



## NORTH MYRTLE BEACH MIDDLE

11240 Highway 90  
Little River, South Carolina

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,003 Students	
<b>Principal</b>	Virginia W. Horton	843-399-6136
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Good</b>
2009	Good	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	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

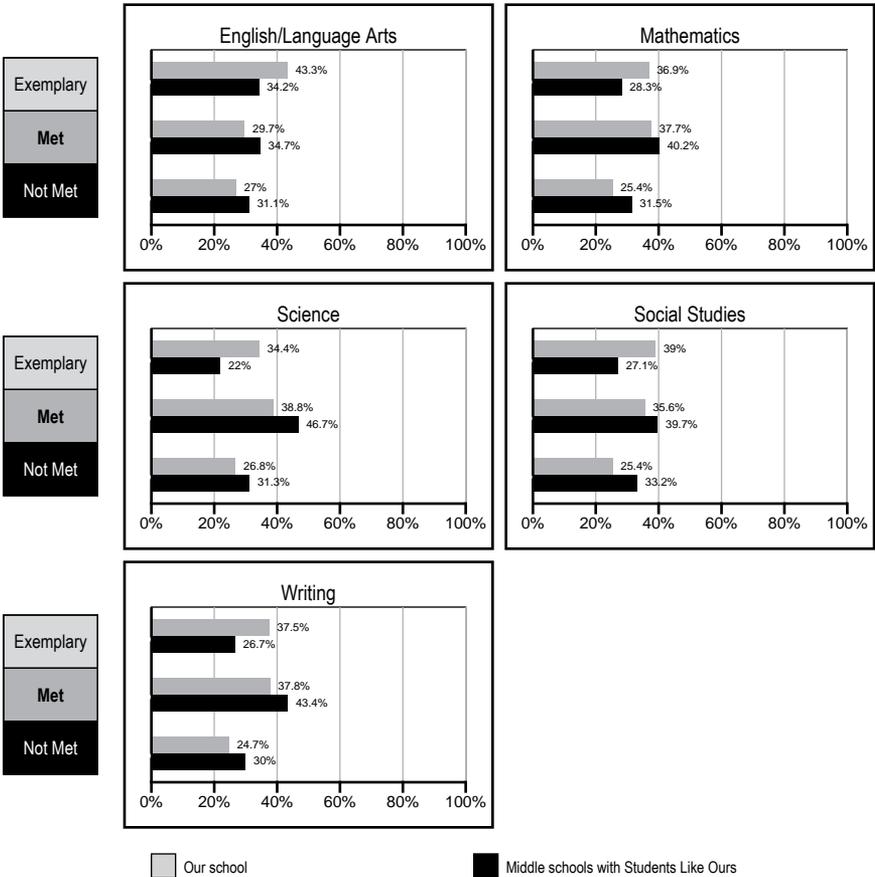
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	7	47	2	0

\* Ratings are calculated with data available by 03/09/2011.

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**

<b>Percent of tests with scores of 70 or above on:</b>	<b>Our Middle School</b>	<b>Middle Schools with Students Like Ours</b>
Algebra 1/Math for the Technologies 2	98.6%	96.8%
English 1	100.0%	97.8%
Physical Science	N/A	71.7%
US History and the Constitution	N/A	N/A
All Subjects	98.9%	97.1%

**School Profile**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n=1,003)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	29.2%	Down from 70.2%	21.9%	24.2%
Retention rate	0.6%	No Change	0.7%	0.7%
Attendance rate	96.8%	Down from 97.1%	95.6%	95.9%
Eligible for gifted and talented	28.2%	Up from 27.0%	18.1%	16.4%
With disabilities other than speech	12.4%	Down from 13.6%	13.1%	12.0%
Older than usual for grade	1.3%	Up from 1.1%	2.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.6%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=61)</b>				
Teachers with advanced degrees	50.8%	Up from 44.3%	57.1%	58.5%
Continuing contract teachers	95.1%	Up from 91.8%	81.2%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 1.7%	2.8%	4.0%
Teachers returning from previous year	89.7%	Up from 82.7%	85.0%	84.6%
Teacher attendance rate	95.5%	Up from 95.1%	95.2%	95.4%
Average teacher salary*	\$51,786	Up 1.8%	\$46,000	\$46,561
Professional development days/teacher	16.0 days	Down from 17.0 days	10.5 days	10.2 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.3	4.0
Student-teacher ratio in core subjects	23.4 to 1	Up from 22.6 to 1	21.2 to 1	21.1 to 1
Prime instructional time	91.2%	Up from 91.1%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.9%	Down from 99.7%	98.0%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,259	Up 8.1%	\$7,753	\$7,802
Percent of expenditures for instruction**	64.7%	Up from 63.0%	64.2%	63.8%
Percent of expenditures for teacher salaries**	60.4%	Up from 45.8%	60.3%	60.0%

\* 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**

North Myrtle Beach Middle School's students and staff have achieved a number of accomplishments during this year.

Twelve of our seventh grade students have been designated as Duke Tip Scholars based on their performance on the SAT or the ACT, and forty-two of our eighth grade students have qualified as South Carolina Junior Scholars based on their performance on the PSAT. Ninety-six of our 7th and 8th grade students were inducted into Junior Beta Club based on academic achievement. The school's Mock Trial Team was the first runner up for the state championship.

Our students also excelled in the fine arts area. Eleven students were selected to perform in All County Chorus, ten students were selected to perform in All County Orchestra, and thirteen students were selected to perform in All County Band. Four students were chosen for All-Regional band and one student advanced to All-State Band.

The school continues to offer a strong academic program for all students. Qualifying students may enroll in the following high school credit classes: English I Honors, Algebra I Honors, and Geometry Honors.

The school continues to participate in the "Making Middle Grades Work" initiative through Southern Regional Education Board (SREB) and continues to implement a school-wide focus on literacy. Our staff worked in professional learning communities throughout the year focusing on increasing our technological skills to enable us to prepare our students for the technological world in which they will live and work during the 21st century.

We have continued our transition program for our eighth grade students who will be entering high school. Our guidance department held personal meetings with each of our eighth grade students and his/her parents to develop an individualized graduation plan (IGP). In addition, our 8th grade students visited the high school during April to assist them in their transition to the ninth grade.

North Myrtle Beach Middle School received an "All Clear" accreditation status from the State Department of Education for the year and is accredited through the Southern Association of Schools and Colleges.

We are proud of the accomplishments of our students, and we continue to seek excellence in our "Quest for the Best" for all students at North Myrtle Beach Middle School.

Virginia W. Horton, Principal  
 Mary Gail Stanaland, School Improvement Council Chairperson 2009 - 2010

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	69	283	159
Percent satisfied with learning environment	100.0%	82.6%	81.9%
Percent satisfied with social and physical environment	98.5%	81.9%	80.8%
Percent satisfied with school-home relations	94.2%	87.9%	73.7%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 23 out of 25 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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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	1003	99.9	28.2	30.3	41.5	80.6	85.4	83.5	Yes	Yes
<b>Gender</b>										
Male	529	100	33.2	32	34.8	77.3	82	80.1	N/A	N/A
Female	474	99.8	22.6	28.4	49	84.4	88.8	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	670	99.9	19.8	28.8	51.4	86.9	89.5	89.6	Yes	Yes
African American	260	100	48.6	34.3	17.1	65.3	73.7	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	53	100	34.7	30.6	34.7	77.6	82.1	79.6	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	81.5	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	127	100	74.1	19.8	6	35.3	58.2	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	34	100	44.7	34.2	21.1	71.1	80.6	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	629	100	36.3	33.2	30.6	74.6	80.5	76.9	Yes	Yes

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

All Students	1003	99.8	28.2	39.3	32.5	82.2	84.2	80.4	Yes	Yes
<b>Gender</b>										
Male	529	99.8	31	36.5	32.5	80	82.2	78.4	N/A	N/A
Female	474	99.8	25.1	42.4	32.5	84.7	86.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	670	99.7	20.2	40.3	39.5	87.8	89.5	87.8	Yes	Yes
African American	260	100	47.8	38.8	13.5	68.2	69.8	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	53	100	38.8	30.6	30.6	77.6	78.3	78.3	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	127	99.2	71.3	23.5	5.2	42.6	53.9	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	34	100	44.7	28.9	26.3	76.3	78.7	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	629	99.8	36.5	39.4	24	77.5	78.5	72.8	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	653	99.9	26.7	38.9	34.5	73.3	71.8	67.3
<b>Gender</b>								
Male	344	99.7	28.6	36	35.4	71.4	71.7	66.9
Female	309	100	24.6	42	33.4	75.4	71.9	67.7
<b>Racial/Ethnic Group</b>								
White	439	99.8	18.7	39.6	41.7	81.3	80.4	79.6
African American	159	100	48	38	14	52	48.8	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	39	100	29.7	40.5	29.7	70.3	61.9	59.4
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	80	69.5
<b>Disability Status</b>								
Disabled	86	98.8	67.9	25.6	6.4	32.1	37.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	27	100	40.6	34.4	25	59.4	59.1	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	409	99.8	35	40.8	24.1	65	63	55.4
<b>Social Studies</b>								
All Students	653	99.7	25.3	35.6	39.1	74.7	75.3	70.9
<b>Gender</b>								
Male	349	99.7	25.2	32.2	42.6	74.8	74.2	70.1
Female	304	99.7	25.4	39.6	35	74.6	76.5	71.7
<b>Racial/Ethnic Group</b>								
White	445	100	19.1	32.9	48.1	80.9	80.5	79.2
African American	168	99.4	39	43.4	17.6	61	59.7	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.9	86.8
Hispanic	32	96.9	35.7	35.7	28.6	64.3	74	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	66	71.2
<b>Disability Status</b>								
Disabled	84	97.6	73.3	17.3	9.3	26.7	43.7	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	21	100	55	35	10	45	72.8	68
<b>Socio-Economic Status</b>								
Subsidized meals	408	99.8	32.9	37.4	29.7	67.1	68	60.8

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	1013	99.4	24.5	37.9	37.6	75.5	76.8	72.1	96.8	95.8
<b>Gender</b>										
Male	531	99.4	31.4	38.8	29.8	68.6	69.9	65.2	96.6	95.7
Female	482	99.4	16.7	36.9	46.4	83.3	83.9	79.2	97.1	95.8
<b>Racial/Ethnic Group</b>										
White	673	99.7	18.7	34.7	46.6	81.3	83.2	80.8	96.7	95.5
African American	263	99.2	39.3	45.5	15.2	60.7	59.2	59.7	97.4	96.2
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	85.2	87	99	96.9
Hispanic	54	96.3	23.4	44.7	31.9	76.6	69.7	64.6	95.4	96.4
American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	70.6	73.4	95.7	94.1
<b>Disability Status</b>										
Disabled	127	96.1	77.7	20.5	1.8	22.3	34.3	27.7	95.4	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	36	100	33.3	48.7	17.9	66.7	67.2	63.7	96.1	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	629	99.2	31.6	42.9	25.5	68.4	68.9	61.9	96.4	95.5

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	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	298	100	24.2	37.5	38.3	75.8
	7	323	99.4	26.2	34.9	38.9	73.8
	8	325	99.4	24.8	37.8	37.5	75.2
<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	360	100	27.9	29.7	42.4	72.1
	7	305	99.7	31.4	28.2	40.4	68.6
	8	338	100	25.6	32.9	41.5	74.4
<b>Mathematics</b>							
<b>2009</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	298	100	23.1	41.2	35.7	76.9
	7	323	99.1	26.9	37	36	73.1
	8	324	99.7	28	39.4	32.6	72
<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	360	100	28.5	36.2	35.3	71.5
	7	305	99.7	33.1	35.2	31.7	66.9
	8	338	99.7	23.5	46.3	30.2	76.5
<b>Science</b>							
<b>2009</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	148	100	35	46.4	18.6	65
	7	323	99.1	19.9	49.8	30.3	80.1
	8	161	100	26	44.8	29.2	74
<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	181	100	37.4	42.7	19.9	62.6
	7	304	100	23.7	39.4	36.9	76.3
	8	168	99.4	20.4	33.8	45.9	79.6

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>2009</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	150	100	12.4	50.4	37.2	87.6
	7	323	98.8	28.4	28.7	42.9	71.6
	8	162	100	24.8	39.9	35.3	75.2
<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	179	100	24.1	47	28.9	75.9
	7	304	100	30	33.8	36.2	70
	8	170	98.8	17.9	26.9	55.1	82.1
<b>Writing</b>							
<b>2009</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	300	99.3	21.9	35.1	43	78.1
	7	322	98.5	29.2	41.6	29.2	70.8
	8	326	98.8	26.7	40.3	33	73.3
<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	360	99.7	28	36.9	35.1	72
	7	307	99.7	25.9	38.3	35.9	74.1
	8	346	98.8	19.4	38.7	41.9	80.6

Abbreviations for Missing Data

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