



North Myrtle Beach Intermediate

700 Sandridge Road
Little River, SC 29566

Grades	4-5 Elementary School	
Enrollment	666 Students	
Principal	Michelle Greene-Graham	843-299-2204
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	Below Average
2007	Good	Below Average
2006	Good	Good
2005	Good	Average

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 GOAL

By 2010, SC'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.

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.

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

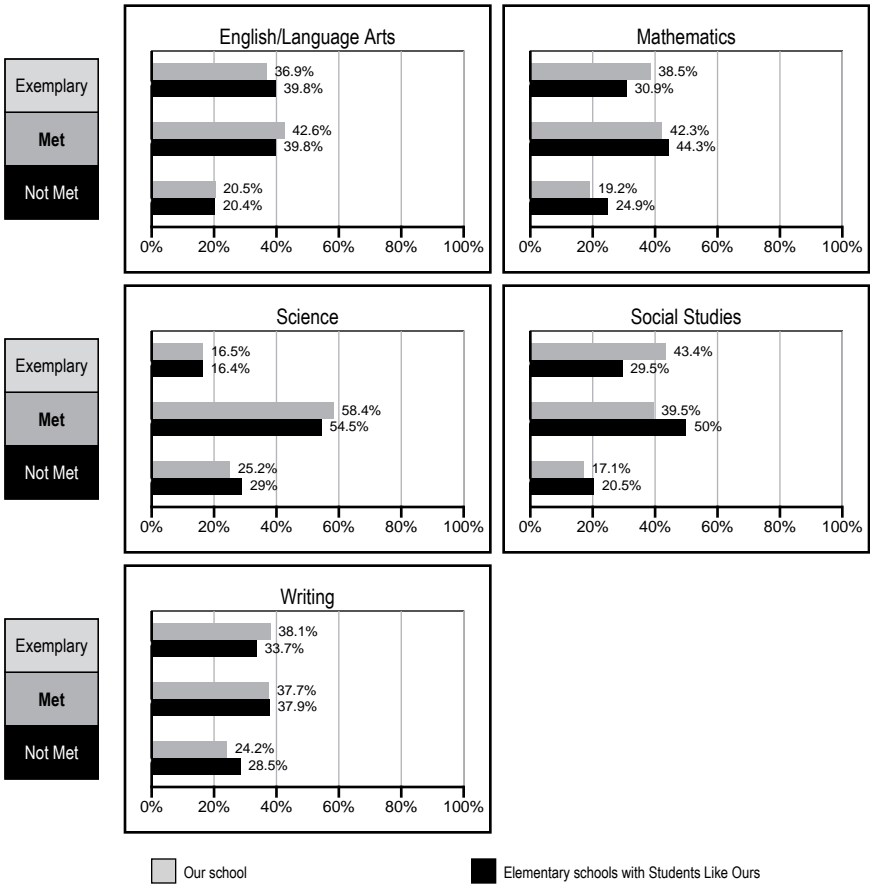
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 93.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	29	54	2	0

* Ratings are calculated with data available by 03/16/2010.

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 a 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=666)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.2%	Down from 0.6%	1.9%	1.9%
Attendance rate	96.1%	Down from 96.4%	96.2%	96.3%
Eligible for gifted and talented	19.1%	Down from 21.3%	11.1%	10.0%
With disabilities other than speech	11.1%	Up from 10.9%	8.7%	7.7%
Older than usual for grade	0.6%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	41.5%	Down from 43.2%	59.0%	59.4%
Continuing contract teachers	75.6%	Down from 83.8%	84.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.1%	Down from 88.0%	86.4%	85.9%
Teacher attendance rate	94.8%	Down from 95.5%	95.3%	95.1%
Average teacher salary*	\$49,776	Up 3.1%	\$46,874	\$47,149
Professional development days/teacher	17.8 days	Up from 13.5 days	11.6 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 22.2 to 1	19.1 to 1	18.8 to 1
Prime instructional time	87.7%	Down from 90.8%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.8%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,540	Up 6.1%	\$7,135	\$7,458
Percent of expenditures for instruction**	64.9%	Down from 66.1%	68.1%	68.8%
Percent of expenditures for teacher salaries**	47.1%	Down from 60.8%	63.7%	63.2%

* 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

North Myrtle Beach Intermediate School is made up of more than 640 students, 49 professional staff members, and 15 support staff members. We have a School Improvement Council that is made up of parents, employees, and community members that meets quarterly. In addition, our School Leadership Team is made up of staff members from every department of NMBI. Together we form the NMBI family and are representative of the community we serve. We are also fortunate at NMBI to have more than 75 parent and community volunteers that give of themselves to enhance the mission of our school. We have held celebrations to recognize the students' achievements in academics, attendance, and character development. Each quarter we hold a NMBI Awards Program where we recognize students that achieve honor roll, merit roll, perfect attendance, and citizenship awards. In addition, we have 131 students identified and served in the gifted and talented program, 350 students identified as Duke Tip Scholars, and 85 students registered to participate in the Duke program. There were 82 Gold recipients that were recognized for academic excellence and 44 Silver recipients who were recognized for academic achievement in the President's Education Awards Program. At NMBI, we believe students need to be viable members of the community for which we live and learn to make contributions to steadily improve our community. The students and staff of NMBI collected nearly \$10,000 to assist others in need. They did so through such programs as The American Heart Association, Special Olympics, March of Dimes, United Way, The Humane Society of NMB, and Relay for Life. Our students also participated in community outreach through Beach Sweeps, Habitat for Humanity, recycling, and community beautification projects. During the 2009-10 school year, we will work with our parents, community members, School Improvement Council, and school leadership team to provide opportunities for students to excel academically, socially, and emotionally. We will do this through continued focus on academics and community service. Michelle Greene-Graham, Principal; Juliet Casper, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	306	196
Percent satisfied with learning environment	82.5%	86.8%	84.6%
Percent satisfied with social and physical environment	95.1%	79.5%	87.6%
Percent satisfied with school-home relations	80.5%	86.8%	80.1%

* 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 22 out of 23 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	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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 = 58.8% (Met or Exemplary)

All Students	666	100	20.5	42.6	36.9	88.4	86.5	82.8	Yes	Yes
Gender										
Male	335	100	24.8	43.8	31.4	84.1	83.4	79.3	N/A	N/A
Female	331	100	16.1	41.3	42.6	92.8	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	423	100	12	38.9	49.1	93.6	91	89.5	Yes	Yes
African American	185	100	33.7	52.8	13.5	79.2	74.8	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	40	100	47.2	33.3	19.4	75	78.4	76.5	I/S	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
Disability Status										
Disabled	97	100	52.3	33	14.8	64.8	63.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	37	100	50	32.4	17.6	73.5	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	397	100	26.3	48.2	25.5	84.6	81.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	666	99.9	19.1	42.3	38.6	85.6	83.7	78.9	Yes	Yes
Gender										
Male	335	100	24.4	38.7	36.8	81	81.9	77	N/A	N/A
Female	331	99.7	13.5	46.1	40.5	90.5	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	423	99.8	9.2	39.8	51	93.9	89.2	87.2	Yes	Yes
African American	185	100	39.9	47.8	12.4	68.5	68	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	40	100	25	44.4	30.6	77.8	78.1	76	I/S	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
Disability Status										
Disabled	97	100	61.4	25	13.6	47.7	53.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	37	100	29.4	44.1	26.5	76.5	76	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	397	99.8	26.9	45.9	27.2	78.8	77.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	498	100	25.2	58.4	16.5	74.8	73.1	67.5
Gender								
Male	254	100	29.3	52.7	18	70.7	72.2	67
Female	244	100	20.7	64.4	14.9	79.3	73.9	68
Racial/Ethnic Group								
White	304	100	12.1	62.8	25.2	87.9	80.8	79.5
African American	145	100	48.6	48.6	2.9	51.4	51.8	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	33	100	N/AV	N/AV	N/AV	56.7	60.9	60.7
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	72.9	71.2
Disability Status								
Disabled	64	100	60	31.7	8.3	40	40.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	33	100	N/AV	N/AV	N/AV	53.3	57.3	59.6
Socio-Economic Status								
Subsided meals	296	100	34.8	55.8	9.4	65.2	64.3	55.1
Social Studies								
All Students	493	99.8	16.9	39.6	43.5	83.1	76.4	72.3
Gender								
Male	240	100	20.2	36.8	43	79.8	75.6	71.5
Female	253	99.6	13.8	42.2	44	86.2	77.3	73.2
Racial/Ethnic Group								
White	320	99.7	10.8	35.3	53.9	89.2	82.4	80.7
African American	135	100	28.5	48.5	23.1	71.5	59.2	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	28	100	29.2	45.8	25	70.8	71.4	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.5	72.2
Disability Status								
Disabled	82	100	41.1	46.6	12.3	58.9	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	24	100	28.6	47.6	23.8	71.4	68.3	67.9
Socio-Economic Status								
Subsided meals	294	99.7	21.2	45.4	33.5	78.8	68.7	62.1

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	664	99.9	24.1	37.7	38.2	75.9	76.3	70.2	96.1	96
Gender										
Male	338	100	31.8	37.4	30.8	68.2	69.4	63.2	96	96
Female	326	99.7	16.1	38.1	45.8	83.9	83.3	77.5	96.2	96.1
Racial/Ethnic Group										
White	422	100	15.2	35.9	48.9	84.8	82.4	79.1	95.7	95.7
African American	185	99.5	42	42	16	58	59.4	57.6	97.1	96.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.1	86.2	95.1	97.2
Hispanic	39	100	30.6	41.7	27.8	69.4	67.7	62.6	96.2	96.8
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	77.3	68.7	96.7	95.4
Disability Status										
Disabled	97	100	75.6	13.3	11.1	24.4	34.2	26.1	96.1	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	37	100	32.4	38.2	29.4	67.6	64.6	61.2	96.5	97.1
Socio-Economic Status										
Subsided meals	395	99.8	32.7	41	26.3	67.3	68.2	58.9	95.9	95.7

Abbreviations for Missing Data

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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							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	325	100	19.9	39.7	40.4	80.1
	5	341	100	21.1	45.2	33.7	78.9
	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
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	325	100	16.2	45.1	38.7	83.8
	5	341	99.7	21.7	39.8	38.5	78.3
	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							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	325	100	23.9	58.2	17.8	76.1
	5	173	100	27.4	58.5	14	72.6
	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
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	325	100	11.4	40.7	47.8	88.6
	5	168	99.4	27.2	37.3	35.4	72.8
	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							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	320	100	22.3	40.9	36.9	77.7
	5	344	99.7	25.8	34.8	39.4	74.2
	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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