



## Ocean Bay Elementary

950 International Drive  
Myrtle Beach, SC 29579

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	943 Students	
<b>Principal</b>	Nancy Ward	843-903-8400
<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	Average
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	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**

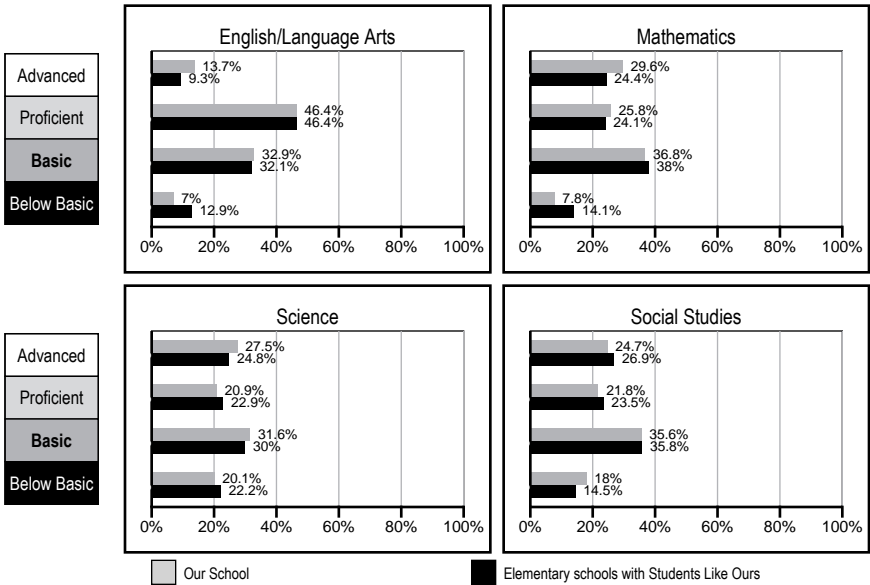
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 84.3%

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

Excellent	Good	Average	Below Average	At-Risk
5	19	17	2	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=943)</b>				
First graders who attended full-day kindergarten	95.7%	Up from 65.9%	100.0%	100.0%
Retention rate	1.3%	Down from 1.8%	1.6%	2.3%
Attendance rate	95.3%	Down from 95.8%	96.7%	96.3%
Eligible for gifted and talented	17.5%	Up from 16.2%	20.2%	10.4%
With disabilities other than speech	6.8%	Up from 5.5%	6.9%	7.5%
Older than usual for grade	0.3%	Down from 1.9%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n=56)</b>				
Teachers with advanced degrees	35.7%	Down from 36.1%	60.9%	56.7%
Continuing contract teachers	58.9%	Down from 61.1%	81.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.1%	86.4%
Teacher attendance rate	94.5%	Down from 96.3%	95.3%	94.9%
Average teacher salary	\$44,405	Up 0.8%	\$47,069	\$45,345
Professional development days/teacher	13.4 days	Down from 13.8 days	12.4 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 23.3 to 1	20.5 to 1	18.5 to 1
Prime instructional time	88.2%	Down from 90.9%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.6%	Down from 100.0%	99.5%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,736	N/A	\$6,572	\$7,052
Percent of expenditures for instruction*	64.8%	N/A	70.6%	69.1%
Percent of expenditures for teacher salaries*	59.3%	N/A	66.7%	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**

This year has been marked with extensive growth and adjustment. Our student population continued to grow throughout the school year. This required significant adjustment and accommodations of staff, programs, and resources. Our elementary instructional program was reorganized to maximize academic learning time for all students and to meet the diverse needs of our students.

The teachers participated in collaborative sessions throughout the year to plan for instruction. These sessions focused on instructional pacing, academic standards, district learning initiatives, and best instructional practices. In addition, the entire teaching staff participated in a professional book study of *One Child at a Time* which focused on differentiating instruction and providing for individual student needs.

We restructured our school-wide reading program to provide a greater variety of reading opportunities for our students. The goal of the reading program is to promote a love of reading. Students were encouraged to read a variety of genres based on their individual interests and to demonstrate their comprehension through a choice of activities.

Our school-wide character development program was continued to support positive student social and emotional behaviors. Students received individual and group recognition for using "Respectful, Responsible and Ready" behaviors. Our guidance counselors supported the program through class sessions, small groups, and individual counseling.

Students participated in the related arts programs throughout the year: Art Club, Drama Club, Drumming Groups, Choral Groups, Fitness Clubs, Field Days, Myrtle Beach Family Fun Run, and Health education. Our students also participated in community service activities: Lindsey's Little Miracles, Angel Tree, March of Dimes, Horry County recycling initiatives, and holiday canned food drive.

We were recognized by the state with the Palmetto Silver Award for academic achievement and improvement.

Nancy Ward, Principal  
 Jill Dore, School Improvement Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	47	124	78
Percent satisfied with learning environment	100.0%	83.7%	87.2%
Percent satisfied with social and physical environment	100.0%	90.2%	85.9%
Percent satisfied with school-home relations	97.9%	85.5%	78.2%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 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	3.1%	0.0%	No
Student attendance rate	95.3%	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	415	99.3	7	32.9	46.4	13.7	74.4	57.2	48.2	Yes	Yes
<b>Gender</b>											
Male	216	99.1	8.2	39.5	43.6	8.7	71.3	50.3	41.7	N/A	N/A
Female	199	99.5	5.7	25.6	49.4	19.3	77.8	64.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	329	99.4	5	32.5	47.4	15.2	77.8	65.4	60	Yes	Yes
African American	31	100	22.2	33.3	37	7.4	51.9	34.7	31.7	I/S	I/S
Asian/Pacific Islander	11	90.9	11.1	33.3	44.4	11.1	55.6	73	70.4	I/S	I/S
Hispanic	35	100	15.4	38.5	42.3	3.8	61.5	43.1	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
<b>Disability Status</b>											
Disabled	46	100	31.8	36.4	27.3	4.5	47.7	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	36	97.2	17.9	32.1	46.4	3.6	60.7	39.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	139	100	13	47	32.2	7.8	59.1	44.9	34	Yes	Yes

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

All Students	415	99.5	7.5	36.9	25.9	29.6	67.1	56.4	45.8	Yes	Yes
<b>Gender</b>											
Male	216	99.5	6.7	37.4	25.6	30.3	66.7	55.9	45.6	N/A	N/A
Female	199	99.5	8.5	36.4	26.1	29	67.6	57	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	329	100	6.3	34.8	27.5	31.5	68.5	65.2	59	Yes	Yes
African American	31	100	14.8	55.6	7.4	22.2	59.3	31.6	26.9	I/S	I/S
Asian/Pacific Islander	11	90.9	0	22.2	33.3	44.4	88.9	75	71.3	I/S	I/S
Hispanic	35	97.1	19.2	42.3	26.9	11.5	46.2	42.6	38.1	I/S	I/S
American Indian/Alaskan	2	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	46	100	34.1	36.4	22.7	6.8	34.1	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	36	94.4	14.3	42.9	21.4	21.4	57.1	41	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	139	99.3	13.9	46.1	19.1	20.9	55.7	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	271	99.6	20.1	31.6	20.9	27.5	48.4	41.4	35.7	95.3	96.3
<b>Gender</b>											
Male	144	100	17.4	34.1	20.5	28	48.5	43.8	37.4	95.3	96.2
Female	127	99.2	23.2	28.6	21.4	26.8	48.2	39	33.8	95.3	96.4
<b>Racial/Ethnic Group</b>											
White	214	100	18.4	32.7	19.9	29.1	49	50.4	49.2	95.2	96.1
African American	21	100	31.6	15.8	31.6	21.1	52.6	16.7	17	95.6	96.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	96	97.4
Hispanic	22	100	35.3	35.3	11.8	17.6	29.4	26.2	24.9	95.9	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	94.2	95.5
<b>Disability Status</b>											
Disabled	26	100	52	32	16	0	16	15.2	14	95.1	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	99.9	99.4
<b>English Proficiency</b>											
Limited English Proficient	25	96	33.3	23.8	14.3	28.6	42.9	22.7	24.4	95.6	97
<b>Socio-Economic Status</b>											
Subsided meals	89	100	33.8	28.4	23	14.9	37.8	28.8	21.1	95.1	96
<b>Social Studies</b>											
All Students	270	99.6	18	35.6	21.8	24.7	46.4	41.6	34	95.3	96.3
<b>Gender</b>											
Male	135	100	15	36.7	21.7	26.7	48.3	45.3	36.6	95.3	96.2
Female	135	99.3	21	34.5	21.8	22.7	44.5	37.8	31.3	95.3	96.4
<b>Racial/Ethnic Group</b>											
White	207	100	15.7	37.2	20.9	26.2	47.1	48.6	44.5	95.2	96.1
African American	21	100	35.3	29.4	11.8	23.5	35.3	20.7	19.1	95.6	96.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	96	97.4
Hispanic	26	100	21.1	36.8	31.6	10.5	42.1	33.9	27.5	95.9	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	94.2	95.5
<b>Disability Status</b>											
Disabled	35	100	47.1	23.5	23.5	5.9	29.4	17.1	14.4	95.1	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	99.9	99.4
<b>English Proficiency</b>											
Limited English Proficient	22	95.5	13.3	53.3	20	13.3	33.3	30.8	27.3	95.6	97
<b>Socio-Economic Status</b>											
Subsided meals	96	100	22.2	42	19.8	16	35.8	29.8	21	95.1	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	101	100	2.4	12	54.2	31.3	85.5
	4	112	99.1	5.8	41.9	38.4	14	52.3
	5	106	100	9.2	49	40.8	1	41.8
	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	151	99.3	2.2	21.2	47.4	29.2	76.6
	4	129	99.2	8	35.7	51.8	4.5	56.3
	5	135	99.3	11.5	43.4	40.2	4.9	45.1
	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	101	99	15.7	39.8	32.5	12	44.6
	4	112	100	8.1	25.6	29.1	37.2	66.3
	5	106	100	8.2	33.7	31.6	26.5	58.2
	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	151	100	6.6	46.7	21.9	24.8	46.7
	4	129	98.5	8	33.9	26.8	31.3	58
	5	135	100	8.2	28.7	29.5	33.6	63.1
	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	12.2	51.2	29.3	7.3	36.6
	4	112	100	24.4	30.2	23.3	22.1	45.3
	5	52	100	25	47.9	10.4	16.7	27.1
	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	76	100	11.4	32.9	22.9	32.9	55.7
	4	128	99.2	23.2	33	20.5	23.2	43.8
	5	67	100	24.2	27.4	19.4	29	48.4
	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	52	100	2.4	11.9	26.2	59.5	85.7
	4	112	100	17.4	45.3	17.4	19.8	37.2
	5	54	100	24	52	20	4	24
	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	74	100	7.5	47.8	22.4	22.4	44.8
	4	128	99.2	17.9	31.3	24.1	26.8	50.9
	5	68	100	30	30	16.7	23.3	40
	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