



CYRIL B BUSBEE ELEMENTARY

20 A.L. Corbett Cir.
Wagener, South Carolina

Grades	PK-5 Elementary School	
Enrollment	562 Students	
Principal	Rose S Marshall	803-564-1000
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

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	Good
2008	Below Average	Good
2007	Below Average	Below Average
2006	Average	Good

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

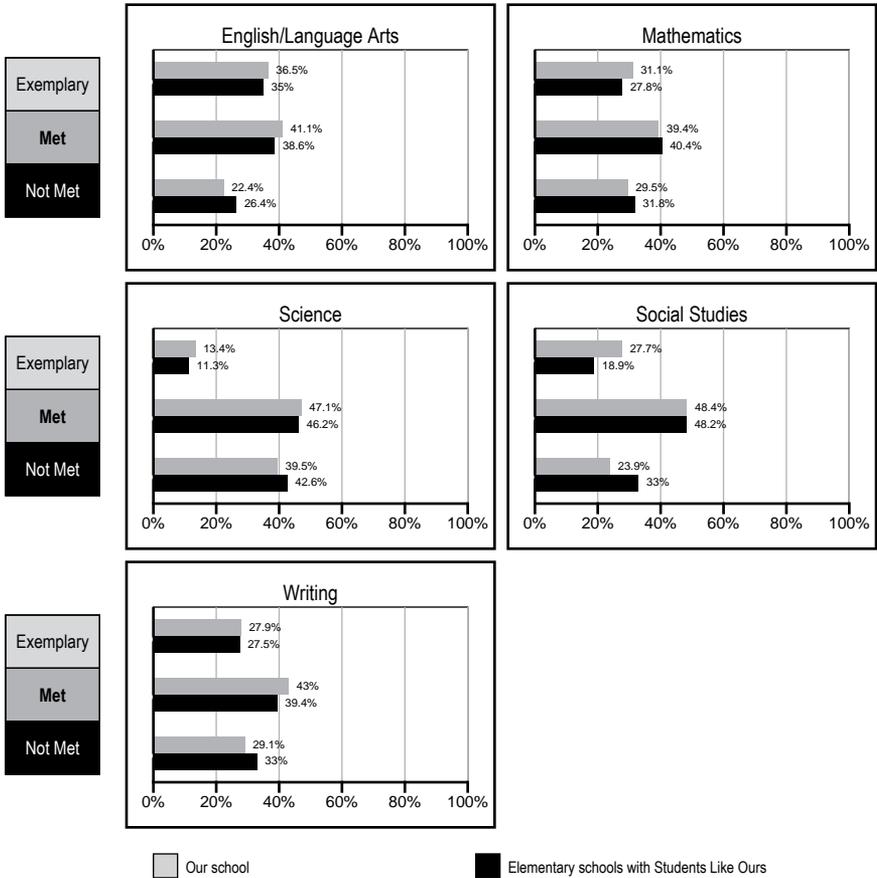
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	101	12	1

* Ratings are calculated with data available by 03/09/2011.

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=562)				
First graders who attended full-day kindergarten	80.0%	Down from 100.0%	100.0%	100.0%
Retention rate	2.9%	Up from 2.2%	1.6%	1.2%
Attendance rate	95.0%	Down from 95.5%	95.7%	96.1%
Eligible for gifted and talented	5.3%	Down from 8.5%	9.5%	11.7%
With disabilities other than speech	12.5%	Down from 13.1%	9.1%	8.0%
Older than usual for grade	1.2%	Up from 0.5%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	57.1%	Up from 53.2%	59.2%	60.5%
Continuing contract teachers	95.2%	Up from 83.0%	85.0%	84.6%
Teachers with emergency or provisional certificates	2.4%	Up from 2.2%	0.0%	0.0%
Teachers returning from previous year	91.5%	Down from 94.1%	87.4%	87.0%
Teacher attendance rate	91.2%	Up from 88.1%	94.8%	95.4%
Average teacher salary*	\$48,780	Down 0.7%	\$46,516	\$47,288
Professional development days/teacher	5.9 days	Up from 5.8 days	11.1 days	10.5 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	12.7 to 1	Down from 15.4 to 1	19.3 to 1	19.2 to 1
Prime instructional time	85.3%	Up from 82.6%	89.7%	90.8%
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	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,207	Up 4.9%	\$7,533	\$7,548
Percent of expenditures for instruction**	71.0%	Up from 70.5%	68.0%	68.7%
Percent of expenditures for teacher salaries**	68.0%	Up from 56.0%	64.5%	65.1%

* 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

Cyril B. Busbee Elementary School, located in the rural northeast portion of Aiken County, serves the towns of Wagener, Salley, and Perry, as well as the unincorporated communities of Kitchings Mill, New Holland, and Hollow Creek. Busbee Elementary is a SACS accredited school that serves approximately 580 students in Grades PK-5 with a poverty index of 79.91%. The school population consists of 46.8% African American, 48.4% white, and 4.8% other minorities, with an average student attendance rate of 94%. Approximately half of our students reside in single parent households, 20% qualify for special education services, 7% receive speech only services, and 12.5% are classified with other disabilities.

Busbee's professional staff includes 49 teachers and administrators who are fully certified in their respective areas and a support staff of 25 highly qualified and experienced personnel. As a result, our students enjoy a positive educational experience that is guided by a dedicated staff that focuses on academic achievement. This is validated by the winning of a Silver Award from the State Department for Busbee's good improvement rating on PACT/Pass testing in 2007, 2008, and 2009. While we are very proud of the improvement, we realize there is still much work to be done.

After analyzing test data and parent, teacher, and student surveys, the Title I planning team met in the spring of 2010 to review priorities for Busbee Elementary. Priorities include more and better literacy training for teachers so that they can respond to a need for student learning in the area of Reading. This will be accomplished through in-service training on Early Release Days.

In 2009-2010, Busbee Elementary employed one Reading Interventionist. In 2010-2011, we will have two interventionists. These teachers specialize in and focus on students who have shown a need for direct instruction in reading in grades K-5th. Classroom teachers will give additional follow-up instruction.

The 2009-2010 year was the third year with our curriculum specialist. It again has been a great success as the specialist helps teachers with lesson plans and model lessons and provides guidance where needed. It was also the second year for Early Release. This provided teachers with a much needed opportunity for staff development especially in the area of literacy.

Busbee is fortunate to have the support of parents, businesses, community groups, and churches. This partnership with our stakeholders has yielded remarkable success in recent years. Busbee had great attendance and participation in our monthly PTO meetings and student programs. We expect that success to continue in the future and anticipate continued growth and a higher level of accomplishment for our students, our staff, our school, and our communities.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	70	60
Percent satisfied with learning environment	100.0%	98.6%	77.6%
Percent satisfied with social and physical environment	97.6%	94.3%	80.0%
Percent satisfied with school-home relations	90.2%	98.6%	84.7%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	258	99.6	21.3	39.8	39	89.2	85.1	83.5	Yes	Yes
Gender										
Male	138	100	26.1	39.6	34.3	86.6	82.1	80.1	N/A	N/A
Female	120	99.2	15.7	40	44.3	92.2	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	113	100	16.7	41.7	41.7	89.8	89.8	89.6	Yes	Yes
African American	134	100	24.4	38.9	36.6	88.5	77.6	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.1	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	81.9	79.6	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
Disability Status										
Disabled	53	100	43.4	30.2	26.4	71.7	50.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	81.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	215	99.5	24.2	40.6	35.3	88.4	79.4	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	258	99.6	28.1	39	32.9	81.9	79.8	80.4	Yes	Yes
Gender										
Male	138	100	31.3	37.3	31.3	80.6	78.1	78.4	N/A	N/A
Female	120	99.2	24.3	40.9	34.8	83.5	81.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	113	100	20.4	42.6	37	86.1	86.1	87.8	Yes	Yes
African American	134	100	34.4	35.9	29.8	79.4	70	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
Disability Status										
Disabled	53	100	45.3	35.8	18.9	64.2	43.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	76.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	215	99.5	31.4	37.7	30.9	79.2	72.1	72.8	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	167	99.4	37.9	46.6	15.5	62.1	65.3	67.3
Gender								
Male	90	98.9	41.4	42.5	16.1	58.6	65.8	66.9
Female	77	100	33.8	51.4	14.9	66.2	64.8	67.7
Racial/Ethnic Group								
White	74	100	32.4	46.5	21.1	67.6	76.4	79.6
African American	88	98.9	42.4	45.9	11.8	57.6	48.8	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	53.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	70.6	69.5
Disability Status								
Disabled	38	97.4	62.2	21.6	16.2	37.8	29.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	53.7	58.6
Socio-Economic Status								
Subsidized meals	143	99.3	43.1	41.6	15.3	56.9	53	55.4
Social Studies								
All Students	168	98.8	22.8	50	27.2	77.2	66.2	70.9
Gender								
Male	87	97.7	31.3	36.1	32.5	68.7	66.5	70.1
Female	81	100	13.9	64.6	21.5	86.1	66	71.7
Racial/Ethnic Group								
White	80	100	15.4	55.1	29.5	84.6	73.7	79.2
African American	81	97.5	28.6	49.4	22.1	71.4	53.7	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	80.3	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	65.8	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.8	71.2
Disability Status								
Disabled	32	93.8	50	46.7	3.3	50	31.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.1	68
Socio-Economic Status								
Subsidized meals	135	98.5	26.2	50.8	23.1	73.8	55.5	60.8

Abbreviations for Missing Data

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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	260	95.4	28.2	43.6	28.2	71.8	73.1	72.1	95	95.9
Gender										
Male	139	93.5	33.3	42.9	23.8	66.7	66.6	65.2	94.3	95.8
Female	121	97.5	22.6	44.3	33	77.4	80	79.2	95.7	96
Racial/Ethnic Group										
White	116	95.7	26.4	43.4	30.2	73.6	79.8	80.8	94.4	95.7
African American	133	94.7	30.6	43.5	25.8	69.4	62.9	59.7	95.4	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.4	87	98.5	97.6
Hispanic	5	I/S	I/S	I/S	I/S	I/S	66.1	64.6	95	96.2
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	80.6	73.4	97.3	96.4
Disability Status										
Disabled	53	83	61.4	31.8	6.8	38.6	24.3	27.7	93.4	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	65.3	63.7	94	96.5
Socio-Economic Status										
Subsidized meals	218	94.5	31.2	42.6	26.2	68.8	63.6	61.9	94.8	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	85	100	32.9	29.1	38	67.1
	4	74	100	36.8	29.4	33.8	63.2
	5	67	100	20.3	39.1	40.6	79.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	102	100	19.2	31.3	49.5	80.8
	4	78	98.7	26.3	51.3	22.4	73.7
	5	77	100	19.2	39.7	41.1	80.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	85	100	39.2	40.5	20.3	60.8
	4	74	100	16.2	45.6	38.2	83.8
	5	67	100	14.1	54.7	31.3	85.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	102	100	38.4	34.3	27.3	61.6
	4	78	98.7	22.4	46.1	31.6	77.6
	5	77	100	20.5	38.4	41.1	79.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	44	100	51.2	39	9.8	48.8
	4	74	100	36.8	51.5	11.8	63.2
	5	32	100	16.7	66.7	16.7	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	51	100	49	26.5	24.5	51
	4	77	100	27.6	60.5	11.8	72.4
	5	38	100	44.4	44.4	11.1	55.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	41	100	44.7	39.5	15.8	55.3
	4	74	100	19.1	54.4	26.5	80.9
	5	35	100	26.5	50	23.5	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	52	96.2	20.4	44.9	34.7	79.6
	4	77	100	23.7	53.9	22.4	76.3
	5	39	100	24.3	48.6	27	75.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	83	96.4	44.9	30.8	24.4	55.1
	4	76	94.7	47.8	35.8	16.4	52.2
	5	67	97	27	33.3	39.7	73
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	104	94.2	32.6	33.7	33.7	67.4
	4	79	96.2	27.6	48.7	23.7	72.4
	5	77	96.1	22.9	51.4	25.7	77.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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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