



Palmetto Bays Elementary

8900 Hwy 544
Myrtle Beach, SC 29588

Grades	PK-5 Elementary School	
Enrollment	679 Students	
Principal	William D. James	843-236-6200
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	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Good	At-Risk
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

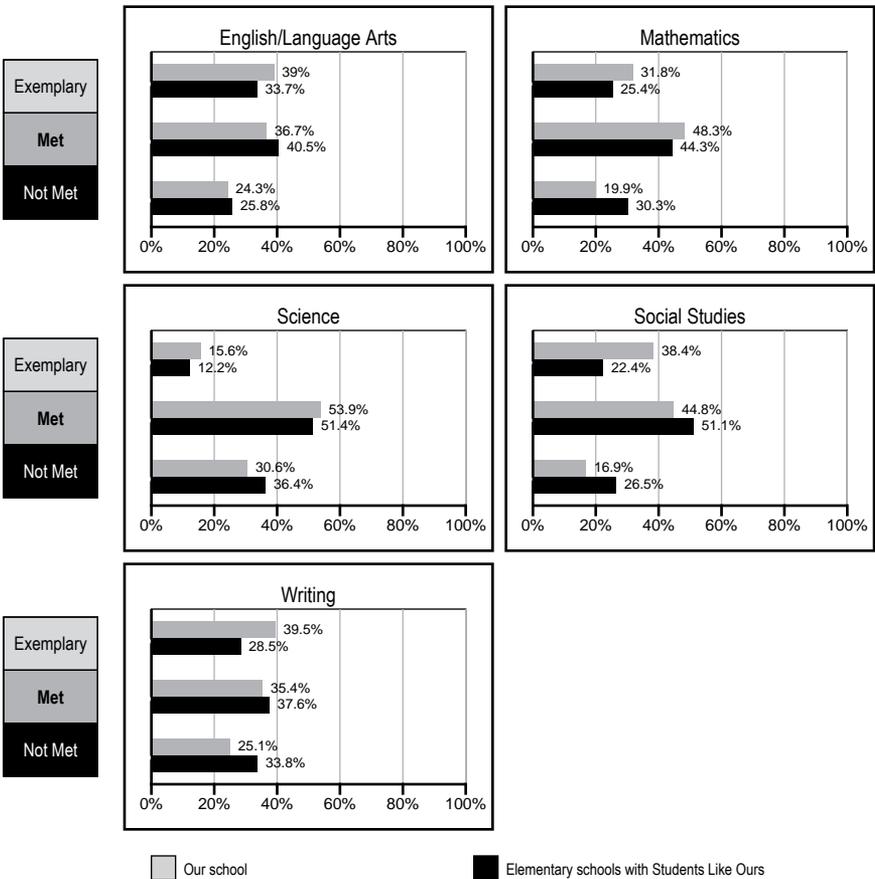
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	14	88	10	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=679)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Down from 2.9%	2.4%	1.9%
Attendance rate	95.1%	Down from 95.5%	96.2%	96.3%
Eligible for gifted and talented	9.1%	Up from 9.0%	8.6%	10.0%
With disabilities other than speech	14.5%	No Change	9.2%	7.7%
Older than usual for grade	0.8%	Down from 1.0%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.4%	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	57.1%	Up from 54.0%	60.0%	59.4%
Continuing contract teachers	83.7%	Up from 76.0%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.0%	Up from 87.8%	86.4%	85.9%
Teacher attendance rate	95.4%	Up from 94.6%	95.0%	95.1%
Average teacher salary*	\$49,737	Up 8.1%	\$47,235	\$47,149
Professional development days/teacher	14.2 days	Down from 16.1 days	11.6 days	11.1 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 18.5 to 1	19.0 to 1	18.8 to 1
Prime instructional time	90.1%	Up from 89.1%	90.1%	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 95.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,081	Up 17.6%	\$7,357	\$7,458
Percent of expenditures for instruction**	70.6%	Down from 71.9%	68.5%	68.8%
Percent of expenditures for teacher salaries**	50.1%	Down from 67.4%	61.9%	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

In 2008-09, Palmetto Bays Elementary celebrated our seventh year of serving students in child development through fifth grade. Our teachers are highly qualified and through collaboration focus on the individual learning styles of each student. We enjoy a unique team approach between teachers, parents, and students. We encourage parent and teacher participation through conferencing, parenting workshops, student study teams, and other activities. A few of our school highlights are after-school fine arts clubs, during school tutoring, preschool story time, reading incentive program, active parent organization, on-site after-school care, student mentoring program, business partners, Science exploration lab, National Board Certified teachers, Pre-K early literacy program, curriculum coaches, book grant for students, student operated morning news program, student support of service projects, Good News club, art club, chorus, and a yearly student and parent talent show. W. David James, Principal; Shannon Day, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	103	68
Percent satisfied with learning environment	94.4%	91.3%	87.7%
Percent satisfied with social and physical environment	98.1%	92.2%	96.9%
Percent satisfied with school-home relations	81.1%	90.3%	81.3%

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

Abbreviations for Missing Data

No Child Left Behind

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	0.0%	0.0%	Yes
Student attendance rate	95.1%	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	306	99.7	24.1	37.8	38.1	87.4	86.5	82.8	Yes	Yes
Gender										
Male	146	100	26.9	42.3	30.8	88.5	83.4	79.3	N/A	N/A
Female	160	99.4	21.6	33.8	44.6	86.5	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	203	100	18.6	32.8	48.6	91.3	91	89.5	Yes	Yes
African American	62	100	28.1	52.6	19.3	82.5	74.8	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	32	96.9	44.8	44.8	10.3	79.3	78.4	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
Disability Status										
Disabled	72	100	40	41.5	18.5	70.8	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	33	97	46.7	40	13.3	76.7	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	213	100	30.9	41.5	27.7	84	81.6	75.5	Yes	Yes

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

All Students	306	99.7	19.8	49.6	30.6	86.7	83.7	78.9	Yes	Yes
Gender										
Male	146	100	20.8	53.1	26.2	85.4	81.9	77	N/A	N/A
Female	160	99.4	18.9	46.6	34.5	87.8	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	203	100	13.7	46.4	39.9	88	89.2	87.2	Yes	Yes
African American	62	100	28.1	59.6	12.3	86	68	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	32	96.9	37.9	51.7	10.3	82.8	78.1	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
Disability Status										
Disabled	72	100	40	46.2	13.8	67.7	53.2	45.5	Yes	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	33	97	40	46.7	13.3	80	76	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	213	100	27.1	49.5	23.4	82.4	77.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	200	100	30.6	53.2	16.1	69.4	73.1	67.5
Gender								
Male	94	100	30.2	50	19.8	69.8	72.2	67
Female	106	100	31	56	13	69	73.9	68
Racial/Ethnic Group								
White	127	100	21.6	56	22.4	78.4	80.8	79.5
African American	47	100	43.2	52.3	4.5	56.8	51.8	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	21	100	57.1	38.1	4.8	42.9	60.9	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.9	71.2
Disability Status								
Disabled	45	100	50	40.5	9.5	50	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	21	100	57.1	33.3	9.5	42.9	57.3	59.6
Socio-Economic Status								
Subsided meals	141	100	39.4	49.6	11	60.6	64.3	55.1
Social Studies								
All Students	199	100	17.3	45.8	36.9	82.7	76.4	72.3
Gender								
Male	98	100	15.1	43	41.9	84.9	75.6	71.5
Female	101	100	19.4	48.4	32.3	80.6	77.3	73.2
Racial/Ethnic Group								
White	142	100	10.2	48	41.7	89.8	82.4	80.7
African American	29	100	42.3	38.5	19.2	57.7	59.2	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	21	100	31.6	42.1	26.3	68.4	71.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.5	72.2
Disability Status								
Disabled	46	100	29.3	51.2	19.5	70.7	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	24	100	27.3	45.5	27.3	72.7	68.3	67.9
Socio-Economic Status								
Subsided meals	136	100	22	51.7	26.3	78	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	300	96.3	25.1	35.4	39.5	74.9	76.3	70.2	95.1	96
Gender										
Male	141	93.6	34.4	36.9	28.7	65.6	69.4	63.2	95.1	96
Female	159	98.7	17.4	34.2	48.3	82.6	83.3	77.5	95.2	96.1
Racial/Ethnic Group										
White	200	96	19.9	35.2	44.9	80.1	82.4	79.1	94.7	95.7
African American	61	98.4	29.3	41.4	29.3	70.7	59.4	57.6	95.4	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	83.1	86.2	95.7	97.2
Hispanic	30	96.7	48.3	31	20.7	51.7	67.7	62.6	96.7	96.8
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.3	68.7	95	95.4
Disability Status										
Disabled	73	84.9	57.9	24.6	17.5	42.1	34.2	26.1	94.3	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	30	100	46.7	33.3	20	53.3	64.6	61.2	97.2	97.1
Socio-Economic Status										
Subsided meals	209	97.1	31	38.5	30.5	69	68.2	58.9	95	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
English/Language Arts							
2009	3	95	100	24.1	26.4	49.4	75.9
	4	96	100	30.3	36	33.7	69.7
	5	115	99.1	18.6	49	32.4	81.4
	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	95	100	17.2	37.9	44.8	82.8
	4	96	100	22.5	51.7	25.8	77.5
	5	115	99.1	19.6	57.8	22.5	80.4
	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	47	100	26.7	44.4	28.9	73.3
	4	95	100	28.4	58	13.6	71.6
	5	58	100	37.7	52.8	9.4	62.3
	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
Social Studies							
2009	3	48	100	11.9	52.4	35.7	88.1
	4	95	100	19.3	44.3	36.4	80.7
	5	56	100	18.4	42.9	38.8	81.6
	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	92	95.7	21.4	26.2	52.4	78.6
	4	95	96.8	34.9	39.5	25.6	65.1
	5	113	96.5	19.8	39.6	40.6	80.2
	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

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