



## Merriwether Elementary

565 Spring Haven Drive  
North Augusta, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	751 Students	
<b>Principal</b>	Gene Huiet	803-279-9993
<b>Superintendent</b>	Dr. Mary Rice-Crenshaw	803-275-4601
<b>Board Chair</b>	Sallie B. Cooks	803-663-6539

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Good	Below Average
2006	Good	Below Average
2005	Good	At-Risk
2004	Excellent	Good

## 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**

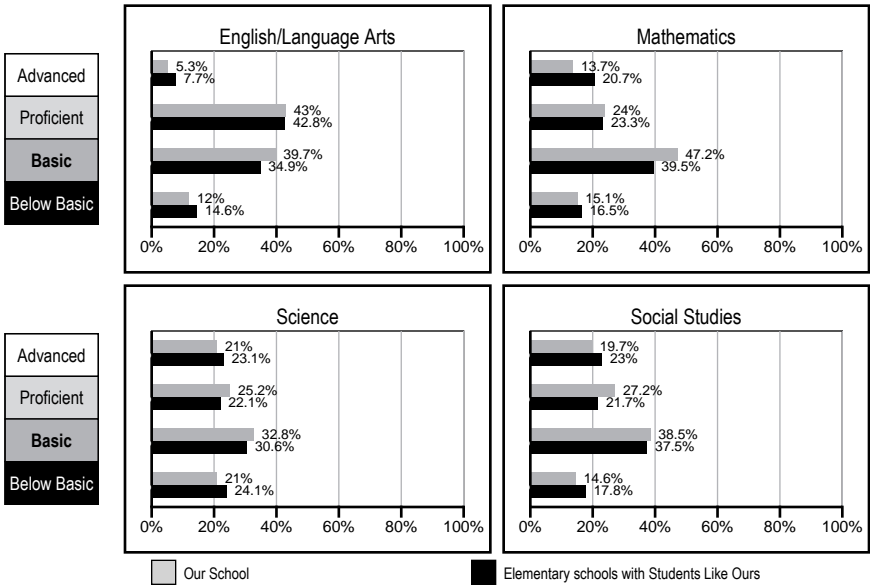
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 90.6%

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

Excellent	Good	Average	Below Average	At-Risk
1	31	58	3	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
<b>Students (n=751)</b>				
First graders who attended full-day kindergarten	10.8%	Down from 100.0%	100.0%	100.0%
Retention rate	3.6%	Down from 4.2%	1.8%	2.3%
Attendance rate	96.2%	Up from 96.0%	96.5%	96.3%
Eligible for gifted and talented	13.0%	Up from 11.8%	16.8%	10.4%
With disabilities other than speech	6.9%	Up from 6.0%	6.5%	7.5%
Older than usual for grade	2.4%	Up from 2.1%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	62.7%	Up from 54.9%	60.6%	56.7%
Continuing contract teachers	88.2%	Down from 98.0%	81.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.2%	Down from 94.4%	88.9%	86.4%
Teacher attendance rate	95.2%	Up from 94.9%	94.7%	94.9%
Average teacher salary	\$45,548	Up 5.1%	\$46,636	\$45,345
Professional development days/teacher	10.9 days	Up from 10.7 days	13.2 days	12.6 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 19.2 to 1	19.6 to 1	18.5 to 1
Prime instructional time	90.7%	Up from 90.5%	89.8%	89.8%
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	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,579	Up 1.6%	\$6,542	\$7,052
Percent of expenditures for instruction*	75.0%	Up from 72.6%	69.4%	69.1%
Percent of expenditures for teacher salaries*	73.4%	Up from 71.3%	65.7%	64.2%

\* 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 750 students. Our goal is to make a difference in the lives of our students by meeting the needs of the total child. We continually focus on the academic challenges, as well as the social, emotional, physical, and developmental issues confronting elementary-aged students. Through active Character Education and career awareness programs, our students learn beneficial life skills necessary to function in society.

We are a standards-based school that believes in Saxon Math and Phonics programs, which have continually proven to meet the fundamental needs of our students. Our fourth year with MAP (Measures of Academic Progress) testing has been beneficial to teachers, parents, and students. This is the first year that we have tested both kindergarten and 1st grade students. Our implementation of focus groups (MAP Clubs) in grades 2-5, based on diagnostic information, provided more specific individualized instructional opportunities for teachers. Hopefully, this correlates with students successfully mastering the South Carolina education standards, preparing them for their next challenge.

In conclusion, our educational focus and goals have remained constant. Our dedicated faculty and staff, actively supported by our parents, grandparents, and community, continue to allow us to fulfill our school motto of Making A Difference.

Gene Huiet, Principal  
 Deadre Oliver, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	44	120	74
Percent satisfied with learning environment	97.7%	91.5%	93.0%
Percent satisfied with social and physical environment	100.0%	91.7%	93.2%
Percent satisfied with school-home relations	100.0%	88.2%	93.0%

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

School Adequate Yearly Progress

NO

This school met 16 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	0.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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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
<b>English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)</b>											
All Students	371	99.7	11.7	39.8	42.9	5.6	63.8	50.5	48.2	Yes	Yes
<b>Gender</b>											
Male	184	99.5	17.7	37.7	39.4	5.1	59.4	42.7	41.7	N/A	N/A
Female	187	100	6	41.8	46.2	6	67.9	58.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	271	100	10.5	35.7	47	6.8	68	61.8	60	Yes	Yes
African American	92	98.9	16.5	50.6	30.6	2.4	50.6	37.2	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	51.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	36	100	45.7	40	11.4	2.9	28.6	14.5	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	164	99.4	18.1	51	29.7	1.3	46.5	39	34	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)</b>											
All Students	371	100	15	47.2	23.9	13.9	52.5	44.7	45.8	Yes	Yes
<b>Gender</b>											
Male	184	100	12.5	48.3	22.7	16.5	56.8	43.5	45.6	N/A	N/A
Female	187	100	17.4	46.2	25	11.4	48.4	46.2	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	271	100	12	44	27.4	16.5	57.5	59.5	59	Yes	Yes
African American	92	100	24.4	54.7	14	7	38.4	27.8	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	36	100	54.3	34.3	5.7	5.7	17.1	16.6	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	35	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	164	100	25.6	53.8	12.2	8.3	36.5	32.4	31.4	No	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
<b>Science</b>											
All Students	249	100	20.8	32.5	25.4	21.3	46.7	31.7	35.7	96.2	96.5
<b>Gender</b>											
Male	115	100	16.7	32.4	25.9	25	50.9	34.1	37.4	96.3	96.4
Female	134	100	24.2	32.6	25	18.2	43.2	29.2	33.8	96.2	96.5
<b>Racial/Ethnic Group</b>											
White	182	100	16.8	30.7	25.7	26.8	52.5	46	49.2	96	96.1
African American	62	100	33.9	39.3	23.2	3.6	26.8	15.5	17	96.9	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.2	98
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	28.6	24.9	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.8	93.3
<b>Disability Status</b>											
Disabled	27	100	53.8	23.1	15.4	7.7	23.1	17.3	14	94.7	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	95.5
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.4	97.3	97.3
<b>Socio-Economic Status</b>											
Subsided meals	117	100	32.7	35.5	20	11.8	31.8	19.9	21.1	95.2	96
<b>Social Studies</b>											
All Students	246	100	14.5	38.6	27.4	19.5	46.9	26.9	34	96.2	96.5
<b>Gender</b>											
Male	124	100	12.3	41.8	20.5	25.4	45.9	29.2	36.6	96.3	96.4
Female	122	100	16.8	35.3	34.5	13.4	47.9	24.3	31.3	96.2	96.5
<b>Racial/Ethnic Group</b>											
White	182	100	11.7	36.3	28.5	23.5	52	36.5	44.5	96	96.1
African American	59	100	22.8	45.6	22.8	8.8	31.6	14.3	19.1	96.9	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.2	98
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	27.5	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.8	93.3
<b>Disability Status</b>											
Disabled	22	100	31.8	31.8	36.4	0	36.4	11	14.4	94.7	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	95.5
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	97.3	97.3
<b>Socio-Economic Status</b>											
Subsided meals	104	100	22.8	45.5	21.8	9.9	31.7	16.2	21	95.2	96

\* 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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	119	100	1.8	35.4	59.3	3.5	62.8	
	4	129	99.2	8.2	45.1	41.8	4.9	46.7	
	5	140	100	12.9	44.7	39.4	3	42.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	121	99.2	8.6	21.6	60.3	9.5	69.8	
	4	122	100	10.9	37	47.1	5	52.1	
	5	128	100	15.3	59.7	22.6	2.4	25	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	119	100	3.5	59.3	32.7	4.4	37.2	
	4	129	100	14.6	48	18.7	18.7	37.4	
	5	140	100	14.4	50.8	22	12.9	34.8	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	121	100	13.7	47	27.4	12	39.3	
	4	122	100	13.4	44.5	25.2	16.8	42	
	5	128	100	17.7	50	19.4	12.9	32.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	60	100	13.8	50	24.1	12.1	36.2	
	4	129	100	27.9	32	18	22.1	40.2	
	5	70	100	26.9	41.8	19.4	11.9	31.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	62	100	16.7	26.7	33.3	23.3	56.7	
	4	122	100	17.6	37	22.7	22.7	45.4	
	5	65	100	31.1	29.5	23	16.4	39.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	59	100	5.5	43.6	34.5	16.4	50.9	
	4	129	100	20.5	31.1	27.9	20.5	48.4	
	5	70	100	15.4	44.6	13.8	26.2	40	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	60	100	0	53.4	27.6	19	46.6	
	4	122	100	12.6	37.8	29.4	20.2	49.6	
	5	64	100	31.3	26.6	23.4	18.8	42.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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