



## Ocean Bay Middle

905 International Drive  
Myrtle Beach, SC 29579

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	818 Students	
<b>Principal</b>	Connie Huddle	843-903-8420
<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	Below 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**

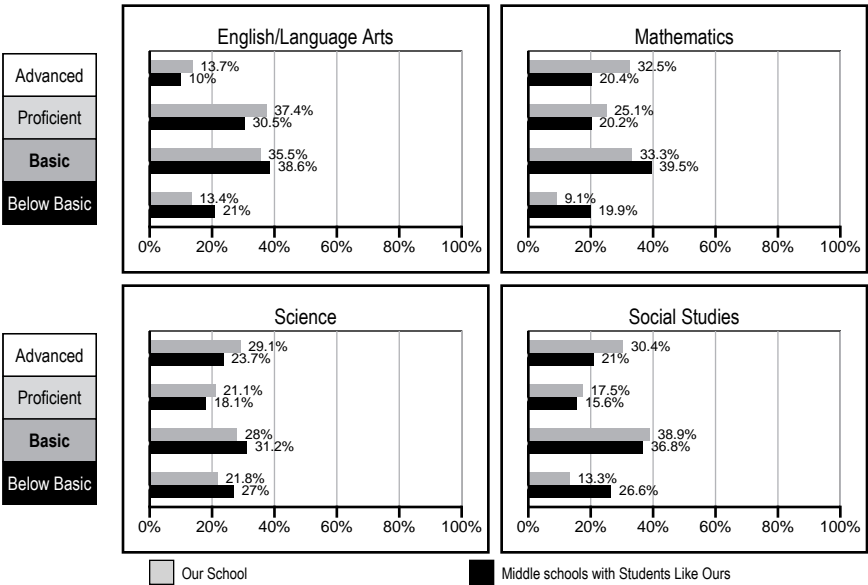
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 87.8%

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

Excellent	Good	Average	Below Average	At-Risk
0	6	28	3	2

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

**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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	99.3	96.9
English 1	100.0	92.7
Physical Science	0	40.5
All Subjects	99.4	96.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=818)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	49.8%	Up from 47.2%	29.9%	19.4%
Retention rate	0.5%	Down from 0.7%	1.7%	1.8%
Attendance rate	96.2%	Down from 96.7%	96.3%	95.8%
Eligible for gifted and talented	32.9%	Up from 32.7%	26.0%	15.3%
With disabilities other than speech	10.6%	Up from 6.8%	11.1%	12.9%
Older than usual for grade	1.0%	Up from 0.8%	1.6%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Down from 2.0%	0.9%	0.7%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	39.6%	Up from 36.4%	61.8%	55.0%
Continuing contract teachers	85.4%	Up from 81.8%	75.0%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	3.7%	5.4%
Teachers returning from previous year	N/A	N/A	84.4%	83.4%
Teacher attendance rate	94.2%	Down from 96.2%	95.3%	94.9%
Average teacher salary	\$43,672	Down 3.5%	\$46,519	\$44,706
Professional development days/teacher	13.9 days	Up from 12.8 days	11.6 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	3.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 22.0 to 1	21.6 to 1	20.1 to 1
Prime instructional time	88.4%	Down from 91.6%	90.2%	89.3%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.3%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$6,150	N/A	\$6,432	\$7,097
Percent of expenditures for instruction*	67.7%	N/A	66.8%	64.4%
Percent of expenditures for teacher salaries*	63.1%	N/A	63.3%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The 2007-2008 School Year has been a year of excitement and success for the faculty, staff, and students of Ocean Bay Middle School. We are proud of the many achievements experienced at Ocean Bay Middle School in our second year. Ocean Bay Middle was one of two schools formed in the splitting of Carolina Forest Middle School. The community has provided support and continued assistance to our students and staff. It is with great pride and pleasure that we share the many accomplishments of Ocean Bay Middle with our parents, staff, community, and students through The School Report Card.

OBMS celebrated and participated in many events, activities, competitions, accomplishments, and new opportunities throughout the year. Thirty-eight members of our new Science Club swam with the Manatees in Florida as an adventure learning experience. The new Newspaper Club produced a publication every quarter to increase communication between school and home. The new Mock Trial Team advanced to the State Competition. The Ocean Bay Book Club was formed and met weekly. The Debate Club was formed for discussion groups. Fine Arts All County participants from Ocean Bay Middle were impressive: All County Orchestra - 6 members with the Concert Master from OBM; All County Chorus -12 members from OBM; and All County Band -16 members from OBM. The Black History Program "Pathways to Success" for all students was a tremendous success. A Career Day Convention with 50 community participants was held in which students rotated to each career represented. Ground Hog Career Day had 250 8th graders participate in job shadowing. Ocean Bay Idol talent competition was held. Stingrays of the Month are recognized for contributions above and beyond. Good News Card, a student recognition program, celebrates the achievements, kind acts, and contributions of students.

For continued commitment to recycling, Ocean Bay Middle was recognized as a winner in the "What's Your Green Routine," received an "Excellent" rating for the year in recycling, held a well attended successful "Earth Day at the Bay," and was the winner of the prestigious Horry County Solid Waste Authority's Newspaper Recycling Star Award. Hoops for Hearts raised \$4,000. The 8th Grade Leadership Class raised \$3000 for Collin's Kids ATV Safety Awareness Program. We also held a school musical production of Grease.

The 7th & 8th Band traveled to Disney World to perform. Ocean Bay Middle formed a Wrestling Club. OBM students participated in track, cross-country, basketball, baseball, football, golf, tennis, volleyball, cheerleading, wrestling, and soccer at the middle school level and at both the Junior Varsity and Varsity level.

In the area of academics, OBMS acknowledges the noteworthy accomplishments of students: 103 Beta Club Members, 35 Explore Scholars, 6 Duke Tip Scholars, 45 South Carolina Jr. Scholars, and a John Hopkins CTY Scholar. Math Counts placed in district and went on to compete at the State level; and we had the district winner for Soil and Water Essay contest.

Ocean Bay Middle School is dedicated to assisting each child to be successful in and out of the classroom. Our dedicated faculty, staff, parents and community work collaboratively to achieve the highest for each and every student.

Connie Huddle, Principal, OBM  
Dr. Carl Dresden, Chairman SIC

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	241	104
Percent satisfied with learning environment	97.7%	76.3%	85.6%
Percent satisfied with social and physical environment	97.7%	80.0%	82.4%
Percent satisfied with school-home relations	95.5%	82.7%	76.5%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 23 out of 25 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	3.2%	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	831	99.6	13.7	36.8	37.6	11.9	61.4	57.2	48.2	Yes	Yes
<b>Gender</b>											
Male	407	99.8	17.1	41.9	32.5	8.5	54.4	50.3	41.7	N/A	N/A
Female	424	99.5	10.5	32	42.5	15.1	68	64.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	655	99.5	9.9	37.1	40.9	12.1	65.1	65.4	60	Yes	Yes
African American	75	100	35.9	29.7	26.6	7.8	48.4	34.7	31.7	Yes	Yes
Asian/Pacific Islander	25	100	8.3	25	37.5	29.2	70.8	73	70.4	I/S	I/S
Hispanic	55	100	29.8	53.2	14.9	2.1	27.7	43.1	38.4	No	Yes
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
<b>Disability Status</b>											
Disabled	87	98.9	50.6	35.1	13	1.3	23.4	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	33	100	38.5	38.5	19.2	3.8	23.1	39.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	300	99.3	24.7	40.3	29.3	5.7	46.4	44.9	34	Yes	Yes

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

All Students	831	99.8	9.9	36.8	24.8	28.5	64.2	56.4	45.8	Yes	Yes
<b>Gender</b>											
Male	407	99.8	11.7	33.1	24.3	30.9	64.3	55.9	45.6	N/A	N/A
Female	424	99.8	8.2	40.4	25.3	26.1	64.2	57	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	655	99.7	7.3	34.7	27.4	30.6	68.7	65.2	59	Yes	Yes
African American	75	100	29.7	48.4	12.5	9.4	32.8	31.6	26.9	No	Yes
Asian/Pacific Islander	25	100	4.2	29.2	4.2	62.5	70.8	75	71.3	I/S	I/S
Hispanic	55	100	17	53.2	21.3	8.5	46.8	42.6	38.1	Yes	Yes
American Indian/Alaskan	7	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	87	98.9	44.2	29.9	14.3	11.7	29.9	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	33	100	26.9	42.3	15.4	15.4	42.3	41	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	300	99.7	19.8	38	22.8	19.4	51	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	563	99.8	21.6	28	21	29.3	50.4	41.4	35.7	96.2	96.3
<b>Gender</b>											
Male	267	99.6	20.2	23	17.7	39.1	56.8	43.8	37.4	96.2	96.2
Female	296	100	22.9	32.4	24	20.7	44.7	39	33.8	96.2	96.4
<b>Racial/Ethnic Group</b>											
White	446	99.8	16.7	29.6	22	31.7	53.7	50.4	49.2	96.1	96.1
African American	48	100	57.5	15	17.5	10	27.5	16.7	17	95.9	96.7
Asian/Pacific Islander	15	100	7.1	21.4	14.3	57.1	71.4	63.8	58	97.6	97.4
Hispanic	38	100	40.6	34.4	15.6	9.4	25	26.2	24.9	96.5	96.8
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	96.8	95.5
<b>Disability Status</b>											
Disabled	58	100	42	32	14	12	26	15.2	14	95	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	24	100	38.9	38.9	11.1	11.1	22.2	22.7	24.4	97.2	97
<b>Socio-Economic Status</b>											
Subsided meals	193	100	34.5	26.2	19.6	19.6	39.3	28.8	21.1	95.2	96
<b>Social Studies</b>											
All Students	565	100	13.3	38.9	17.5	30.4	47.8	41.6	34	96.2	96.3
<b>Gender</b>											
Male	286	100	13	34.9	17.8	34.2	52	45.3	36.6	96.2	96.2
Female	279	100	13.6	43	17.1	26.4	43.4	37.8	31.3	96.2	96.4
<b>Racial/Ethnic Group</b>											
White	443	100	10.3	39.6	17.7	32.4	50.1	48.6	44.5	96.1	96.1
African American	55	100	30	36	20	14	34	20.7	19.1	95.9	96.7
Asian/Pacific Islander	17	100	0	35.3	23.5	41.2	64.7	57.2	58.9	97.6	97.4
Hispanic	38	100	29.4	44.1	8.8	17.6	26.5	33.9	27.5	96.5	96.8
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	96.8	95.5
<b>Disability Status</b>											
Disabled	59	100	38.9	40.7	11.1	9.3	20.4	17.1	14.4	95	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	27.8	38.9	16.7	16.7	33.3	30.8	27.3	97.2	97
<b>Socio-Economic Status</b>											
Subsided meals	205	100	20	43.8	18.9	17.3	36.2	29.8	21	95.2	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*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	258	100	12.6	33.6	36.1	17.6	53.8
	7	226	99.6	10.1	36.9	42.4	10.6	53
	8	241	99.2	16.7	48.1	31.5	3.7	35.2
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	268	100	14.2	39.7	34	12.1	46.2
	7	299	100	12.5	34.1	43.4	10	53.4
	8	264	98.9	14.6	37.1	34.6	13.8	48.3
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	258	100	8	23.9	31.9	36.1	68.1
	7	226	99.6	6.6	35.4	19.7	38.4	58.1
	8	241	100	15.7	53.2	17.1	13.9	31
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	268	100	10.5	32	27.9	29.6	57.5
	7	299	100	9.3	32.3	25.4	33	58.4
	8	264	99.2	10	47.1	20.8	22.1	42.9
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	128	100	18.5	28.6	31.1	21.8	52.9
	7	226	99.6	14.1	24.2	33.8	27.8	61.6
	8	119	99.2	26.4	39.6	17	17	34
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	134	100	38	26.4	14	21.5	35.5
	7	299	100	15.4	29.4	24	31.2	55.2
	8	130	99.2	19.5	26.3	21.2	33.1	54.2
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	129	100	6.7	31.1	25.2	37	62.2
	7	226	99.6	14.1	38.9	19.7	27.3	47
	8	121	99.2	18.2	50	23.6	8.2	31.8
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	134	100	7.1	34.1	21.4	37.3	58.7
	7	299	100	15.8	34.1	15.8	34.4	50.2
	8	132	100	13.9	54.9	17.2	13.9	31.1

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