



# SC Annual School Report Card Summary

Maryville Elementary  
Georgetown

Grades: PK-5

Enrollment: 603

Principal: Stephanie S. Bell

Superintendent: Dr. H. Randall Dozier

Board Chair: Mr. Joe M. Crosby

## PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Average	Average	TBD	Not Met	N/A
2007	Average	Below Average	N/A	Met	N/A
2006	Average	At-Risk	N/A	Met	N/A

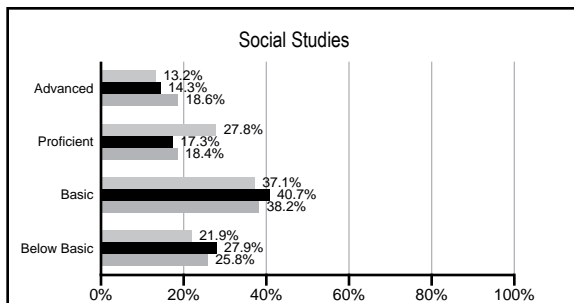
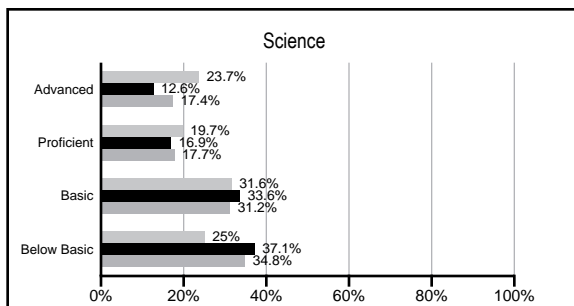
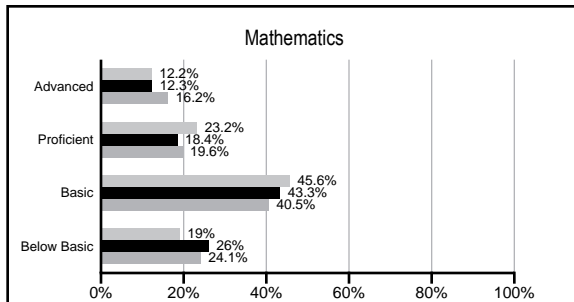
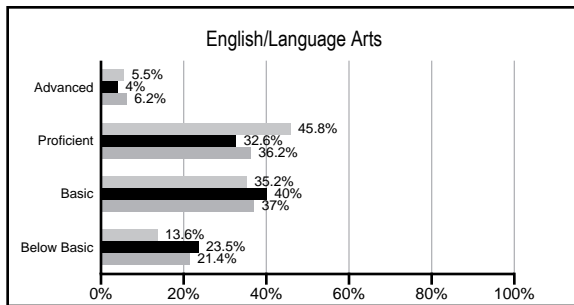
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	2	35	44	1

\* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

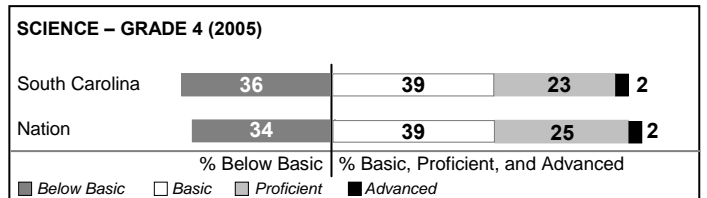
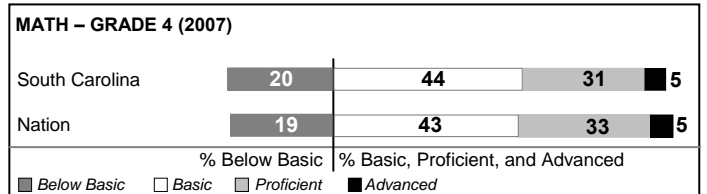
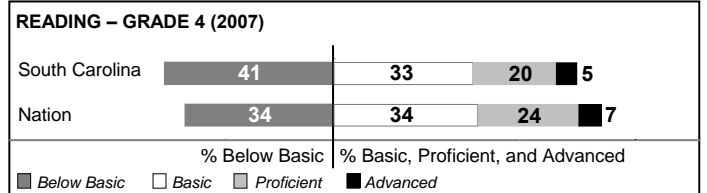
## PACT PERFORMANCE

Our School    Elementary Schools with Students Like Ours    Elementary schools statewide



## NAEP PERFORMANCE\*

\* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



## SC PERFORMANCE GOAL

2010 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.*

2020 Goal: TBD

### Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined  
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

# Maryville Elementary [Georgetown]

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=603)</b>				
Retention rate	3.6%	Down from 5.6%	2.9%	2.3%
Attendance rate	96.3%	Down from 96.4%	96.0%	96.3%
Eligible for gifted and talented	10.9%	Down from 14.3%	7.2%	10.4%
With disabilities other than speech	9.0%	Up from 8.1%	9.0%	7.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.3%	Up from 0.3%	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	61.4%	Down from 62.2%	54.4%	56.7%
Continuing contract teachers	93.2%	Down from 97.8%	76.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.6%	Up from 93.4%	86.0%	86.4%
Teacher attendance rate	95.8%	Up from 94.0%	94.7%	94.9%
Average teacher salary	\$49,704	Up 3.3%	\$44,884	\$45,345
Classes not taught by highly qualified teachers	0.0%	Down from 6.6%	0.0%	0.0%
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 18.3 to 1	18.2 to 1	18.5 to 1
Prime instructional time	91.5%	Up from 89.9%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,805	Up 0.4%	\$7,383	\$7,052
Percent of expenditures for instruction*	68.5%	Down from 69.2%	68.7%	69.1%
Percent of expenditures for teacher salaries*	64.2%	Down from 64.6%	63.5%	64.2%
% of AYP objectives met	90.5%		77.8%	85.7%

\* Prior year audited financial data available.

## EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	36	65	28
Percent satisfied with learning environment	100.0%	85.7%	92.9%
Percent satisfied with social and physical environment	97.2%	73.4%	92.9%
Percent satisfied with school-home relations	91.7%	82.5%	85.7%

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

## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We, the faculty and staff at Maryville Elementary School, believe in working hand-in-hand with the parents and community. We strive to offer stimulating instructional programs that will challenge our students to work toward their full academic potential.

We continue to improve instructional strategies used in our classrooms so we may meet the needs of our diverse population. It is necessary for us to develop enrichment, as well as remediation programs, at all levels through academic tutors, focus groups, and continuous flexible grouping. The students achieved much success this year with these in place. Simultaneously we examined data from common assessments, DIBELS, and MAP and made adjustments to instruction as needed. Along with the implementation of Voyager in our resource classes, these practices were significantly beneficial to our students' growth in decoding, comprehension, and fluency.

Maryville students are provided with opportunities through the various areas of discipline. We host an Artist-in-Residence program annually. Students are recognized in Art through the Superintendent's Art Awards and the Principal's Gallery. This year a student won first place in Keep Georgetown Beautiful drawing contest and another student won first place in a local Bait & Tackle Store drawing contest. Annually, our Special Needs students participate in the local and state Special Olympics in which they return adorned with medals. Our students also have the opportunity for continued growth through musical performances.

Maryville's P.T.O. has been a tremendous partner for our faculty, staff, and students. They provide classroom/field trip requests and teacher incentives. The P.T.O. is also generous when showing appreciation to faculty and staff throughout the year.

We are dedicated to achieving our mission by developing critical thinkers and preparing each student to be responsible while challenging them through their educational experience. We ask for your continued support through this journey.

Stephanie S. Bell, Principal  
Kim Powers, SIC Chairperson

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