rewards and incentive program.

Although we continue to face the challenge of meeting the needs of all our students, we will continue to implement best practices for learning. We will continue to focus on becoming a professional learning community in order to address the challenges learners face in the 21st century.

Thomas Polidor, Principal
Todd McAlister, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	59	28
Percent satisfied with learning environment	95.8%	79.7%	92.9%
Percent satisfied with social and physical environment	100.0%	83.1%	92.6%
Percent satisfied with school-home relations	70.8%	86.4%	89.3%

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

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School Adequate Yearly Progress

NO

This school met 9 out of 15 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

Continuing School Improvement

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. Sanction: Implement the restructuring plan.
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	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	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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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	199	100	30.2	38.5	30.8	0.5	42.9	55.9	48.2	No	Yes
Gender											
Male	109	100	34	40.2	24.7	1	37.1	49.1	41.7	N/A	N/A
Female	90	100	25.9	36.5	37.6	0	49.4	63	55	N/A	N/A
Racial/Ethnic Group											
White	137	100	29.4	35.7	34.1	0.8	46.8	58.4	60	No	Yes
African American	41	100	32.4	43.2	24.3	0	32.4	36.2	31.7	I/S	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	70.4	70.4	I/S	I/S
Hispanic	17	100	26.7	60	13.3	0	33.3	41.4	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	47	I/S	I/S
Disability Status											
Disabled	29	100	65.4	30.8	3.8	0	15.4	17.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	28.6	50	21.4	0	35.7	46	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	134	100	33.3	37.6	29.1	0	41.9	41	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	199	100	32.4	48.9	13.2	5.5	28.6	52.3	45.8	No	Yes
Gender											
Male	109	100	30.9	49.5	15.5	4.1	26.8	52.2	45.6	N/A	N/A
Female	90	100	34.1	48.2	10.6	7.1	30.6	52.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	137	100	30.2	47.6	15.1	7.1	32.5	55	59	No	Yes
African American	41	100	40.5	51.4	8.1	0	13.5	28.8	26.9	I/S	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	74.1	71.3	I/S	I/S
Hispanic	17	100	33.3	53.3	6.7	6.7	33.3	42.8	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	45.5	46.2	I/S	I/S
Disability Status											
Disabled	29	100	57.7	34.6	7.7	0	7.7	18.4	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	28.6	50	14.3	7.1	42.9	51.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	134	100	39.3	46.2	8.5	6	24.8	37.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	135	100	32.8	36	19.2	12	31.2	43.9	35.7	95.9	96.2
Gender											
Male	79	100	30.1	37	19.2	13.7	32.9	46.3	37.4	95.8	96.2
Female	56	100	36.5	34.6	19.2	9.6	28.8	41.4	33.8	96.1	96.3
Racial/Ethnic Group											
White	91	100	29.8	34.5	20.2	15.5	35.7	46.9	49.2	95.6	96.2
African American	27	100	44	36	16	4	20	19.4	17	96.3	96.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	72.9	58	97.8	98
Hispanic	13	100	33.3	50	16.7	0	16.7	27.9	24.9	97.2	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.9	94.9
Disability Status											
Disabled	22	100	60	30	5	5	10	15.7	14	94.6	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	11	100	36.4	36.4	18.2	9.1	27.3	39	24.4	97.6	97.3
Socio-Economic Status											
Subsided meals	93	100	34.9	36.1	20.5	8.4	28.9	30.4	21.1	95.5	95.3
Social Studies											
All Students	138	100	31.7	34.9	19.8	13.5	33.3	43.8	34	95.9	96.2
Gender											
Male	76	100	31.3	29.9	17.9	20.9	38.8	46.1	36.6	95.8	96.2
Female	62	100	32.2	40.7	22	5.1	27.1	41.3	31.3	96.1	96.3
Racial/Ethnic Group											
White	99	100	28.6	34.1	20.9	16.5	37.4	45.8	44.5	95.6	96.2
African American	28	100	50	26.9	15.4	7.7	23.1	24.6	19.1	96.3	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.7	58.9	97.8	98
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	38.5	27.5	97.2	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.9	94.9
Disability Status											
Disabled	18	100	58.8	23.5	11.8	5.9	17.6	16.3	14.4	94.6	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	43.8	27.3	97.6	97.3
Socio-Economic Status											
Subsided meals	96	100	29.8	38.1	21.4	10.7	32.1	29.6	21	95.5	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	73	100	17.7	33.9	46.8	1.6	48.4	
	4	56	100	16.3	51	30.6	2	32.7	
	5	70	97.1	28.3	48.3	21.7	1.7	23.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	26.7	35	36.7	1.7	38.3	
	4	74	100	34.8	33.3	31.9	0	31.9	
	5	62	100	28.3	49.1	22.6	0	22.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	73	100	30.6	64.5	4.8	0	4.8	
	4	56	100	16.3	46.9	22.4	14.3	36.7	
	5	70	98.6	28.3	50	11.7	10	21.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	63	100	43.3	48.3	5	3.3	8.3	
	4	74	100	26.1	52.2	13	8.7	21.7	
	5	62	100	28.3	45.3	22.6	3.8	26.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	37	100	48.4	48.4	3.2	0	3.2	
	4	56	100	26.5	34.7	22.4	16.3	38.8	
	5	35	100	41.9	45.2	3.2	9.7	12.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	31	100	50	26.7	23.3	0	23.3	
	4	74	100	20.3	44.9	21.7	13	34.8	
	5	30	100	46.2	23.1	7.7	23.1	30.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	36	100	32.3	54.8	12.9	0	12.9	
	4	56	100	24.5	44.9	20.4	10.2	30.6	
	5	35	97.1	48.3	34.5	17.2	0	17.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	23.3	40	26.7	10	36.7	
	4	74	100	26.1	36.2	20.3	17.4	37.7	
	5	32	100	55.6	25.9	11.1	7.4	18.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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