



## Socastee Elementary

4950 Socastee Boulevard  
Myrtle Beach, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	611 Students	
<b>Principal</b>	Judy Bratcher	843-650-2606
<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	Below Average
2006	Good	At-Risk
2005	Good	At-Risk
2004	Good	Below Average

## 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**

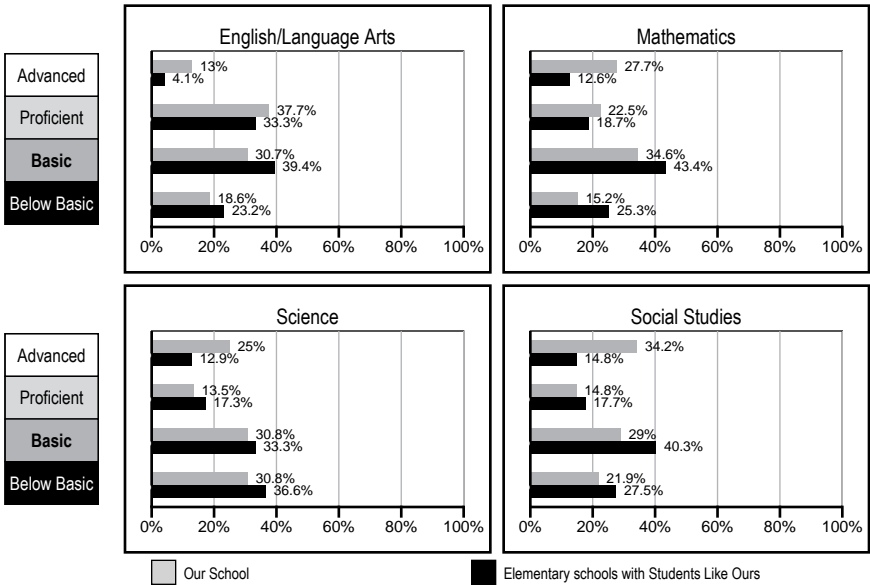
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.9%

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

Excellent	Good	Average	Below Average	At-Risk
0	3	37	43	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=611)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 2.6%	2.9%	2.3%
Attendance rate	96.2%	Up from 95.6%	96.1%	96.3%
Eligible for gifted and talented	16.3%	Down from 18.0%	8.2%	10.4%
With disabilities other than speech	10.0%	Up from 7.1%	9.0%	7.5%
Older than usual for grade	0.0%	Down from 1.1%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	48.8%	Down from 52.4%	54.8%	56.7%
Continuing contract teachers	85.4%	Up from 81.0%	78.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.2%	Up from 85.0%	86.5%	86.4%
Teacher attendance rate	94.1%	Down from 94.9%	94.7%	94.9%
Average teacher salary	\$46,650	Up 3.3%	\$45,059	\$45,345
Professional development days/teacher	35.4 days	Up from 16.6 days	13.0 days	12.6 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 20.6 to 1	18.4 to 1	18.5 to 1
Prime instructional time	88.4%	Down from 89.0%	89.0%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,231	Up 29.7%	\$7,265	\$7,052
Percent of expenditures for instruction*	69.1%	Down from 70.3%	68.4%	69.1%
Percent of expenditures for teacher salaries*	63.5%	Down from 67.8%	62.7%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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### Report of Principal and School Improvement Council

2007-08 was a great year for Socastee Elementary School. The school was recognized as a Gold AYP school, Closing the Gap school, SACS accredited school, and is a Red Carpet school. Socastee worked with students, parents, and community to raise money for March of Dimes, Cancer Society, American Heart Association, and other charitable organizations. Our 4th grade Helping Hands Club provided leadership and community service for various school projects, worked during the year and into the summer at a local assisted-living center, and collected school supplies for a school in Afghanistan.

In order to improve student achievement we provided literacy teachers, a Reading Recovery teacher, and child development and kindergarten teacher assistants to help students master basic literacy skills. Differentiated programs for gifted and special needs students were provided. Selected 5th grade math students took Pre-Algebra 2nd semester. An After School Academy was provided. PACT, MAP, and benchmark data were used to plan lessons. Teachers attended staff development and state conferences in areas relevant to our academic needs. One ESOL teacher and assistant worked with ESOL students.

Translations and interpretations were provided to improve communication. Title I funded "Active Parenting" facilitated by the school counselor. Parent programs on "Parenting Tips" and "Safety Tips for Kids" were held. An interpreter and child care was provided at all parent meetings. An interpreter was also available at the fall parent and teacher conferences with the Personalized Academic Plan/Academic Plan meeting for students. A major challenge our staff and students face is the issue of high mobility for students.

PTO and the School Improvement council continued their support for the staff and students. Numerous business and organizations provided gifts and support to the school. Coastal Carolina University mentors worked with over 20 students regularly. The revised mission of the school is to provide students with a stable quality learning environment that models the Responsive Classroom principles and students can achieve.

Judy Bratcher, Principal, 2007-08

Laura Abernathy, School Improvement Council Chairperson, 2007-08

### Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	67	60
Percent satisfied with learning environment	93.0%	95.5%	96.6%
Percent satisfied with social and physical environment	93.0%	95.5%	95.0%
Percent satisfied with school-home relations	73.8%	91.0%	86.4%

\* 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

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	3.9%	0.0%	No
Student attendance rate	96.2%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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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	261	100	18.3	30.9	37.8	13	61.7	57.2	48.2	Yes	Yes
<b>Gender</b>											
Male	122	100	23.6	38.2	32.7	5.5	51.8	50.3	41.7	N/A	N/A
Female	139	100	13.3	24.2	42.5	20	70.8	64.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	177	100	10.2	28.7	45.2	15.9	70.7	65.4	60	Yes	Yes
African American	33	100	24.1	48.3	20.7	6.9	37.9	34.7	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	44	100	47.4	26.3	21.1	5.3	42.1	43.1	38.4	I/S	Yes
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	44	100	48.6	37.8	8.1	5.4	21.6	21.7	16	I/S	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	45	100	48.7	28.2	17.9	5.1	38.5	39.1	36.9	I/S	Yes
<b>Socio-Economic Status</b>											
Subsided meals	167	100	27	32.6	32.6	7.8	50.4	44.9	34	Yes	Yes

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

All Students	261	100	15.2	34.3	22.6	27.8	59.1	56.4	45.8	Yes	Yes
<b>Gender</b>											
Male	122	100	15.5	39.1	20	25.5	55.5	55.9	45.6	N/A	N/A
Female	139	100	15	30	25	30	62.5	57	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	177	100	8.9	30.6	24.2	36.3	70.1	65.2	59	Yes	Yes
African American	33	100	41.4	34.5	13.8	10.3	24.1	31.6	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	44	100	23.7	44.7	23.7	7.9	39.5	42.6	38.1	I/S	Yes
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	44	100	51.4	37.8	8.1	2.7	13.5	20.8	17.1	I/S	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	45	100	23.1	46.2	23.1	7.7	41	41	38.7	I/S	Yes
<b>Socio-Economic Status</b>											
Subsided meals	167	100	19.9	41.1	17	22	46.8	43.9	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	172	100	30.3	31	13.5	25.2	38.7	41.4	35.7	96.2	96.3
<b>Gender</b>											
Male	85	100	35.9	28.2	14.1	21.8	35.9	43.8	37.4	96.2	96.2
Female	87	100	24.7	33.8	13	28.6	41.6	39	33.8	96.3	96.4
<b>Racial/Ethnic Group</b>											
White	115	100	21.7	31.1	17	30.2	47.2	50.4	49.2	96	96.1
African American	23	100	80	0	0	20	20	16.7	17	96.8	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	N/A	97.4
Hispanic	28	100	34.8	43.5	13	8.7	21.7	26.2	24.9	96.7	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	N/A	95.5
<b>Disability Status</b>											
Disabled	36	100	76.7	13.3	6.7	3.3	10	15.2	14	95.9	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	29	100	37.5	45.8	8.3	8.3	16.7	22.7	24.4	96.7	97
<b>Socio-Economic Status</b>											
Subsided meals	107	100	40.4	31.9	12.8	14.9	27.7	28.8	21.1	96.1	96
<b>Social Studies</b>											
All Students	176	99.4	21.4	29.2	14.9	34.4	49.4	41.6	34	96.2	96.3
<b>Gender</b>											
Male	77	100	21.7	29	13	36.2	49.3	45.3	36.6	96.2	96.2
Female	99	99	21.2	29.4	16.5	32.9	49.4	37.8	31.3	96.3	96.4
<b>Racial/Ethnic Group</b>											
White	121	99.2	15.1	24.5	14.2	46.2	60.4	48.6	44.5	96	96.1
African American	18	100	35.3	47.1	5.9	11.8	17.6	20.7	19.1	96.8	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	N/A	97.4
Hispanic	33	100	35.7	35.7	21.4	7.1	28.6	33.9	27.5	96.7	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	N/A	95.5
<b>Disability Status</b>											
Disabled	24	100	60	30	5	5	10	17.1	14.4	95.9	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	33	100	35.7	39.3	17.9	7.1	25	30.8	27.3	96.7	97
<b>Socio-Economic Status</b>											
Subsided meals	114	99.1	26.3	35.8	14.7	23.2	37.9	29.8	21	96.1	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	96	100	9.3	30.2	44.2	16.3	60.5
	4	75	100	12.1	37.9	43.9	6.1	50
	5	91	100	12.5	53.4	33	1.1	34.1
	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	93	100	16.3	24.4	33.7	25.6	59.3
	4	87	100	13.9	30.4	45.6	10.1	55.7
	5	81	100	26.2	40	33.8	0	33.8
	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	96	100	17.4	36	24.4	22.1	46.5
	4	75	100	13.6	39.4	21.2	25.8	47
	5	91	100	5.7	45.5	28.4	20.5	48.9
	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	93	100	16.3	33.7	23.3	26.7	50
	4	87	100	12.7	29.1	22.8	35.4	58.2
	5	81	100	16.9	41.5	21.5	20	41.5
	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>Science</b>								
<b>2007</b>	3	49	100	24.4	35.6	26.7	13.3	40
	4	75	100	37.9	40.9	13.6	7.6	21.2
	5	46	100	40.9	36.4	11.4	11.4	22.7
	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	46	100	31.8	18.2	18.2	31.8	50
	4	87	100	27.8	32.9	11.4	27.8	39.2
	5	39	100	34.4	43.8	12.5	9.4	21.9
	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	47	100	12.2	41.5	26.8	19.5	46.3
	4	75	100	34.8	34.8	25.8	4.5	30.3
	5	45	100	20.5	54.5	15.9	9.1	25
	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	47	100	7.1	28.6	7.1	57.1	64.3
	4	87	100	19	29.1	19	32.9	51.9
	5	42	97.6	45.5	30.3	15.2	9.1	24.2
	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

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