



North Myrtle Beach Elementary

1283 Highway 57 South
Little River, South Carolina

Grades	2-3 Elementary School	
Enrollment	723 Students	
Principal	Vicki Underwood	843-399-8800
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	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
2009	Good	At-Risk
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Excellent
2005	Good	Good

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

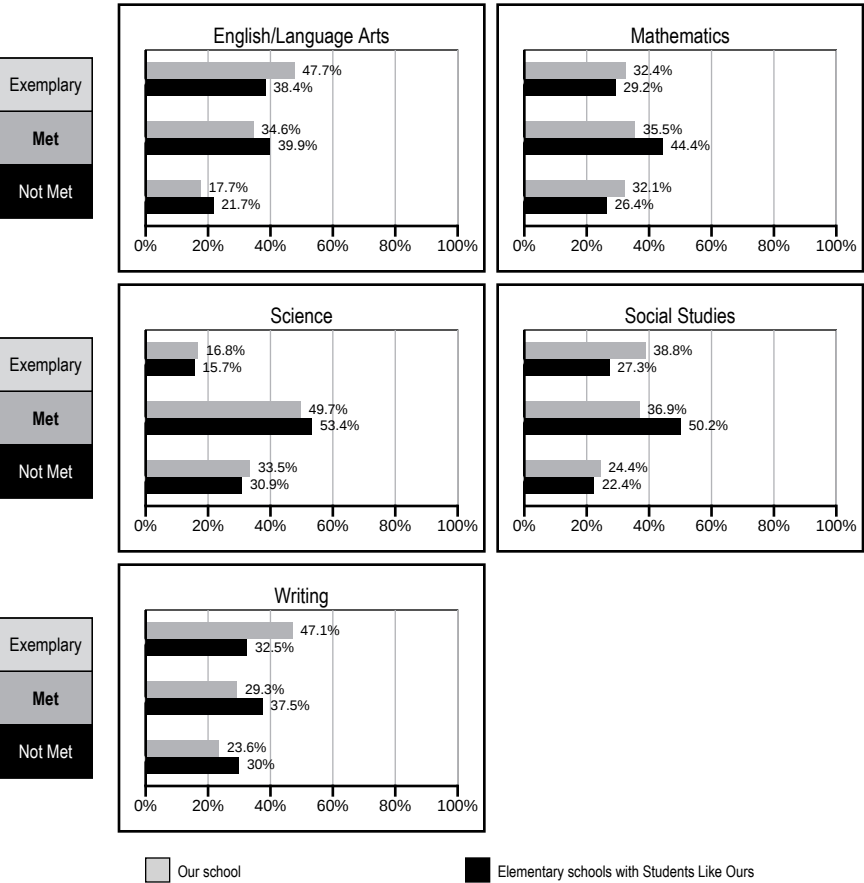
Percent of students tested in 2008-09 whose 2007-08 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	26	73	3	0

* 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=723)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.5%	Up from 1.0%	2.0%	1.9%
Attendance rate	95.4%	Down from 96.2%	96.2%	96.3%
Eligible for gifted and talented	9.3%	Down from 10.5%	10.8%	10.0%
With disabilities other than speech	9.7%	Up from 8.8%	8.9%	7.7%
Older than usual for grade	0.1%	Down from 0.3%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	54.2%	Up from 52.2%	59.1%	59.4%
Continuing contract teachers	83.3%	Up from 80.4%	84.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.2%	Down from 90.0%	87.0%	85.9%
Teacher attendance rate	95.6%	No Change	95.2%	95.1%
Average teacher salary*	\$53,831	Up 7.0%	\$47,262	\$47,149
Professional development days/teacher	20.7 days	Up from 17.5 days	11.6 days	11.1 days
School				
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 19.9 to 1	19.1 to 1	18.8 to 1
Prime instructional time	87.3%	Down from 89.7%	90.4%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,645	Up 0.7%	\$7,267	\$7,458
Percent of expenditures for instruction**	68.5%	Down from 70.2%	67.9%	68.8%
Percent of expenditures for teacher salaries**	48.8%	Down from 65.0%	62.8%	63.2%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

North Myrtle Beach Elementary is a wonderful community school rich with parental involvement and community support. Last year, we were recognized by the S.C. Education Oversight Committee for “Closing the Achievement Gap” among student subgroups for the sixth straight year. School-wide instructional initiatives included professional development for mathematics instruction, small group intensive reading intervention for at-risk students, literacy workstations, the Imagine It! Phonics Program, and use of Measures of Academic Progress (MAP) data to differentiate instruction. MAP provides teachers with diagnostic information for each student in the areas of reading, language, and mathematics. Civic, personal, and social responsibilities were taught through classroom guidance lessons, service learning projects, Life Skill Leaders Program, and the Say No to Bullying Program. Our Kiwanis Kids Club led a “Peanut Butter and Jelly Campaign” which collected perishables for Helping Hand. Our students participated in a “Change for Charities Campaign” for the American Cancer Society and the March of Dimes. Students participated in the American Heart Association’s Jump Rope for Heart. Students also collected soft-drink tabs to support Ronald McDonald House. The success of any school requires the support of an active PTO, faithful volunteers, generous business partners, and involved parents. The PTO sponsored many programs including a holiday bazaar, sweetheart dance, and spring fling. The PTO raised more than \$24,000 for our yearbook, spirit t-shirt, and academic planners. Funds were also used to support a motivational assembly for students and to provide appreciations for teachers. The PTO recognized a “Staff Member of the Week” and provided appreciation breakfasts and luncheons throughout the year. We were fortunate to have over 30 local business partners who provided incentives for students and staff members. Over 150 volunteers and 40 mentors devoted time with our students. These individuals served as mentors and tutors, read with students, worked in the school office and media center, chaperoned study trips, assisted teachers, and worked during field day events and school activities. Mark Porter, Principal, 2008-09; Sona McIntyre, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	316	156
Percent satisfied with learning environment	98.0%	84.0%	92.7%
Percent satisfied with social and physical environment	100.0%	77.0%	92.6%
Percent satisfied with school-home relations	95.8%	85.3%	91.4%

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

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School Adequate Yearly Progress

YES

This school met 21 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

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	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	2.7%	0.0%	No
Student attendance rate	95.4%	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 = 58.8% (Met or Exemplary)

All Students	354	100	17.4	34.8	47.9	92.1	86.5	82.8	Yes	Yes
Gender										
Male	172	100	22.4	38.5	39.1	89.4	83.4	79.3	N/A	N/A
Female	182	100	12.6	31.1	56.3	94.6	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	228	100	10.4	29.9	59.7	95.3	91	89.5	Yes	Yes
African American	100	100	31.9	43.6	24.5	87.2	74.8	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	18	100	29.4	47.1	23.5	76.5	78.4	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
Disability Status										
Disabled	64	100	39.3	34.4	26.2	82	63.1	52	Yes	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	17	100	26.7	53.3	20	80	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	212	100	23.7	39.2	37.1	89.7	81.6	75.5	Yes	Yes

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

All Students	354	100	31.7	36	32.3	77.7	83.7	78.9	Yes	Yes
Gender										
Male	172	100	34.8	34.2	31.1	76.4	81.9	77	N/A	N/A
Female	182	100	28.7	37.7	33.5	79	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	228	100	20.4	38.4	41.2	86.7	89.2	87.2	Yes	Yes
African American	100	100	56.4	30.9	12.8	58.5	68	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	18	100	41.2	41.2	17.6	64.7	78.1	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
Disability Status										
Disabled	64	100	54.1	27.9	18	50.8	53.2	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	17	100	33.3	46.7	20	66.7	76	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	212	100	43.3	35.6	21.1	67.5	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	178	100	32.9	49.7	17.4	67.1	73.1	67.5
Gender								
Male	89	100	31.3	51.8	16.9	68.7	72.2	67
Female	89	100	34.5	47.6	17.9	65.5	73.9	68
Racial/Ethnic Group								
White	114	100	23.1	58.3	18.5	76.9	80.8	79.5
African American	52	100	57.1	32.7	10.2	42.9	51.8	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	60.9	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.9	71.2
Disability Status								
Disabled	33	100	51.6	32.3	16.1	48.4	40.3	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	8	I/S	I/S	I/S	I/S	I/S	57.3	59.6
Socio-Economic Status								
Subsided meals	101	100	45.7	40.2	14.1	54.3	64.3	55.1

Social Studies

All Students	176	100	24.2	37.3	38.5	75.8	76.4	72.3
Gender								
Male	83	100	28.2	29.5	42.3	71.8	75.6	71.5
Female	93	100	20.5	44.6	34.9	79.5	77.3	73.2
Racial/Ethnic Group								
White	114	100	18.4	38.8	42.7	81.6	82.4	80.7
African American	48	100	40	31.1	28.9	60	59.2	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	85.7	88.5
Hispanic	12	100	16.7	41.7	41.7	83.3	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	72.2
Disability Status								
Disabled	31	100	50	30	20	50	47.9	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	9	I/S	I/S	I/S	I/S	I/S	68.3	67.9
Socio-Economic Status								
Subsided meals	111	100	29.4	36.3	34.3	70.6	68.7	62.1

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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
Writing										
All Students	349	99.4	23.6	29.3	47.1	76.4	76.3	70.2	95.4	96
Gender										
Male	169	98.8	34.6	27.7	37.7	65.4	69.4	63.2	95.6	96
Female	180	100	13.4	30.8	55.8	86.6	83.3	77.5	95.3	96.1
Racial/Ethnic Group										
White	225	99.1	16	26.9	57.1	84	82.4	79.1	94.9	95.7
African American	97	100	37.9	33.7	28.4	62.1	59.4	57.6	96.4	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.1	86.2	96.3	97.2
Hispanic	19	100	38.9	38.9	22.2	61.1	67.7	62.6	96.3	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.3	68.7	95.8	95.4
Disability Status										
Disabled	65	96.9	51.7	25	23.3	48.3	34.2	26.1	95	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	18	100	37.5	37.5	25	62.5	64.6	61.2	96.5	97.1
Socio-Economic Status										
Subsidized meals	210	99.1	32.8	33.8	33.3	67.2	68.2	58.9	95.3	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
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English/Language Arts

2009	3	354	100	17.4	34.8	47.9	82.6
	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

Mathematics

2009	3	354	100	31.7	36	32.3	68.3
	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

Science

2009	3	178	100	32.9	49.7	17.4	67.1
	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

Social Studies

2009	3	176	100	24.2	37.3	38.5	75.8
	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

Writing

2009	3	349	99.4	23.6	29.3	47.1	76.4
	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

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N/A--Not Applicable

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I/S--Insufficient Sample