

## Myrtle Beach Elementary

3101 Oak Street  
Myrtle Beach, South

<b>Grades</b>	2-3 Elementary School	
<b>Enrollment</b>	590 Students	
<b>Principal</b>	Renea A. Fowler	843-448-1774
<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>Good</b>	<b>Below Average</b>
2007	Good	At-Risk
2006	Excellent	Excellent
2005	Excellent	At-Risk
2004	Excellent	Excellent

## 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**

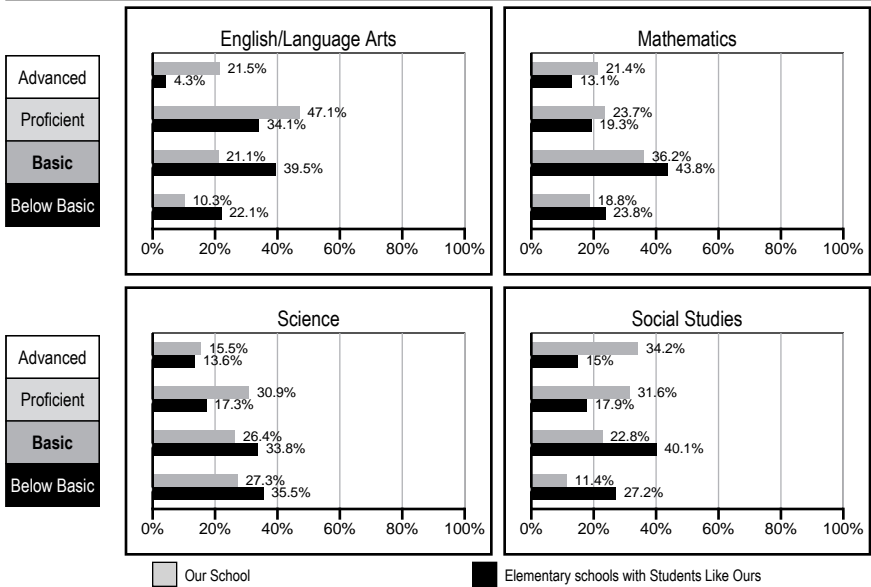
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

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

Excellent	Good	Average	Below Average	At-Risk
0	4	44	40	1

\* 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=590)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.0%	Up from 1.9%	2.7%	2.3%
Attendance rate	96.4%	Up from 96.1%	96.1%	96.3%
Eligible for gifted and talented	10.4%	Down from 11.7%	9.2%	10.4%
With disabilities other than speech	18.3%	Up from 15.9%	8.7%	7.5%
Older than usual for grade	0.3%	Down from 1.4%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 0.7%	0.0%	0.0%
<b>Teachers (n=40)</b>				
Teachers with advanced degrees	65.0%	Down from 68.4%	56.5%	56.7%
Continuing contract teachers	82.5%	Down from 92.1%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.6%	Down from 92.8%	87.0%	86.4%
Teacher attendance rate	96.2%	Up from 95.9%	94.8%	94.9%
Average teacher salary	\$46,921	Down 3.4%	\$45,266	\$45,345
Professional development days/teacher	6.2 days	Down from 13.0 days	12.9 days	12.6 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 19.6 to 1	18.5 to 1	18.5 to 1
Prime instructional time	91.7%	Up from 91.0%	89.4%	89.8%
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	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$8,277	Up 11.4%	\$6,959	\$7,052
Percent of expenditures for instruction*	70.5%	Down from 73.8%	68.7%	69.1%
Percent of expenditures for teacher salaries*	65.6%	Down from 70.1%	64.7%	64.2%

\* 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**

2007-2008 was another banner year for Myrtle Beach Elementary. Our school continued to meet the academic, social, emotional, and physical needs of our students on a daily basis. Myrtle Beach Elementary continued to bond with outside resources to ensure community bonding and added more this year. Myrtle Beach Elementary received, for the fifth year in a row, the honor of "Closing the Achievement Gap." This honor also shows the effort of the school to monitor the progress of all students.

Throughout the year, we have assessed student progress through the data and made appropriate changes in instruction in order to meet the needs of each individual student. For the fifth year, we have been able to administer MAP testing which enables us to monitor students' achievement throughout the year. Analyzing these immediate results allows us to make instructional changes in order to benefit each individual student as soon as possible. The implementation of MAP has provided invaluable information for our students on an immediate basis throughout the year. We attribute a lot of our success for "Closing the Achievement Gap" to the ability to make solid academic changes for each student throughout the year. We use our MAP results to predict our students' success on Statetesting. Once again, we monitor the prediction throughout the year.

Our staff is composed of very highly qualified individuals who work hard to provide rigorous daily instruction based on our state standards. The same individuals assist in providing opportunities for instruction beyond the regular school day. From October to May we provided a Comprehensive Remediation After School Program serving over 100 students. Numerous teachers provided individual student tutoring after school. In addition, our school provides day tutorial assistance by certified teachers for at-risk readers. We have wonderful volunteer and mentoring programs that assist in providing academic and social instructional services for many students. Our students participated in several charity causes this year such as Jump Rope for Heart, Humane Society, Helping Hand, and Recycle America.

Our PTO continues to be an integral part of our school success by providing additional resources to enhance instruction throughout the year such as SC Newsweekly newspaper, student incentives, picnic tables, and classroom accessories. Our PTO assisted in Field Days, Winter and Spring Musicals, Sunshine Saturday, Staff Appreciation, yearbook development and sales, and much more.

Renea Fowler, Principal  
 Carla Ivey, School Improvement Council, President

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	39	217	124
Percent satisfied with learning environment	100.0%	88.8%	89.8%
Percent satisfied with social and physical environment	97.4%	89.1%	94.2%
Percent satisfied with school-home relations	94.9%	90.6%	90.2%

\* 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

NO

This school met 22 out of 23 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	<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."</b>

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	0.0%	0.0%	Yes
Student attendance rate	96.4%	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	262	100	10.6	21.2	46.9	21.2	77	57.2	48.2	Yes	Yes
<b>Gender</b>											
Male	134	100	14.2	23.3	42.5	20	71.7	50.3	41.7	N/A	N/A
Female	128	100	6.6	18.9	51.9	22.6	83	64.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	138	100	3.3	16.5	48.8	31.4	86.8	65.4	60	Yes	Yes
African American	75	100	25	28.3	43.3	3.3	61.7	34.7	31.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	37	100	12.1	24.2	48.5	15.2	72.7	43.1	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
<b>Disability Status</b>											
Disabled	63	100	27.6	31	37.9	3.4	53.4	21.7	16	Yes	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	40	100	13.5	27	43.2	16.2	67.6	39.1	36.9	I/S	Yes
<b>Socio-Economic Status</b>											
Subsided meals	182	100	14.5	27	46.7	11.8	68.4	44.9	34	Yes	Yes

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

All Students	262	100	19	36.3	23.5	21.2	58	56.4	45.8	Yes	Yes
<b>Gender</b>											
Male	134	100	21.7	32.5	21.7	24.2	60.8	55.9	45.6	N/A	N/A
Female	128	100	16	40.6	25.5	17.9	54.7	57	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	138	100	12.4	24	28.1	35.5	76	65.2	59	Yes	Yes
African American	75	100	36.7	53.3	8.3	1.7	25	31.6	26.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	37	100	12.1	48.5	30.3	9.1	51.5	42.6	38.1	I/S	I/S
American Indian/Alaskan	3	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	63	100	53.4	24.1	10.3	12.1	34.5	20.8	17.1	Yes	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	40	100	16.2	51.4	24.3	8.1	51.4	41	38.7	I/S	Yes
<b>Socio-Economic Status</b>											
Subsided meals	182	100	23.7	42.1	20.4	13.8	48.7	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	128	100	27.3	26.4	30.9	15.5	46.4	41.4	35.7	96.4	96.3
<b>Gender</b>											
Male	72	100	32.8	21.9	29.7	15.6	45.3	43.8	37.4	96.5	96.2
Female	56	100	19.6	32.6	32.6	15.2	47.8	39	33.8	96.4	96.4
<b>Racial/Ethnic Group</b>											
White	67	100	12.3	22.8	40.4	24.6	64.9	50.4	49.2	96	96.1
African American	39	100	48.5	30.3	15.2	6.1	21.2	16.7	17	96.6	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	96.5	97.4
Hispanic	14	100	41.7	16.7	41.7	0	41.7	26.2	24.9	97.6	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	97.5	95.5
<b>Disability Status</b>											
Disabled	32	100	50	23.3	26.7	0	26.7	15.2	14	96	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	18	100	43.8	18.8	37.5	0	37.5	22.7	24.4	97.8	97
<b>Socio-Economic Status</b>											
Subsided meals	91	100	38.2	26.3	26.3	9.2	35.5	28.8	21.1	96.3	96
<b>Social Studies</b>											
All Students	133	100	12.9	22.4	31	33.6	64.7	41.6	34	96.4	96.3
<b>Gender</b>											
Male	62	100	12.5	17.9	28.6	41.1	69.6	45.3	36.6	96.5	96.2
Female	71	100	13.3	26.7	33.3	26.7	60	37.8	31.3	96.4	96.4
<b>Racial/Ethnic Group</b>											
White	70	100	9.4	10.9	39.1	40.6	79.7	48.6	44.5	96	96.1
African American	36	100	29.6	29.6	25.9	14.8	40.7	20.7	19.1	96.6	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	96.5	97.4
Hispanic	23	100	4.8	42.9	14.3	38.1	52.4	33.9	27.5	97.6	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	97.5	95.5
<b>Disability Status</b>											
Disabled	31	100	42.9	17.9	25	14.3	39.3	17.1	14.4	96	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	22	100	4.8	47.6	14.3	33.3	47.6	30.8	27.3	97.8	97
<b>Socio-Economic Status</b>											
Subsided meals	91	100	14.5	31.6	25	28.9	53.9	29.8	21	96.3	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	280	99.6	6.5	27.1	48.6	17.8	66.4
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
<b>2008</b>	3	262	100	10.6	21.2	46.9	21.2	68.1
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	I/S
<b>Mathematics</b>								
<b>2007</b>	3	280	99.6	15	34	26.3	24.7	51
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
<b>2008</b>	3	262	100	19	36.3	23.5	21.2	44.7
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	I/S
<b>Science</b>								
<b>2007</b>	3	138	100	27.3	30.6	28.1	14	42.1
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
<b>2008</b>	3	128	100	27.3	26.4	30.9	15.5	46.4
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	I/S
<b>Social Studies</b>								
<b>2007</b>	3	141	100	10.3	30.2	31	28.6	59.5
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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
<b>2008</b>	3	133	100	12.9	22.4	31	33.6	64.7
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	I/S

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