

North Myrtle Beach Elementary

1283 Highway 57 South
Little River, South Carolina

Grades	2-3 Elementary School	
Enrollment	681 Students	
Principal	Mark Porter	843-399-8800
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	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
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Excellent
2005	Good	Good
2004	Excellent	N/A

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

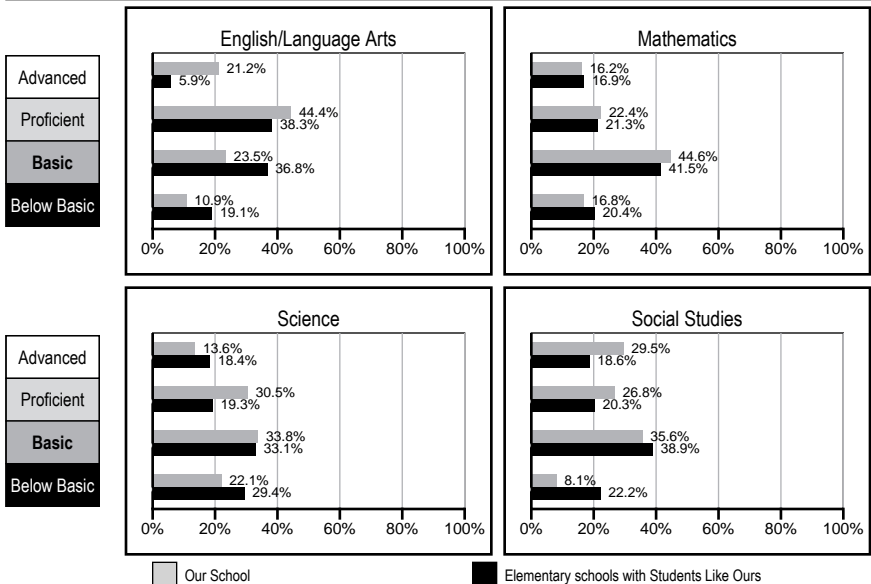
Percent of students tested in 2007-08 whose 2006-07 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	12	64	13	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 | /S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=681)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.0%	Down from 1.2%	2.2%	2.3%
Attendance rate	96.2%	Up from 95.3%	96.3%	96.3%
Eligible for gifted and talented	10.5%	Down from 11.4%	11.6%	10.4%
With disabilities other than speech	8.8%	Up from 7.2%	8.4%	7.5%
Older than usual for grade	0.3%	Down from 0.6%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	52.2%	No Change	56.5%	56.7%
Continuing contract teachers	80.4%	Down from 84.8%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.0%	Up from 86.2%	87.8%	86.4%
Teacher attendance rate	95.6%	No Change	95.0%	94.9%
Average teacher salary	\$50,328	Up 2.5%	\$45,023	\$45,345
Professional development days/teacher	17.5 days	Up from 10.7 days	12.2 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 18.9 to 1	18.8 to 1	18.5 to 1
Prime instructional time	89.7%	Down from 90.3%	89.8%	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	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,585	Up 25.8%	\$6,577	\$7,052
Percent of expenditures for instruction*	70.2%	Down from 73.0%	68.9%	69.1%
Percent of expenditures for teacher salaries*	65.0%	Down from 67.7%	65.0%	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

North Myrtle Beach Elementary (NMBE) is a wonderful community school with a rich heritage of parental involvement and community support. More than 680 students and 80 staff members call NMBE home. Last year we received the South Carolina Palmetto Gold Award which recognizes high levels of student achievement. NMBE was also recognized by the South Carolina Education Oversight Committee for "Closing the Achievement Gap" among all student subgroups for the fifth consecutive year.

School-wide instructional initiatives for the 2007-08 school year included a professional development focus on effective mathematics instruction, small group intensive reading intervention for at-risk students, integration of literacy in the content areas, and the use of the Measures of Academic Progress (MAP) data to differentiate instruction for all students. The MAP assessments are used to identify student strengths and weaknesses. MAP provides teachers with valuable diagnostic information for each student in the areas of reading, language, and mathematics. Teachers celebrate with students when they meet or exceed their target goals on MAP.

Civic, personal, and social responsibilities were taught through classroom guidance lessons, service learning projects, and Lifeskill Leaders, Second Step, and Say No to Bullying Programs. Students participated in several service learning projects during the year. Our school's Kiwanis Kids Club led our school in a "Change for Charities Campaign" which provided financial support to the American Cancer Society, the American Red Cross, and the March of Dimes. Students participated in the American Heart Association's annual Jump Rope for Heart campaign. Students also collected soft-drink tabs to support funding for the Ronald McDonald House.

The success of any school requires the support of an active PTO, faithful volunteers, generous business partners, and involved parents. The PTO sponsored many programs, including a Holiday Bazaar, Sweetheart Dance, and Sun Fun Spring Fling. The PTO raised more than \$26,000. PTO collections were used to purchase a school yearbook, spirit t-shirt, and academic planner for every student. Funds were also used to support a motivational assembly for students and to provide appreciations for teachers. The PTO recognized a "Staff Member of the Week" each week and provided appreciation breakfasts and luncheons throughout the year. We were fortunate to have over 30 local business partners who provided incentives for students and staff members. Over 140 faithful volunteers devoted time in our school each week, serving as mentors and tutors, reading with students, working in the school office and media center, chaperoning study trips, assisting teachers, and working during field day events and other school-wide activities.

School-wide goals for 2008-09 will include a focus on balanced literacy, school safety, differentiated instruction for all students, and enhanced learning through the use of technology.

Mark Porter, Principal
Jennifer Dickson, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	275	147
Percent satisfied with learning environment	90.5%	86.3%	90.3%
Percent satisfied with social and physical environment	90.7%	86.4%	91.7%
Percent satisfied with school-home relations	88.1%	87.5%	88.2%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 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

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	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	321	99.4	10.3	23.9	44.5	21.3	78.4	57.2	48.2	Yes	Yes
Gender											
Male	160	98.8	18.1	25.5	38.9	17.4	70.5	50.3	41.7	N/A	N/A
Female	161	100	2.6	22.4	50	25	86.2	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	205	100	4.1	19.2	47.7	29	85.5	65.4	60	Yes	Yes
African American	91	98.9	21.3	33.7	39.3	5.6	67.4	34.7	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	22	95.5	25	31.3	37.5	6.3	50	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
Disability Status											
Disabled	50	98	34.7	30.6	30.6	4.1	49	21.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	17	94.1	27.3	36.4	27.3	9.1	45.5	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	186	98.9	16.9	31.4	40.1	11.6	69.2	44.9	34	Yes	Yes

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

All Students	321	100	16.5	44.9	22.4	16.2	53.1	56.4	45.8	Yes	Yes
Gender											
Male	160	100	19.9	41.7	22.5	15.9	49	55.9	45.6	N/A	N/A
Female	161	100	13.2	48	22.4	16.4	57.2	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	205	100	6.7	38.9	30.1	24.4	69.4	65.2	59	Yes	Yes
African American	91	100	34.4	55.6	7.8	2.2	22.2	31.6	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	22	100	35.3	58.8	5.9	0	23.5	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
Disability Status											
Disabled	50	100	48	30	14	8	26	20.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	50	41.7	8.3	0	16.7	41	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	186	100	26.4	51.7	13.8	8	33.9	43.9	31.4	No	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
Science											
All Students	163	100	21.4	33.8	30.5	14.3	44.8	41.4	35.7	96.2	96.3
Gender											
Male	81	100	26.3	28.9	27.6	17.1	44.7	43.8	37.4	96.3	96.2
Female	82	100	16.7	38.5	33.3	11.5	44.9	39	33.8	96.1	96.4
Racial/Ethnic Group											
White	98	100	10.9	29.3	39.1	20.7	59.8	50.4	49.2	95.7	96.1
African American	55	100	38.2	40	16.4	5.5	21.8	16.7	17	97.1	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	96.3	97.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	96.1	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	97.9	95.5
Disability Status											
Disabled	31	100	54.8	16.1	12.9	16.1	29	15.2	14	96.2	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	22.7	24.4	96.1	97
Socio-Economic Status											
Subsided meals	101	100	30.9	44.7	18.1	6.4	24.5	28.8	21.1	96.2	96
Social Studies											
All Students	158	100	8.1	35.6	26.8	29.5	56.4	41.6	34	96.2	96.3
Gender											
Male	79	100	8	28	30.7	33.3	64	45.3	36.6	96.3	96.2
Female	79	100	8.1	43.2	23	25.7	48.6	37.8	31.3	96.1	96.4
Racial/Ethnic Group											
White	107	100	5.9	28.7	28.7	36.6	65.3	48.6	44.5	95.7	96.1
African American	36	100	14.3	45.7	28.6	11.4	40	20.7	19.1	97.1	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	96.3	97.4
Hispanic	15	100	7.7	61.5	7.7	23.1	30.8	33.9	27.5	96.1	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	97.9	95.5
Disability Status											
Disabled	19	100	36.8	26.3	21.1	15.8	36.8	17.1	14.4	96.2	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	11	100	11.1	77.8	0	11.1	11.1	30.8	27.3	96.1	97
Socio-Economic Status											
Subsided meals	85	100	12.5	43.8	25	18.8	43.8	29.8	21	96.2	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*
English/Language Arts								
2007	3	342	99.7	6.1	28.7	51.9	13.4	65.3
	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
8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	321	99.4	10.3	23.9	44.5	21.3	65.8
	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
Mathematics								
2007	3	342	99.7	12.4	41.4	26.1	20.1	46.2
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	321	100	16.5	44.9	22.4	16.2	38.6
	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
Science								
2007	3	170	100	23.7	40.4	23.7	12.2	35.9
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	163	100	21.4	33.8	30.5	14.3	44.8
	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
Social Studies								
2007	3	174	99.4	12.3	38.1	34.2	15.5	49.7
	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	158	100	8.1	35.6	26.8	29.5	56.4
	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

Abbreviations for Missing Data

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