



Marrington School

109 Gearing Street
Goose Creek, SC 29445

Grades	PK-8 Elementary School	
Enrollment	640 Students	
Principal	Arnold Coull	843-820-4045
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Excellent*
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

* The School's 2008 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 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

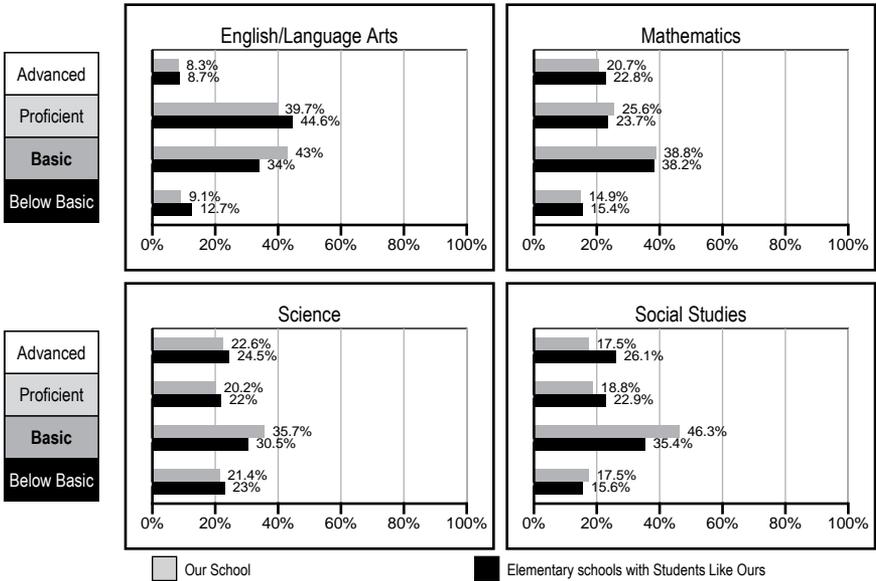
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 91.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	27	41	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=640)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	2.5%	N/A	1.6%	2.3%
Attendance rate	97.1%	N/A	96.7%	96.3%
Eligible for gifted and talented	18.6%	N/A	18.8%	10.4%
With disabilities other than speech	3.9%	N/A	6.8%	7.5%
Older than usual for grade	0.9%	N/A	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	63.4%	N/A	59.4%	56.7%
Continuing contract teachers	82.9%	N/A	79.6%	77.3%
Teachers with emergency or provisional certificates	2.7%	N/A	0.0%	0.0%
Teachers returning from previous year	81.6%	N/A	87.7%	86.4%
Teacher attendance rate	95.9%	N/R	95.2%	94.9%
Average teacher salary	\$51,033	I/S	\$46,348	\$45,345
Professional development days/teacher	11.4 days	N/R	12.1 days	12.6 days
School				
Principal's years at school	7.5	N/R	3.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	N/R	20.4 to 1	18.5 to 1
Prime instructional time	92.0%	N/R	90.3%	89.8%
Opportunities in the arts	Excellent	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	92.2%	N/R	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil*	\$10,112	N/A	\$6,609	\$7,052
Percent of expenditures for instruction*	56.0%	N/A	70.6%	69.1%
Percent of expenditures for teacher salaries*	51.7%	N/A	66.6%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Marrington Elementary serves PreK through 5th grade and continues to offer students many and varied opportunities to meet our high academic standards as well as character building and physical activity. Programs offered include chorus, Move With Marrington, Character Virtue of the Month, reading intervention, SuccessMaker computer program, and various PTO sponsored family activities. Gifted and talented instruction is available for qualifying students in third, fourth, and fifth grades. Marrington Elementary is one of the 19 schools in South Carolina that has been recognized by the State Oversight Committee for closing the achievement gap six consecutive times and has earned the Palmetto Silver Award on four occasions, including 2007-2008. The elementary wing has two up-to-date computer labs, a full-time lab manager, and computers and SmartBoards in all core classrooms. All classrooms are equipped with internet access which provides access to United Streaming, an internet-based educational video site.

Marrington Middle School of the Arts offers diverse instructional programs which allow our students to distinguish themselves for outstanding academic and artistic performance. Instruction is enhanced through SuccessMaker, Accelerated Reader, and tutorial classes. Advanced students may take algebra and honors English for high school credit. All classrooms are equipped with computers and SmartBoards. We offer unique programs in fine arts, such as strings, dance, and theatre arts, in addition to performances and artists in residence. Marrington Middle teachers have logged more than 300 hours collectively in staff development, specifically in arts integration and Making Middle Grades Work. This training empowers our teachers with the most current, research-based, and challenging methods of instruction.

Marrington School has an active volunteer program. A workroom is available to volunteers in both wings and is equipped with a television, VCR/DVD player, and age-appropriate toys and furniture. The PTSO is an integral part of the school. The volunteers assume many clerical tasks such as organizing Wednesday folders and copying teacher-generated work. This group also strengthens student and teacher morale by coordinating school dances, fund-raisers, duty-free lunch, and numerous student and teacher incentive programs.

Our highly professional staff boasts two earned doctorates, six National Board Certified teachers, and 30 teachers with Master's degrees. The average number of year's experience of the staff is 16. The collaborative effort of the administration, faculty, staff, PTSO, students, and community assures that our students become productive members of an ever-changing society, empowered with the skills needed to maximize their social and intellectual potential.

Liberty Crossetti, SIC Chairperson
Arnold Coull, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	34	59
Percent satisfied with learning environment	100.0%	73.5%	93.1%
Percent satisfied with social and physical environment	100.0%	73.5%	93.2%
Percent satisfied with school-home relations	100.0%	91.2%	89.7%

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

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School Adequate Yearly Progress

YES

This school met 17 out of 17 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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	97.1%	94.0%	Yes

* Or greater than last year

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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	418	100	12.8	38.3	39.3	9.5	61.4	48.6	48.2	Yes	Yes
Gender											
Male	195	100	19.1	43.6	32.4	4.8	53.2	40.8	41.7	N/A	N/A
Female	223	100	7.1	33.6	45.5	13.7	68.7	56.8	55	N/A	N/A
Racial/Ethnic Group											
White	249	100	10.7	33.9	46.4	9	65.2	55.4	60	Yes	Yes
African American	129	100	16.7	49.2	28.6	5.6	52.4	36.5	31.7	Yes	Yes
Asian/Pacific Islander	20	100	10	5	40	45	90	73	70.4	I/S	I/S
Hispanic	15	100	20	53.3	26.7	0	33.3	39.9	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	20	100	47.4	36.8	10.5	5.3	15.8	12.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	37.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	159	100	14.4	48.4	32	5.2	52.9	38.5	34	Yes	Yes

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

All Students	418	100	14	42.9	23.6	19.5	55.9	44.2	45.8	Yes	Yes
Gender											
Male	195	100	17	37.8	23.4	21.8	54.3	44.4	45.6	N/A	N/A
Female	223	100	11.4	47.4	23.7	17.5	57.3	43.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	249	100	10.3	41.2	27.9	20.6	62.2	52.8	59	Yes	Yes
African American	129	100	23	48.4	15.1	13.5	41.3	28.2	26.9	Yes	Yes
Asian/Pacific Islander	20	100	5	10	30	55	90	70.4	71.3	I/S	I/S
Hispanic	15	100	13.3	66.7	13.3	6.7	26.7	38.9	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
Disability Status											
Disabled	20	100	52.6	26.3	10.5	10.5	31.6	14.6	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	38.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	159	100	20.9	47.7	19	12.4	45.8	33.8	31.4	Yes	Yes

* 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 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
Science											
All Students	282	100	22.7	33.8	21.9	21.6	43.5	35.1	35.7	97.1	96.4
Gender											
Male	136	100	21.7	33.3	23.3	21.7	45	36.3	37.4	96.9	96.3
Female	146	100	23.6	34.3	20.7	21.4	42.1	33.9	33.8	97.4	96.5
Racial/Ethnic Group											
White	170	100	16.3	32.5	24.4	26.9	51.3	44.8	49.2	96.8	96
African American	84	100	38.3	33.3	19.8	8.6	28.4	18.5	17	97.7	96.9
Asian/Pacific Islander	17	100	11.8	29.4	23.5	35.3	58.8	51.3	58	98	97.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	26.8	24.9	96.7	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	96	95.2
Disability Status											
Disabled	13	100	58.3	25	0	16.7	16.7	9.8	14	97	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	24.3	24.4	97	96.9
Socio-Economic Status											
Subsided meals	110	100	32.1	36.8	18.9	12.3	31.1	23.7	21.1	97.2	96.1
Social Studies											
All Students	279	100	22.8	41	14.9	21.3	36.2	34.6	34	97.1	96.4
Gender											
Male	128	100	21.4	38.9	15.1	24.6	39.7	36.3	36.6	96.9	96.3
Female	151	100	23.9	43	14.8	18.3	33.1	32.8	31.3	97.4	96.5
Racial/Ethnic Group											
White	171	100	20	38.1	16.3	25.6	41.9	40.9	44.5	96.8	96
African American	84	100	31	47.6	9.5	11.9	21.4	22.7	19.1	97.7	96.9
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	98	97.5
Hispanic	11	I/S	18.2	36.4	27.3	18.2	45.5	31.3	27.5	96.7	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	96	95.2
Disability Status											
Disabled	15	100	46.7	20	20	13.3	33.3	11.8	14.4	97	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	29.6	27.3	97	96.9
Socio-Economic Status											
Subsided meals	107	100	24.3	53.4	12.6	9.7	22.3	25.5	21	97.2	96.1

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	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	47	100	14.6	41.5	43.9	0	43.9
	6	106	100	11.5	51.9	26.9	9.6	36.5
	7	77	100	30	54.3	14.3	1.4	15.7
	8	44	97.7	25	60	15	0	15
2008	3	46	100	12.5	37.5	40	10	50
	4	47	100	9.3	30.2	46.5	14	60.5
	5	38	100	5.3	63.2	31.6	0	31.6
	6	124	100	7.6	28.6	49.6	14.3	63.9
	7	97	100	17.7	44.8	31.3	6.3	37.5
	8	66	100	22.2	38.1	31.7	7.9	39.7
Mathematics								
2007	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	47	100	19.5	31.7	29.3	19.5	48.8
	6	106	100	17.3	50	18.3	14.4	32.7
	7	77	100	15.7	54.3	18.6	11.4	30
	8	44	97.7	32.5	52.5	7.5	7.5	15
2008	3	46	100	30	47.5	12.5	10	22.5
	4	47	100	4.7	32.6	27.9	34.9	62.8
	5	38	100	10.5	36.8	36.8	15.8	52.6
	6	124	100	8.4	33.6	29.4	28.6	58
	7	97	100	16.7	52.1	14.6	16.7	31.3
	8	66	100	19	54	22.2	4.8	27
Science								
2007	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	23	100	47.4	15.8	26.3	10.5	36.8
	6	54	100	24.5	32.1	26.4	17	43.4
	7	76	100	36.2	24.6	26.1	13	39.1
	8	22	95.5	25	40	25	10	35
2008	3	24	100	33.3	52.4	9.5	4.8	14.3
	4	47	100	14	37.2	20.9	27.9	48.8
	5	20	100	25	15	30	30	60
	6	62	100	23.7	20.3	35.6	20.3	55.9
	7	96	100	18.9	40	16.8	24.2	41.1
	8	33	100	35.5	35.5	16.1	12.9	29
Social Studies								
2007	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	24	100	36.4	45.5	13.6	4.5	18.2
	6	52	100	9.8	33.3	41.2	15.7	56.9
	7	76	100	37.7	34.8	17.4	10.1	27.5
	8	22	100	50	40	10	0	10
2008	3	22	100	15.8	63.2	21.1	0	21.1
	4	47	100	18.6	34.9	20.9	25.6	46.5
	5	18	100	16.7	55.6	11.1	16.7	27.8
	6	62	100	6.7	28.3	18.3	46.7	65
	7	97	100	34.4	40.6	10.4	14.6	25
	8	33	100	31.3	53.1	12.5	3.1	15.6

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