



North Myrtle Beach Intermediate

700 Sandridge Road
Little River, SC 29566

Grades	4-5 Elementary School	
Enrollment	644 Students	
Principal	Michelle Greene-Graham	843-299-2204
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	Below Average
2007	Good	Below Average
2006	Good	Good
2005	Good	Average
2004	Good	Below Average

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

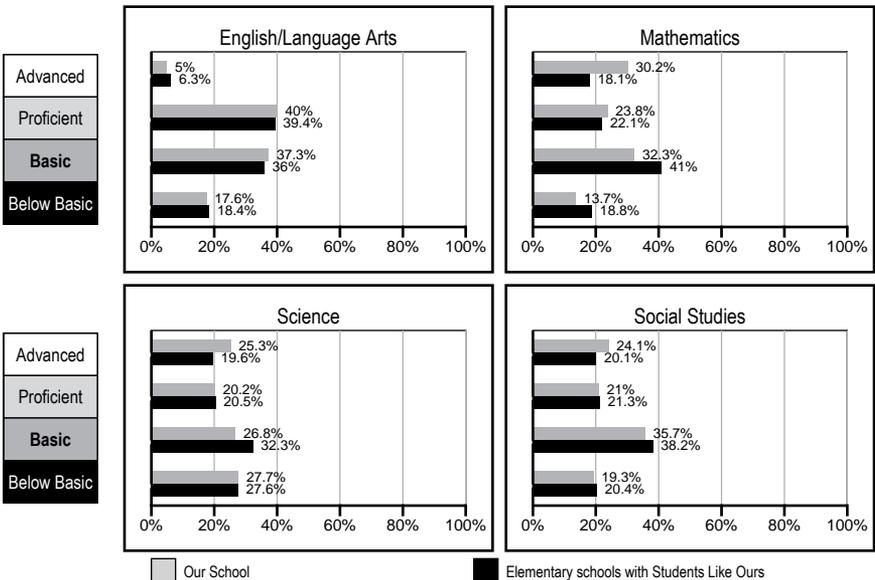
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	15	57	7	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=644)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.6%	Down from 0.8%	2.3%	2.3%
Attendance rate	96.4%	Up from 96.3%	96.3%	96.3%
Eligible for gifted and talented	21.3%	Down from 25.3%	12.1%	10.4%
With disabilities other than speech	10.9%	Up from 9.8%	8.2%	7.5%
Older than usual for grade	0.6%	Down from 0.7%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 1.0%	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	43.2%	Down from 51.4%	56.0%	56.7%
Continuing contract teachers	83.8%	Up from 82.9%	78.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.0%	Up from 86.3%	87.4%	86.4%
Teacher attendance rate	95.5%	Down from 95.6%	95.3%	94.9%
Average teacher salary	\$48,269	Up 1.3%	\$45,236	\$45,345
Professional development days/teacher	13.5 days	Up from 6.6 days	12.1 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	22.2 to 1	Up from 20.9 to 1	18.8 to 1	18.5 to 1
Prime instructional time	90.8%	Down from 91.0%	90.2%	89.8%
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*	\$7,104	Up 20.3%	\$6,518	\$7,052
Percent of expenditures for instruction*	66.1%	Down from 67.9%	69.2%	69.1%
Percent of expenditures for teacher salaries*	60.8%	Down from 65.5%	65.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

2007-2008 was another wonderful year at North Myrtle Beach Intermediate School. Working together, our students, staff, parents, and community accomplished many of our performance goals. Our students have excelled academically at the school, district, and state levels. North Myrtle Beach Intermediate School has been recognized by the South Carolina Oversight Committee during the past two years for closing the achievement gap for historically underachieving students. Our school has also been a Palmetto Silver Award recipient the past three years for academic improvement. North Myrtle Beach Intermediate School was recognized by Horry County School District with the Superintendent's Service Learning Award for excellence in successfully making school and community service an integral part of the curriculum and culture of the school.

All of our students were administered the MAP test three times this school year. Data from MAP scores indicate an increase in students reaching their RIT growth target goals in Math, Reading, and Language. The results that emerged are those of a school that has made solid, steady gains but whose performance needs to continue.

In order to meet the academic needs of all students, we are continuously evaluating and adjusting the instructional programs at North Myrtle Beach Intermediate School. We must increase the number of students performing at the proficiency levels in Math, English Language Arts, Science, and Social Studies. To better serve all students at North Myrtle Beach Intermediate School, we have used a variety of instructional strategies differentiated for each student's individual needs. There was a school-wide focus on literacy across the curriculum. Students participated in activities to build comprehension, fluency, vocabulary, and writing. Technology was integrated into all content areas, providing interactive, highly engaging, rigorous learning opportunities.

Our school mission is to provide a student-centered learning environment that ensures students become responsible and self-disciplined and achieve their maximum potential, in order to succeed in a dynamic world as active contributors in their community. South Carolina standards are matched to students' needs in a diagnostic-prescriptive approach. Student work is continuously examined and guides instruction. Administrators, teachers, and staff pool their knowledge and resources regularly through collaborative planning.

Michelle Greene-Graham, Principal

Mary Gail Stanaland, School Improvement Chairperson 2007-2008

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	286	168
Percent satisfied with learning environment	75.0%	88.4%	84.6%
Percent satisfied with social and physical environment	86.1%	81.3%	83.7%
Percent satisfied with school-home relations	80.6%	89.1%	77.7%

* 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 18 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. 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	1.6%	0.0%	No
Student attendance rate	96.4%	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	635	100	17.6	37.3	40	5	54.3	57.2	48.2	Yes	Yes
Gender											
Male	333	100	20.8	41.5	33	4.7	44.7	50.3	41.7	N/A	N/A
Female	302	100	14.1	32.5	48	5.4	65.3	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	412	100	9.9	33.5	49.5	7.1	66.8	65.4	60	Yes	Yes
African American	172	100	35.5	43.4	20.5	0.6	30.1	34.7	31.7	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	38	100	17.6	50	29.4	2.9	32.4	43.1	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	81	100	54.1	32.4	12.2	1.4	18.9	21.7	16	No	Yes
Migrant Status											
Migrant	N/A	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	39	100	20.6	55.9	23.5	0	23.5	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	353	100	26.2	42.3	29.3	2.2	40.7	44.9	34	Yes	Yes

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

All Students	635	100	13.6	32.3	23.9	30.3	65.9	56.4	45.8	Yes	Yes
Gender											
Male	333	100	14.8	30.5	24.2	30.5	64.5	55.9	45.6	N/A	N/A
Female	302	100	12.3	34.3	23.5	30	67.5	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	412	100	7.9	24.9	28	39.3	77	65.2	59	Yes	Yes
African American	172	100	28.3	46.4	15.1	10.2	42.8	31.6	26.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	38	100	8.8	41.2	23.5	26.5	58.8	42.6	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	81	100	50	32.4	12.2	5.4	25.7	20.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	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	39	100	11.8	44.1	14.7	29.4	50	41	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	353	100	20.1	42	18.8	19.1	53.7	43.9	31.4	Yes	Yes

* 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 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	487	100	27.4	26.9	20.3	25.4	45.7	41.4	35.7	96.4	96.3
Gender											
Male	253	100	28.5	27.6	20.1	23.8	43.9	43.8	37.4	96.5	96.2
Female	234	100	26.2	26.2	20.6	27.1	47.7	39	33.8	96.3	96.4
Racial/Ethnic Group											
White	317	100	13.7	24.7	27.4	34.2	61.6	50.4	49.2	95.9	96.1
African American	131	100	57.1	29.4	6.3	7.1	13.5	16.7	17	97.3	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	97	97.4
Hispanic	29	100	36	32	12	20	32	26.2	24.9	97.8	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	97.8	95.5
Disability Status											
Disabled	60	100	69.8	15.1	3.8	11.3	15.1	15.2	14	96.8	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	29	100	44	36	8	12	20	22.7	24.4	97.4	97
Socio-Economic Status											
Subsized meals	275	100	38.8	30.4	16.4	14.4	30.8	28.8	21.1	96.3	96
Social Studies											
All Students	489	100	19.3	35.7	21	24.1	45.1	41.6	34	96.4	96.3
Gender											
Male	252	100	18.7	35.3	17.8	28.2	46.1	45.3	36.6	96.5	96.2
Female	237	100	19.9	36.1	24.5	19.4	44	37.8	31.3	96.3	96.4
Racial/Ethnic Group											
White	308	100	13	30.2	23.9	33	56.8	48.6	44.5	95.9	96.1
African American	139	100	29.9	50.7	12.7	6.7	19.4	20.7	19.1	97.3	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	97	97.4
Hispanic	31	100	29.6	29.6	25.9	14.8	40.7	33.9	27.5	97.8	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	97.8	95.5
Disability Status											
Disabled	65	100	45.8	40.7	6.8	6.8	13.6	17.1	14.4	96.8	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	31	100	34.6	30.8	23.1	11.5	34.6	30.8	27.3	97.4	97
Socio-Economic Status											
Subsized meals	277	100	26	44.1	17.3	12.6	29.9	29.8	21	96.3	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	298	100	10.7	39.5	42	7.8	49.8
	5	297	99.7	14.1	44	37.9	4	41.9
	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	341	100	15.2	34.3	44.8	5.7	50.5
	5	294	100	20.4	40.7	34.6	4.3	38.9
	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	298	100	12.1	26	27.4	34.5	61.9
	5	297	99.7	11.9	35	23.5	29.6	53.1
	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	341	100	14.6	33.7	21.9	29.8	51.7
	5	294	100	12.5	30.7	26.1	30.7	56.8
	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	298	100	27	30.6	23.5	18.9	42.3
	5	151	99.3	32.1	37.9	8.6	21.4	30
	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	341	100	27	28.9	21.3	22.9	44.1
	5	146	100	28.3	22.5	18.1	31.2	49.3
	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	298	100	18.5	43.8	25.6	12.1	37.7
	5	146	99.3	25.5	35	23.4	16.1	39.4
	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	341	100	15.6	35.6	22.2	26.7	48.9
	5	148	100	27.5	35.9	18.3	18.3	36.6
	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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