



Myrtle Beach Intermediate

3301 Oak Street
Myrtle Beach, South

Grades	4-5 Elementary School	
Enrollment	537 Students	
Principal	Cathy Slater	843-626-5831
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Good	At-Risk
2005	Excellent	Excellent
2004	Excellent	Excellent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

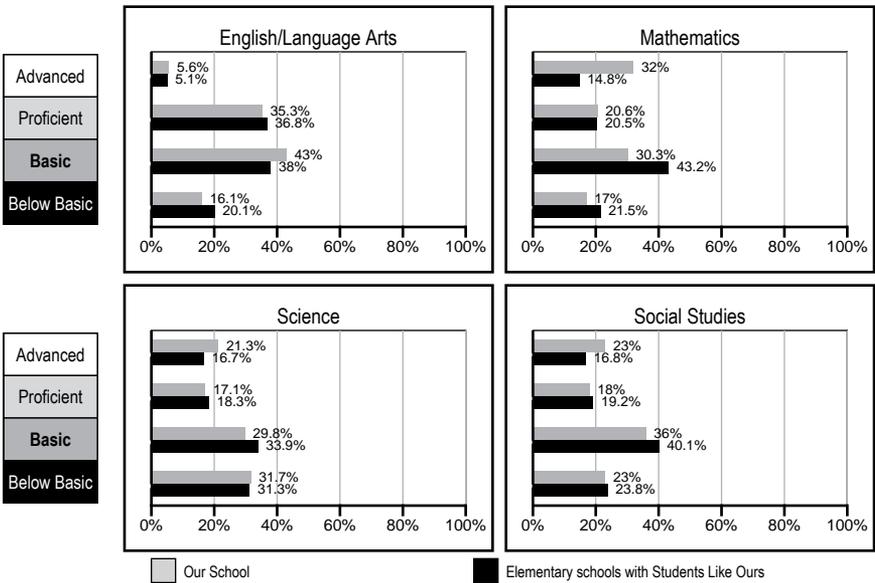
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	64	22	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=537)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.1%	Up from 0.9%	2.3%	2.3%
Attendance rate	96.0%	Up from 95.6%	96.3%	96.3%
Eligible for gifted and talented	22.3%	Down from 26.9%	11.2%	10.4%
With disabilities other than speech	19.1%	Up from 17.8%	8.5%	7.5%
Older than usual for grade	2.4%	Up from 2.2%	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	41.7%	Down from 44.4%	56.6%	56.7%
Continuing contract teachers	61.1%	Down from 72.2%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.2%	Down from 82.6%	87.8%	86.4%
Teacher attendance rate	98.3%	Down from 99.1%	95.0%	94.9%
Average teacher salary	\$46,206	Down 2.1%	\$45,023	\$45,345
Professional development days/teacher	11.4 days	Down from 12.2 days	12.5 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 22.4 to 1	18.8 to 1	18.5 to 1
Prime instructional time	94.3%	Down from 94.6%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,331	Up 7.3%	\$6,683	\$7,052
Percent of expenditures for instruction*	65.3%	Up from 58.1%	68.9%	69.1%
Percent of expenditures for teacher salaries*	61.1%	Up from 55.6%	65.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2007-2008 school year was one of growth and opportunity for MBIS. Our theme for the year was "Successfully Educating All Students."

In making our theme tangible we wrote new words to "Changes in Latitude" and had the song recorded by our local band. The song was used throughout the year during various school activities.

District wide a second physical education period was added to student schedules each week to help meet the state's new requirements in that area. Additionally, we made the adjustments necessary to adhere to updates in nutritional guidelines. Both initiatives were implemented in an effort to improve student health and welfare.

Our staff, students, and parents worked together to present our traditional annual holiday production of "It's a Dickens of a Christmas" in December. In June, we worked together to present three performances of "The Return of the Glass Slipper." Our fifth graders made their yearly trip to Washington, D.C., and our fourth graders made their annual trip to our state capital in Columbia. Our students participated in Red Ribbon Week activities and assemblies focused on making good choices. They attended fine arts programs, including the Long Bay Symphony, a performance of the Nutcracker, a presentation by historians from Camp Flintlock, motivational presentations focused on finding a way to reach their goals, and programs honoring our veterans.

Our ESOL instructor, Carole McMahon, received a \$2,000 grant to purchase materials to use with non-English speaking students and their families. Our librarian, Cathy Moore, received a National Endowment for the Humanities Picturing America Award that will bring social-studies related prints to MBIS for student and teacher use. Ms. Moore was also named to the Library of Congress Ambassador Program for Teachers. Pat Gray, one of our self-contained, special-education teachers, was named MBIS teacher of the year. General education teachers Pat Pierce and Scott Howenstine are participating in the civil rights portion of the American History Project. Pat Pierce presented at the SC Council for the Social Studies State conference. Ms. Pierce and Ms. Harris were awarded a grant from the SC Science Council to use in the development of a unit focused on phytoplankton and its role in the food chain. They co-presented at the National Science Teachers Conference in Boston, the SC Science Council Conference, and the SC Marine Educators Conference. We opened a science lab this year to provide regularly scheduled, hands-on, standards-based activities that addressed science vocabulary and content through the scientific process. We added the WRAPs program to provide intensive counseling support for selected students.

Overall, MBIS experienced a year of growth and success.

Cathy Slater, Principal

Julie Farmer, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	235	120
Percent satisfied with learning environment	88.9%	82.3%	92.4%
Percent satisfied with social and physical environment	86.5%	83.8%	86.2%
Percent satisfied with school-home relations	83.8%	90.6%	87.3%

* 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

NO

This school met 25 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

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. Sanction: Implement the restructuring plan.
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	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	529	98.9	15.5	43	35.7	5.8	55.5	57.2	48.2	Yes	Yes
Gender											
Male	287	98.3	20.1	47	30.9	2	47.4	50.3	41.7	N/A	N/A
Female	242	99.6	10.2	38.4	41.2	10.2	64.8	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	302	98.7	9.3	36.6	45.1	9	67.9	65.4	60	Yes	Yes
African American	138	100	32	48.4	19.7	0	32.8	34.7	31.7	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	69	97.1	6.9	63.8	24.1	5.2	46.6	43.1	38.4	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	118	98.3	36.4	42.1	19.6	1.9	29	21.7	16	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	63	95.2	12	62	24	2	44	39.1	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	329	98.2	22.1	46.4	29	2.5	43.5	44.9	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	528	99.2	16.7	30.4	21	31.9	60.2	56.4	45.8	Yes	Yes
Gender											
Male	287	99	20.7	29.1	18.7	31.5	59.4	55.9	45.6	N/A	N/A
Female	241	99.6	12	31.9	23.6	32.4	61.1	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	301	99	8.9	24.2	21.6	45.4	74	65.2	59	Yes	Yes
African American	138	100	32	41	15.6	11.5	34.4	31.6	26.9	No	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	69	98.6	20.3	35.6	25.4	18.6	50.8	42.6	38.1	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	118	98.3	41.1	32.7	12.1	14	28	20.8	17.1	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	63	98.4	23.1	32.7	26.9	17.3	50	41	38.7	Yes	Yes
Socio-Economic Status											
Subsided meals	328	98.8	22.7	37.8	21.9	17.6	49.3	43.9	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	406	99.3	31.3	29.6	17.6	21.5	39.1	41.4	35.7	96	96.3
Gender											
Male	222	99.1	33.7	27.5	18.1	20.7	38.9	43.8	37.4	95.9	96.2
Female	184	99.5	28.5	32.1	17	22.4	39.4	39	33.8	96.1	96.4
Racial/Ethnic Group											
White	226	99.1	20.2	24.1	23.2	32.5	55.7	50.4	49.2	95.4	96.1
African American	108	100	54.2	35.4	5.2	5.2	10.4	16.7	17	96.8	96.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	97.5	97.4
Hispanic	53	98.1	32.6	39.5	18.6	9.3	27.9	26.2	24.9	96.8	96.8
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	96.7	95.5
Disability Status											
Disabled	92	97.8	54.2	26.5	9.6	9.6	19.3	15.2	14	95.2	95.7
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	99.3	99.4
English Proficiency											
Limited English Proficient	53	98.1	40.5	33.3	19	7.1	26.2	22.7	24.4	97.4	97
Socio-Economic Status											
Subsided meals	258	98.8	43.4	32.4	13.7	10.5	24.2	28.8	21.1	95.8	96
Social Studies											
All Students	400	99	22.5	36.3	18	23.1	41.1	41.6	34	96	96.3
Gender											
Male	217	98.6	23.3	33.9	18	24.9	42.9	45.3	36.6	95.9	96.2
Female	183	99.5	21.7	39.2	18.1	21.1	39.2	37.8	31.3	96.1	96.4
Racial/Ethnic Group											
White	227	99.1	14.3	31	20.2	34.5	54.7	48.6	44.5	95.4	96.1
African American	104	100	39.8	43	12.9	4.3	17.2	20.7	19.1	96.8	96.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	97.5	97.4
Hispanic	56	96.4	21.3	46.8	19.1	12.8	31.9	33.9	27.5	96.8	96.8
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	96.7	95.5
Disability Status											
Disabled	91	98.9	27.4	48.8	10.7	13.1	23.8	17.1	14.4	95.2	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	99.3	99.4
English Proficiency											
Limited English Proficient	51	94.1	29.3	41.5	19.5	9.8	29.3	30.8	27.3	97.4	97
Socio-Economic Status											
Subsided meals	251	98.4	31.3	43.5	14	11.2	25.2	29.8	21	95.8	96

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	251	100	13.8	36	39.6	10.7	50.2
	5	285	100	23	40.6	32.8	3.5	36.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	281	98.2	12.3	35.7	44.3	7.8	52
	5	248	99.6	19	51.1	26.2	3.6	29.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	251	100	17.3	31.1	20.9	30.7	51.6
	5	285	100	19.5	37.1	15.6	27.7	43.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	281	98.9	14.6	25.2	21.1	39	60.2
	5	247	99.6	19	36.2	20.8	24	44.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	251	98.8	33.3	29.7	17.6	19.4	36.9
	5	142	100	41.9	34.7	10.5	12.9	23.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	280	98.9	28.3	30.8	19	21.9	40.9
	5	126	100	37.8	27	14.4	20.7	35.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	251	98.8	25.2	34.2	21.2	19.4	40.5
	5	148	99.3	36.2	35.4	8.7	19.7	28.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	279	98.6	16	38.5	21.7	23.8	45.5
	5	121	100	36.9	31.5	9.9	21.6	31.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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