



## Myrtle Beach Intermediate

3301 Oak Street  
Myrtle Beach, South

<b>Grades</b>	4-5 Elementary School	
<b>Enrollment</b>	545 Students	
<b>Principal</b>	Cathy Slater	843-626-5831
<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>Average</b>	<b>Average</b>
2008	Average	At-Risk
2007	Average	At-Risk
2006	Good	At-Risk
2005	Excellent	Excellent

## 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**

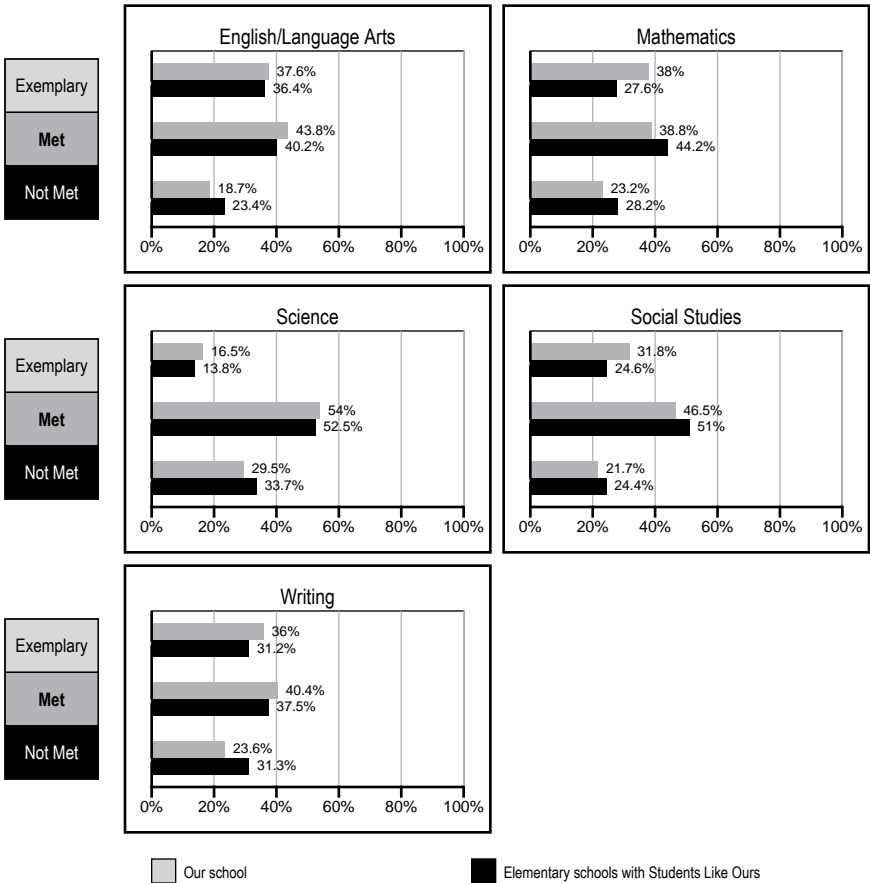
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.2%

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

Excellent	Good	Average	Below Average	At-Risk
2	23	83	5	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=545)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.9%	Down from 1.1%	2.1%	1.9%
Attendance rate	96.2%	Up from 96.0%	96.2%	96.3%
Eligible for gifted and talented	20.4%	Down from 22.3%	9.8%	10.0%
With disabilities other than speech	20.4%	Up from 19.1%	9.3%	7.7%
Older than usual for grade	0.7%	Down from 2.4%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.7%	Up from 1.3%	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	42.1%	Up from 41.7%	59.7%	59.4%
Continuing contract teachers	60.5%	Down from 61.1%	83.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.1%	Down from 80.2%	88.0%	85.9%
Teacher attendance rate	98.4%	Up from 98.3%	95.1%	95.1%
Average teacher salary*	\$49,683	Up 7.5%	\$47,486	\$47,149
Professional development days/teacher	17.3 days	Up from 11.4 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	0.0	Down from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 17.2 to 1	19.0 to 1	18.8 to 1
Prime instructional time	94.6%	Up from 94.3%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,772	Up 5.3%	\$7,360	\$7,458
Percent of expenditures for instruction**	66.2%	Up from 65.3%	68.3%	68.8%
Percent of expenditures for teacher salaries**	47.1%	Down from 61.1%	61.7%	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

The 2008-09 school year was one of change and opportunity for MBIS. Our school theme "Successfully Educating All Students" was addressed in new and important ways. As the school year began, MBIS teachers participated in Literacy Work Station Training. Student work in daily Literacy Work Stations is intended to increase fluency and comprehension in the English Language Arts areas of Reading, Writing, Listening, and Spelling. Additionally, we have worked together to provide regularly distributed course syllabi for students and parents as well as Study Guides prepared in a standardized format for easy recognition and use by students and parents. Throughout the school year, teachers created and participated in small group professional learning communities in the areas of Reading, Writing, Math, Note-taking and Timelines, Word Study, and Fluency. Each mid-year, we have traditionally offered an after-school tutoring program for selected students. This year student perception and acceptance of this important support program was improved when it was renamed and moved from after school to during the school day. Our new day-time "Focus Groups" have enjoyed increased student attendance and greater student effort. In addition to field trips, book fairs, and special projects, our students, staff, and parents worked together on a number of educational extension and enrichment experiences this year. In December, we presented our annual production of It's a Dickens of a Christmas. In March, we presented our first annual Black History Month program that honored special members of the Myrtle Beach community, and we held our annual Science Fair and Invention Convention. In April, our entire student body attended a stage performance of Beauty and the Beast. In May, we produced our first all-school student fine arts program. Also in May, we held our annual International Night. Members of our school staff have worked together to provide community outreach presentations to increase school community communications and connections that will help us increase student achievement. Cathy Slater, Principal; Jeff Antioho, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	248	133
Percent satisfied with learning environment	82.9%	88.7%	89.3%
Percent satisfied with social and physical environment	87.8%	82.8%	78.8%
Percent satisfied with school-home relations	87.8%	89.7%	77.9%

\* 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	96.2%	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	536	99.4	18.4	43.9	37.7	90.6	86.5	82.8	Yes	Yes
<b>Gender</b>										
Male	277	99.3	23.1	42.4	34.5	87.8	83.4	79.3	N/A	N/A
Female	259	99.6	13.3	45.5	41.2	93.6	89.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	291	100	9.2	36.5	54.2	95.2	91	89.5	Yes	Yes
African American	141	98.6	30	58.5	11.5	87.7	74.8	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	82	98.8	27.1	51.4	21.4	82.9	78.4	76.5	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	122	99.2	27.2	53.5	19.3	86	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	80	98.8	32.4	46.5	21.1	80.3	74.2	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	370	99.2	23.4	49.8	26.8	88.3	81.6	75.5	Yes	Yes

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

All Students	536	99.6	23.2	38.9	37.9	85.2	83.7	78.9	Yes	Yes
<b>Gender</b>										
Male	277	99.3	25.5	38	36.5	82.7	81.9	77	N/A	N/A
Female	259	100	20.6	39.9	39.5	88	85.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	291	100	10.3	36.2	53.5	94.1	89.2	87.2	Yes	Yes
African American	141	98.6	47.7	40.8	11.5	70.8	68	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	82	100	31.4	42.9	25.7	75.7	78.1	76	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	122	99.2	47.4	36.8	15.8	67.5	53.2	45.5	Yes	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	80	100	31	42.3	26.8	76.1	76	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	370	99.5	30.8	40	29.2	80.9	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	389	98.2	28.6	54.3	17.1	71.4	73.1	67.5
<b>Gender</b>								
Male	197	97.5	30	50	20	70	72.2	67
Female	192	99	27.1	58.8	14.1	72.9	73.9	68
<b>Racial/Ethnic Group</b>								
White	210	98.1	13	60.6	26.4	87	80.8	79.5
African American	93	97.9	55.3	42.4	2.4	44.7	51.8	50.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	68	98.5	40.7	50.8	8.5	59.3	60.9	60.7
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	72.9	71.2
<b>Disability Status</b>								
Disabled	85	94.1	56	36	8	44	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	66	98.5	38.3	55	6.7	61.7	57.3	59.6
<b>Socio-Economic Status</b>								
Subsized meals	267	98.1	38.5	49.4	12.1	61.5	64.3	55.1
<b>Social Studies</b>								
All Students	396	99.5	21.9	46.4	31.7	78.1	76.4	72.3
<b>Gender</b>								
Male	206	99	25.4	40.7	33.9	74.6	75.6	71.5
Female	190	100	18.1	52.6	29.2	81.9	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	218	99.5	10.9	44.1	45	89.1	82.4	80.7
African American	110	99.1	44.7	46.6	8.7	55.3	59.2	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	54	100	22.7	50	27.3	77.3	71.4	68
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	77.5	72.2
<b>Disability Status</b>								
Disabled	90	98.9	43.5	42.4	14.1	56.5	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	52	100	24.4	48.9	26.7	75.6	68.3	67.9
<b>Socio-Economic Status</b>								
Subsized meals	275	99.3	28.1	47.5	24.4	71.9	68.7	62.1

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
<b>Writing</b>										
All Students	544	97.2	23.4	40.5	36	76.6	76.3	70.2	96.2	96
<b>Gender</b>										
Male	281	97.2	33.1	36.2	30.7	66.9	69.4	63.2	95.8	96
Female	263	97.3	12.8	45.3	41.9	87.2	83.3	77.5	96.5	96.1
<b>Racial/Ethnic Group</b>										
White	296	97.3	14.3	35.7	50	85.7	82.4	79.1	95.6	95.7
African American	143	97.9	39.8	46.6	13.5	60.2	59.4	57.6	96.5	96.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	83.1	86.2	98.8	97.2
Hispanic	82	95.1	27.9	51.5	20.6	72.1	67.7	62.6	97.5	96.8
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	77.3	68.7	95	95.4
<b>Disability Status</b>										
Disabled	126	92.9	58.9	33	8	41.1	34.2	26.1	95	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	80	96.3	28.6	45.7	25.7	71.4	64.6	61.2	97.8	97.1
<b>Socio-Economic Status</b>										
Subsided meals	374	96.8	29.4	44.3	26.3	70.6	68.2	58.9	96.2	95.7

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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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	252	99.2	22.3	37.6	40.2	77.7
	5	284	99.7	15.1	49.4	35.5	84.9
	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
<b>Mathematics</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	252	99.6	23.6	37.1	39.3	76.4
	5	284	99.7	22.8	40.5	36.7	77.2
	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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	251	99.6	28.5	53.1	18.4	71.5
	5	138	95.7	28.7	56.6	14.8	71.3
	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
<b>Social Studies</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	251	99.6	19.3	49.1	31.6	80.7
	5	145	99.3	26.5	41.7	31.8	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
<b>Writing</b>							
<b>2009</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	253	96.8	19.7	44.5	35.8	80.3
	5	291	97.6	26.7	37	36.3	73.3
	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

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