

## MCBEE HIGH

264 E. Pine Avenue  
McBee, South Carolina

<b>Grades</b>	7-12 Middle School	
<b>Enrollment</b>	472 Students	
<b>Principal</b>	Dennis McDaniel	843-335-8251
<b>Superintendent</b>	Dr. John E. Williams	843-623-2175
<b>Board Chair</b>	Chad L. Vick	(843)623-6768

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Good
2009	Average	Average
2008	Below Average	At-Risk
2007	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

Percent of students tested in 2010-11 whose 2009-10 test scores were located

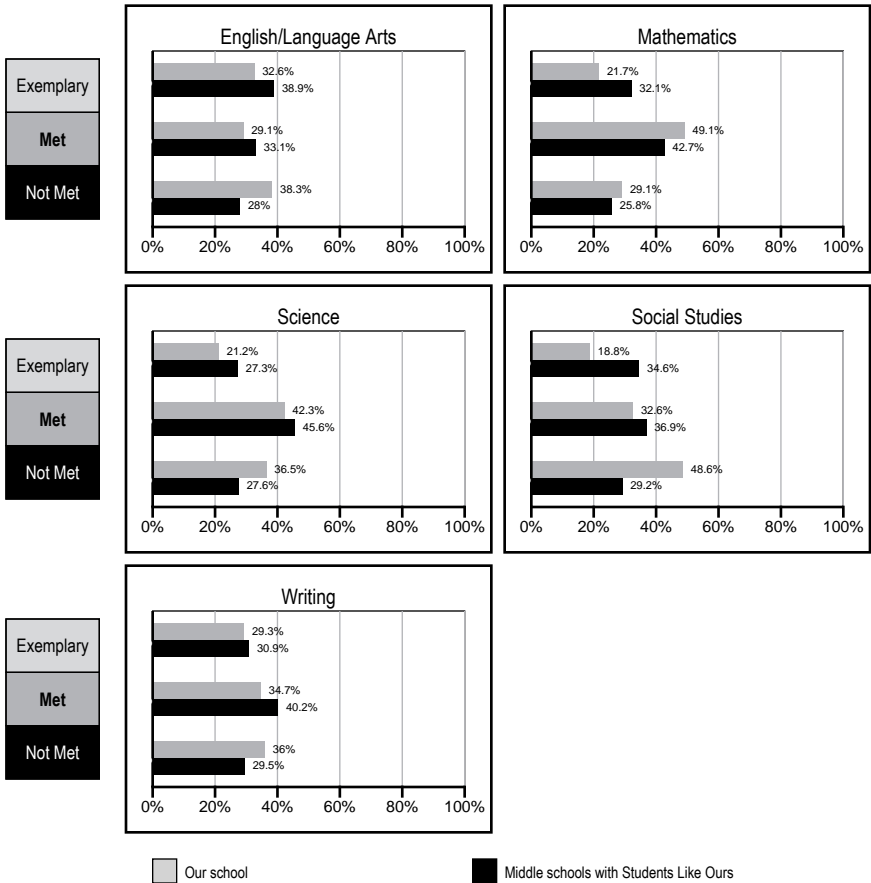
95.4%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
4	20	25	0	1

\* Ratings are calculated with data available by 11/09/2011.

**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	98.1%
English 1	N/A	92.3%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	31.7%
US History and the Constitution	N/A	N/A
All Subjects	N/A	95.9%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=472)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	30.7%	24.5%
Retention rate	3.4%	Down from 6.4%	0.7%	0.7%
Attendance rate	94.3%	Down from 94.7%	96.1%	95.9%
Served by gifted and talented program	21.6%	Up from 11.0%	20.8%	17.8%
With disabilities other than speech	8.2%	Down from 9.5%	9.0%	9.2%
Older than usual for grade	6.0%	Down from 10.9%	1.2%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 4.2%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	64.5%	Up from 59.4%	59.8%	60.0%
Continuing contract teachers	90.3%	Down from 90.6%	83.4%	82.6%
Teachers returning from previous year	92.3%	Up from 90.8%	86.3%	85.6%
Teacher attendance rate	93.3%	Down from 95.1%	95.5%	95.3%
Average teacher salary*	\$48,418	Up 4.1%	\$46,514	\$46,300
Professional development days/teacher	10.9 days	Up from 9.7 days	9.6 days	9.9 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	26.4 to 1	Down from 28.1 to 1	23.3 to 1	21.5 to 1
Prime instructional time	85.7%	Down from 88.6%	90.3%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 92.5%	99.4%	98.1%
Character development program	Below Average	No Change	Good	Good
Dollars spent per pupil**	\$7,804	Up 0.2%	\$7,315	\$7,634
Percent of expenditures for instruction**	62.0%	Down from 63.1%	64.4%	64.0%
Percent of expenditures for teacher salaries**	59.2%	Up from 58.4%	62.0%	61.2%

\* 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

### Report of Principal and School Improvement Council

The 2010-2011 school year was a success! Faculty and staff faced some very difficult administrative changes, handled them well, and the students responded well also. Parental support during all of these changes was also extremely evident and was a major contributor to the success of the school. Together, all of these factors led our school to be recognized as one of the finest schools in the area, and even the state as a Palmetto Silver Award winner.

Even with such success, we are not content to accept it as our best effort. The renewed dedication of faculty and staff to improving our work ethic and finding new ways to reach students is exciting. Many of our teachers have already participated in professional development that will enhance their individual work and also the school. Students have a similar energy, and it can be expected that more recognitions and awards will continue to be showered on the school as this continues.

### 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.

#### Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 10 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	94.3%	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 = 79.4% (Met or Exemplary)

All Students	179	99.4	37.9	29.3	32.8	72.4	79.1	82.4	No	Yes
<b>Gender</b>										
Male	98	99	37.9	29.5	32.6	71.6	74.8	78.7	N/A	N/A
Female	81	100	38	29.1	32.9	73.4	83.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	136	100	33.3	28.8	37.9	75.8	85.9	88.9	No	Yes
African American	37	97.3	58.3	27.8	13.9	58.3	69.7	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	19	100	N/AV	N/AV	N/AV	33.3	43.3	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	78.1	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	100	100	53.6	27.8	18.6	61.9	74.6	75.4	No	Yes

## Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	179	99.4	28.7	49.4	21.8	81.6	79.8	81.9	Yes	Yes
<b>Gender</b>										
Male	98	99	28.4	45.3	26.3	78.9	76.6	79.9	N/A	N/A
Female	81	100	29.1	54.4	16.5	84.8	83.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	136	100	25.8	50	24.2	83.3	87.1	88.9	Yes	Yes
African American	37	97.3	41.7	44.4	13.9	75	69.4	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	79.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	19	100	88.9	5.6	5.6	33.3	40.8	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	83.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	100	100	39.2	49.5	11.3	76.3	75.3	74.9	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
<b>Science</b>								
All Students	141	99.3	36	42.6	21.3	64	60.6	68.6
<b>Gender</b>								
Male	75	98.7	36.1	41.7	22.2	63.9	61.2	68.3
Female	66	100	35.9	43.8	20.3	64.1	60.1	68.9
<b>Racial/Ethnic Group</b>								
White	104	100	31	44	25	69	73.9	80.7
African American	34	97.1	48.5	39.4	12.1	51.5	43	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	54.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	13	100	N/AV	N/AV	N/AV	16.7	32.5	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	57.7	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	78	100	49.3	38.7	12	50.7	53.2	57.3
<b>Social Studies</b>								
All Students	142	99.3	48.2	32.8	19	51.8	64.8	72.5
<b>Gender</b>								
Male	81	98.8	38.5	34.6	26.9	61.5	64.3	72
Female	61	100	61	30.5	8.5	39	65.3	73.1
<b>Racial/Ethnic Group</b>								
White	111	100	46.7	30.8	22.4	53.3	72.7	81
African American	25	96	N/AV	N/AV	N/AV	45.8	54	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	61.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	15	100	N/AV	N/AV	N/AV	14.3	37.4	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	63.2	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	78	100	58.7	30.7	10.7	41.3	58.5	62.9

Abbreviations for Missing Data

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

## 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
<b>Writing</b>										
All Students	75	100	36	34.7	29.3	64	67	73.2	94.9	95.6
<b>Gender</b>										
Male	40	100	37.5	37.5	25	62.5	61.3	67.2	95	95.6
Female	35	100	34.3	31.4	34.3	65.7	72.7	79.4	94.7	95.6
<b>Racial/Ethnic Group</b>										
White	57	100	35.1	29.8	35.1	64.9	76.4	81.5	94.4	95.1
African American	15	100	46.7	46.7	6.7	53.3	54.3	61.3	96.2	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	98.1
Hispanic	3	I/S	I/S	I/S	I/S	I/S	62.5	66.7	96.9	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	93.5
<b>Disability Status</b>										
Disabled	10	I/S	I/S	I/S	I/S	I/S	18.4	26	93.2	94.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	57.1	65.7	97.4	97
<b>Socio-Economic Status</b>										
Subsidized meals	44	100	54.5	34.1	11.4	45.5	60.4	63.2	94.1	95.3

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
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	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	104	99	40.4	33.3	26.3	59.6
	8	75	100	34.7	24	41.3	65.3
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	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	104	99	30.3	42.4	27.3	69.7
	8	75	100	26.7	58.7	14.7	73.3
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	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	104	99	38.4	48.5	13.1	61.6
	8	37	100	29.7	27	43.2	70.3

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
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	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	104	99	54.5	32.3	13.1	45.5
	8	38	100	31.6	34.2	34.2	68.4
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	N/A	N/AV	N/A	N/A	N/A	N/A
	8	75	100	36	34.7	29.3	64

Abbreviations for Missing Data

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