



MYRTLE BEACH INTERMEDIATE

3301 Oak Street
Myrtle Beach, South

Grades	4-5 Elementary School	
Enrollment	657 Students	
Principal	Dana Penick	843-626-5831
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

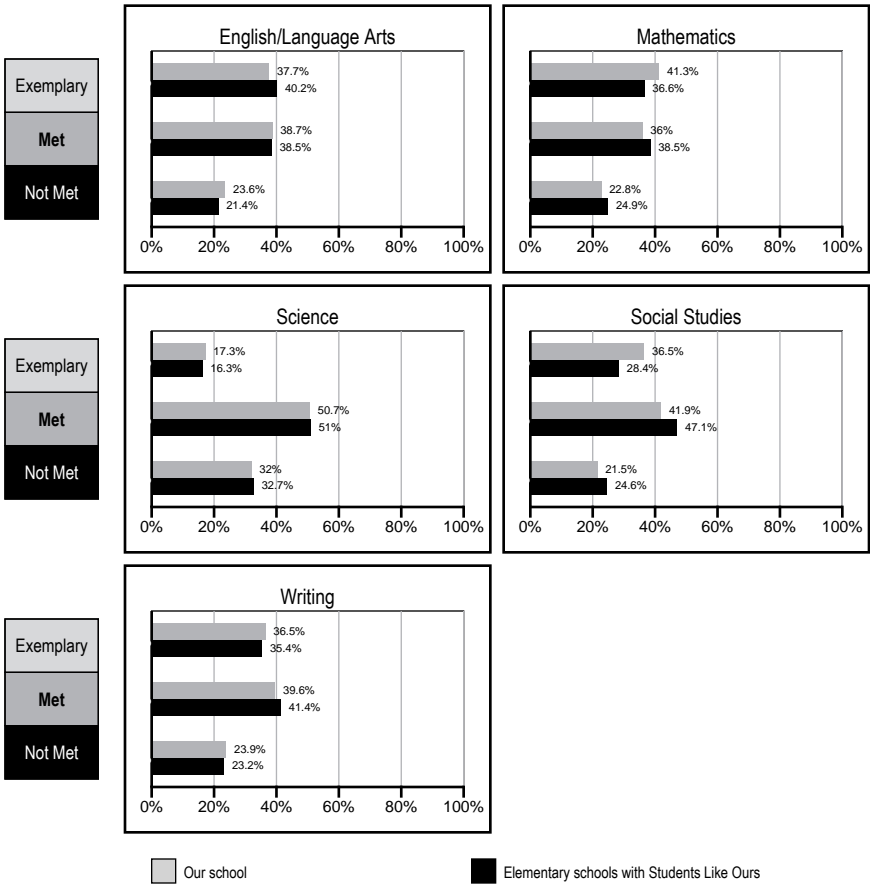
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	36	68	3	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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
Students (n=657)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.9%	Up from 0.2%	1.2%	1.1%
Attendance rate	96.8%	Up from 96.2%	96.0%	96.2%
Served by gifted and talented program	17.9%	Up from 17.8%	13.9%	13.4%
With disabilities other than speech	13.1%	Down from 17.6%	5.2%	4.1%
Older than usual for grade	0.9%	Up from 0.7%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.5%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	44.7%	Up from 44.4%	60.9%	62.5%
Continuing contract teachers	73.7%	Down from 75.0%	90.2%	88.2%
Teachers returning from previous year	88.6%	Up from 86.1%	88.3%	87.8%
Teacher attendance rate	95.0%	Down from 96.6%	95.1%	95.2%
Average teacher salary*	\$50,604	Up 2.6%	\$46,767	\$46,773
Professional development days/teacher	15.5 days	Up from 9.3 days	10.5 days	10.5 days
School				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	23.9 to 1	Up from 20.5 to 1	20.0 to 1	19.9 to 1
Prime instructional time	89.7%	Down from 92.5%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,235	Down 11.5%	\$7,228	\$7,447
Percent of expenditures for instruction**	65.8%	Down from 68.1%	68.1%	68.4%
Percent of expenditures for teacher salaries**	62.4%	Up from 62.3%	66.1%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Celebrating a World of Learning is the motto that encompasses the vision of Myrtle Beach Intermediate School. MBI is located along the coast in Horry County and serves over 700 diverse students in grades four and five. Over twenty-nine countries are represented among our student population. Our mascot is proudly known as the Seahawk. Our students show their pride with the colors: green and gold.

The mission of MBI is to be a true community of learners demonstrating respect and pride in all that we do, academically and socially. The academic strategies put in place for our students exude pride. These strategies include, but are not limited to: Skill Data Tracking, Accelerated Reader, ORF Tracking, Workstations, Data Tracking, Conferences, and, Goal Setting. Our students take ownership of their learning by using data notebooks to collect and analyze their personal data to set personal and academic goals throughout the year. These notebooks are used during parent conferences and allow our children to reflect on the successes they have accomplished throughout the year. Our pride is also demonstrated socially through the service learning projects our students did complete during the school year. These projects included raising funds for: March of Dimes, Muscular Dystrophy Association, Veteran's Day-VFW, Autistic Foundation, and the Student Outreach. Our student council also volunteered their time with the soup kitchen, can food drive, beach sweep, and the Grand Strand Humane Society.

Our teachers use diagnostic data to make informed instructional decisions and differentiate learning opportunities for all students. This data supports programs available to our students. These programs include intervention programs such as Voyager, Number Worlds and accelerated programs, such as Pre-Algebra classes.

The staff of MBI collaborates on a weekly basis to plan and share best practices in the classroom. These meetings allow teachers to have open conversation and explanatory dialogue among one another. In return, this open communication enhances classroom instruction to better meet the needs of all learners.

The efforts of students, parents, and staff do not go unnoticed. Success is celebrated all throughout the year. Our school has participated in various celebrations and events such as: Smile Day, 50 & 70s Day, Dickens Play, Beach Read, Multicultural Performance, Leadership Premier, 5th Grade Yard Sale, Red Carpet Premiere, Colonial Day, Talking Trash, Compliment Puzzle System, Palmetto Express-R Card Store, Zumba Party, Fieldtrips, Gardening Program, Mentor Program, Book Fairs, Original Art Display, Red Ribbon Week, International Night, Technology Fair, and a Valentine Carnival.

First and foremost, the heart of MBI is our children. Our efforts are to ensure the growth and learning of each individual student. At MBI, we are truly celebrating a world of learning!

Dana Penick, Principal
Tracy Graham, School Improvement Chairperson, 2010-11

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	301	194
Percent satisfied with learning environment	71.1%	93.6%	91.4%
Percent satisfied with social and physical environment	75.6%	91.7%	88.4%
Percent satisfied with school-home relations	75.0%	95.3%	88.2%

* 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

NO

This school met 25 out of 29 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	96.8%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	648	99.7	23.6	38.4	37.9	85	85.5	82.4	Yes	Yes
Gender										
Male	360	99.7	27.4	36.8	35.8	82.9	82.5	78.7	N/A	N/A
Female	288	99.7	19.1	40.4	40.4	87.6	88.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	325	100	13.3	32.9	53.8	92	90.1	88.9	Yes	Yes
African American	183	99.5	37	45.5	17.6	76.4	73.6	72.9	Yes	Yes
Asian/Pacific Islander	25	100	33.3	33.3	33.3	77.8	90.2	93	I/S	I/S
Hispanic	111	99.1	31.4	43.1	25.5	79.4	81.3	79.3	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	86.2	83	I/S	I/S
Disability Status										
Disabled	133	99.3	57.1	23.8	19	59.5	55.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	124	99.2	34.8	44.6	20.5	76.8	80.6	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	484	99.6	30.1	42.8	27.1	81.3	80.6	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	648	99.9	22.9	36	41.1	81.8	86	81.9	Yes	Yes
Gender										
Male	360	100	24.2	32	43.8	79.8	84.1	79.9	N/A	N/A
Female	288	99.7	21.3	40.8	37.8	84.3	88.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	325	100	11	35.2	53.8	89.7	90.8	88.9	Yes	Yes
African American	183	100	41.6	39.2	19.3	68.7	73.1	71.4	No	Yes
Asian/Pacific Islander	25	100	27.8	27.8	44.4	83.3	91.9	94.6	I/S	I/S
Hispanic	111	99.1	27.5	34.3	38.2	79.4	83.2	81.1	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	87	84.4	I/S	I/S
Disability Status										
Disabled	133	100	57.5	26	16.5	49.6	55.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	124	99.2	28.6	37.5	33.9	77.7	82.9	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	484	99.8	29.3	39.7	30.9	77.1	81.4	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	484	98.8	31.4	50.8	17.8	68.6	74.8	68.6
Gender								
Male	274	98.9	29.9	50.4	19.7	70.1	74.4	68.3
Female	210	98.6	33.3	51.3	15.3	66.7	75.2	68.9
Racial/Ethnic Group								
White	242	99.6	17.1	55.4	27.5	82.9	83	80.7
African American	141	97.2	49.2	44.4	6.5	50.8	53.8	51.4
Asian/Pacific Islander	19	94.7	41.7	41.7	16.7	58.3	85	85.3
Hispanic	79	100	43.2	48.6	8.1	56.8	66.2	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	78	70.8
Disability Status								
Disabled	101	95.1	55.9	31.2	12.9	44.1	41.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	91	100	45.2	48.8	6	54.8	65.2	60.7
Socio-Economic Status								
Subsidized meals	363	98.6	39.4	49.7	10.9	60.6	66.8	57.3
Social Studies								
All Students	494	99.8	22	41.7	36.4	78	77.8	72.5
Gender								
Male	273	99.6	21.6	41.6	36.7	78.4	77.5	72
Female	221	100	22.3	41.7	35.9	77.7	78.1	73.1
Racial/Ethnic Group								
White	238	99.6	14.5	35	50.5	85.5	83.7	81
African American	145	100	33.8	49.2	16.9	66.2	61.1	60
Asian/Pacific Islander	18	100	26.7	46.7	26.7	73.3	88.6	89
Hispanic	89	100	22.6	45.2	32.1	77.4	75.4	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	77.6	73.5
Disability Status								
Disabled	101	100	49.5	34	16.5	50.5	46	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	97	100	24.2	47.3	28.6	75.8	75.3	69.7
Socio-Economic Status								
Subsidized meals	368	99.7	28	44.1	28	72	71	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	319	97.5	23.1	40	36.9	76.9	76.6	73.2	96.8	95.8
Gender										
Male	174	98.3	22.6	44.5	32.9	77.4	71.3	67.2	96.6	95.8
Female	145	96.6	23.7	34.8	41.5	76.3	82.2	79.4	97	95.8
Racial/Ethnic Group										
White	173	97.1	15	36.9	48.1	85	82.2	81.5	96.3	95.5
African American	81	97.5	33.8	45.9	20.3	66.2	61	61.3	97	96.4
Asian/Pacific Islander	13	100	I/S	I/S	I/S	I/S	88	87	98.1	96.7
Hispanic	51	98	27.7	44.7	27.7	72.3	71.7	66.7	97.7	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81	72.2	99.3	94.4
Disability Status										
Disabled	65	95.4	64.9	26.3	8.8	35.1	32.7	26	95.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
English Proficiency										
Limited English Proficient	56	100	37.3	45.1	17.6	62.7	69.4	65.7	97.9	96.6
Socio-Economic Status										
Subsidized meals	239	96.7	30	42.3	27.7	70	69.2	63.2	96.6	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	332	100	25.5	34.6	39.9	74.5
	5	270	100	22.8	36.9	40.2	77.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	332	99.7	24.9	34.7	40.4	75.1
	5	316	99.7	22.3	42.3	35.4	77.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	332	100	25.2	33.3	41.5	74.8
	5	270	100	31.5	34	34.4	68.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	332	100	18.5	38.3	43.3	81.5
	5	316	99.7	27.5	33.7	38.8	72.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	332	100	35.2	54.1	10.7	64.8
	5	139	98.6	39.8	47.2	13	60.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	332	100	27.8	55.5	16.7	72.2
	5	152	96.1	39.6	40.3	20.1	60.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	332	99.7	22.9	49.7	27.5	77.1
	5	132	99.2	35.9	39.3	24.8	64.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	331	100	19.8	42.6	37.6	80.2
	5	163	99.4	26.1	39.9	34	73.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	329	98.8	28.4	37.9	33.7	71.6
	5	267	97.4	23.5	39.9	36.6	76.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	319	97.5	23.1	40	36.9	76.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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