



MCBEE HIGH

264 E. Pine Avenue
McBee, South Carolina

Grades	7-12 High 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	Good	At-Risk
2009	Good	Below Average
2008	Good	Good
2007	Good	At-Risk
2006	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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	12	22	1	0

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	82.7%	67.5%	75.6%	79.6%	75.6%	77.8%
Passed 1 subtest (%)	9.9%	18.2%	12.2%	11.0%	13.2%	11.5%
Passed no subtests (%)	7.4%	14.3%	12.2%	9.3%	11.2%	10.9%

HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	90.9%	89.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	73	86	271	274
Number of Graduates in Cohort	59	65	197	194
Rate	80.8%	75.6%	74.5%	71.4%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	94.1%	75.8%
English 1	63.0%	67.6%
Physical Science	71.1%	56.8%
US History and the Constitution	45.8%	42.6%
All Tests	70.2%	60.5%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=477)				
Retention rate	6.4%	Down from 7.6%	3.7%	3.7%
Attendance rate	94.7%	Up from 93.0%	95.3%	95.4%
Eligible for gifted and talented	11.0%	Up from 10.6%	12.2%	12.4%
With disabilities other than speech	9.5%	Up from 8.9%	13.1%	12.8%
Older than usual for grade	10.9%	Up from 9.1%	9.2%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.2%	Up from 1.7%	1.0%	1.1%
Enrolled in AP/IB programs	0.0%	Down from 2.4%	13.1%	13.1%
Successful on AP/IB exams	N/A	N/A	46.0%	50.4%
Eligible for LIFE Scholarship	27.9%	Down from 66.1%	30.9%	30.4%
Annual dropout rate	5.6%	Up from 3.5%	3.7%	3.1%
Career/technology students in co-curricular organizations	56.2%	Up from 53.1%	1.5%	2.2%
Enrollment in career/technology courses	280	Down from 286	421	424
Students participating in work-based experiences	48.8%	Up from 44.3%	13.3%	11.7%
Career/technology students attaining technical skills	82.7%	Up from 78.6%	77.2%	78.7%
Career/technology completers placed	96.2%	Down from 96.5%	97.6%	98.5%
Teachers (n=32)				
Teachers with advanced degrees	59.4%	Up from 57.6%	59.4%	60.4%
Continuing contract teachers	90.6%	Up from 87.9%	79.5%	76.6%
Teachers with emergency or provisional certificates	6.5%	Up from 6.1%	6.3%	6.5%
Teachers returning from previous year	90.8%	Up from 90.7%	87.6%	86.8%
Teacher attendance rate	95.1%	Up from 95.0%	95.5%	95.8%
Average teacher salary*	\$46,508	Down 0.3%	\$47,151	\$47,390
Professional development days/teacher	9.7 days	Down from 12.8 days	11.1 days	10.0 days
School				
Principal's years at school	1.0	Down from 2.0	3.3	4.0
Student-teacher ratio in core subjects	28.1 to 1	Up from 23.6 to 1	27.1 to 1	25.8 to 1
Prime instructional time	88.6%	Up from 86.6%	89.2%	90.1%
Dollars spent per pupil**	\$7,788	Down 2.3%	\$7,672	\$7,974
Percent of expenditures for teacher salaries**	58.4%	Up from 56.6%	54.3%	55.4%
Percent of expenditures for instruction**	63.1%	Down from 63.9%	59.3%	60.4%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.5%	Down from 96.2%	95.6%	96.0%
Character development program	Below Average	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	77	90.9%	326	70.2%	86	75.6%	No
Gender							
Male	36	88.9%	160	68.8%	44	70.5%	N/A
Female	41	92.7%	166	71.7%	42	81.0%	N/A
Racial/Ethnic Group							
White	64	90.6%	234	70.9%	73	72.6%	N/A
African American	11	90.9%	66	71.2%	11	90.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	26	61.5%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	22	54.5%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	15	53.3%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	27	85.2%	152	65.8%	31	74.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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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	29	53	49
Percent satisfied with learning environment	79.3%	62.3%	89.6%
Percent satisfied with social and physical environment	92.9%	79.2%	85.1%
Percent satisfied with school-home relations	51.7%	83.0%	81.6%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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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

N/A

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 Data

	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

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	85	96.5	13.4	30.5	32.9	23.2	61	59.4	65.9	Yes	Yes
Male	38	94.7	22.2	30.6	27.8	19.4	47.2	49.8	60.8	N/A	N/A
Female	47	97.9	6.5	30.4	37	26.1	71.7	70.7	71	N/A	N/A
White	63	95.2	13.3	26.7	31.7	28.3	63.3	71.4	77.5	Yes	Yes
African American	20	100	15	40	35	10	55	43.6	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	80.2	I/S	I/S						
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	61.5	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	65.9	I/S	I/S						
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	12.3	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	47.3	I/S	I/S						
Subsidized meals	42	100	26.2	38.1	26.2	9.5	45.2	47	51.5	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	85	96.5	23.2	32.9	29.3	14.6	54.9	58.3	62.3	Yes	Yes
Male	38	94.7	30.6	36.1	19.4	13.9	50	55	61.7	N/A	N/A
Female	47	97.9	17.4	30.4	37	15.2	58.7	62.3	63	N/A	N/A
White	63	95.2	20	30	31.7	18.3	60	71.1	75	Yes	Yes
African American	20	100	35	45	15	5	35	41.4	44	I/S	I/S
Asian/Pacific Islander	N/A	I/S	85.5	I/S	I/S						
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	61.5	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	62.5	I/S	I/S						
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	25	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	52.6	I/S	I/S						
Subsidized meals	42	100	40.5	28.6	23.8	7.1	40.5	47.1	48.1	Yes	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	85	75.3	50.0	25.0	17.2	7.8	25.0	N/A	N/A	N/A	N/A
Male	38	65.8	44.0	32.0	8.0	16.0	24.0	N/A	N/A	N/A	N/A
Female	47	83.0	53.8	20.5	23.1	2.6	25.6	N/A	N/A	N/A	N/A
White	63	74.6	46.8	23.4	19.1	10.6	29.8	N/A	N/A	N/A	N/A
African American	20	75.0	53.3	33.3	13.3	0.0	13.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	42	61.9	65.4	26.9	7.7	0.0	7.7	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	79	97.5	22.2	37.5	16.7	23.6	54.2	59.6	61.8
	2010	85	96.5	13.4	30.5	32.9	23.2	61	59.4	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	79	97.5	22.2	34.7	23.6	19.4	56.9	61.3	62.7
	2010	85	96.5	23.2	32.9	29.3	14.6	54.9	58.3	62.3

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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