



Cyril B Busbee Elementary

20 A.L. Corbett Cir.

Wagener, South Carolina

Grades	PK-5 Elementary School	
Enrollment	567 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 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

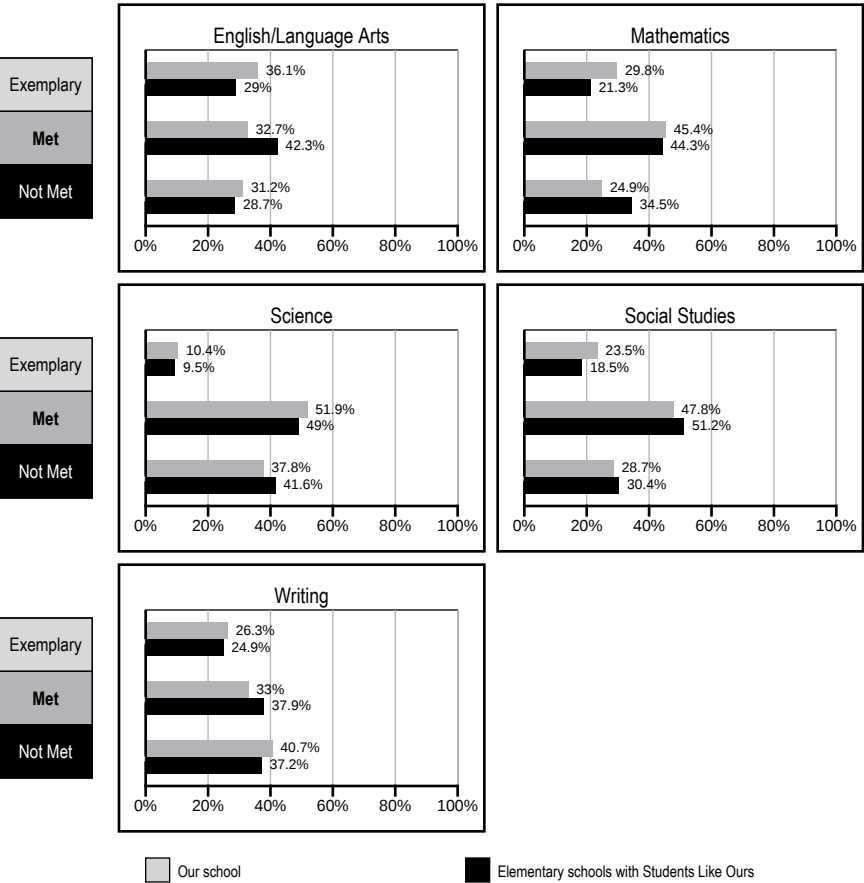
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	90	20	1

* 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=567)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Down from 4.4%	2.5%	1.9%
Attendance rate	95.5%	Down from 95.6%	96.1%	96.3%
Eligible for gifted and talented	8.5%	Down from 10.0%	7.0%	10.0%
With disabilities other than speech	13.1%	Up from 12.2%	9.2%	7.7%
Older than usual for grade	0.5%	Down from 0.9%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	53.2%	Up from 42.0%	56.7%	59.4%
Continuing contract teachers	83.0%	Up from 80.0%	79.6%	80.0%
Teachers with emergency or provisional certificates	2.2%	Down from 4.4%	0.0%	0.0%
Teachers returning from previous year	94.1%	Down from 95.4%	85.1%	85.9%
Teacher attendance rate	88.1%	Down from 93.3%	95.0%	95.1%
Average teacher salary*	\$49,105	Up 2.1%	\$46,372	\$47,149
Professional development days/teacher	5.8 days	No Change	12.0 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	15.4 to 1	Up from 13.7 to 1	18.5 to 1	18.8 to 1
Prime instructional time	82.6%	Down from 88.3%	90.0%	90.4%
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	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,823	Up 7.7%	\$7,666	\$7,458
Percent of expenditures for instruction**	70.5%	Down from 72.2%	68.4%	68.8%
Percent of expenditures for teacher salaries**	56.0%	Down from 66.6%	62.0%	63.2%

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

** Prior year audited financial data are reported.

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. 52.5% are African American, 45.3% are white, and 2.2% are other minorities. The student attendance rate is 94%. Approximately half of our students reside in single parent households. 20% of our students qualify for special education services. 7% receive speech only services while 12.5% are classified with additional or other disabilities. We have a poverty index of 87 %.

Busbee's professional staff includes 49 teachers and administrators who are fully certified in their respective areas. In addition, our support staff of 29 is highly qualified and experienced. As a result, our students enjoy a positive educational experience that is guided by a dedicated staff with its focus on academic achievement. Busbee Elementary earned a Silver Award from the State Department for its good improvement rating on the 2008 PACT results. This is the second Silver Award in the last three years. 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 2009 to review priorities for Busbee Elementary. The need for improved student achievement prompted the team to focus the majority of resources on reducing pupil teacher ratios in Kindergarten, fourth grade and fifth grade. This year we started the year by providing the staff a summer inservice on best practices in reading instruction. This put Busbee teachers ahead of the curve as the district rolled out the Reading Initiative.

In 2008-2009, we expanded our single gender classrooms even further by having both an all-boys and all-girls class in each level from first through fifth grade.

In 2008-2009, Busbee Elementary continued its partnership with The State Department of Education's Math and Science Unit and the Central Savannah Math and Science Regional Center by providing a Science Coach.

However, this was the last year of this partnership.

In 2008-2009, Busbee Elementary employed two Reading Interventionist. These teachers specialized and focused on our students who have shown a need for direct instruction in reading. Next year, the program is tentative due to budget shortfalls.

The 2008-2009 year was the second year with our curriculum specialist. It again has been a great success as the specialist helped teachers with lesson plans, modeled lessons, and provided guidance where needed. It was also the second year for Early Release. This provided teachers with a much needed opportunity for staff development. Next year, the rest of Aiken County Schools are expected to follow Busbee's lead in implementing this program

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. 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.

John Mills, Principal Tammy Swartz, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	54	30
Percent satisfied with learning environment	97.5%	86.8%	80.0%
Percent satisfied with social and physical environment	100.0%	79.6%	66.7%
Percent satisfied with school-home relations	87.5%	86.8%	86.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 20 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	R
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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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	226	100	30.3	32.2	37.4	82.5	85.7	82.8	Yes	Yes
Gender										
Male	122	100	36.8	31.6	31.6	78.1	83.2	79.3	N/A	N/A
Female	104	100	22.7	33	44.3	87.6	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	93	100	24.4	27.9	47.7	89.5	90.8	89.5	Yes	Yes
African American	129	100	33.9	35.5	30.6	78.5	78.1	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.3	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.9	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.2	82.5	I/S	I/S
Disability Status										
Disabled	50	100	74.5	10.6	14.9	44.7	51.2	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	1	I/S	I/S	I/S	I/S	I/S	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	172	100	33.1	33.7	33.1	79.8	79.5	75.5	Yes	Yes

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

All Students	226	100	24.2	46.4	29.4	80.1	81.6	78.9	Yes	Yes
Gender										
Male	122	100	27.2	49.1	23.7	77.2	80.6	77	N/A	N/A
Female	104	100	20.6	43.3	36.1	83.5	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	93	100	17.4	47.7	34.9	86	87.6	87.2	Yes	Yes
African American	129	100	28.9	44.6	26.4	76	71.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.7	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75	79.5	I/S	I/S
Disability Status										
Disabled	50	100	51.1	42.6	6.4	57.4	45.4	45.5	SWD	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	1	I/S	I/S	I/S	I/S	I/S	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	172	100	28.2	44.2	27.6	76.1	74.1	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	150	100	36.7	51.1	12.2	63.3	68.5	67.5
Gender								
Male	83	100	40.3	42.9	16.9	59.7	69.4	67
Female	67	100	32.3	61.3	6.5	67.7	67.6	68
Racial/Ethnic Group								
White	56	100	27.5	52.9	19.6	72.5	78.5	79.5
African American	90	100	41.7	50	8.3	58.3	52.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.5	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.2	71.2
Disability Status								
Disabled	36	100	58.8	32.4	8.8	41.2	34.9	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	1	I/S	I/S	I/S	I/S	I/S	61.3	59.6
Socio-Economic Status								
Subsided meals	116	100	41.8	48.2	10	58.2	56.9	55.1

Social Studies

All Students	150	100	27.9	49.3	22.9	72.1	69	72.3
Gender								
Male	83	100	27.3	49.4	23.4	72.7	69.3	71.5
Female	67	100	28.6	49.2	22.2	71.4	68.8	73.2
Racial/Ethnic Group								
White	59	100	22.2	42.6	35.2	77.8	76.5	80.7
African American	89	100	29.8	54.8	15.5	70.2	56.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.5	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	72.2
Disability Status								
Disabled	34	100	50	43.8	6.3	50	40.6	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	1	I/S	I/S	I/S	I/S	I/S	63.8	67.9
Socio-Economic Status								
Subsided meals	115	100	33.6	51.8	14.5	66.4	59	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	226	96	40.4	33.2	26.4	59.6	71.8	70.2	95.5	95.9
Gender										
Male	121	95	47.7	33.3	18.9	52.3	65.9	63.2	95.2	95.7
Female	105	97.1	32	33	35.1	68	78.1	77.5	95.9	96
Racial/Ethnic Group										
White	94	96.8	32.2	35.6	32.2	67.8	78.3	79.1	95	95.8
African American	128	95.3	45.3	31.6	23.1	54.7	61.4	57.6	95.9	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84	86.2	95.7	97.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	65.9	62.6	97.2	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	60.9	68.7	96.5	96
Disability Status										
Disabled	48	83.3	84.6	12.8	2.6	15.4	23	26.1	94.9	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	64.9	61.2	95.2	96.4
Socio-Economic Status										
Subsidized meals	173	96	46.6	32.3	21.1	53.4	61.4	58.9	95.4	95.2

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	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
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
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
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
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

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N/A–Not Applicable

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