



## St James Elementary

9711 St. James Road  
Myrtle Beach, SC 29588

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	726 Students	
<b>Principal</b>	Mary Beth Heath	843-650-8220
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	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
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	At-Risk
2006	Good	Average
2005	Good	At-Risk
2004	Excellent	Good

## 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**

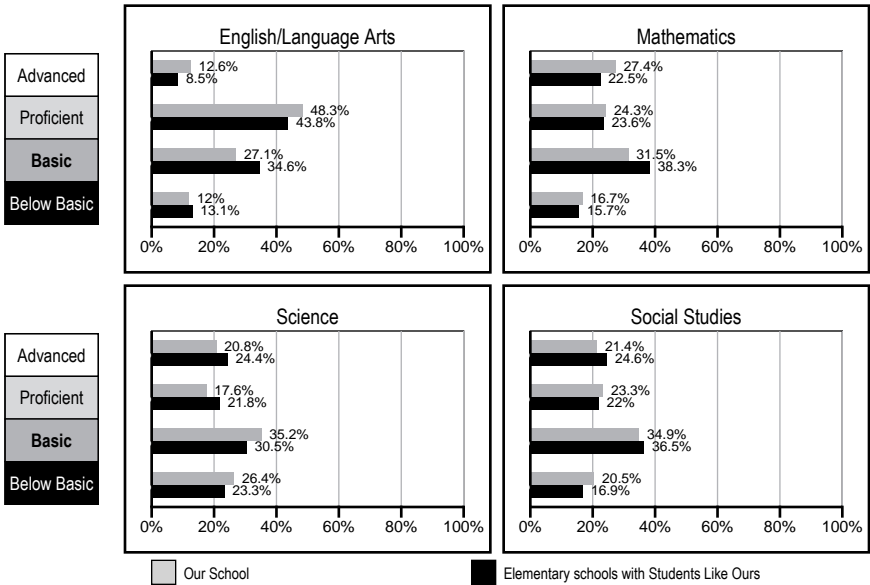
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.9%

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

Excellent	Good	Average	Below Average	At-Risk
4	32	51	1	0

\* 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
<b>Students (n=726)</b>				
First graders who attended full-day kindergarten	96.7%	Up from 88.0%	100.0%	100.0%
Retention rate	0.6%	Up from 0.3%	2.0%	2.3%
Attendance rate	96.2%	Up from 95.1%	96.5%	96.3%
Eligible for gifted and talented	21.5%	Up from 21.2%	16.1%	10.4%
With disabilities other than speech	8.9%	Up from 7.2%	7.0%	7.5%
Older than usual for grade	0.7%	Up from 0.3%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	50.0%	Up from 32.4%	59.6%	56.7%
Continuing contract teachers	72.7%	Up from 67.6%	81.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 2.0%	0.0%	0.0%
Teachers returning from previous year	75.1%	Down from 86.1%	89.4%	86.4%
Teacher attendance rate	93.9%	Down from 95.1%	94.7%	94.9%
Average teacher salary	\$47,564	Up 9.9%	\$46,467	\$45,345
Professional development days/teacher	21.0 days	Up from 13.4 days	13.3 days	12.6 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Down from 24.2 to 1	19.5 to 1	18.5 to 1
Prime instructional time	89.0%	Down from 89.6%	90.2%	89.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$5,978	Up 16.6%	\$6,451	\$7,052
Percent of expenditures for instruction*	69.9%	Down from 76.7%	69.7%	69.1%
Percent of expenditures for teacher salaries*	64.0%	Down from 72.9%	65.6%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The year 2007-2008 was a silver year at St. James Elementary. We have found students eager to perform in areas of academic and personal excellence.

- 21 students qualified for the Duke TIP Program
- 16 students qualified for the Johns Hopkins Talent-Search Program
- 26 students received the Silver President's Award for Academic Achievement
- 39 students received the Gold President's Award for Academic Achievement
- 95 Governor's Palmetto Award winners

We continue to expand our programs in technology, instruction, and assessment. Our teachers challenge themselves as well as their students. Michelle Keelin was selected as Teacher of the Year. St. James Elementary sponsored a study trip to Florida as an educational experience for the exploration of manatees and their habitat. Other opportunities included Dolphin Council, Library Assistants, and Winter Youth Basketball. The PTA sponsored Fall Festival and a spring raffle to finance school improvements to our Fine Arts Program and library. Our faculty and students were divided to form a new school in our attendance area. St. James Elementary continues to be the heart of a vigorous and growing community.

Mary Beth Heath, Principal  
John A. Glover, SIC Chairman

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	40	80	59
Percent satisfied with learning environment	100.0%	93.7%	84.5%
Percent satisfied with social and physical environment	97.5%	91.1%	86.0%
Percent satisfied with school-home relations	100.0%	92.5%	81.0%

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

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School Adequate Yearly Progress

NO

This school met 15 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

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	1.4%	0.0%	No
Student attendance rate	96.2%	94.0%	Yes

\* Or greater than last year

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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	337	100	12	27.1	48.3	12.6	71.9	57.2	48.2	Yes	Yes
<b>Gender</b>											
Male	164	100	16.3	32	41.8	9.8	64.1	50.3	41.7	N/A	N/A
Female	173	100	7.9	22.6	54.3	15.2	79.3	64.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	273	100	10	24.5	51.3	14.2	76.2	65.4	60	Yes	Yes
African American	39	100	18.8	34.4	37.5	9.4	59.4	34.7	31.7	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	14	100	23.1	46.2	30.8	0	30.8	43.1	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
<b>Disability Status</b>											
Disabled	50	100	57.4	29.8	12.8	0	14.9	21.7	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	13	100	16.7	41.7	41.7	0	41.7	39.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	136	100	15.4	35	40.7	8.9	60.2	44.9	34	Yes	Yes

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

All Students	337	100	16.7	31.5	24.3	27.4	63.7	56.4	45.8	Yes	Yes
<b>Gender</b>											
Male	164	100	15	33.3	24.2	27.5	60.1	55.9	45.6	N/A	N/A
Female	173	100	18.3	29.9	24.4	27.4	67.1	57	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	273	100	13	31.8	25.7	29.5	68.2	65.2	59	Yes	Yes
African American	39	100	40.6	28.1	6.3	25	34.4	31.6	26.9	I/S	I/S
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	14	100	30.8	30.8	38.5	0	53.8	42.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	50	100	57.4	29.8	8.5	4.3	14.9	20.8	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	13	100	33.3	8.3	50	8.3	66.7	41	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	136	100	24.4	39.8	17.9	17.9	48	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
<b>Science</b>											
All Students	228	100	26.4	35.2	17.6	20.8	38.4	41.4	35.7	96.2	96.3
<b>Gender</b>											
Male	111	100	27.4	32.1	14.2	26.4	40.6	43.8	37.4	96.1	96.2
Female	117	100	25.5	38.2	20.9	15.5	36.4	39	33.8	96.2	96.4
<b>Racial/Ethnic Group</b>											
White	182	100	23.6	34.5	19	23	42	50.4	49.2	96	96.1
African American	28	100	37.5	41.7	8.3	12.5	20.8	16.7	17	97.1	96.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	96.5	97.4
Hispanic	11	100	45.5	27.3	27.3	0	27.3	26.2	24.9	97.8	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	97.7	95.5
<b>Disability Status</b>											
Disabled	34	100	72.7	18.2	6.1	3	9.1	15.2	14	95.4	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	22.7	24.4	98.1	97
<b>Socio-Economic Status</b>											
Subsided meals	92	100	37.2	37.2	12.8	12.8	25.6	28.8	21.1	95.8	96
<b>Social Studies</b>											
All Students	227	100	20.5	34.9	23.3	21.4	44.7	41.6	34	96.2	96.3
<b>Gender</b>											
Male	111	100	23.1	28.8	22.1	26	48.1	45.3	36.6	96.1	96.2
Female	116	100	18	40.5	24.3	17.1	41.4	37.8	31.3	96.2	96.4
<b>Racial/Ethnic Group</b>											
White	189	100	18.2	36.5	23.2	22.1	45.3	48.6	44.5	96	96.1
African American	21	100	38.9	11.1	38.9	11.1	50	20.7	19.1	97.1	96.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	96.5	97.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	33.9	27.5	97.8	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	97.7	95.5
<b>Disability Status</b>											
Disabled	32	100	63.3	23.3	6.7	6.7	13.3	17.1	14.4	95.4	95.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	30.8	27.3	98.1	97
<b>Socio-Economic Status</b>											
Subsided meals	89	100	30	45	15	10	25	29.8	21	95.8	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*
<b>English/Language Arts</b>								
<b>2007</b>	3	188	99.5	9.3	19.2	51.7	19.8	71.5
	4	184	100	17.6	25.9	47.6	8.8	56.5
	5	204	100	21.2	43.5	32.1	3.3	35.3
	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
<b>2008</b>	3	107	100	8	25	42	25	67
	4	118	100	13.2	22.8	57	7	64
	5	112	100	14.6	34	44.7	6.8	51.5
	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
<b>Mathematics</b>								
<b>2007</b>	3	188	100	16.2	39.3	24.9	19.7	44.5
	4	184	100	18.8	29.4	22.4	29.4	51.8
	5	204	100	19.6	34.8	23.4	22.3	45.7
	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
<b>2008</b>	3	107	100	18	33	22	27	49
	4	118	100	10.5	30.7	24.6	34.2	58.8
	5	112	100	22.3	31.1	26.2	20.4	46.6
	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
<b>Science</b>								
<b>2007</b>	3	93	98.9	41	25.3	13.3	20.5	33.7
	4	184	100	31.8	37.1	19.4	11.8	31.2
	5	103	100	38.7	32.3	12.9	16.1	29
	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
<b>2008</b>	3	53	100	18.4	30.6	24.5	26.5	51
	4	118	100	26.3	36.8	14.9	21.9	36.8
	5	57	100	34	35.8	17	13.2	30.2
	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
<b>Social Studies</b>								
<b>2007</b>	3	95	100	13.5	36	30.3	20.2	50.6
	4	184	100	27.6	46.5	15.9	10	25.9
	5	101	100	30.8	46.2	9.9	13.2	23.1
	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
<b>2008</b>	3	54	100	13.7	41.2	15.7	29.4	45.1
	4	118	100	17.5	39.5	26.3	16.7	43
	5	55	100	34	18	24	24	48
	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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