



SOCASTEE ELEMENTARY

4950 Socastee Boulevard
Myrtle Beach, South

Grades	PK-5 Elementary School	
Enrollment	685 Students	
Principal	Deb Colliver	843-650-2606
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	Excellent	Excellent*
2010	Excellent	Excellent
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average

* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

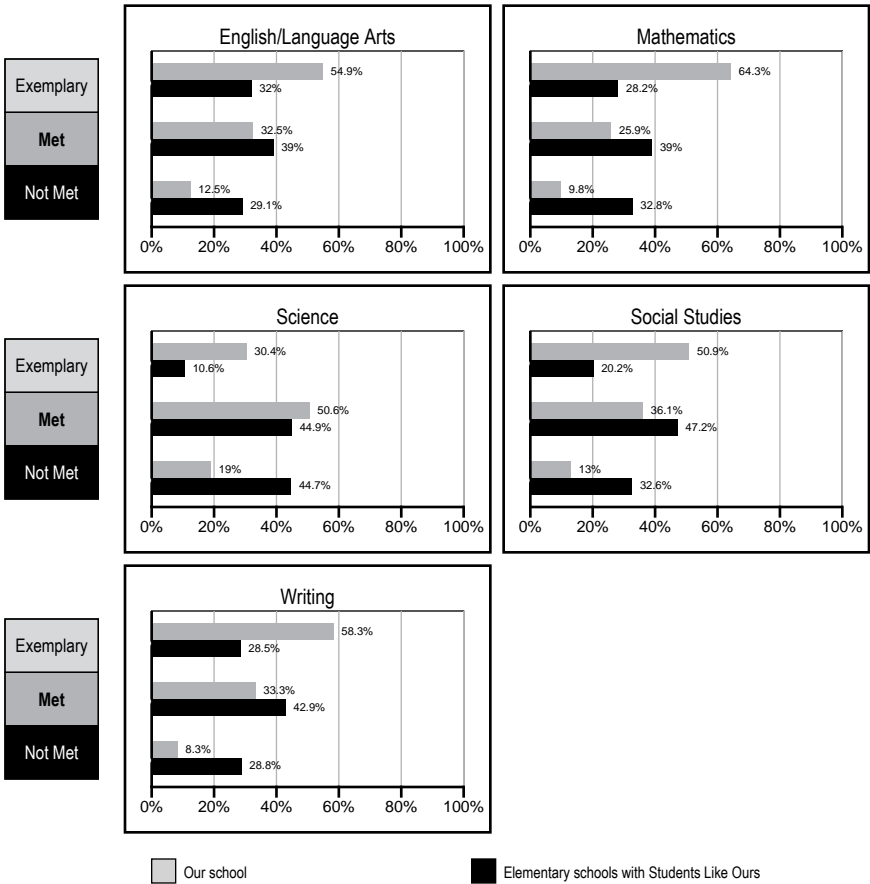
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	11	97	22	5

* 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=685)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Up from 2.4%	1.5%	1.1%
Attendance rate	95.3%	Down from 95.4%	95.9%	96.2%
Served by gifted and talented program	16.9%	Up from 14.6%	8.6%	13.4%
With disabilities other than speech	4.3%	Down from 9.8%	4.5%	4.1%
Older than usual for grade	0.3%	Down from 0.4%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	61.4%	Up from 58.1%	61.4%	62.5%
Continuing contract teachers	86.4%	Up from 86.0%	85.7%	88.2%
Teachers returning from previous year	90.6%	Up from 89.0%	86.3%	87.8%
Teacher attendance rate	95.8%	Up from 93.9%	95.1%	95.2%
Average teacher salary*	\$50,806	Up 4.4%	\$45,838	\$46,773
Professional development days/teacher	28.1 days	Up from 23.6 days	10.0 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 22.1 to 1	18.3 to 1	19.9 to 1
Prime instructional time	88.5%	Up from 86.7%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,037	Up 3.6%	\$7,815	\$7,447
Percent of expenditures for instruction**	68.3%	Up from 66.5%	67.7%	68.4%
Percent of expenditures for teacher salaries**	60.9%	Down from 61.1%	64.6%	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

Socastee Elementary had another busy and rewarding 2010-11 school year. We started the new year with school wide class meetings for parents, as we continued activities that involved parents through our parenting program. Our third grade students went to Ft. Sumter, our fourth grade had a step back into Colonial times, as our Fifth graders spent three days at Camp Kate. We had Diamond Dell, the Children’s Museum, a Table Manner Day, along with many more activities and celebrations. We continued to emphasize and model lifeskills throughout our curriculum and day in having high expectations for children in being good citizens. Students, parents, and the community raised money for: The Polar Plunge, March of Dimes and American Heart Association Jump Rope for Heart. Computer assistance was offered in math and ELA, along with Homework helper time each morning. We added an additional technology lab which now gives us three labs to use daily for all grade levels. Our Title One funds supported an instructional coach, reading recovery, interventionists, parent workshops, and site visits from consultants for our staff.

Kindergarten assistants and interventionists worked with students in small groups to improve student literacy skills with BURST interventions. Students received instruction on their level in reading and math focus groups. Planning and instruction was based around the data from MAP (Measuring Academic Progress, DRA2, Dibels, student work and responses. Teacher, administration, and student conferences were held throughout the year to determine student achievement goals and assess the progress toward those goals. The dedication and commitment of the Socastee teachers and staff provided for a productive year.

PTO sponsored a successful fundraiser, family events, and student reward programs. PTO also purchased a piece of playground equipment, and sponsored family movie nights. Spring Fling, Choral Presentations, and 3rd, 4th, and 5th grade year end celebrations were other events that PTO sponsored.

Community support came in generous gifts from the “Caring for Kids” organization on a weekly basis. Along with a \$750 grant from Sam’s. Many other community businesses provided rewards to students in the form of coupons and certificates for achievement and attendance. Many hours of volunteers’ time were logged by helping students with academic and character development. We worked closely with Coastal Carolina University to sponsor mentors in grades K-5 and with Socastee High School.

We continue to strive everyday to provide students with a stable quality environment where students can achieve his or her potential.

Deb Colliver, Principal, 2010-2011
 Terry Perito, SIC Chairperson, 2010-2011

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	95	64
Percent satisfied with learning environment	97.6%	100.0%	93.8%
Percent satisfied with social and physical environment	100.0%	98.9%	91.9%
Percent satisfied with school-home relations	97.6%	97.9%	98.4%

* 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

NO

This school met 27 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	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%**	Yes

* Or greater than last year

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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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	280	100	12.7	32	55.2	94.2	85.5	82.4	Yes	Yes
Gender										
Male	144	100	16.8	33.6	49.6	93.1	82.5	78.7	N/A	N/A
Female	136	100	8.6	30.5	60.9	95.3	88.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	150	100	9.4	26.6	64	94.2	90.1	88.9	Yes	Yes
African American	55	100	15.7	49	35.3	96.1	73.6	72.9	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	67	100	19.4	30.6	50	91.9	81.3	79.3	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	83	I/S	I/S
Disability Status										
Disabled	54	100	42.6	29.8	27.7	74.5	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	62	100	15	30	55	91.7	80.6	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	231	100	14.7	33.6	51.7	93.4	80.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	280	100	10	25.9	64.1	92.7	86	81.9	Yes	Yes
Gender										
Male	144	100	9.9	28.2	61.8	93.9	84.1	79.9	N/A	N/A
Female	136	100	10.2	23.4	66.4	91.4	88.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	150	100	7.9	20.9	71.2	93.5	90.8	88.9	Yes	Yes
African American	55	100	21.6	33.3	45.1	86.3	73.1	71.4	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	67	100	6.5	33.9	59.7	95.2	83.2	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	84.4	I/S	I/S
Disability Status										
Disabled	54	100	42.6	25.5	31.9	61.7	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	62	100	6.7	26.7	66.7	95	82.9	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	231	100	10.9	27.5	61.6	91.9	81.4	74.9	Yes	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	183	100	19.8	49.4	30.8	80.2	74.8	68.6
Gender								
Male	94	100	19.5	50.6	29.9	80.5	74.4	68.3
Female	89	100	20	48.2	31.8	80	75.2	68.9
Racial/Ethnic Group								
White	102	100	9.5	54.7	35.8	90.5	83	80.7
African American	31	100	40	30	30	60	53.8	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	46	100	29.5	50	20.5	70.5	66.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78	70.8
Disability Status								
Disabled	33	100	61.3	16.1	22.6	38.7	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	42	100	28.6	50	21.4	71.4	65.2	60.7
Socio-Economic Status								
Subsidized meals	145	100	23.9	52.2	23.9	76.1	66.8	57.3
Social Studies								
All Students	185	100	13.4	36	50.6	86.6	77.8	72.5
Gender								
Male	93	100	12.6	34.5	52.9	87.4	77.5	72
Female	92	100	14.1	37.6	48.2	85.9	78.1	73.1
Racial/Ethnic Group								
White	100	100	11	33	56	89	83.7	81
African American	37	100	20.6	50	29.4	79.4	61.1	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	43	100	14.3	31	54.8	85.7	75.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.6	73.5
Disability Status								
Disabled	37	100	46.9	15.6	37.5	53.1	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	37	100	13.2	31.6	55.3	86.8	75.3	69.7
Socio-Economic Status								
Subsidized meals	156	100	15.3	36.8	47.9	84.7	71	62.9

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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	90	98.9	8.3	33.3	58.3	91.7	76.6	73.2	95.3	95.8
Gender										
Male	44	100	14.6	34.1	51.2	85.4	71.3	67.2	95.3	95.8
Female	46	97.8	2.3	32.6	65.1	97.7	82.2	79.4	95.3	95.8
Racial/Ethnic Group										
White	52	98.1	6.1	28.6	65.3	93.9	82.2	81.5	94.8	95.5
African American	16	100	6.3	50	43.8	93.8	61	61.3	95.5	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88	87	97.5	96.7
Hispanic	19	100	17.6	35.3	47.1	82.4	71.7	66.7	96	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81	72.2	95.3	94.4
Disability Status										
Disabled	13	92.3	I/S	I/S	I/S	I/S	32.7	26	93.9	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	18	100	16.7	27.8	55.6	83.3	69.4	65.7	96.1	96.6
Socio-Economic Status										
Subsidized meals	76	100	9.9	36.6	53.5	90.1	69.2	63.2	95.3	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	90	100	17.1	20.7	62.2	82.9
	4	90	100	25	32.1	42.9	75
	5	106	100	14.3	32.7	53.1	85.7
	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	105	100	10.5	22.1	67.4	89.5
	4	88	100	14.6	35.4	50	85.4
	5	87	100	13.4	40.2	46.3	86.6
	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	90	100	15.9	23.2	61	84.1
	4	90	100	10.7	39.3	50	89.3
	5	106	100	11.2	35.7	53.1	88.8
	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	105	100	16.8	22.1	61.1	83.2
	4	88	100	4.9	35.4	59.8	95.1
	5	87	100	7.3	20.7	72	92.7
	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
Science							
2010	3	44	100	29.3	19.5	51.2	70.7
	4	90	100	32.1	52.4	15.5	67.9
	5	53	100	10.4	68.8	20.8	89.6
	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	50	100	31.9	27.7	40.4	68.1
	4	88	100	13.3	59	27.7	86.7
	5	45	100	19	54.8	26.2	81
	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	46	100	17.1	41.5	41.5	82.9
	4	90	100	19	60.7	20.2	81
	5	53	100	26	48	26	74
	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	55	100	14.6	31.3	54.2	85.4
	4	88	100	13.3	36.1	50.6	86.7
	5	42	100	12.2	41.5	46.3	87.8
	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	91	98.9	20.5	22.9	56.6	79.5
	4	96	99	19.1	36	44.9	80.9
	5	104	99	18.4	34.7	46.9	81.6
	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	90	98.9	8.3	33.3	58.3	91.7
	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

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