



## Socastee Elementary

4950 Socastee Boulevard  
Myrtle Beach, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	650 Students	
<b>Principal</b>	Judy Bratcher	843-650-2606
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	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
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Below Average
2007	Average	Below Average
2006	Good	At-Risk
2005	Good	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 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**

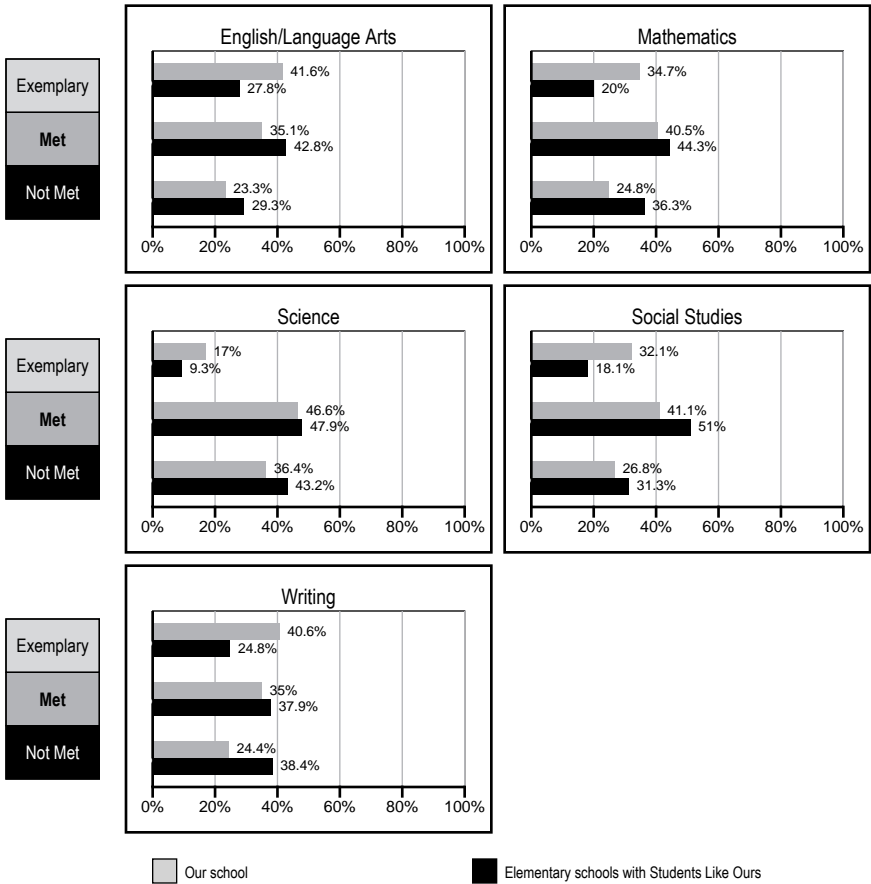
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.5%

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

Excellent	Good	Average	Below Average	At-Risk
0	5	82	28	4

\* 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
<b>Students (n=650)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Up from 1.1%	2.5%	1.9%
Attendance rate	96.1%	Down from 96.2%	96.0%	96.3%
Eligible for gifted and talented	17.8%	Up from 16.3%	6.2%	10.0%
With disabilities other than speech	10.9%	Up from 10.0%	9.0%	7.7%
Older than usual for grade	0.2%	Up from 0.0%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	48.8%	No Change	57.1%	59.4%
Continuing contract teachers	79.1%	Down from 85.4%	76.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.2%	No Change	84.8%	85.9%
Teacher attendance rate	95.8%	Up from 94.1%	95.0%	95.1%
Average teacher salary*	\$48,660	Up 4.3%	\$46,058	\$47,149
Professional development days/teacher	19.2 days	Down from 35.4 days	11.7 days	11.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 19.7 to 1	18.0 to 1	18.8 to 1
Prime instructional time	88.5%	Up from 88.4%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,775	Up 6.6%	\$7,752	\$7,458
Percent of expenditures for instruction**	66.5%	Down from 69.1%	68.1%	68.8%
Percent of expenditures for teacher salaries**	48.1%	Down from 63.5%	62.3%	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

2008-09 was a growing year for Socastee Elementary School. The school was recognized as an AYP school, SACS accredited school and is a Red Carpet school. Socastee Elementary worked with students, parents, and community to raise money for March of Dimes, Cancer Society, and American Heart Association Jump Rope for Heart, and other charities. Our Caring Club provided leadership and community service for various school projects, worked at a local assisted living center. Construction of 6 new classrooms and various other renovations were completed. Strategies employed to improve student achievement were literacy teachers, a Reading Recovery teacher, and child development and kindergarten teacher assistants. The staff implemented the Imagine It! phonics program and literacy stations to provide more time for small group instruction and practice of reading skills. Selected 5th grade math students took Pre-Algebra. Students were able to participate in Boys and Girls Only Reading Clubs. Students were engaged in many computer assisted instruction through Raz-Kids, Headsprout, BrainPOP, Larson's Math for Math and ELA. Students in grades 3-5 participated in technology classes and learned to use several computer application programs, such as Word, PowerPoint, and Publisher, while integrating Social Studies concepts. Two ESOL teachers and an assistant worked with ESOL students and their parents. Translations and interpretations were provided to improve communication. Title I funded several parenting programs facilitated by the school counselor. An interpreter and childcare was provided at all parent meetings and parent teacher conferences. A major challenge our staff and students face is the issue of high mobility for students. Socastee Elementary has between a 23-25% school-wide turnover with some classes as high as 35%. The PTO and the School Improvement/Title One council continued their support for the staff and students. Numerous business and organizations provided gifts and support to the school. CCU mentors worked with over 20 students regularly. The revised mission of the school is to provide students with a stable quality learning environment that models the responsive classroom principles and students can achieve. Judy Bratcher, Principal, 2008-09; Anna Weaver, School Improvement Council Chair 2008-09

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	89	64
Percent satisfied with learning environment	92.3%	91.0%	93.7%
Percent satisfied with social and physical environment	97.4%	87.5%	90.3%
Percent satisfied with school-home relations	87.2%	94.3%	81.3%

\* 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 26 out of 27 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.0%	0.0%	Yes
Student attendance rate	96.1%	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 = 58.8% (Met or Exemplary)**

All Students	301	99.7	22.9	35.3	41.7	86.1	86.5	82.8	Yes	Yes
<b>Gender</b>										
Male	154	99.4	30.1	35.3	34.6	81.2	83.4	79.3	N/A	N/A
Female	147	100	15.8	35.3	48.9	91	89.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	189	100	15.7	32.6	51.7	91.9	91	89.5	Yes	Yes
African American	41	100	32.4	47.1	20.6	85.3	74.8	73.7	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87	92.3	I/S	I/S
Hispanic	62	98.4	44.2	34.6	21.2	65.4	78.4	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	49	100	45.2	42.9	11.9	69	63.1	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	58	98.3	44.9	34.7	20.4	63.3	74.2	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	204	100	30.4	36.8	32.7	80.1	81.6	75.5	Yes	Yes

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

All Students	301	100	24.1	41.4	34.6	81.2	83.7	78.9	Yes	Yes
<b>Gender</b>										
Male	154	100	28.6	38.3	33.1	77.4	81.9	77	N/A	N/A
Female	147	100	19.5	44.4	36.1	85	85.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	189	100	17.4	39	43.6	87.2	89.2	87.2	Yes	Yes
African American	41	100	35.3	47.1	17.6	70.6	68	66.7	I/S	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	93	I/S	I/S
Hispanic	62	100	38.5	48.1	13.5	67.3	78.1	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	49	100	59.5	33.3	7.1	50	53.2	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	58	100	40.8	46.9	12.2	69.4	76	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	204	100	29.2	43.3	27.5	77.2	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
<b>Science</b>								
All Students	199	100	35.6	46.3	18.1	64.4	73.1	67.5
<b>Gender</b>								
Male	100	100	37.8	47.8	14.4	62.2	72.2	67
Female	99	100	33.3	44.8	21.8	66.7	73.9	68
<b>Racial/Ethnic Group</b>								
White	128	100	28.8	48.3	22.9	71.2	80.8	79.5
African American	29	100	45.8	41.7	12.5	54.2	51.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	84.3
Hispanic	36	100	53.3	43.3	3.3	46.7	60.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.9	71.2
<b>Disability Status</b>								
Disabled	32	100	62.1	31	6.9	37.9	40.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	35	100	58.6	37.9	3.4	41.4	57.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	134	100	39.5	42.1	18.4	60.5	64.3	55.1
<b>Social Studies</b>								
All Students	199	100	26.6	42.2	31.2	73.4	76.4	72.3
<b>Gender</b>								
Male	105	100	30	44.4	25.6	70	75.6	71.5
Female	94	100	22.9	39.8	37.3	77.1	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	124	100	17.3	44.5	38.2	82.7	82.4	80.7
African American	27	100	43.5	39.1	17.4	56.5	59.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	88.5
Hispanic	43	100	44.4	38.9	16.7	55.6	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	72.2
<b>Disability Status</b>								
Disabled	37	100	45.2	51.6	3.2	54.8	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	39	100	48.5	33.3	18.2	51.5	68.3	67.9
<b>Socio-Economic Status</b>								
Subsided meals	133	100	33.3	45.4	21.3	66.7	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
<b>Writing</b>										
All Students	297	98.7	24.4	35	40.6	75.6	76.3	70.2	96.1	96
<b>Gender</b>										
Male	151	97.4	34.4	36.6	29	65.6	69.4	63.2	96.3	96
Female	146	100	14.8	33.3	51.9	85.2	83.3	77.5	95.9	96.1
<b>Racial/Ethnic Group</b>										
White	184	98.9	19.3	31.6	49.1	80.7	82.4	79.1	95.7	95.7
African American	40	97.5	44.1	38.2	17.6	55.9	59.4	57.6	96.5	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.1	86.2	N/A	97.2
Hispanic	64	98.4	32.1	45.3	22.6	67.9	67.7	62.6	96.6	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.3	68.7	N/A	95.4
<b>Disability Status</b>										
Disabled	49	93.9	73.2	19.5	7.3	26.8	34.2	26.1	95.9	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
<b>English Proficiency</b>										
Limited English Proficient	60	98.3	36	36	28	64	64.6	61.2	96.7	97.1
<b>Socio-Economic Status</b>										
Subsided meals	205	99	30.7	36.4	33	69.3	68.2	58.9	96	95.7

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	106	100	29.8	27.7	42.6	70.2
	4	98	100	21.2	35.3	43.5	78.8
	5	97	99	17.2	43.7	39.1	82.8
	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
<b>Mathematics</b>							
<b>2009</b>	3	106	100	31.9	40.4	27.7	68.1
	4	98	100	17.6	35.3	47.1	82.4
	5	97	100	21.8	48.3	29.9	78.2
	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
<b>Science</b>							
<b>2009</b>	3	53	100	46.9	38.8	14.3	53.1
	4	97	100	29.8	45.2	25	70.2
	5	49	100	34.1	56.8	9.1	65.9
	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
<b>Social Studies</b>							
<b>2009</b>	3	53	100	40	37.8	22.2	60
	4	98	100	18.8	45.9	35.3	81.2
	5	48	100	27.9	39.5	32.6	72.1
	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
<b>Writing</b>							
<b>2009</b>	3	103	100	21.3	30.9	47.9	78.7
	4	97	96.9	24.7	41.2	34.1	75.3
	5	97	99	27.6	33.3	39.1	72.4
	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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