

Cyril B Busbee Creative Arts Academy

501 Bulldog Boulevard
Cayce, SC 29033

Grades	6-8 Middle School	
Enrollment	349 Students	
Principal	C. R. Hall	803-739-4070
Superintendent	Venus J. Holland, Ed. D.	803-739-8399
Board Chair	Rick Shull	803-796-9172

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	Average
2005	Below 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.

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

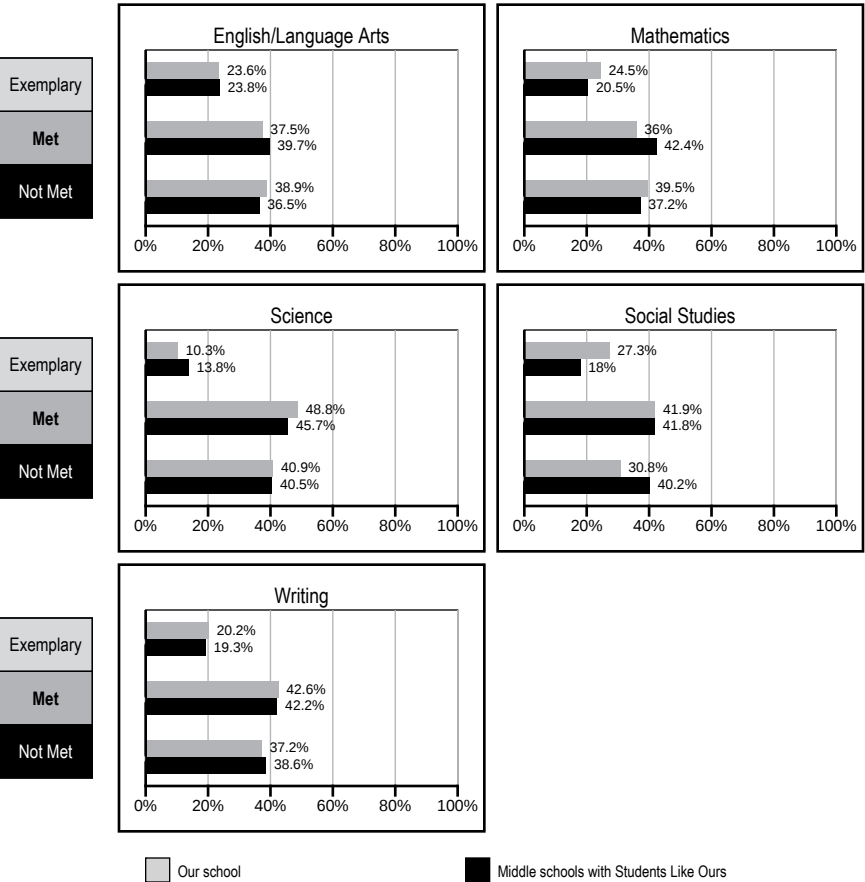
95.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	30	14	1

* 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	93.3%	92.1%
English 1	86.7%	90.0%
Physical Science	N/A	94.8%
US History and the Constitution	N/A	N/A
All Subjects	90.0%	91.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=349)				
Students enrolled in high school credit courses (grades 7 & 8)	18.5%	Up from 15.2%	20.1%	21.6%
Retention rate	0.3%	Down from 2.6%	1.5%	1.2%
Attendance rate	95.2%	Down from 95.4%	95.6%	95.9%
Eligible for gifted and talented	15.7%	Up from 13.8%	12.5%	14.8%
With disabilities other than speech	16.5%	Down from 17.1%	14.1%	12.6%
Older than usual for grade	2.3%	Down from 5.0%	3.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.7%	Up from 0.0%	1.1%	0.6%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	46.9%	Up from 44.8%	56.3%	56.9%
Continuing contract teachers	62.5%	Up from 55.2%	70.0%	72.7%
Teachers with emergency or provisional certificates	14.8%	Up from 0.0%	7.4%	5.3%
Teachers returning from previous year	63.5%	Down from 72.9%	79.7%	82.9%
Teacher attendance rate	96.9%	Up from 95.8%	95.2%	95.2%
Average teacher salary*	\$42,884	Up 6.5%	\$45,974	\$46,599
Professional development days/teacher	17.6 days	Up from 16.8 days	12.2 days	10.8 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 18.4 to 1	19.3 to 1	20.1 to 1
Prime instructional time	91.3%	Up from 90.9%	89.8%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.9%	97.8%	97.8%
Character development program	Below Average	No Change	Good	Good
Dollars spent per pupil**	\$7,905	Up 5.4%	\$8,000	\$7,645
Percent of expenditures for instruction**	59.3%	Down from 61.7%	63.5%	63.4%
Percent of expenditures for teacher salaries**	56.9%	Down from 58.7%	55.6%	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

Busbee Creative Arts Academy believes in providing an atmosphere that enables students to become confident, self-directed, lifelong learners. This year we focused on Steven Covey's Seven Habits of Highly Effective Teens during our student learning community time and implemented initiatives that would build and strengthen the students' academic skills.

We began the year with a school-wide field trip to see a ballet of Hansel and Gretel at the Koger Center of the Performing Arts. The students experienced Pinocchio, an opera performed by the University of South Carolina opera group. Classical guitarist Christian Thomas Lee spent a week with us in the spring. He shared his musical talents and rare art collection, such as an original Picasso, with the students. Author Terry Tucker-Ward spent an afternoon sharing her novel, "Moonlight and Millwhistles." Mr. Matthews, our drama teacher, is working to translate the book into a play. Several students premiered scenes for Terry Tucker-Ward.

Along with our School Improvement Council, we monitored student progress and improvement. To help improve student learning, computers were added to every language arts and math class. Teachers were able to use PLATO within their rooms to remediate and accelerate the learning process. Another initiative involved a faculty member holding individual writing conferences with each student prior to the March PASS writing test. To extend the students' learning and support the district's summer reading program, we provided summer reading books that were distributed on the last day of school.

We continue to recognize that students need to be in a class to learn and that we needed to reduce the amount of time students spend out of the classroom for discipline. The faculty participated in extensive professional development on the Effective Teacher video series by Harry Wong. The training guided our focus back to procedures over discipline. In team meetings, teacher shared and reflected on best practices, such as reading in the content area and Marzano's Classroom Instruction that Works.

Busbee Creative Arts Academy continues to strive and develop better ways to improve our students' academic progress and preparation for high school. We will continue to use data from MAP Testing, PASS Testing, End of Course Tests, parent surveys, and student perception surveys to drive our instructional focus.

Bob Raven, SIC Chair
C. R. Hall, Principal

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	18	111	31
Percent satisfied with learning environment	100.0%	65.5%	72.4%
Percent satisfied with social and physical environment	94.4%	72.1%	71.0%
Percent satisfied with school-home relations	83.3%	73.0%	66.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress NO

This school met 19 out of 21 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	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
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	336	100	40.1	38.7	21.2	68.9	82.1	82.8	Yes	Yes
Gender										
Male	173	100	43.1	35.9	20.9	65.4	77.5	79.3	N/A	N/A
Female	163	100	36.9	41.6	21.5	72.5	86.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	137	100	29.4	39.7	31	81	89	89.5	Yes	Yes
African American	165	100	50	37.5	12.5	59.7	72.4	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.9	92.3	I/S	I/S
Hispanic	29	100	39.3	39.3	21.4	60.7	72.7	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	59	100	N/AV	N/AV	N/AV	23.5	49.7	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	41.4	41.4	17.2	58.6	69.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	222	100	46.5	39.1	14.4	61.9	74.7	75.5	Yes	Yes

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

All Students	336	100	42.1	37.1	20.9	71.5	79	78.9	Yes	Yes
Gender										
Male	173	100	41.8	32.7	25.5	68	76.5	77	N/A	N/A
Female	163	100	42.3	41.6	16.1	75.2	81.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	137	100	28.6	34.1	37.3	80.2	86.8	87.2	Yes	Yes
African American	165	100	56.3	35.4	8.3	63.2	66.4	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	97	93	I/S	I/S
Hispanic	29	100	32.1	53.6	14.3	75	75.3	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	59	100	84.3	13.7	2	25.5	44.7	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	34.5	51.7	13.8	72.4	72.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	222	100	49.5	38.6	11.9	66.3	71.3	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	226	100	40.9	48.8	10.3	59.1	68	67.5
Gender								
Male	118	100	41.9	45.7	12.4	58.1	66.4	67
Female	108	100	39.8	52	8.2	60.2	69.7	68
Racial/Ethnic Group								
White	92	100	24.7	55.3	20	75.3	79.7	79.5
African American	113	100	54.1	42.9	3.1	45.9	49.8	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	75	84.3
Hispanic	17	100	N/AV	N/AV	N/AV	56.3	59.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	44	100	N/AV	N/AV	N/AV	23.1	37.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	20	100	N/AV	N/AV	N/AV	52.6	55.8	59.6
Socio-Economic Status								
Subsided meals	149	100	49.6	45.1	5.3	50.4	56.3	55.1

Social Studies								
All Students	220	100	30.8	41.9	27.3	69.2	73.2	72.3
Gender								
Male	118	100	34.3	32.4	33.3	65.7	70.7	71.5
Female	102	100	26.9	52.7	20.4	73.1	75.7	73.2
Racial/Ethnic Group								
White	94	100	19.8	38.4	41.9	80.2	80.5	80.7
African American	105	100	41.9	44.1	14	58.1	61.6	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.2	88.5
Hispanic	17	100	25	50	25	75	69.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	37	100	81.8	15.2	3	18.2	41.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	19	100	29.4	52.9	17.6	70.6	67.9	67.9
Socio-Economic Status								
Subsided meals	136	100	36.8	44.8	18.4	63.2	65.2	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	345	99.1	36.8	42.9	20.3	63.2	68.3	70.2	95.2	95.8
Gender										
Male	180	98.3	40.5	44.3	15.2	59.5	59.9	63.2	94.6	95.8
Female	165	100	32.9	41.4	25.7	67.1	76.8	77.5	95.8	95.9
Racial/Ethnic Group										
White	138	99.3	26.8	42.5	30.7	73.2	76.1	79.1	94.9	95.6
African American	173	98.8	43.7	43	13.2	56.3	56.1	57.6	95.1	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.9	86.2	98.5	96.5
Hispanic	29	100	46.4	46.4	7.1	53.6	62.8	62.6	96.3	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.6
Disability Status										
Disabled	59	98.3	N/AV	N/AV	N/AV	19.6	23	26.1	94.5	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.2
English Proficiency										
Limited English Proficient	31	100	48.3	41.4	10.3	51.7	59.2	61.2	96.9	96.2
Socio-Economic Status										
Subsidized meals	233	98.7	42.4	45.2	12.4	57.6	58.8	58.9	94.9	95.4

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	100	100	37.9	43.7	18.4	62.1
	7	110	100	38.8	34.7	26.5	61.2
	8	126	100	42.7	38.5	18.8	57.3
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	100	100	29.9	44.8	25.3	70.1
	7	110	100	42.9	35.7	21.4	57.1
	8	126	100	50.4	32.5	17.1	49.6
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	52	100	42.2	53.3	4.4	57.8
	7	110	100	32.3	49.5	18.2	67.7
	8	64	100	54.2	44.1	1.7	45.8
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	48	100	14.3	69	16.7	85.7
	7	110	100	42.9	33.7	23.5	57.1
	8	62	100	22.4	36.2	41.4	77.6
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	105	100	33.7	42.4	23.9	66.3
	7	111	98.2	38	42	20	62
	8	129	99.2	38.1	44.1	17.8	61.9

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample