

McBee Elementary

284 E. Maple Ave.
McBee, South Carolina

Grades	PK-6 Elementary School	
Enrollment	421 Students	
Principal	David Nutt	843-335-8347
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad Vick	(843)623-6768

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Average	Good
2007	Average	Good
2006	Average	Below Average
2005	Average	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.

http://ed.sc.gov
http://www.eoc.sc.gov

McBee Elementary	06/01/10-1301020

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

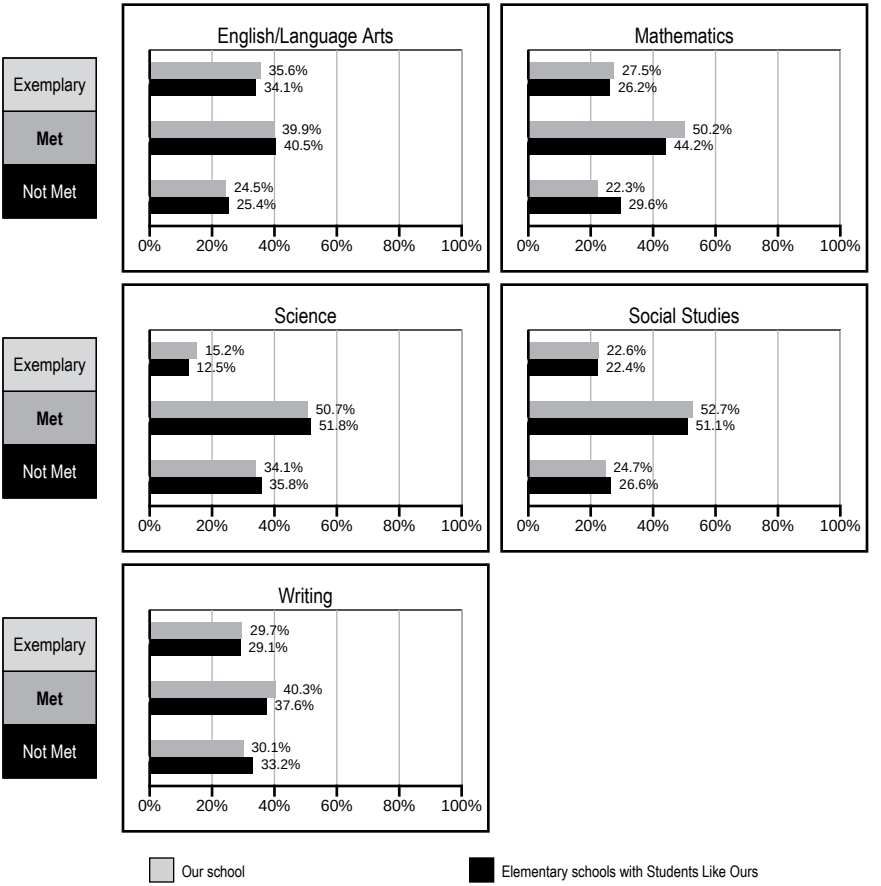
Percent of students tested in 2008-09 whose 2007-08 test scores were located	97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	17	85	10	0

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

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
Students (n=421)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Up from 1.0%	2.4%	1.9%
Attendance rate	96.5%	Down from 96.6%	96.2%	96.3%
Eligible for gifted and talented	10.7%	Down from 11.2%	8.7%	10.0%
With disabilities other than speech	6.2%	Up from 4.3%	9.2%	7.7%
Older than usual for grade	0.0%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	57.7%	No Change	60.5%	59.4%
Continuing contract teachers	88.5%	Up from 80.8%	82.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.3%	Up from 88.2%	87.1%	85.9%
Teacher attendance rate	94.8%	Up from 94.6%	95.0%	95.1%
Average teacher salary*	$45,739	Up 2.0%	$47,415	$47,149
Professional development days/teacher	10.1 days	Down from 18.3 days	11.5 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 16.6 to 1	19.0 to 1	18.8 to 1
Prime instructional time	88.6%	Up from 86.0%	90.1%	90.4%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Up from 96.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$6,494	Up 10.5%	$7,409	$7,458
Percent of expenditures for instruction**	66.1%	Down from 68.6%	68.5%	68.8%
Percent of expenditures for teacher salaries**	62.6%	Down from 64.7%	61.9%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

This year was one we will not soon forget at McBee Elementary School. Samples of our accomplishments are listed below.

Our school continues to be one of the most technologically advanced elementary schools in South Carolina. Through the use of Title I, lottery, grant, and other funds, we purchased additional Promethean boards, LCD projectors, ACTIV votes, and ACTIV expressions.

In addition to purchasing technology, Title I funds helped our school in many ways. Through the funds, a teacher was added to reduce class size. A curriculum coach was used to assist teachers in improving academic instruction. In addition, the funds were used to purchase instructional materials for students.

For the second year in a row, McBee Elementary won the Palmetto Silver Award for student scores on PACT. We attribute that success to an excellent staff, community and parental support, wonderful children, use of technology by teachers, and intensive staff development.

All classroom teachers participated in an intensive book study on homework. The study groups focused on improving teacher knowledge of what research says is most beneficial in regards to homework.

Computerized benchmark tests (MAP) were given to help improve PACT scores. MAP results, which were available within 48 hours of students taking the test, helped teachers individualize instruction for their students.

MAP data was used to form Math focus groups.

From fall to spring, significant growth was shown in all areas tested (Math & ELA) as measured by the MAP test.

Our school worked closely with the Hartsville YMCA and Hopewell Community Center. Both provided after-school programs to enrich students' academic, social, artistic, and communication skills.

In reflecting on the 2008-2009 school year, we are extremely pleased with the academic and social progress made by our students. Such progress makes us very optimistic about the future successes our students will achieve.

David Nutt, Principal
Pam Youngblood, School Improvement Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	0	0
Percent satisfied with learning environment	100.0%	N/R	N/R
Percent satisfied with social and physical environment	100.0%	N/R	N/R
Percent satisfied with school-home relations	100.0%	N/R	N/R

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

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School Adequate Yearly Progress	YES

This school met 17 out of 17 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	18.5%	0.0%	No
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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McBee Elementary										06/01/10-1301020
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	245	100	24.5	39.9	35.6	85.4	80.1	82.8	Yes	Yes
Gender										
Male	136	100	26.2	40.8	33.1	83.1	76.2	79.3	N/A	N/A
Female	109	100	22.3	38.8	38.8	88.3	84.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	160	100	19	36.6	44.4	87.6	87.5	89.5	Yes	Yes
African American	70	100	34.8	45.5	19.7	80.3	70	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	13	100	33.3	50	16.7	83.3	73.6	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	31	100	56.7	26.7	16.7	56.7	54	52	I/S	I/S
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	6	I/S	I/S	I/S	I/S	I/S	71.8	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	147	100	34.1	42.8	23.2	79.7	74.5	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	245	100	22.3	50.2	27.5	84.1	76.6	78.9	Yes	Yes
Gender										
Male	136	100	21.5	49.2	29.2	83.8	73	77	N/A	N/A
Female	109	100	23.3	51.5	25.2	84.5	80.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	160	100	17.6	47.1	35.3	87.6	85.1	87.2	Yes	Yes
African American	70	100	33.3	59.1	7.6	77.3	65.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	93	I/S	I/S
Hispanic	13	100	16.7	41.7	41.7	83.3	67.3	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	31	100	46.7	36.7	16.7	60	42.3	45.5	I/S	I/S
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	6	I/S	I/S	I/S	I/S	I/S	68.2	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	147	100	32.6	52.2	15.2	76.1	70.3	70.2	Yes	Yes

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

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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
Science								
All Students	146	99.3	33.6	51.1	15.3	66.4	62.9	67.5
Gender								
Male	81	98.8	29.3	54.7	16	70.7	60.7	67
Female	65	100	38.7	46.8	14.5	61.3	65.1	68
Racial/Ethnic Group								
White	90	98.9	24.7	52.9	22.4	75.3	74	79.5
African American	45	100	47.6	47.6	4.8	52.4	48.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	48.5	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	16	100	56.3	37.5	6.3	43.8	32.9	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	6	I/S	I/S	I/S	I/S	I/S	55.6	59.6
Socio-Economic Status								
Subsized meals	90	98.9	42.2	48.2	9.6	57.8	53.9	55.1
Social Studies								
All Students	151	100	24.7	52.7	22.6	75.3	67.4	72.3
Gender								
Male	88	100	20.9	53.5	25.6	79.1	66	71.5
Female	63	100	30	51.7	18.3	70	68.8	73.2
Racial/Ethnic Group								
White	104	100	19	49	32	81	75.8	80.7
African American	41	100	37.5	60	2.5	62.5	55.8	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	63	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	22	100	42.9	52.4	4.8	57.1	41.9	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	1	I/S	I/S	I/S	I/S	I/S	63.9	67.9
Socio-Economic Status								
Subsized meals	87	100	33.3	54.8	11.9	66.7	59.9	62.1

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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
Writing										
All Students	247	100	30.1	40.3	29.7	69.9	64.7	70.2	96.5	95.8
Gender										
Male	137	100	38.2	36.6	25.2	61.8	55.9	63.2	96.6	95.6
Female	110	100	20	44.8	35.2	80	73.4	77.5	96.4	95.9
Racial/Ethnic Group										
White	162	100	25.8	36.1	38.1	74.2	72.4	79.1	96.4	95.4
African American	71	100	35.8	50.7	13.4	64.2	54.2	57.6	97	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	86.2	N/A	97.4
Hispanic	12	100	41.7	41.7	16.7	58.3	60.3	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	96.2
Disability Status										
Disabled	30	100	75.9	13.8	10.3	24.1	21.9	26.1	96.3	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	62	61.2	96.7	96.8
Socio-Economic Status										
Subsized meals	151	100	39.9	46.9	13.3	60.1	57.1	58.9	96.1	95.5

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McBee Elementary 06/01/10-1301020

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	69	100	21.2	36.4	42.4	78.8
	4	52	100	19.6	47.1	33.3	80.4
	5	76	100	24.3	47.1	28.6	75.7
	6	48	100	34.8	26.1	39.1	65.2
	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
Mathematics							
2009	3	69	100	25.8	43.9	30.3	74.2
	4	52	100	9.8	64.7	25.5	90.2
	5	76	100	28.6	52.9	18.6	71.4
	6	48	100	21.7	39.1	39.1	78.3
	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
Science							
2009	3	33	97	46.7	33.3	20	53.3
	4	52	100	23.5	68.6	7.8	76.5
	5	39	100	45.7	31.4	22.9	54.3
	6	22	100	19	66.7	14.3	81
	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
Social Studies							
2009	3	36	100	42.9	42.9	14.3	57.1
	4	52	100	7.8	66.7	25.5	92.2
	5	37	100	37.1	34.3	28.6	62.9
	6	26	100	16	64	20	84
	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
Writing							
2009	3	70	100	32.8	35.8	31.3	67.2
	4	52	100	27.5	54.9	17.6	72.5
	5	75	100	30	35.7	34.3	70
	6	50	100	29.2	37.5	33.3	70.8
	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

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