



MERRIWETHER ELEMENTARY

565 Spring Haven Drive
North Augusta, South

Grades	PK-5 Elementary School	
Enrollment	744 Students	
Principal	Wayne Marchant	803-279-9993
Superintendent	Dr. Mary Rice-Crenshaw	803-275-4601
Board Chair	Brad Covar	803-637-6689

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

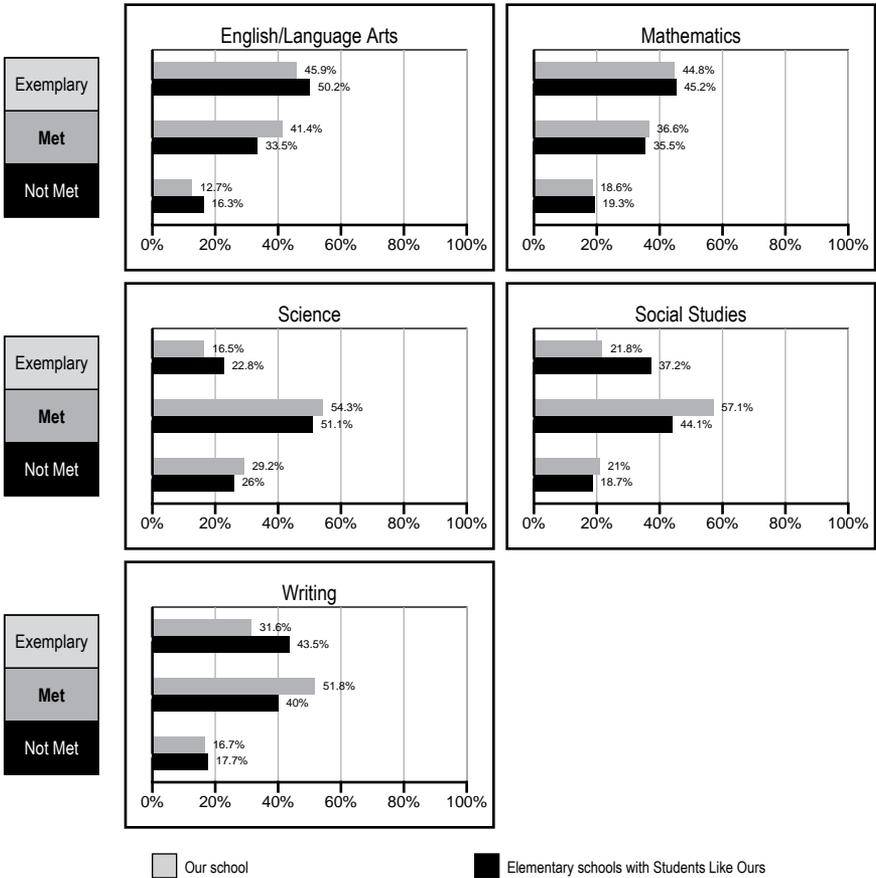
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	33	8	1	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=744)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	No Change	0.9%	1.1%
Attendance rate	96.4%	Up from 96.0%	96.3%	96.2%
Served by gifted and talented program	20.1%	Up from 11.1%	20.1%	13.4%
With disabilities other than speech	4.0%	Down from 7.0%	3.4%	4.1%
Older than usual for grade	1.2%	Down from 1.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	66.7%	No Change	65.2%	62.5%
Continuing contract teachers	93.8%	Up from 91.7%	90.0%	88.2%
Teachers returning from previous year	93.2%	Up from 91.3%	90.3%	87.8%
Teacher attendance rate	95.8%	Down from 96.0%	95.1%	95.2%
Average teacher salary*	\$46,688	Down 0.2%	\$47,909	\$46,773
Professional development days/teacher	13.2 days	Up from 9.6 days	10.8 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 20.2 to 1	20.8 to 1	19.9 to 1
Prime instructional time	91.3%	Up from 90.9%	90.7%	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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,016	Down 9.6%	\$6,887	\$7,447
Percent of expenditures for instruction**	73.0%	Up from 72.8%	69.1%	68.4%
Percent of expenditures for teacher salaries**	71.8%	Down from 72.0%	67.0%	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

Merriwether Elementary is challenged daily with an enrollment of approximately 770 students with a growing community. Our goal is to make a difference with our students by providing a rigorous curriculum and skill sets to be a contributing member of our community. The climate at Merriwether is defined through a staff that nurtures our students and is committed to meeting their emotional, physical, social and developmental needs.

We are a standards-based school that fully aligns its curriculum with the South Carolina state standards and meets the criteria to be SACS accredited. With the second year behind us, we are seeing great improvement with our test scores and in student achievement.. We will continue to keep our expectations high and challenge our students in many ways. Using various forms of test data, (i.e. MAP, PASS, DIBELS, and STAR) we can direct our instruction to give our students their best chance to succeed. Using this data will also help fully implement Response to Intervention (RTI) which will continue for the 2011-2012 school year. These measures will assist students who need additional support in reading and math in all grade levels. We will continue to emphasize the importance of math skills at all levels. We are excited about the addition of Study Island to help students practice state standards at school and at home in reading and math. Our upgrade for Accelerated Reading has given students many more opportunities to be successful readers.

In addition to these programs, our teachers have been given more days of staff development to further assess the needs of our students. With more accountability and a more restrictive budget, our schools are asked to do more with less each and every year. At Merriwether Elementary, we will continue to do our very best to give your child the best education possible each and every day. We are blessed to have the support of our parents, grandparents, volunteers, and community in helping us with our efforts to fulfill our motto, "Making a Difference."

Thank you,

Wayne Marchant, Principal
 Sharon Swearingon, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	0	1
Percent satisfied with learning environment	94.1%	N/R	I/S
Percent satisfied with social and physical environment	100.0%	N/R	I/S
Percent satisfied with school-home relations	97.1%	N/R	I/S

* 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 20 out of 21 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

CA

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	5.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	364	100	12.6	41.3	46.1	91.3	82.2	82.4	Yes	Yes
Gender										
Male	193	100	12.6	43.2	44.2	90	79.3	78.7	N/A	N/A
Female	171	100	12.5	39.3	48.2	92.9	85.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	275	100	12.1	38.6	49.3	91.2	88.8	88.9	Yes	Yes
African American	82	100	15	51.3	33.8	91.3	75.1	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	72	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	53	100	39.6	43.4	17	67.9	46.3	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	60.7	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	167	100	18.6	49.1	32.3	86.3	74.8	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	364	99.5	18.8	36.5	44.7	87.4	79.4	81.9	Yes	Yes
Gender										
Male	193	99.5	19.6	29.6	50.8	85.2	77.3	79.9	N/A	N/A
Female	171	99.4	18	44.3	37.7	89.8	81.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	275	99.3	14.4	35.6	50	89.6	88.2	88.9	Yes	Yes
African American	82	100	35	40	25	78.8	70	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	66	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	53	96.2	56.9	23.5	19.6	51	40.6	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	57.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	167	98.8	28.9	42.8	28.3	79.2	71.9	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	248	100	29.1	54.1	16.8	70.9	63.5	68.6
Gender								
Male	132	100	22.3	55.4	22.3	77.7	64.6	68.3
Female	116	100	36.8	52.6	10.5	63.2	62.2	68.9
Racial/Ethnic Group								
White	190	100	23.9	55.9	20.2	76.1	77.5	80.7
African American	55	100	47.2	47.2	5.7	52.8	48	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	55.9	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	36	100	63.9	27.8	8.3	36.1	34	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	40	60.7
Socio-Economic Status								
Subsidized meals	116	100	42	48.2	9.8	58	51.7	57.3
Social Studies								
All Students	246	99.2	20.5	57.7	21.8	79.5	66.4	72.5
Gender								
Male	129	98.5	20.2	52.4	27.4	79.8	68.1	72
Female	117	100	20.9	63.5	15.7	79.1	64.6	73.1
Racial/Ethnic Group								
White	188	99.5	18.4	58.4	23.2	81.6	75.1	81
African American	52	98.1	30.6	57.1	12.2	69.4	55.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	65.5	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	35	97.1	52.9	38.2	8.8	47.1	35.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	50	69.7
Socio-Economic Status								
Subsidized meals	114	99.1	33.3	55.6	11.1	66.7	56.3	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	116	98.3	16.7	51.8	31.6	83.3	69.3	73.2	96.4	96.2
Gender										
Male	59	98.3	20.7	53.4	25.9	79.3	61.8	67.2	96.5	95.9
Female	57	98.3	12.5	50	37.5	87.5	77.7	79.4	96.3	96.4
Racial/Ethnic Group										
White	83	97.6	16	56.8	27.2	84	79.3	81.5	96.1	95.9
African American	30	100	20	36.7	43.3	80	57.1	61.3	97.1	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	97.9	97.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.9	66.7	97.6	97
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	99.9	96.5
Disability Status										
Disabled	14	85.7	N/AV	N/AV	N/AV	25	15.5	26	96.2	94.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	99.9
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	41.7	65.7	97.3	97.6
Socio-Economic Status										
Subsidized meals	53	96.2	23.5	49	27.5	76.5	58.9	63.2	95.8	95.8

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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	134	100	12.8	23.2	64	87.2
	4	126	99.2	11	41.5	47.5	89
	5	126	100	11.5	49.2	39.3	88.5
	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	119	100	12.9	25	62.1	87.1
	4	129	100	14.3	46.8	38.9	85.7
	5	116	100	10.3	51.7	37.9	89.7
	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	134	100	26.4	40.8	32.8	73.6
	4	126	99.2	20.3	54.2	25.4	79.7
	5	126	100	19.7	61.5	18.9	80.3
	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	119	100	25.9	25.9	48.3	74.1
	4	129	100	13.5	43.7	42.9	86.5
	5	116	98.3	17.5	39.5	43	82.5
	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	68	100	32.3	40.3	27.4	67.7
	4	125	100	28	58.5	13.6	72
	5	63	98.4	21.3	59	19.7	78.7
	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	60	100	40.7	28.8	30.5	59.3
	4	129	100	23.8	66.7	9.5	76.2
	5	59	100	28.8	52.5	18.6	71.2
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	66	100	25.4	57.1	17.5	74.6
	4	125	100	16.9	67.8	15.3	83.1
	5	63	98.4	28.3	60	11.7	71.7
	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	59	98.3	21.4	50	28.6	78.6
	4	129	100	20.6	62.7	16.7	79.4
	5	58	98.3	19.3	54.4	26.3	80.7
	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
Writing							
2010	3	133	99.3	21.4	41.3	37.3	78.6
	4	125	99.2	15.4	40.2	44.4	84.6
	5	125	98.4	16.4	45.9	37.7	83.6
	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	116	98.3	16.7	51.8	31.6	83.3
	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

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