



Merriwether Middle

430 Murrah Road
North Augusta, South

Grades	6-8 Middle School	
Enrollment	388 Students	
Principal	Bobby Turner	803-279-2511
Superintendent	Dr. Mary Rice-Crenshaw	803-275-4601
Board Chair	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
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Good
2005	Good	Below Average
2004	Good	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

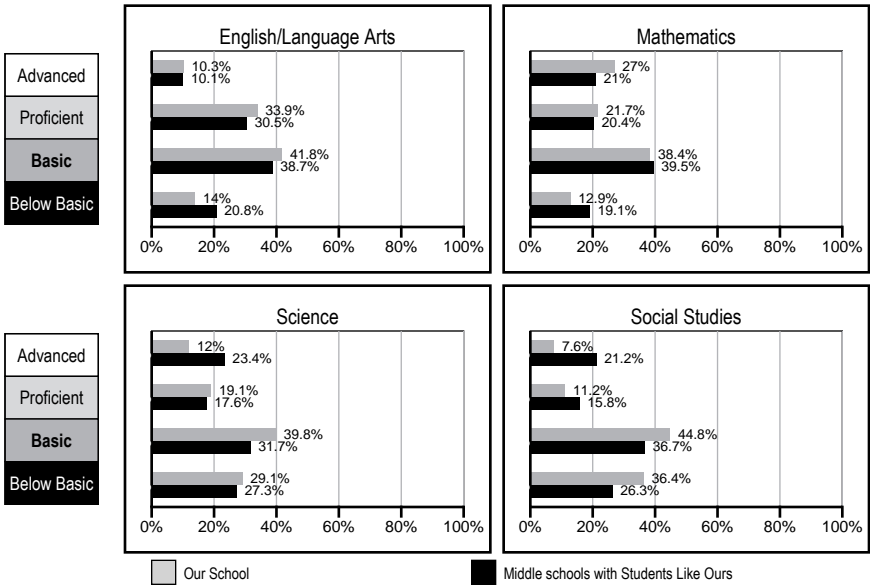
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	29	6	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	98.4
English 1	97.1	94.4
Physical Science	0	28.5
All Subjects	98.6	97.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=388)				
Students enrolled in high school credit courses (grades 7 & 8)	16.5%	Down from 46.6%	27.3%	19.4%
Retention rate	2.5%	Up from 2.3%	1.9%	1.8%
Attendance rate	96.6%	Up from 95.6%	96.0%	95.8%
Eligible for gifted and talented	21.3%	Down from 22.3%	20.8%	15.3%
With disabilities other than speech	11.5%	Up from 11.3%	11.4%	12.9%
Older than usual for grade	5.7%	Up from 2.8%	1.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Up from 0.3%	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	48.1%	Down from 50.0%	56.8%	55.0%
Continuing contract teachers	88.9%	Up from 85.7%	74.4%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	4.0%	5.4%
Teachers returning from previous year	87.5%	Up from 84.8%	86.3%	83.4%
Teacher attendance rate	94.5%	Up from 93.8%	95.0%	94.9%
Average teacher salary	\$42,761	Up 3.4%	\$45,112	\$44,706
Professional development days/teacher	11.4 days	Down from 12.6 days	11.8 days	11.8 days
School				
Principal's years at school	1.0	No Change	3.0	3.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 20.1 to 1	22.4 to 1	20.1 to 1
Prime instructional time	89.8%	Up from 88.1%	89.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 97.2%	98.5%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$7,207	Up 18.4%	\$6,444	\$7,097
Percent of expenditures for instruction*	58.3%	Down from 61.1%	66.2%	64.4%
Percent of expenditures for teacher salaries*	56.8%	Down from 60.3%	60.8%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Merriwether Middle School is located in rural Edgefield County and serves approximately 400 sixth, seventh, and eighth grade students from various economic and ethnic backgrounds. At Merriwether Middle School, we believe that all students should be provided with opportunities for successful experiences. We strive to offer a curriculum that maximizes the intellectual, emotional, social, and physical development of our emerging adolescents. We understand the unique needs and concerns of young adolescents, as well as the developmental challenges of this age group.

Our curriculum is designed to assist our middle school students through the transitional period between elementary school and high school. Every student attends five academic classes and two exploratory classes taught daily by highly qualified teachers. Exploratory classes include band, music, art, physical education, technology, keyboarding, computer-assisted instruction, and reading and math enrichment. English 1, Algebra 1, and keyboarding are offered to eighth grade students for high school credit.

The 2007-08 school year brought noteworthy recognition of many academic achievements attained by Merriwether Middle School students. These milestones validate the efforts of both our teachers and students in the pursuit of excellence. Fourteen students were recognized as Junior Scholars. Our Mathcounts team finished second in the regionals and qualified to participate in the state competition. Our Science Eco-Meet team placed fourth in the CSRA regional competition. The Merriwether Honor Band received a Superior rating in the prestigious State Festival with 3 students selected for the All-State Band. A newly-created Chess team won numerous first-place individual and team awards. 100% of students enrolled passed the End-Of-Course Algebra 1 test, and 97% of students passed the End-Of-Course English 1 test and will receive high school credit.

Technology has been upgraded with the installation of Promethean and Inter-write Boards, biometric identification, and the A+ Program.

All students participated in bi-monthly club meetings. The Beta Club, Yearbook Staff, WMMS daily news show, and various volunteer organizations highlight positive student involvement in school activities.

We welcome your input and participation in all aspects of the educational process. Your support and cooperation will ensure that our students continue to meet and exceed all challenges presented to them.

Bobby R. Turner, Principal
Robin Ball, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	111	93
Percent satisfied with learning environment	100.0%	82.0%	91.4%
Percent satisfied with social and physical environment	100.0%	87.4%	86.0%
Percent satisfied with school-home relations	100.0%	88.2%	86.8%

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

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School Adequate Yearly Progress

NO

This school met 16 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

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	96.6%	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	395	99.2	14.3	44.7	34	7	54.7	50.5	48.2	Yes	Yes
Gender											
Male	195	99	20.6	47.8	29.4	2.2	44.4	42.7	41.7	N/A	N/A
Female	200	99.5	8.4	41.9	38.2	11.5	64.4	58.9	55	N/A	N/A
Racial/Ethnic Group											
White	296	99.3	10.5	42.4	38.8	8.3	61.2	61.8	60	Yes	Yes
African American	92	98.9	24.7	53.9	19.1	2.2	34.8	37.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	51.1	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	49	93.9	62.8	30.2	2.3	4.7	9.3	14.5	16	No	No
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	4	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	158	98.1	22.9	47.9	24.3	4.9	43.8	39	34	Yes	Yes

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

All Students	395	99.2	13.5	42	22.1	22.4	59.6	44.7	45.8	Yes	Yes
Gender											
Male	195	99	17.8	42.8	18.3	21.1	56.1	43.5	45.6	N/A	N/A
Female	200	99.5	9.4	41.4	25.7	23.6	62.8	46.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	296	99.3	10.1	39.5	22.8	27.5	65.6	59.5	59	Yes	Yes
African American	92	98.9	22.5	51.7	19.1	6.7	40.4	27.8	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	49	93.9	55.8	34.9	2.3	7	16.3	16.6	17.1	No	No
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	4	I/S	I/S	I/S	I/S	I/S	I/S	35	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	158	98.1	20.1	49.3	18.8	11.8	46.5	32.4	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	264	98.9	28	40	19.2	12.8	32	31.7	35.7	96.6	96.5	
Gender												
Male	135	98.5	29.4	34.9	19.8	15.9	35.7	34.1	37.4	96.7	96.4	
Female	129	99.2	26.6	45.2	18.5	9.7	28.2	29.2	33.8	96.6	96.5	
Racial/Ethnic Group												
White	196	99	23.2	39.5	20.5	16.8	37.3	46	49.2	96.3	96.1	
African American	62	98.4	43.3	41.7	13.3	1.7	15	15.5	17	97.7	96.8	
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	98	
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	28.6	24.9	97.7	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	88.9	93.3	
Disability Status												
Disabled	32	90.6	50	34.6	7.7	7.7	15.4	17.3	14	96	95.3	
Migrant Status												
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	95.5	
English Proficiency												
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.4	97.8	97.3
Socio-Economic Status												
Subsided meals	106	97.2	41.2	40.2	15.5	3.1	18.6	19.9	21.1	96.1	96	
Social Studies												
All Students	266	98.9	35.6	45.3	11.3	7.7	19	26.9	34	96.6	96.5	
Gender												
Male	129	98.5	33.9	43.2	11	11.9	22.9	29.2	36.6	96.7	96.4	
Female	137	99.3	37.2	47.3	11.6	3.9	15.5	24.3	31.3	96.6	96.5	
Racial/Ethnic Group												
White	201	99	33.3	44.1	12.9	9.7	22.6	36.5	44.5	96.3	96.1	
African American	62	98.4	44.1	49.2	5.1	1.7	6.8	14.3	19.1	97.7	96.8	
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	98	
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	27.5	97.7	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	88.9	93.3	
Disability Status												
Disabled	38	92.1	65.6	28.1	0	6.3	6.3	11	14.4	96	95.3	
Migrant Status												
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	95.5	
English Proficiency												
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	97.8	97.3
Socio-Economic Status												
Subsided meals	104	97.1	47.8	44.6	5.4	2.2	7.6	16.2	21	96.1	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*
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	134	97	16.7	40.5	38.9	4	42.9
	7	120	98.3	17.9	44.6	33	4.5	37.5
	8	127	100	6.5	48	43.1	2.4	45.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	140	100	13.5	41.4	38.3	6.8	45.1
	7	136	97.8	11.8	49.6	34.6	3.9	38.6
	8	119	100	18	43.2	27.9	10.8	38.7
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	134	97	14.3	34.9	34.1	16.7	50.8
	7	120	98.3	11.6	47.3	17.9	23.2	41.1
	8	127	100	13	47.2	23.6	16.3	39.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	140	100	9	40.6	32.3	18	50.4
	7	136	97.8	10.2	41.7	18.1	29.9	48
	8	119	100	22.5	44.1	14.4	18.9	33.3
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	66	100	38.1	34.9	14.3	12.7	27
	7	120	98.3	25.9	36.6	23.2	14.3	37.5
	8	64	100	12.9	58.1	16.1	12.9	29
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	68	100	40	30.8	23.1	6.2	29.2
	7	136	97.8	25.2	44.9	17.3	12.6	29.9
	8	60	100	20.7	39.7	19	20.7	39.7
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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	64	100	22.2	65.1	11.1	1.6	12.7
	7	120	98.3	35.7	41.1	13.4	9.8	23.2
	8	63	98.4	31.7	60	6.7	1.7	8.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	72	100	16.2	58.8	16.2	8.8	25
	7	135	97.8	46.8	35.7	9.5	7.9	17.5
	8	59	100	34	50.9	9.4	5.7	15.1

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