



## NORTH MYRTLE BEACH ELEMENTARY

1283 Highway 57 South  
Little River, South Carolina

<b>Grades</b>	2-3 Elementary School	
<b>Enrollment</b>	630 Students	
<b>Principal</b>	Vicki Underwood	843-399-8800
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Good	At-Risk
2008	Good	Below Average
2007	Good	Below Average

### 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

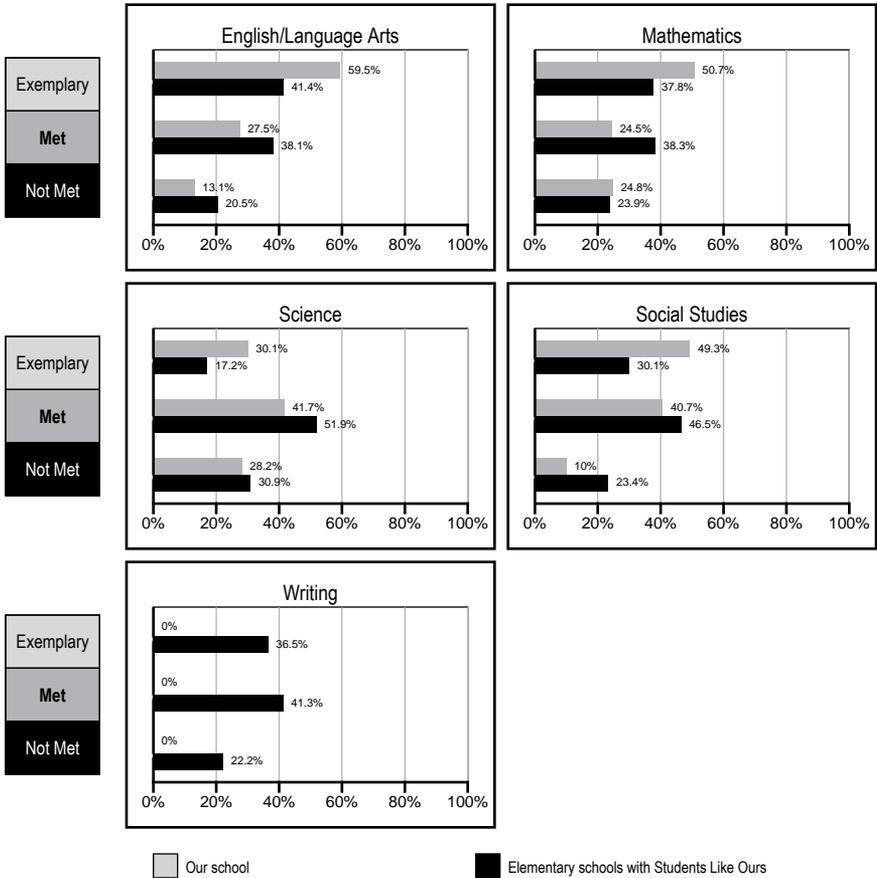
Percent of students tested in 2010-11 whose 2009-10 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
21	34	61	1	0

\* Ratings are calculated with data available by 11/09/2011.

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=630)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.3%	Down from 1.4%	1.3%	1.1%
Attendance rate	96.1%	Up from 95.0%	96.1%	96.2%
Served by gifted and talented program	12.9%	Up from 11.5%	14.3%	13.4%
With disabilities other than speech	5.1%	Down from 9.6%	4.9%	4.1%
Older than usual for grade	0.3%	Down from 0.4%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.9%	Up from 1.3%	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	57.1%	Up from 55.6%	61.5%	62.5%
Continuing contract teachers	92.9%	Down from 95.6%	90.0%	88.2%
Teachers returning from previous year	88.8%	Down from 89.8%	88.5%	87.8%
Teacher attendance rate	94.7%	Down from 95.0%	95.2%	95.2%
Average teacher salary*	\$55,155	Up 2.8%	\$46,534	\$46,773
Professional development days/teacher	20.1 days	Up from 14.7 days	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 20.4 to 1	20.1 to 1	19.9 to 1
Prime instructional time	88.7%	Up from 88.1%	90.4%	90.4%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,497	Down 0.7%	\$7,179	\$7,447
Percent of expenditures for instruction**	68.5%	Down from 68.6%	68.1%	68.4%
Percent of expenditures for teacher salaries**	64.0%	Up from 63.6%	65.5%	65.8%

\* 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

**Report of Principal and School Improvement Council**

North Myrtle Beach Elementary had an excellent 2010-11 school year. We are in a unique situation as we house more than 600 second and third graders. Our mission is to provide a rigorous and engaging curriculum that meets the needs of each individual student. We received the Palmetto Gold Award for General Performance.

Our focus this year has been to implement a core reading program that includes phonemic awareness, phonics, comprehension, vocabulary and fluency. We implemented the Imagine It! Reading Program for third grade as a continuation from second grade which we implemented last year. We also focused on small group intensive reading interventions for at risk students. Through the use of The Measures of Academic Progress assessments we assessed the needs and growth of every child. This allowed teachers to differentiate their instruction to meet the individual needs of students. We had significant professional development in the Everyday Math curriculum and also focused instruction on basic math facts. Math instruction was also differentiated for special education and gifted students.

In the area of personal and social development NMBE offers classroom guidance lessons, service learning projects, Life-skill leader programs and Positive Behavior Interventions and Support. Our school has adopted an intolerance to bullying. NMBE participated in the American Heart Association Jump Rope for Heart, American Cancer Society Relay for Life, Make-A Wish, Ronald McDonald House, United Way, The Salvation Army, Helping Hands, and March of Dimes March for Babies. The success of any school requires the support of an active Parent Teacher Organization, faithful volunteers, generous business partners and involved parents. The PTO is very active and sponsors many programs during the school year. Over thirty business partners provide incentives for students and staff and over 255 faithful volunteers in our community provide assistance to teachers and students.

We look forward to an exciting and successful 2011-2012 school year. Feel free to come soar with us to excellency.

Vicki Underwood, Principal  
 Jennifer Batten, School Improvement Council Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	42	292	157
Percent satisfied with learning environment	90.5%	83.1%	90.4%
Percent satisfied with social and physical environment	95.2%	78.4%	88.9%
Percent satisfied with school-home relations	90.5%	82.2%	89.0%

\* 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 19 out of 19 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	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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 = 79.4% (Met or Exemplary)**

All Students	330	100	13	27.7	59.3	94.8	85.5	82.4	Yes	Yes
<b>Gender</b>										
Male	159	100	15.1	30.8	54.1	93.8	82.5	78.7	N/A	N/A
Female	171	100	11.2	24.8	64	95.7	88.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	194	100	7.7	19.3	72.9	98.3	90.1	88.9	Yes	Yes
African American	105	100	22.7	40.2	37.1	88.7	73.6	72.9	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	28	100	11.5	34.6	53.8	96.2	81.3	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	45	100	38.5	30.8	30.8	84.6	55.8	48.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	21	100	14.3	42.9	42.9	95.2	80.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	217	100	17.7	33.8	48.5	92.9	80.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	330	100	24.8	24.8	50.5	85	86	81.9	Yes	Yes
<b>Gender</b>										
Male	159	100	24.7	28.1	47.3	85.6	84.1	79.9	N/A	N/A
Female	171	100	24.8	21.7	53.4	84.5	88.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	194	100	17.1	19.3	63.5	89.5	90.8	88.9	Yes	Yes
African American	105	100	39.2	32	28.9	74.2	73.1	71.4	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	28	100	23.1	34.6	42.3	96.2	83.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	45	100	56.4	25.6	17.9	61.5	55.6	47.3	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	21	100	19	38.1	42.9	90.5	82.9	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	217	100	33.8	29.8	36.4	80.3	81.4	74.9	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	169	100	28	41.4	30.6	72	74.8	68.6
<b>Gender</b>								
Male	84	100	31.2	42.9	26	68.8	74.4	68.3
Female	85	100	25	40	35	75	75.2	68.9
<b>Racial/Ethnic Group</b>								
White	99	100	17.6	36.3	46.2	82.4	83	80.7
African American	56	100	48.1	44.2	7.7	51.9	53.8	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	85	85.3
Hispanic	14	100	21.4	64.3	14.3	78.6	66.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	70.8
<b>Disability Status</b>								
Disabled	26	100	50	31.8	18.2	50	41.7	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	65.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	111	100	37.3	44.1	18.6	62.7	66.8	57.3
<b>Social Studies</b>								
All Students	162	100	9.9	41.1	49	90.1	77.8	72.5
<b>Gender</b>								
Male	75	100	10.1	40.6	49.3	89.9	77.5	72
Female	87	100	9.8	41.5	48.8	90.2	78.1	73.1
<b>Racial/Ethnic Group</b>								
White	95	100	6.7	34.4	58.9	93.3	83.7	81
African American	50	100	15.2	47.8	37	84.8	61.1	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	14	100	16.7	50	33.3	83.3	75.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.6	73.5
<b>Disability Status</b>								
Disabled	20	100	16.7	50	33.3	83.3	46	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	11	100	9.1	63.6	27.3	90.9	75.3	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	107	100	11.3	50.5	38.1	88.7	71	62.9

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	N/A	N/AV	N/A	N/A	N/A	N/A	76.6	73.2	96.1	95.8
<b>Gender</b>										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	71.3	67.2	96.2	95.8
Female	N/A	N/AV	N/A	N/A	N/A	N/A	82.2	79.4	96	95.8
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	82.2	81.5	95.7	95.5
African American	N/A	N/AV	N/A	N/A	N/A	N/A	61	61.3	96.8	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88	87	95.4	96.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.7	66.7	96.2	96.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	81	72.2	92.6	94.4
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	32.7	26	95.8	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	65.7	96	96.6
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	63.2	96.1	95.5

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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>2010</b>	3	378	99.7	15.7	16.6	67.7	84.3
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	330	100	13	27.7	59.3	87
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>2010</b>	3	378	100	20.3	29.7	50	79.7
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	330	100	24.8	24.8	50.5	75.2
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>2010</b>	3	187	100	27.6	36.8	35.6	72.4
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	169	100	28	41.4	30.6	72
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	194	100	23.5	35.8	40.8	76.5
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	162	100	9.9	41.1	49	90.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>2010</b>	3	380	99.2	19.9	30.4	49.7	80.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>2011</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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