



## Ocean Bay Elementary

950 International Drive  
Myrtle Beach, SC 29579

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	987 Students	
<b>Principal</b>	Nancy Ward	843-903-8400
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	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
<b>2009</b>	<b>Excellent</b>	<b>Good</b>
2008	Good	Below Average
2007	Good	Average
2006	N/A	N/A
2005	N/A	N/A

## 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**

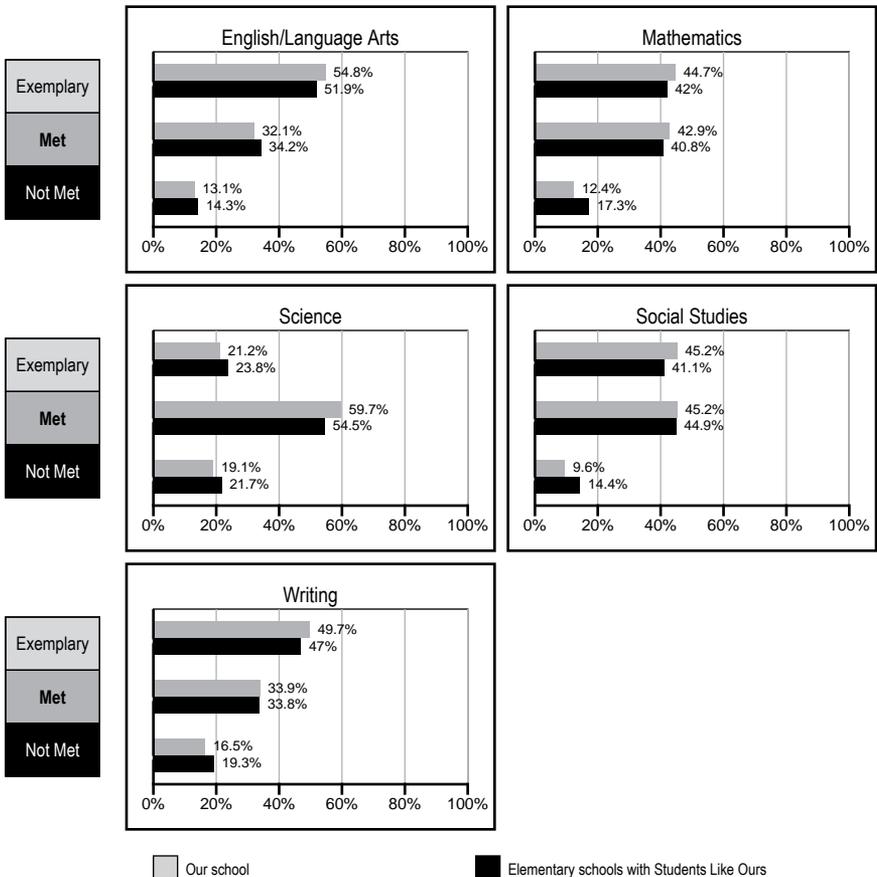
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 91.9%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
24	10	7	0	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
<b>Students (n=987)</b>				
First graders who attended full-day kindergarten	95.2%	Down from 95.7%	100.0%	100.0%
Retention rate	1.5%	Up from 1.3%	1.7%	1.9%
Attendance rate	95.4%	Up from 95.3%	96.6%	96.3%
Eligible for gifted and talented	19.2%	Up from 17.5%	17.8%	10.0%
With disabilities other than speech	7.7%	Up from 6.8%	7.2%	7.7%
Older than usual for grade	0.5%	Up from 0.3%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.1%	0.0%	0.0%
<b>Teachers (n=59)</b>				
Teachers with advanced degrees	42.4%	Up from 35.7%	60.7%	59.4%
Continuing contract teachers	76.3%	Up from 58.9%	81.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.7%	85.9%
Teacher attendance rate	94.5%	No Change	95.6%	95.1%
Average teacher salary*	\$47,187	Up 6.3%	\$48,653	\$47,149
Professional development days/teacher	13.8 days	Up from 13.4 days	10.9 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 19.8 to 1	20.2 to 1	18.8 to 1
Prime instructional time	87.7%	Down from 88.2%	91.5%	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 87.6%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,968	Up 3.4%	\$6,698	\$7,458
Percent of expenditures for instruction**	65.8%	Up from 64.8%	70.3%	68.8%
Percent of expenditures for teacher salaries**	47.1%	Down from 59.3%	66.5%	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

This year our school facility was expanded with the addition of eleven portable classrooms. The School Improvement Council and PTO worked with the school to provide safe and comfortable portable classrooms for our students. Outdoor lighting, additional outdoor security cameras, and keyless entry locks were installed to provide security for our cottages and building. The SIC and PTO also provided leadership in school beautification initiatives, parent workshops, and our volunteer tutor program. The PTO sponsored a parent workday to spruce up the landscaping at the front of the school. They plan to continue our beautification projects by landscaping around the portables and painting/trimming the portables to enhance these classroom spaces – The Cottages at the Bay. Parent workshops were provided for parents in the mornings and evenings on curricular topics – Reading, Math, Writing, and standardized testing. Parent volunteers were assigned to classrooms as reading buddies for our students. The SIC started the “OBE Coast Guard,” parents and community members who volunteered their tutoring services each week for our students. These volunteers provided more than 100 hours of tutoring! The PTO has organized “Beacons of the Bay,” business and community sponsors, to involve and recognize those in our community who provide support during the year. Through fundraising and donations, the PTO purchased SMART Boards for 10 classrooms, PE equipment, drums for our music department, and supplies for the art department. They also provided funds for classroom teachers to purchase instructional materials and to support field studies during the year. Our teachers collaborated as grade level teams to implement the on-grade level curriculum and to provide differentiated instruction in Achievement Blocks to meet the reading and math needs of students on their individual instructional levels. With the support of our teachers, staff, and parents, our students made great growth in their academic achievement this year. We were recognized by the state with the Palmetto Silver Award for academic achievement and improvement. Nancy Ward, Principal; Jill Dore, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	110	67
Percent satisfied with learning environment	94.5%	90.7%	86.4%
Percent satisfied with social and physical environment	100.0%	87.9%	88.1%
Percent satisfied with school-home relations	94.4%	88.0%	74.6%

\* 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

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

<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	2.4%	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	4.2%	0.0%	No
Student attendance rate	95.4%	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	459	100	13.1	32.1	54.8	93.4	86.5	82.8	Yes	Yes
<b>Gender</b>										
Male	229	100	19.4	30.8	49.8	90	83.4	79.3	N/A	N/A
Female	230	100	6.9	33.3	59.7	96.8	89.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	359	100	7.9	30.9	61.2	96.8	91	89.5	Yes	Yes
African American	54	100	46.5	32.6	20.9	76.7	74.8	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	29	100	28.6	50	21.4	78.6	78.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	65	100	41.7	38.3	20	73.3	63.1	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	32	100	25	50	25	78.6	74.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	186	100	22.5	36.3	41.3	88.1	81.6	75.5	Yes	Yes

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

All Students	459	100	12.4	42.9	44.7	90.9	83.7	78.9	Yes	Yes
<b>Gender</b>										
Male	229	100	15.2	41.7	43.1	88.6	81.9	77	N/A	N/A
Female	230	100	9.7	44	46.3	93.1	85.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	359	100	9.1	42.4	48.5	94.1	89.2	87.2	Yes	Yes
African American	54	100	30.2	53.5	16.3	69.8	68	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	29	100	32.1	35.7	32.1	78.6	78.1	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	65	100	45	41.7	13.3	60	53.2	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	32	100	25	35.7	39.3	82.1	76	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	186	100	22.5	45.6	31.9	83.1	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**

	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	315	100	19.1	59.7	21.2	80.9	73.1	67.5
<b>Gender</b>								
Male	161	100	22.8	56.4	20.8	77.2	72.2	67
Female	154	100	15.3	63.2	21.5	84.7	73.9	68
<b>Racial/Ethnic Group</b>								
White	244	100	13.9	62.2	23.9	86.1	80.8	79.5
African American	36	100	46.4	46.4	7.1	53.6	51.8	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	22	100	40.9	45.5	13.6	59.1	60.9	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.9	71.2
<b>Disability Status</b>								
Disabled	41	100	50	47.4	2.6	50	40.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	25	100	37.5	50	12.5	62.5	57.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	131	100	27.7	58.9	13.4	72.3	64.3	55.1
<b>Social Studies</b>								
All Students	316	99.7	9.2	45.4	45.4	90.8	76.4	72.3
<b>Gender</b>								
Male	161	99.4	11.5	39.9	48.6	88.5	75.6	71.5
Female	155	100	6.9	51	42.1	93.1	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	250	100	6.3	43.9	49.8	93.7	82.4	80.7
African American	38	100	32.3	54.8	12.9	67.7	59.2	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	20	95	5.6	61.1	33.3	94.4	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	72.2
<b>Disability Status</b>								
Disabled	45	97.8	25	57.5	17.5	75	47.9	43.5
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	21	95.2	5.3	52.6	42.1	94.7	68.3	67.9
<b>Socio-Economic Status</b>								
Subsided meals	125	99.2	16	48.1	35.8	84	68.7	62.1

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	457	98	15.3	34.3	50.3	84.7	76.3	70.2	95.4	96
<b>Gender</b>										
Male	230	97.8	20.5	39.5	40	79.5	69.4	63.2	95.4	96
Female	227	98.2	10.2	29.2	60.6	89.8	83.3	77.5	95.4	96.1
<b>Racial/Ethnic Group</b>										
White	359	98.1	10.6	35.2	54.3	89.4	82.4	79.1	95.4	95.7
African American	50	98	34.9	41.9	23.3	65.1	59.4	57.6	94.8	96.4
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	83.1	86.2	96.8	97.2
Hispanic	30	96.7	44.8	31	24.1	55.2	67.7	62.6	95.7	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.3	68.7	96	95.4
<b>Disability Status</b>										
Disabled	65	100	46.8	29	24.2	53.2	34.2	26.1	95.2	95.4
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	91.6	96.6
<b>English Proficiency</b>										
Limited English Proficient	32	100	41.4	27.6	31	58.6	64.6	61.2	95.8	97.1
<b>Socio-Economic Status</b>										
Subsided meals	180	98.3	25	37.2	37.8	75	68.2	58.9	94.7	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
<b>English/Language Arts</b>							
<b>2009</b>	3	172	100	15	23.1	61.9	85
	4	172	100	12.7	36.3	51	87.3
	5	115	100	10.9	39.1	50	89.1
	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
<b>Mathematics</b>							
<b>2009</b>	3	172	100	15	36.3	48.8	85
	4	172	100	10.8	45.9	43.3	89.2
	5	115	100	10.9	48.2	40.9	89.1
	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
<b>Science</b>							
<b>2009</b>	3	84	100	24.1	53.2	22.8	75.9
	4	172	100	16.5	63.3	20.3	83.5
	5	59	100	19.6	58.9	21.4	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
<b>Social Studies</b>							
<b>2009</b>	3	88	100	9.8	41.5	48.8	90.2
	4	172	99.4	6.4	47.1	46.5	93.6
	5	56	100	16.7	46.3	37	83.3
	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
<b>Writing</b>							
<b>2009</b>	3	175	96	18.2	27.7	54.1	81.8
	4	165	99.4	11.4	45.6	43	88.6
	5	117	99.2	16.7	28.1	55.3	83.3
	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

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