



## MARRINGTON ELEMENTARY

101 Gearing Street  
Goose Creek, SC 29445

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	436 Students	
<b>Principal</b>	Barbara A. Webber	843-572-3373
<b>Superintendent</b>	Rodney Thompson	843-899-8600
<b>Board Chair</b>	Kathy Schwalbe	843-797-5815

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Average	Good
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

## 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**

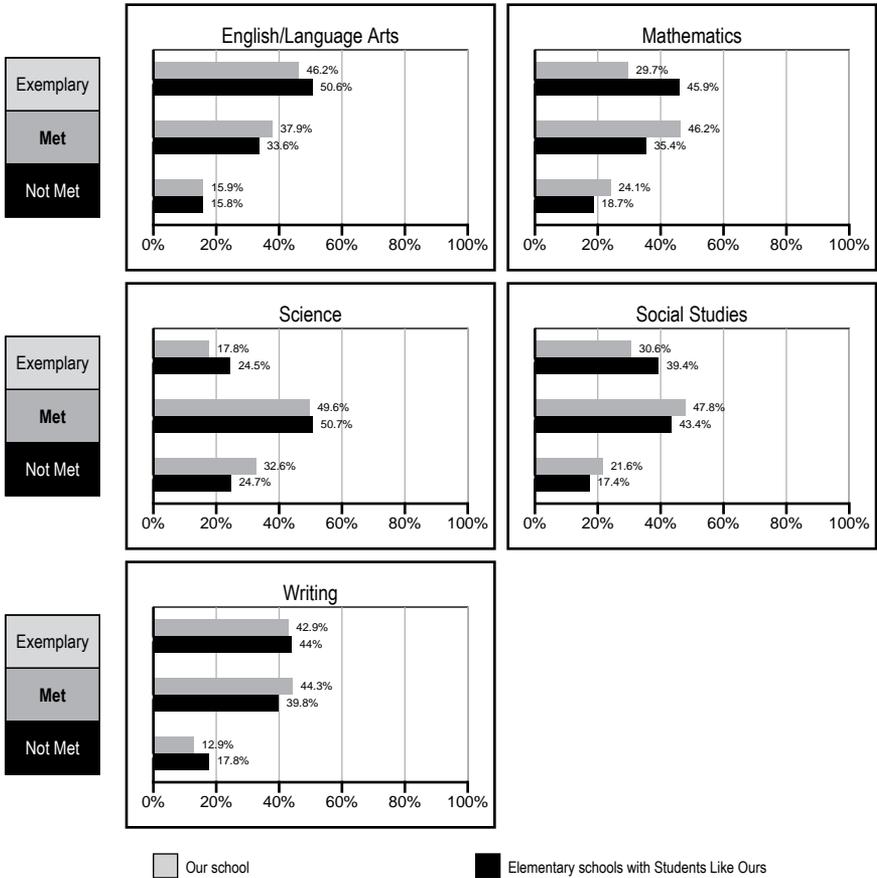
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 87.4%

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

Excellent	Good	Average	Below Average	At-Risk
32	30	4	2	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
<b>Students (n=436)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 84.8%	100.0%	100.0%
Retention rate	1.9%	Up from 0.0%	0.8%	1.1%
Attendance rate	97.1%	Up from 96.3%	96.5%	96.2%
Served by gifted and talented program	13.8%	Up from 11.9%	20.2%	13.4%
With disabilities other than speech	1.8%	Down from 5.3%	3.9%	4.1%
Older than usual for grade	0.2%	Down from 1.1%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	61.5%	Up from 55.6%	63.9%	62.5%
Continuing contract teachers	76.9%	Up from 74.1%	90.2%	88.2%
Teachers returning from previous year	N/A	N/A	89.1%	87.8%
Teacher attendance rate	96.0%	Down from 96.8%	95.2%	95.2%
Average teacher salary*	\$50,716	Down 1.9%	\$48,426	\$46,773
Professional development days/teacher	10.3 days	Down from 10.5 days	9.4 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	No Change	5.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 19.6 to 1	20.8 to 1	19.9 to 1
Prime instructional time	93.0%	Up from 92.8%	91.0%	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	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,718	N/A	\$6,887	\$7,447
Percent of expenditures for instruction**	62.2%	N/A	70.3%	68.4%
Percent of expenditures for teacher salaries**	60.6%	N/A	68.9%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Marrington Elementary is proud to serve Pre-Kindergarten through fifth grade children on Joint Base Charleston in Goose Creek. As a public school in Berkeley County, Marrington Elementary (MNE) 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: Marrington Singers, "Good Morning, Marrington" news show, parenting workshops, "Virtue of the Month" character education program, Mother/Daughter Book Club, CUBS Code, monthly mini career fairs, business partnerships, Jump Rope for Heart, and various PTO sponsored family activities. Marrington Elementary has an active volunteer program and PTO membership. Our PTO sponsors grade level performances throughout the year. The PTO and School Improvement Council meet monthly to assist and guide efforts to continuously improve our support to our students and our community.

The instructional program at Marrington Elementary is enhanced through SuccessMaker computer tutorials, small group instruction for reading and math, and a mentor program. Marrington has two computer labs, a full time computer lab manager and internet capable computers and interactive touch boards in all core classrooms. Such technology provides worldwide opportunities for classrooms to use current educational resources. Throughout the year, our media specialist provides engaging and motivating promotions to encourage the love of reading within the students. Additionally, MNE participates in the Berkeley County Spelling Bee, All-County Chorus, local visual art exhibitions and STEP Art and Music programs.

Marrington Elementary has been recognized by the SC Education Oversight Committee for outstanding student performance results at the Gold and Silver levels on the state assessment for eight consecutive years.

The staff of MNE fosters positive home-school communication through the use of webpages, AlertNow phone messaging system, Weekly Wednesday folders, student agendas, positive postcards and phone calls, monthly school calendar of events and the Marrington Marquee.

Marrington's highly qualified staff contains two doctorate degrees, fourteen Master's degrees, and six National Board Certified teachers working with our students daily. Marrington's Teacher of the Year for 2010-2011 is a BCSD Teacher of the Year finalist.

The collaborative effort of the administration, faculty, staff, PTO, School Improvement Council, parents and the community assures that we will challenge and empower our students to be successful in a highly competitive world. At the end of the day, MNE is a loving and caring environment for students and their families. It is truly a "Sweet Life at Marrington!"

Barbara Webber, Principal  
 Melissa Simmons, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	72	51
Percent satisfied with learning environment	100.0%	81.9%	86.3%
Percent satisfied with social and physical environment	100.0%	77.1%	92.2%
Percent satisfied with school-home relations	96.6%	81.9%	90.0%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

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

<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	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	211	99.5	15.5	38.1	46.4	91.8	85.3	82.4	Yes	Yes
<b>Gender</b>										
Male	100	99	19.8	42.9	37.4	85.7	81.3	78.7	N/A	N/A
Female	111	100	11.7	34	54.4	97.1	89.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	101	100	10.6	31.9	57.4	92.6	89	88.9	Yes	Yes
African American	73	100	23.9	47.8	28.4	88.1	78.6	72.9	Yes	Yes
Asian/Pacific Islander	14	100	7.7	30.8	61.5	100	94.1	93	I/S	I/S
Hispanic	22	95.5	15	40	45	95	85	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	87	83	I/S	I/S
<b>Disability Status</b>										
Disabled	31	100	55.2	31	13.8	62.1	54.4	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	84.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	106	100	18.2	43.4	38.4	88.9	80.4	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	211	99.5	23.7	46.4	29.9	86.1	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	100	99	20.9	45.1	34.1	85.7	82.7	79.9	N/A	N/A
Female	111	100	26.2	47.6	26.2	86.4	86.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	101	100	10.6	55.3	34	93.6	88.6	88.9	Yes	Yes
African American	73	100	38.8	35.8	25.4	73.1	77.1	71.4	Yes	Yes
Asian/Pacific Islander	14	100	23.1	38.5	38.5	92.3	94.2	94.6	I/S	I/S
Hispanic	22	95.5	35	45	20	90	83.3	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	85.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	31	100	48.3	48.3	3.4	55.2	53	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	83.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	106	100	27.3	45.5	27.3	85.9	79.5	74.9	Yes	Yes

\* 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

## 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	144	97.9	31.6	50.4	18	68.4	70.9	68.6
<b>Gender</b>								
Male	68	97.1	36.5	41.3	22.2	63.5	70.4	68.3
Female	76	98.7	27.1	58.6	14.3	72.9	71.4	68.9
<b>Racial/Ethnic Group</b>								
White	62	98.4	17.2	58.6	24.1	82.8	79.9	80.7
African American	51	98	45.8	47.9	6.3	54.2	56.5	51.4
Asian/Pacific Islander	14	100	38.5	30.8	30.8	61.5	85.1	85.3
Hispanic	16	93.8	35.7	42.9	21.4	64.3	64.3	61.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	67.4	70.8
<b>Disability Status</b>								
Disabled	23	100	63.6	22.7	13.6	36.4	39.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	65.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	76	97.4	33.8	47.9	18.3	66.2	61.8	57.3
<b>Social Studies</b>								
All Students	146	99.3	21.1	48.1	30.8	78.9	75.7	72.5
<b>Gender</b>								
Male	67	98.5	18.6	44.1	37.3	81.4	74.3	72
Female	79	100	23	51.4	25.7	77	77.1	73.1
<b>Racial/Ethnic Group</b>								
White	72	100	13.4	47.8	38.8	86.6	81.1	81
African American	47	100	39.5	37.2	23.3	60.5	66.4	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	90.7	89
Hispanic	17	94.1	13.3	73.3	13.3	86.7	73.2	69.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	77.5	73.5
<b>Disability Status</b>								
Disabled	22	100	45	45	10	55	43.5	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	73.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	70	100	26.2	52.3	21.5	73.8	68.4	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## 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	76	100	12.9	44.3	42.9	87.1	73.5	73.2	97.1	96.3
<b>Gender</b>										
Male	39	100	19.4	50	30.6	80.6	66.8	67.2	96.8	96.3
Female	37	100	5.9	38.2	55.9	94.1	80.6	79.4	97.3	96.3
<b>Racial/Ethnic Group</b>										
White	39	100	11.4	34.3	54.3	88.6	78.5	81.5	96.6	95.9
African American	30	100	14.3	60.7	25	85.7	64.8	61.3	97.7	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87	87	97.6	97.1
Hispanic	5	I/S	I/S	I/S	I/S	I/S	72.1	66.7	97.1	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2	97.2	95.5
<b>Disability Status</b>										
Disabled	11	100	I/S	I/S	I/S	I/S	27.7	26	97.4	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69	65.7	97.3	97
<b>Socio-Economic Status</b>										
Subsidized meals	35	100	16.1	54.8	29	83.9	65.4	63.2	97.1	96

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## 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>2010</b>	3	78	100	12.2	24.3	63.5	87.8
	4	76	100	18.6	44.3	37.1	81.4
	5	52	100	20	40	40	80
	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
<b>2011</b>	3	54	100	5.9	33.3	60.8	94.1
	4	79	98.7	16.4	35.6	47.9	83.6
	5	78	100	21.4	44.3	34.3	78.6
	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
<b>Mathematics</b>							
<b>2010</b>	3	78	100	36.5	36.5	27	63.5
	4	76	100	24.3	51.4	24.3	75.7
	5	52	100	28.9	44.4	26.7	71.1
	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
<b>2011</b>	3	54	100	19.6	45.1	35.3	80.4
	4	79	98.7	19.2	41.1	39.7	80.8
	5	78	100	31.4	52.9	15.7	68.6
	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
<b>Science</b>							
<b>2010</b>	3	37	100	34.3	48.6	17.1	65.7
	4	76	100	27.1	58.6	14.3	72.9
	5	26	100	34.8	43.5	21.7	65.2
	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
<b>2011</b>	3	27	96.3	36	32	32	64
	4	79	98.7	24.7	57.5	17.8	75.3
	5	38	97.4	42.9	48.6	8.6	57.1
	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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	41	100	35.9	43.6	20.5	64.1
	4	76	100	27.1	44.3	28.6	72.9
	5	26	100	50	22.7	27.3	50
	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
<b>2011</b>	3	27	100	23.1	42.3	34.6	76.9
	4	79	98.7	17.8	54.8	27.4	82.2
	5	40	100	26.5	38.2	35.3	73.5
	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
<b>Writing</b>							
<b>2010</b>	3	79	97.5	24.7	37	38.4	75.3
	4	76	98.7	23.9	31	45.1	76.1
	5	51	100	28.9	28.9	42.2	71.1
	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>2011</b>	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	76	100	12.9	44.3	42.9	87.1
	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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample