



McCants Middle

2123 Marchbanks Avenue
Anderson, South Carolina

Grades	6-8 Middle School	
Enrollment	1,286 Students	
Principal	Jacky Stamps	864-260-5145
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Average
2008	Good	Average
2007	Good	At-Risk
2006	Good	Below Average
2005	Good	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 2008-09 whose 2007-08 test scores were located

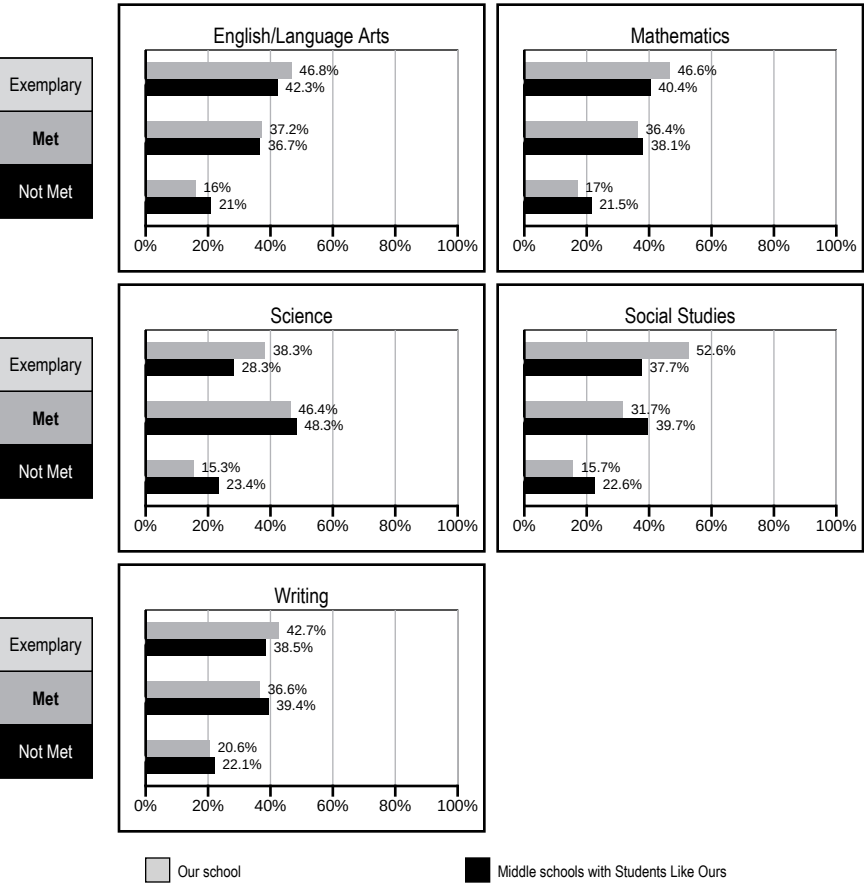
95.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	19	7	0	0

* Ratings are calculated with data available by 06/01/2010.

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%	99.2%
English 1	100.0%	93.7%
Physical Science	N/A	69.3%
US History and the Constitution	N/A	100.0%
All Subjects	100.0%	98.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,286)				
Students enrolled in high school credit courses (grades 7 & 8)	18.1%	Down from 18.5%	34.1%	21.6%
Retention rate	1.3%	Down from 1.6%	1.1%	1.2%
Attendance rate	96.0%	Up from 95.6%	96.3%	95.9%
Eligible for gifted and talented	27.3%	Up from 25.6%	25.1%	14.8%
With disabilities other than speech	11.2%	Down from 13.5%	10.4%	12.6%
Older than usual for grade	1.5%	Down from 2.0%	1.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.7%	0.7%	0.6%
Annual dropout rate	0.2%	No Change	0.0%	0.0%
Teachers (n=85)				
Teachers with advanced degrees	55.3%	Up from 53.4%	57.7%	56.9%
Continuing contract teachers	77.6%	Up from 70.5%	78.4%	72.7%
Teachers with emergency or provisional certificates	7.3%	Up from 3.9%	3.8%	5.3%
Teachers returning from previous year	87.0%	Up from 82.8%	85.3%	82.9%
Teacher attendance rate	96.9%	Up from 96.2%	95.1%	95.2%
Average teacher salary*	\$46,328	Up 4.3%	\$48,674	\$46,599
Professional development days/teacher	11.9 days	Down from 15.1 days	10.6 days	10.8 days
School				
Principal's years at school	13.0	Up from 12.0	5.0	3.0
Student-teacher ratio in core subjects	22.5 to 1	Down from 22.6 to 1	21.7 to 1	20.1 to 1
Prime instructional time	92.5%	Up from 90.2%	90.6%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.7%	Down from 95.1%	97.2%	97.8%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$6,083	Up 3.9%	\$7,199	\$7,645
Percent of expenditures for instruction**	67.5%	Up from 66.6%	65.5%	63.4%
Percent of expenditures for teacher salaries**	66.2%	Up from 65.5%	60.0%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

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 2008-2009 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. This year, our teachers put in almost 1000 days of professional development activities to provide them continuous improvement in their teaching skills and professional knowledge. Teachers and administrators worked together to align the curriculum to the South Carolina Achievement Standards. We are devoted to developing strategies that encompass data from PACT, PASS, and MAP scores and benchmark and teacher assessments. We continue to seek new instructional strategies to move all students to their greatest academic potential. Smooth transition from the elementary schools to the middle school is a top priority as is the transition from McCants Middle School to TL Hanna High School. This year we made conscious efforts to ease these transitions by offering summer transition programs for rising 6th and 9th grade students. We are also proud of our PTA and School Improvement Council. Our PTA has provided funds for instructional materials, school-wide 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.

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 proficient and advanced levels. 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

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	75	377	107
Percent satisfied with learning environment	93.3%	70.6%	78.1%
Percent satisfied with social and physical environment	93.3%	73.3%	61.3%
Percent satisfied with school-home relations	89.2%	85.1%	76.9%

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

Abbreviations for Missing Data

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	
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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	1.6%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

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	1257	99.8	17.4	38.7	43.8	88.6	88.1	82.8	Yes	Yes
Gender										
Male	662	99.7	21.8	37	41.2	84.4	84.9	79.3	N/A	N/A
Female	595	100	12.5	40.7	46.8	93.4	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	802	100	9	34.9	56.1	94.9	92.9	89.5	Yes	Yes
African American	381	99.5	36.6	45.7	17.7	74.6	80.4	73.7	Yes	Yes
Asian/Pacific Islander	33	100	15.6	37.5	46.9	87.5	91.4	92.3	I/S	I/S
Hispanic	30	100	8	64	28	96	88.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	140	98.6	66.9	26.8	6.3	45.7	57	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	23.7	55.3	21.1	78.9	83.5	75.1	I/S	Yes
Socio-Economic Status										
Subsided meals	487	99.6	34.8	46	19.3	75.1	81.6	75.5	Yes	Yes

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

All Students	1256	99.8	18.2	38.8	43	88	84.4	78.9	Yes	Yes
Gender										
Male	661	99.7	21.4	36.1	42.6	85.3	82.7	77	N/A	N/A
Female	595	100	14.6	41.8	43.6	91.1	86.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	801	100	9.5	34.9	55.5	95.2	90.7	87.2	Yes	Yes
African American	381	99.5	38.9	47.4	13.7	70.9	73.2	66.7	Yes	Yes
Asian/Pacific Islander	33	100	9.4	31.3	59.4	96.9	98.8	93	I/S	I/S
Hispanic	30	100	8	52	40	92	91.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	139	98.6	69	25.4	5.6	46	50.6	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	18.4	47.4	34.2	84.2	87.9	76.1	I/S	Yes
Socio-Economic Status										
Subsided meals	487	99.6	37	47.1	15.9	74.4	76.2	70.2	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
Science								
All Students	837	99.8	15.1	46.5	38.4	84.9	80.8	67.5
Gender								
Male	452	100	17.7	41.9	40.3	82.3	79.8	67
Female	385	99.5	11.9	52.1	36	88.1	81.8	68
Racial/Ethnic Group								
White	536	99.8	6.4	44.8	48.8	93.6	89.3	79.5
African American	250	99.6	35.2	50	14.8	64.8	66.2	50.3
Asian/Pacific Islander	22	100	9.5	42.9	47.6	90.5	88.7	84.3
Hispanic	21	100	14.3	52.4	33.3	85.7	84.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	92	100	61.4	31.3	7.2	38.6	44.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	33	100	21.2	51.5	27.3	78.8	82	59.6
Socio-Economic Status								
Subsided meals	329	99.7	28.8	54.3	16.9	71.2	71.3	55.1

Social Studies

All Students	843	99.9	15.7	31.8	52.6	84.3	84.5	72.3
Gender								
Male	444	100	17.3	28.1	54.6	82.7	83.1	71.5
Female	399	99.8	13.8	35.9	50.3	86.2	86	73.2
Racial/Ethnic Group								
White	549	99.8	8.1	27.1	64.8	91.9	89.9	80.7
African American	246	100	34.1	41.9	24	65.9	75.3	60
Asian/Pacific Islander	20	100	15	20	65	85	92.9	88.5
Hispanic	19	100	5.9	52.9	41.2	94.1	88.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	88	98.9	53.8	31.3	15	46.3	56.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	23	100	25	29.2	45.8	75	85.7	67.9
Socio-Economic Status								
Subsided meals	313	99.7	33.7	41	25.3	66.3	76.3	62.1

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
Writing										
All Students	1265	99.6	20.4	36.7	42.8	79.6	75.7	70.2	96	96
Gender										
Male	669	99.6	26.6	36.9	36.4	73.4	68.6	63.2	95.8	95.8
Female	596	99.7	13.5	36.5	50	86.5	83	77.5	96.3	96.1
Racial/Ethnic Group										
White	810	99.9	12.1	34.6	53.2	87.9	82.8	79.1	96.1	95.8
African American	379	98.9	39.7	39.4	21	60.3	64.3	57.6	95.7	96.2
Asian/Pacific Islander	34	100	21.2	42.4	36.4	78.8	86.6	86.2	98	97.2
Hispanic	31	100	14.8	51.9	33.3	85.2	71.1	62.6	96	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	99.1
Disability Status										
Disabled	145	100	77.4	20.3	2.3	22.6	30.6	26.1	94.4	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	41	100	28.9	39.5	31.6	71.1	68.5	61.2	97.1	96.7
Socio-Economic Status										
Subsidized meals	492	99.2	41.3	38.2	20.5	58.7	63.7	58.9	94.8	95.3

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							
2009	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
Mathematics							
2009	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
Science							
2009	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
Social Studies							
2009	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
Writing							
2009	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

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample