



## Myrtle Beach Elementary

620 29th Avenue North  
Myrtle Beach, South

<b>Grades</b>	2-3 Elementary School	
<b>Enrollment</b>	664 Students	
<b>Principal</b>	Janice Christy	843-448-1774
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>At-Risk</b>
2008	Good	Below Average
2007	Good	At-Risk
2006	Excellent	Excellent
2005	Excellent	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**

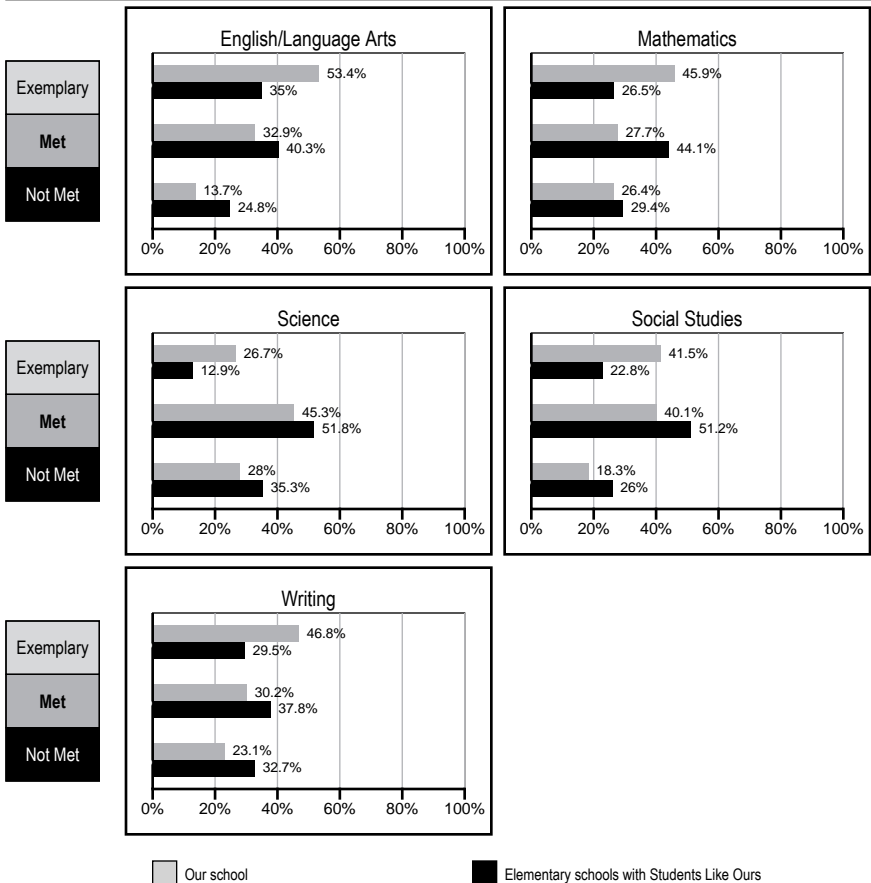
Percent of students tested in 2008-09 whose 2007-08 test scores were located | .%

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

Excellent	Good	Average	Below Average	At-Risk
1	20	85	8	0

\* Ratings are calculated with data available by 03/16/2010.

**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 a 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
<b>Students (n=664)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.8%	Down from 2.0%	2.4%	1.9%
Attendance rate	96.5%	Up from 96.4%	96.2%	96.3%
Eligible for gifted and talented	9.6%	Down from 10.4%	9.1%	10.0%
With disabilities other than speech	18.4%	Up from 18.3%	9.3%	7.7%
Older than usual for grade	0.2%	Down from 0.3%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	65.9%	Up from 65.0%	60.5%	59.4%
Continuing contract teachers	80.5%	Down from 82.5%	83.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.9%	Down from 92.6%	87.3%	85.9%
Teacher attendance rate	94.7%	Down from 96.2%	95.1%	95.1%
Average teacher salary*	\$50,544	Up 7.7%	\$47,410	\$47,149
Professional development days/teacher	19.2 days	Up from 6.2 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.2 to 1	19.0 to 1	18.8 to 1
Prime instructional time	90.5%	Down from 91.7%	90.1%	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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,933	Up 7.9%	\$7,357	\$7,458
Percent of expenditures for instruction**	67.8%	Down from 70.5%	68.0%	68.8%
Percent of expenditures for teacher salaries**	48.1%	Down from 65.6%	61.5%	63.2%

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Myrtle Beach Elementary continued to meet the academic, social, emotional, and physical needs of our students on a daily basis during 2008-09. We will continue to focus on ensuring learning for all students. We received a Palmetto Silver Award for "Closing the Achievement Gap" for the fifth year in a row. This honor also shows the efforts of the school to monitor the progress of all students. Throughout the year, we assessed student progress and made appropriate changes in instruction in order to meet the needs of each individual student. We administer MAP testing which enables us to monitor student's achievement throughout the year. Analyzing these immediate results allows us to make instructional changes to benefit each individual student as soon as possible. We attribute much of our success for "Closing the Achievement Gap" and making "Adequate Yearly Progress" to the ability to make solid academic changes for each student during the year. Our staff is composed of very highly qualified individuals who work hard to provide rigorous daily instruction based on our state standards. The same individuals assist in providing opportunities for instruction beyond the regular school day. We provided a Comprehensive Remediation After School Program serving over 115 students, and numerous teachers provided individual student tutoring after school. In addition, our school provides day tutorial assistance by certified teachers for at risk readers to give them immediate strategic interventions. We have wonderful volunteer and mentoring programs that assist in providing instructional services for many students, both academically and socially. Our students participated in several charity causes this year such as Jump Rope for Heart, Myrtle Beach Family Marathon, Helping Hand, Ronald McDonald House Soda Tabs program, and Recycle America. Our PTO continues to be an integral part of our success by providing resources to enhance instruction throughout the year, such as SC Newsweekly, student incentives, and technology accessories (SMART Boards and INTERWRITE pads). Our PTO assisted in field days, spring musical, spring fling, staff appreciation, yearbook, and much more. Renea Fowler, Principal, 2008-09; Jennifer Bodge, School Improvement Council President

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	278	137
Percent satisfied with learning environment	100.0%	90.1%	94.9%
Percent satisfied with social and physical environment	100.0%	89.5%	95.6%
Percent satisfied with school-home relations	90.7%	88.4%	96.3%

\* 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 29 out of 29 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	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	329	100	13.6	33.3	53.1	93.5	86.5	82.8	Yes	Yes
<b>Gender</b>										
Male	177	100	10.8	36.7	52.5	95.6	83.4	79.3	N/A	N/A
Female	152	100	16.9	29.4	53.7	91.2	89.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	162	100	7.7	25.2	67.1	98.1	91	89.5	Yes	Yes
African American	86	100	19.4	48.6	31.9	88.9	74.8	73.7	Yes	Yes
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	58	100	17.6	35.3	47.1	92.2	78.4	76.5	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	83	100	28.6	48.1	23.4	84.4	63.1	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	67	100	24.1	35.2	40.7	85.2	74.2	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	240	100	17.3	40.9	41.8	91.3	81.6	75.5	Yes	Yes

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

All Students	329	100	26.5	27.9	45.6	82.3	83.7	78.9	Yes	Yes
<b>Gender</b>										
Male	177	100	23.4	24.1	52.5	84.2	81.9	77	N/A	N/A
Female	152	100	30.1	32.4	37.5	80.1	85.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	162	100	20	23.2	56.8	89.7	89.2	87.2	Yes	Yes
African American	86	100	41.7	36.1	22.2	68.1	68	66.7	Yes	Yes
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	58	100	21.6	33.3	45.1	84.3	78.1	76	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	83	100	57.1	29.9	13	54.5	53.2	45.5	SWD	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	67	100	25.9	29.6	44.4	81.5	76	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	240	100	32.7	33.2	34.1	77.4	77.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	168	100	27.8	45.7	26.5	72.2	73.1	67.5
<b>Gender</b>								
Male	84	100	29.3	46.7	24	70.7	72.2	67
Female	84	100	26.3	44.7	28.9	73.7	73.9	68
<b>Racial/Ethnic Group</b>								
White	83	100	22.2	51.9	25.9	77.8	80.8	79.5
African American	45	100	31.6	44.7	23.7	68.4	51.8	50.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	28	100	37.5	37.5	25	62.5	60.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.9	71.2
<b>Disability Status</b>								
Disabled	39	100	58.3	36.1	5.6	41.7	40.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	32	100	40	36	24	60	57.3	59.6
<b>Socio-Economic Status</b>								
Subsized meals	122	100	35.5	41.1	23.4	64.5	64.3	55.1
<b>Social Studies</b>								
All Students	161	100	19.3	40	40.7	80.7	76.4	72.3
<b>Gender</b>								
Male	93	100	12.9	38.8	48.2	87.1	75.6	71.5
Female	68	100	28.3	41.7	30	71.7	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	79	100	9.5	31.1	59.5	90.5	82.4	80.7
African American	41	100	44.1	50	5.9	55.9	59.2	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	30	100	11.1	44.4	44.4	88.9	71.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.5	72.2
<b>Disability Status</b>								
Disabled	44	100	39	41.5	19.5	61	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	35	100	16.1	48.4	35.5	83.9	68.3	67.9
<b>Socio-Economic Status</b>								
Subsized meals	118	100	23.3	47.6	29.1	76.7	68.7	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
<b>Writing</b>										
All Students	323	98.8	22.5	30.4	47.1	77.5	76.3	70.2	96.5	96
<b>Gender</b>										
Male	176	98.3	26.3	30.1	43.6	73.7	69.4	63.2	96.5	96
Female	147	99.3	18.2	30.7	51.1	81.8	83.3	77.5	96.6	96.1
<b>Racial/Ethnic Group</b>										
White	162	98.8	18.7	23.2	58.1	81.3	82.4	79.1	96.2	95.7
African American	83	100	30.1	34.2	35.6	69.9	59.4	57.6	96.7	96.4
Asian/Pacific Islander	12	91.7	I/S	I/S	I/S	I/S	83.1	86.2	97.3	97.2
Hispanic	55	100	23.5	41.2	35.3	76.5	67.7	62.6	97.2	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.3	68.7	94.8	95.4
<b>Disability Status</b>										
Disabled	79	97.5	56.2	26	17.8	43.8	34.2	26.1	96.1	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
<b>English Proficiency</b>										
Limited English Proficient	64	100	25.9	40.7	33.3	74.1	64.6	61.2	97.3	97.1
<b>Socio-Economic Status</b>										
Subsided meals	234	98.7	29.3	34.1	36.5	70.7	68.2	58.9	96.4	95.7

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>2009</b>	3	329	100	13.6	33.3	53.1	86.4
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	329	100	26.5	27.9	45.6	73.5
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	168	100	27.8	45.7	26.5	72.2
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	161	100	19.3	40	40.7	80.7
	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	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	323	98.8	22.5	30.4	47.1	77.5
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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