



MYRTLE BEACH HIGH

3302 Robert Grissom
Myrtle Beach, SC 29577

Grades	9-12 High School	
Enrollment	1,246 Students	
Principal	Nona Kerr	843-448-7149
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	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
2010	Good	Average
2009	Average	At-Risk
2008	Excellent	Excellent
2007	Good	Below Average
2006	Good	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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	12	20	1	0

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	82.8%	81.6%	80.6%	81.6%	76.0%	78.7%
Passed 1 subtest (%)	11.0%	10.0%	10.6%	10.1%	13.0%	11.4%
Passed no subtests (%)	6.3%	8.5%	8.7%	8.5%	11.1%	10.2%

HSAP Passage Rate by Spring 2010

Percent	Our High School	High Schools with Students Like Ours
	91.4%	90.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	333	357	265	269
Number of Graduates in Cohort	259	256	195	191
Rate	77.8%	71.7%	75.2%	71.6%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	81.7%	74.4%
English 1	74.6%	66.8%
Physical Science	75.5%	58.6%
US History and the Constitution	62.4%	42.6%
All Tests	73.0%	60.3%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=1,246)				
Retention rate	2.5%	Down from 2.6%	3.7%	3.7%
Attendance rate	95.8%	Up from 93.6%	95.9%	95.4%
Eligible for gifted and talented	30.1%	Up from 26.4%	15.7%	12.4%
With disabilities other than speech	13.0%	Down from 14.1%	12.5%	12.8%
Older than usual for grade	9.2%	Up from 7.5%	9.1%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Down from 1.4%	1.3%	1.1%
Enrolled in AP/IB programs	19.6%	Down from 27.0%	15.5%	13.1%
Successful on AP/IB exams	66.1%	Down from 68.2%	44.4%	50.4%
Eligible for LIFE Scholarship	25.9%	Up from 24.7%	31.2%	30.4%
Annual dropout rate	4.2%	Down from 6.5%	3.9%	3.1%
Career/technology students in co-curricular organizations	9.0%	Up from 1.1%	1.5%	2.2%
Enrollment in career/technology courses	647	Down from 783	377	424
Students participating in work-based experiences	2.7%	Down from 4.0%	9.3%	11.7%
Career/technology students attaining technical skills	81.7%	Down from 83.1%	79.8%	78.7%
Career/technology completers placed	96.6%	Up from 95.5%	97.4%	98.5%
Teachers (n=71)				
Teachers with advanced degrees	47.9%	Up from 47.4%	60.8%	60.4%
Continuing contract teachers	80.3%	Up from 72.4%	79.5%	76.6%
Teachers with emergency or provisional certificates	8.8%	Down from 10.0%	6.4%	6.5%
Teachers returning from previous year	83.3%	Up from 81.1%	87.6%	86.8%
Teacher attendance rate	94.5%	Down from 95.4%	95.8%	95.8%
Average teacher salary*	\$50,623	Down 1.1%	\$47,289	\$47,390
Professional development days/teacher	14.8 days	Down from 15.2 days	10.8 days	10.0 days
School				
Principal's years at school	7.5	Up from 5.5	4.0	4.0
Student-teacher ratio in core subjects	31.6 to 1	Up from 30.1 to 1	26.3 to 1	25.8 to 1
Prime instructional time	87.7%	Up from 87.4%	90.5%	90.1%
Dollars spent per pupil**	\$8,758	Up 5.4%	\$7,859	\$7,974
Percent of expenditures for teacher salaries**	54.7%	Up from 42.9%	54.3%	55.4%
Percent of expenditures for instruction**	60.1%	Down from 60.6%	59.8%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.4%	96.1%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	269	91.4%	1139	73.0%	357	71.7%	No
Gender							
Male	147	85.7%	630	72.5%	199	64.8%	N/A
Female	122	98.4%	509	73.7%	158	80.4%	N/A
Racial/Ethnic Group							
White	170	97.1%	670	79.0%	220	76.4%	N/A
African American	65	81.5%	290	63.8%	83	63.9%	N/A
Asian/Pacific Islander	N/A	N/A	27	77.8%	12	91.7%	N/A
Hispanic	20	75.0%	119	60.5%	35	60.0%	N/A
American Indian/Alaskan	N/A	N/A	13	76.9%	N/A	N/A	N/A
Disability Status							
Disabled	23	82.6%	111	58.6%	29	65.5%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	13	76.9%	148	58.1%	21	71.4%	N/A
Socio-Economic Status							
Subsidized meals	131	83.2%	690	65.9%	190	60.5%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

MBHS is excited to share with you the School Report Card that provides the progress made by our school. We continue to make gains in student achievement and attendance as we reduce the number of retained students, drop-outs, and discipline referrals. More than 60% of our graduating class maintained a 3.0 GPA and were awarded more than 5.4 million dollars in scholarships. We believe that these are just a few of the indicators of OUR District, school, and community commitment to excellence.

Our theme for this year was "Lead Out Loud" in order to encourage our students to make good decisions and to lead by example. The 9th grade academy, "The Hawk House", continues to exceed expectations in all areas of 9th grade end-of course results. The READ180 and MATH360 programs also assisted in making significant differences in student improvement and growth.

MBHS continues to use data to assist with scheduling and identifying our at-risk population. Our curriculum specialist and teachers utilized creative scheduling throughout the year for student academic support. Our teachers continue to give a minimum of one hour per week for tutorial services and after-school attendance make-up is offered for students needing to complete missed instructional time. Workshops were offered for SAT, ACT, and AP writing throughout the year by staff members. Students were also able to use an on-line SAT tutorial program both at school and at home.

Extracurricular activities are an integral part of student growth. A variety of clubs and organizations exist at MBHS including Model UN, Academic Team, NJROTC Drill Team and Color Guard, Key Club, National Honor Society, and Beta Club. Our fine arts program represents approximately 25% of our student body in the areas of band, chorus, art, and orchestra. Our varsity athletic teams continue to be strong competitors in all areas and brought home 1 State Championships in girls basketball, 1 individual State champions in wrestling, and 1 individual State champions in boys track.

School-community partnerships continue to be a strength at MBHS. Our School Improvement Council, PTSO, and Parent Volunteers play an integral role in our strategic planning. The Local Advisory Board and the MB Educational Foundation provide input concerning academic performance, parent involvement, and school-community relations. Our school clubs and organizations are actively involved in community service projects to ensure a constant connection between school and community.

We thank you for your support and for helping us in teach our students to lead by example...especially when no one is looking!

Nona Kerr, Principal
Linda Wunder, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	203	60
Percent satisfied with learning environment	93.0%	69.0%	83.3%
Percent satisfied with social and physical environment	89.5%	75.9%	85.0%
Percent satisfied with school-home relations	87.3%	82.8%	73.3%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress

NO

This school met 14 out of 17 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

N/A

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 Data

	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	4.1%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	311	100	12.9	32.1	29.6	25.4	67.6	68.2	65.9	No	Yes
Male	156	100	17.4	34.7	29.2	18.8	61.1	63.4	60.8	N/A	N/A
Female	155	100	8.4	29.4	30.1	32.2	74.1	73.1	71	N/A	N/A
White	176	100	6.9	25.6	30.6	36.9	83.1	77.5	77.5	Yes	Yes
African American	93	100	18	43.8	29.2	9	48.3	45.1	49.7	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	71.4	80.2	I/S	I/S
Hispanic	27	100	20	40	28	12	44	52	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	78.6	65.9	I/S	I/S
Disabled	37	100	28.6	51.4	17.1	2.9	31.4	26.3	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	32	100	36.7	40	16.7	6.7	30	33.7	47.3	I/S	I/S
Subsidized meals	195	100	20.3	40.7	26.6	12.4	50.3	56.9	51.5	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	311	99.7	11.2	31.1	28.3	29.4	72.4	68.1	62.3	Yes	Yes
Male	156	99.4	13.3	30.1	28	28.7	72	66.3	61.7	N/A	N/A
Female	155	100	9.1	32.2	28.7	30.1	72.7	69.9	63	N/A	N/A
White	176	99.4	6.3	21.4	33.3	39	83.6	76.3	75	Yes	Yes
African American	93	100	18	47.2	22.5	12.4	57.3	46	44	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	85.7	85.5	I/S	I/S
Hispanic	27	100	16	40	24	20	56	55.6	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.7	62.5	I/S	I/S
Disabled	37	100	28.6	34.3	25.7	11.4	57.1	30.8	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	32	100	26.7	36.7	30	6.7	46.7	44.8	52.6	I/S	I/S
Subsidized meals	195	99.5	16.5	40.3	26.7	16.5	62.5	57.9	48.1	Yes	Yes

Physical Science (End-of-Course Test performance by Group)											
All Students	311	92.9	52.9	22.8	7.3	17.0	24.2	N/A	N/A	N/A	N/A
Male	157	91.1	51.0	24.5	7.7	16.8	24.5	N/A	N/A	N/A	N/A
Female	154	94.8	54.8	21.2	6.8	17.1	24.0	N/A	N/A	N/A	N/A
White	175	95.4	43.1	24.6	10.8	21.6	32.3	N/A	N/A	N/A	N/A
African American	94	93.6	72.7	17.0	2.3	8.0	10.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	27	77.8	57.1	33.3	0.0	9.5	9.5	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	35	85.7	76.7	10.0	6.7	6.7	13.3	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	35	80.0	67.9	25.0	0.0	7.1	7.1	N/A	N/A	N/A	N/A
Subsidized meals	195	90.3	63.1	22.7	4.5	9.7	14.2	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	337	99.1	11.1	30.8	26.9	31.1	68.9	67.4	61.8
	2010	311	100	12.9	32.1	29.6	25.4	67.6	68.2	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	336	99.4	12.5	29.5	21	37	69.2	70.8	62.7
	2010	311	99.7	11.2	31.1	28.3	29.4	72.4	68.1	62.3

* Adjusted to account for natural variation in performance.

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