

MCBEE HIGH

264 E. Pine Avenue
McBee, South Carolina

Grades	7-12 Middle School	
Enrollment	477 Students	
Principal	Dennis McDaniel	843-335-8251
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad Vick	(843)623-6768

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk

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

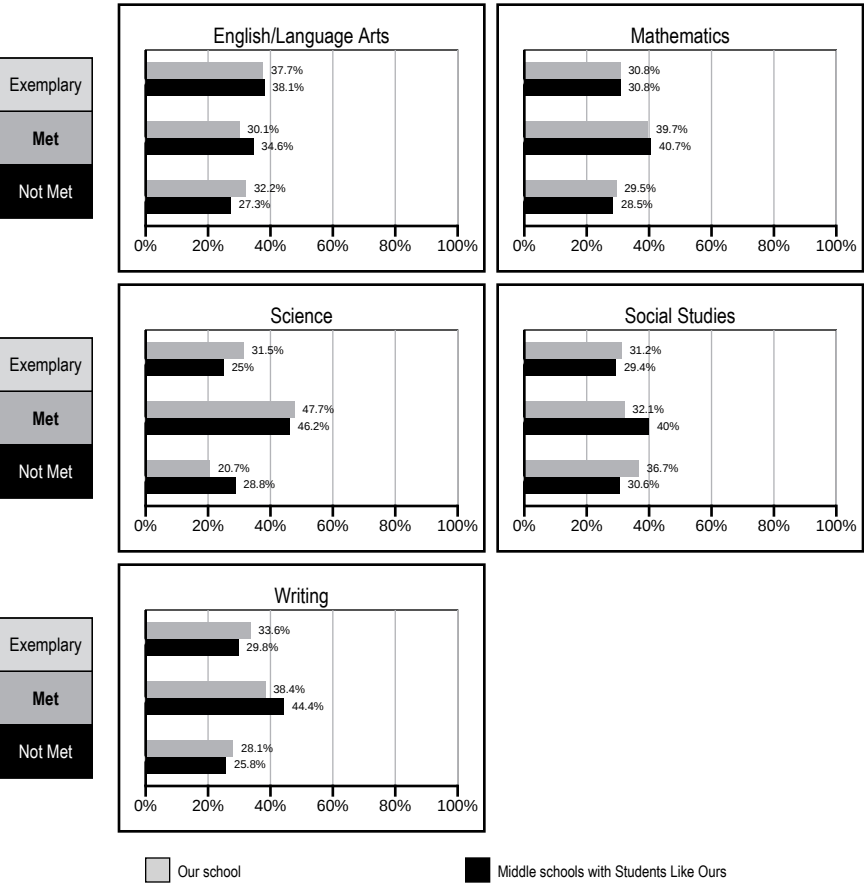
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	13	36	0	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	N/A	96.4%
English 1	N/A	97.1%
Physical Science	N/A	44.2%
US History and the Constitution	N/A	N/A
All Subjects	N/A	96.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=477)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	29.6%	24.2%
Retention rate	6.4%	Down from 7.6%	0.8%	0.7%
Attendance rate	94.7%	Up from 93.0%	95.8%	95.9%
Eligible for gifted and talented	11.0%	Up from 10.6%	18.8%	16.4%
With disabilities other than speech	9.5%	Up from 8.9%	12.1%	12.0%
Older than usual for grade	10.9%	Up from 9.1%	2.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.2%	Up from 1.7%	0.9%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	59.4%	Up from 57.6%	60.2%	58.5%
Continuing contract teachers	90.6%	Up from 87.9%	84.8%	80.0%
Teachers with emergency or provisional certificates	6.5%	Up from 6.1%	3.0%	4.0%
Teachers returning from previous year	90.8%	Up from 90.7%	85.9%	84.6%
Teacher attendance rate	95.1%	Up from 95.0%	95.6%	95.4%
Average teacher salary*	\$46,508	Down 0.3%	\$47,345	\$46,561
Professional development days/teacher	9.7 days	Down from 12.8 days	10.0 days	10.2 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	28.1 to 1	Up from 23.6 to 1	22.1 to 1	21.1 to 1
Prime instructional time	88.6%	Up from 86.6%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.5%	Down from 96.2%	98.8%	98.1%
Character development program	Below Average	Down from Excellent	Good	Good
Dollars spent per pupil**	\$7,788	Down 2.3%	\$7,369	\$7,802
Percent of expenditures for instruction**	63.1%	Down from 63.9%	63.9%	63.8%
Percent of expenditures for teacher salaries**	58.4%	Up from 56.6%	60.5%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2009-2010 school year has been very successful for our school. In all areas—arts, academics, and athletics—we have worked hard to excel and achieve the best possible results. Excellence is always our goal.

The music department is a perfect example of striving for excellence. After many years without a program, the revived “Spirit” marching band fielded a successful group in several competitions. The chorus has also exceeded expectations, even applying to and being accepted to perform at Walt Disney World in Florida. Both of these seem to be well ahead of the original schedule for building of our music program, which is exciting. Similarly, the art program has made submission to several contests and produced several winners in county and regional competitions.

While our school did not meet Adequate Yearly Progress (AYP) in 2008-2009, I do not believe that this was completely indicative of our academic performance. MHS students and teachers have worked extremely hard to teach and master standards and participate in productive learning and growth experiences. Our seniors continue to be competitive with expected graduates from other schools, as evidenced by the large number of scholarships and recognitions they have received. Such recognitions are not unique to our senior class, but rather are noticed through all of the 7-12 classifications. Ancillary organizations, such as FBLA and FFA, further use academics as the base for their programs and achieve similar successes in state and national competitions. In short, our academic programs are extremely competitive with other schools and, in many ways, exceed them.

Our athletic programs also have achieved great success. Our football program had one of the best seasons in many years, as have several of our other sports that qualified for post-season play and advanced therein. Both individually and collectively, our student-athletes have demonstrated hard work, determination, and sportsmanship, as they have represented our school on the athletic fields and courts. Overall, this has been a very successful outgrowth of our classroom experience.

Unquestionably, McBee High is one of the finest schools in Chesterfield County, in the Pee Dee region, and in the state of South Carolina. Most assuredly, the accomplishments mentioned above are indicative of dedicated teachers and coaches reaching out to touch the lives of young people. It is further indicative of students and parents joining teachers in this effort as the most important component of success. And, most importantly, this shows that we are meeting our mission “to prepare students to meet goals for future education and employment, to become contributing members of their diverse communities, and to develop lifelong habits of learning and self-discipline.”

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

School Adequate Yearly Progress

YES

This school met 13 out of 13 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		1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.7%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.7%	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	150	100	32.2	30.1	37.7	79.5	79.7	83.5	Yes	Yes
Gender										
Male	78	100	42.1	27.6	30.3	76.3	76.1	80.1	N/A	N/A
Female	72	100	21.4	32.9	45.7	82.9	83.2	87	N/A	N/A
Racial/Ethnic Group										
White	119	100	28.2	26.5	45.3	83.8	86.8	89.6	Yes	Yes
African American	25	100	52.2	39.1	8.7	60.9	69.6	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	79.5	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	85.1	I/S	I/S
Disability Status										
Disabled	17	100	70.6	17.6	11.8	52.9	48.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	81	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	78	100	44.2	32.5	23.4	70.1	75	76.9	Yes	Yes

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

All Students	150	100	29.5	39.7	30.8	81.5	77.4	80.4	Yes	Yes
Gender										
Male	78	100	31.6	38.2	30.3	80.3	73.6	78.4	N/A	N/A
Female	72	100	27.1	41.4	31.4	82.9	81.1	82.5	N/A	N/A
Racial/Ethnic Group										
White	119	100	24.8	38.5	36.8	82.9	86	87.8	Yes	Yes
African American	25	100	52.2	43.5	4.3	78.3	65.6	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	74.4	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	83.2	I/S	I/S
Disability Status										
Disabled	17	100	70.6	23.5	5.9	47.1	42	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	81	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	78	100	42.9	40.3	16.9	72.7	72.8	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
Science								
All Students	113	100	20.7	47.7	31.5	79.3	59.1	67.3
Gender								
Male	58	100	24.6	36.8	38.6	75.4	58.2	66.9
Female	55	100	16.7	59.3	24.1	83.3	59.9	67.7
Racial/Ethnic Group								
White	88	100	14.9	46	39.1	85.1	72.1	79.6
African American	21	100	N/A	N/A	N/A	50	41.9	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	51.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	16	100	50	31.3	18.8	50	33.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	53.6	58.6
Socio-Economic Status								
Subsidized meals	62	100	32.3	48.4	19.4	67.7	51.4	55.4

Social Studies

All Students	113	100	36.7	32.1	31.2	63.3	62.2	70.9
Gender								
Male	62	100	35	33.3	31.7	65	61.8	70.1
Female	51	100	38.8	30.6	30.6	61.2	62.5	71.7
Racial/Ethnic Group								
White	90	100	31.8	30.7	37.5	68.2	72.5	79.2
African American	18	100	N/A	N/A	N/A	31.3	47.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	58.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	14	100	71.4	7.1	21.4	28.6	33.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	64.3	68
Socio-Economic Status								
Subsidized meals	59	100	50	24.1	25.9	50	54.9	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
Writing										
All Students	150	99.3	27.6	38.6	33.8	72.4	69.1	72.1	96.8	95.7
Gender										
Male	78	98.7	32	41.3	26.7	68	60.8	65.2	96.5	95.7
Female	72	100	22.9	35.7	41.4	77.1	77.3	79.2	97.1	95.8
Racial/Ethnic Group										
White	119	100	23.1	37.6	39.3	76.9	78.2	80.8	96.6	95.4
African American	25	96	50	40.9	9.1	50	56.3	59.7	97.8	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	87	N/A	97.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	68.7	64.6	96.6	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	73.4	N/A	95.8
Disability Status										
Disabled	17	100	76.5	17.6	5.9	23.5	20	27.7	96.1	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	72.4	63.7	98	96.6
Socio-Economic Status										
Subsidized meals	78	98.7	40.8	34.2	25	59.2	62.4	61.9	96.3	95.4

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
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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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	71	100	22.7	37.9	39.4	77.3
	8	73	100	40.8	28.2	31	59.2
2010	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	0	N/A	N/A	N/A	N/A	N/A
	7	76	100	33.8	25.7	40.5	66.2
	8	74	100	30.6	34.7	34.7	69.4

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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	71	100	12.1	59.1	28.8	87.9
	8	73	100	42.3	38	19.7	57.7
2010	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	0	N/A	N/A	N/A	N/A	N/A
	7	76	100	33.8	29.7	36.5	66.2
	8	74	100	25	50	25	75

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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	71	100	16.7	59.1	24.2	83.3
	8	37	100	31.4	25.7	42.9	68.6
2010	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	0	N/A	N/A	N/A	N/A	N/A
	7	76	100	24.3	48.6	27	75.7
	8	37	100	13.5	45.9	40.5	86.5

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
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	71	100	34.8	45.5	19.7	65.2
	8	36	100	33.3	36.1	30.6	66.7
2010	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	0	N/A	N/A	N/A	N/A	N/A
	7	76	100	41.9	33.8	24.3	58.1
	8	37	100	25.7	28.6	45.7	74.3
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	72	100	20.3	37.7	42	79.7
	8	73	100	56.9	22.2	20.8	43.1
2010	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	76	98.7	31.5	34.2	34.2	68.5
	8	74	100	23.6	43.1	33.3	76.4

Abbreviations for Missing Data

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