



## Palmetto Bays Elementary

8900 Hwy 544  
Myrtle Beach, SC 29588

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	713 Students	
<b>Principal</b>	William D. James	843-236-6200
<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	Good
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**

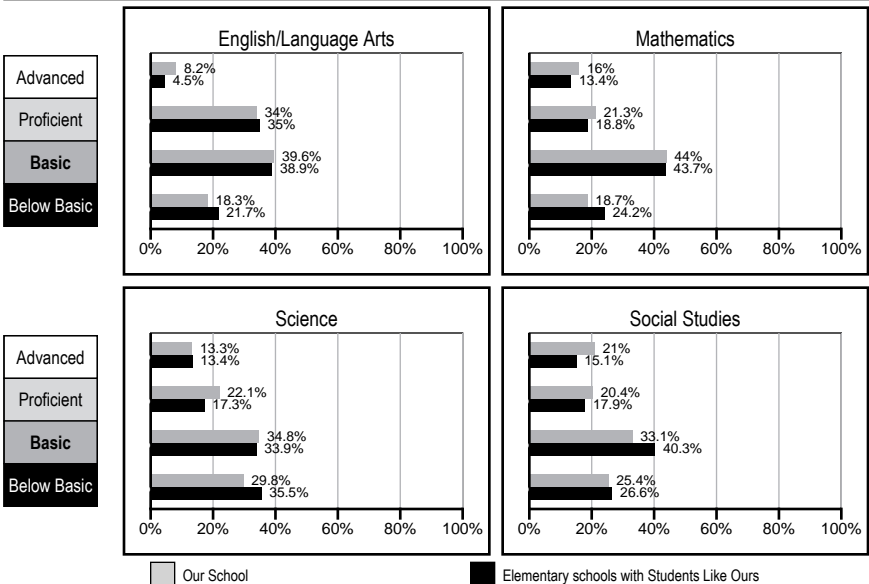
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

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

Excellent	Good	Average	Below Average	At-Risk
0	3	49	34	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=713)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Up from 1.8%	2.8%	2.3%
Attendance rate	95.5%	Up from 95.4%	96.1%	96.3%
Eligible for gifted and talented	9.0%	Down from 13.6%	9.5%	10.4%
With disabilities other than speech	14.5%	Up from 11.6%	8.7%	7.5%
Older than usual for grade	1.0%	Up from 0.6%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 0.5%	0.0%	0.0%
<b>Teachers (n=50)</b>				
Teachers with advanced degrees	54.0%	Up from 46.0%	57.4%	56.7%
Continuing contract teachers	76.0%	Up from 72.0%	80.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 2.4%	0.0%	0.0%
Teachers returning from previous year	87.8%	Down from 90.0%	86.8%	86.4%
Teacher attendance rate	94.6%	Down from 96.0%	94.8%	94.9%
Average teacher salary	\$46,019	Up 6.5%	\$45,332	\$45,345
Professional development days/teacher	16.1 days	Up from 15.9 days	12.6 days	12.6 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 23.1 to 1	18.5 to 1	18.5 to 1
Prime instructional time	89.1%	Down from 90.9%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.2%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,719	Up 14.8%	\$6,897	\$7,052
Percent of expenditures for instruction*	71.9%	Down from 74.9%	68.9%	69.1%
Percent of expenditures for teacher salaries*	67.4%	Down from 72.5%	65.5%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

In 2007-08 Palmetto Bays Elementary celebrated our sixth year of serving students in child development through fifth grades. We are a Title I school receiving funding to provide additional educational experiences for all students. Our teachers are highly qualified and through collaboration focus on the individual learning styles of each student. We enjoy a unique team approach between teachers, parents, and students. We encourage parent and teacher participation through conferencing, parenting workshops, student study teams, and other activities provided by a full-time parent family school coordinator.

Here are a few school highlights:

- After-school fine arts clubs such as dance and yoga
- Before- and after-school tutoring
- Preschool story time for area children
- Reading incentive program for students
- Drama club for grades 3-5
- Active parent organization that promotes family involvement
- On-site afterschool care
- Student Mentoring program with Coastal Carolina University students
- Business partners and a parent resource library
- Science exploration lab with full-time instructor for grades 4 and 5
- National Board Certified teachers on staff
- Pre-K Early Literacy program and classroom inclusion of regular ed students
- Silver award for student achievement
- Two on-site curriculum coaches
- Book grant for student take home
- Student-operated morning news program
- Student support of service projects - March of Dimes, Jump Rope for Heart

W. David James, Principal

Dr. John Navin, School Improvement Council Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	43	82	60
Percent satisfied with learning environment	86.0%	85.4%	82.8%
Percent satisfied with social and physical environment	86.0%	87.7%	78.3%
Percent satisfied with school-home relations	86.0%	90.1%	70.0%

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 20 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	<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	95.5%	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
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	305	100	18.1	39.1	33.7	9.1	56.5	57.2	48.2	Yes	Yes
<b>Gender</b>											
Male	151	100	20.7	48.1	25.9	5.2	48.1	50.3	41.7	N/A	N/A
Female	154	100	15.6	30.5	41.1	12.8	64.5	64.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	220	100	10.7	40.6	38.1	10.7	64	65.4	60	Yes	Yes
African American	52	100	42.6	31.9	21.3	4.3	34	34.7	31.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	27	100	30.8	46.2	23.1	0	38.5	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	74	100	35.9	39.1	15.6	9.4	32.8	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	28	100	30.8	46.2	19.2	3.8	38.5	39.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	193	100	24.3	43.8	25.4	6.5	45	44.9	34	Yes	Yes

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

All Students	305	100	18.5	43.8	22.1	15.6	50.4	56.4	45.8	Yes	Yes
<b>Gender</b>											
Male	151	100	19.3	40	25.9	14.8	51.9	55.9	45.6	N/A	N/A
Female	154	100	17.7	47.5	18.4	16.3	48.9	57	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	220	100	13.7	43.1	24.9	18.3	56.3	65.2	59	Yes	Yes
African American	52	100	25.5	51.1	17	6.4	34	31.6	26.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	27	100	38.5	46.2	11.5	3.8	30.8	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	74	100	42.2	34.4	18.8	4.7	28.1	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	28	100	38.5	46.2	11.5	3.8	30.8	41	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	193	100	24.3	47.9	18.3	9.5	40.8	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	206	100	29.3	34	21.8	14.9	36.7	41.4	35.7	95.5	96.3
<b>Gender</b>											
Male	103	100	30.1	35.5	20.4	14	34.4	43.8	37.4	95.5	96.2
Female	103	100	28.4	32.6	23.2	15.8	38.9	39	33.8	95.6	96.4
<b>Racial/Ethnic Group</b>											
White	145	100	20.6	34.4	26	19.1	45	50.4	49.2	95.1	96.1
African American	39	100	52.8	25	16.7	5.6	22.2	16.7	17	95.7	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	97.4	97.4
Hispanic	19	100	38.9	50	5.6	5.6	11.1	26.2	24.9	97.2	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	95.8	95.5
<b>Disability Status</b>											
Disabled	55	100	53.1	22.4	12.2	12.2	24.5	15.2	14	94.6	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	19	100	38.9	50	5.6	5.6	11.1	22.7	24.4	97.6	97
<b>Socio-Economic Status</b>											
Subsided meals	133	100	35.9	41	14.5	8.5	23.1	28.8	21.1	95.4	96
<b>Social Studies</b>											
All Students	203	100	25.4	33	21.1	20.5	41.6	41.6	34	95.5	96.3
<b>Gender</b>											
Male	97	100	22.5	33.7	24.7	19.1	43.8	45.3	36.6	95.5	96.2
Female	106	100	28.1	32.3	17.7	21.9	39.6	37.8	31.3	95.6	96.4
<b>Racial/Ethnic Group</b>											
White	149	100	18	33.8	24.8	23.3	48.1	48.6	44.5	95.1	96.1
African American	32	100	56.7	26.7	10	6.7	16.7	20.7	19.1	95.7	96.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	97.4	97.4
Hispanic	18	100	33.3	33.3	16.7	16.7	33.3	33.9	27.5	97.2	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	95.8	95.5
<b>Disability Status</b>											
Disabled	46	100	37.5	35	15	12.5	27.5	17.1	14.4	94.6	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	19	100	33.3	27.8	16.7	22.2	38.9	30.8	27.3	97.6	97
<b>Socio-Economic Status</b>											
Subsided meals	126	100	32.7	36.3	15.9	15	31	29.8	21	95.4	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	110	98.2	11	37	44	8	52
	4	94	100	12.5	45.5	38.6	3.4	42
	5	104	100	21.1	48.4	28.4	2.1	30.5
	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	108	100	11.6	27.4	45.3	15.8	61.1
	4	104	100	22.7	38.1	34	5.2	39.2
	5	93	100	20.2	53.6	20.2	6	26.2
	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>Mathematics</b>								
<b>2007</b>	3	110	99.1	18	47	22	13	35
	4	94	100	18.2	39.8	19.3	22.7	42
	5	104	100	20	44.2	16.8	18.9	35.8
	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	108	100	21.1	44.2	17.9	16.8	34.7
	4	104	100	16.5	47.4	24.7	11.3	36.1
	5	93	100	17.9	39.3	23.8	19	42.9
	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>Science</b>								
<b>2007</b>	3	57	100	42.9	38.8	14.3	4.1	18.4
	4	94	98.9	28.6	31	20.2	20.2	40.5
	5	53	100	38.3	36.2	17	8.5	25.5
	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	55	100	26.5	32.7	28.6	12.2	40.8
	4	104	100	27.8	35.1	21.6	15.5	37.1
	5	47	100	35.7	33.3	14.3	16.7	31
	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	54	100	12	54	24	10	34
	4	94	98.9	22.6	34.5	31	11.9	42.9
	5	53	100	42.2	35.6	13.3	8.9	22.2
	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	55	100	12.5	41.7	22.9	22.9	45.8
	4	102	100	26.3	29.5	22.1	22.1	44.2
	5	46	100	38.1	31	16.7	14.3	31
	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

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