



## Merriwether Elementary

565 Spring Haven Drive  
North Augusta, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	743 Students	
<b>Principal</b>	Wayne Marchant	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 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Average	At-Risk
2007	Good	Below Average
2006	Good	Below Average
2005	Good	At-Risk

## 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 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.

## 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.

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

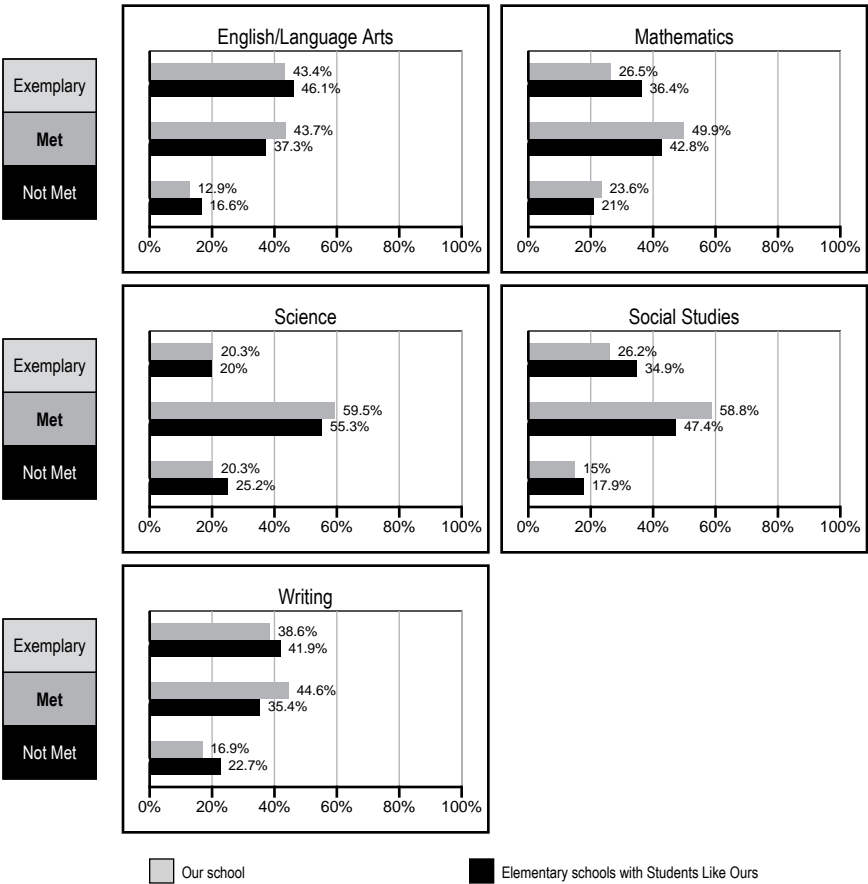
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 92.9%

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

Excellent	Good	Average	Below Average	At-Risk
20	37	29	0	0

\* Ratings are calculated with data available by 06/01/2010.

**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=743)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 10.8%	100.0%	100.0%
Retention rate	3.0%	Down from 3.6%	1.5%	1.9%
Attendance rate	96.4%	Up from 96.2%	96.6%	96.3%
Eligible for gifted and talented	12.5%	Down from 13.0%	15.7%	10.0%
With disabilities other than speech	8.0%	Up from 6.9%	7.2%	7.7%
Older than usual for grade	1.7%	Down from 2.4%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	64.7%	Up from 62.7%	61.8%	59.4%
Continuing contract teachers	96.1%	Up from 88.2%	83.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.9%	Up from 93.2%	88.1%	85.9%
Teacher attendance rate	96.6%	Up from 95.2%	95.1%	95.1%
Average teacher salary*	\$47,669	Up 4.7%	\$48,186	\$47,149
Professional development days/teacher	11.4 days	Up from 10.9 days	11.4 days	11.1 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	No Change	19.5 to 1	18.8 to 1
Prime instructional time	92.5%	Up from 90.7%	90.5%	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	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,092	Up 9.2%	\$6,983	\$7,458
Percent of expenditures for instruction**	74.2%	Down from 75.0%	68.5%	68.8%
Percent of expenditures for teacher salaries**	72.9%	Down from 73.4%	60.3%	63.2%

\* 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 750 students. Our goal is to make a difference in the lives of our students through 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 that have continually proven to meet the fundamental needs of our students. Our fifth year with MAP (Measures of Academic Progress) testing has been beneficial to teachers, parents, and students. This is the second year we have tested both kindergarten and first 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." Thanks for the memories.

Gene Huiet, Principal  
 Chuck Fletcher, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	25	92	48
Percent satisfied with learning environment	96.0%	92.4%	93.8%
Percent satisfied with social and physical environment	95.8%	92.4%	91.1%
Percent satisfied with school-home relations	96.0%	89.0%	91.3%

\* 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

NI

## 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	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.3%	0.0%	No
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
<b>English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)</b>										
All Students	366	100	12.9	43.6	43.6	94	85.4	82.8	Yes	Yes
<b>Gender</b>										
Male	177	100	12.4	44.4	43.2	93.5	82	79.3	N/A	N/A
Female	189	100	13.3	42.8	43.9	94.4	89.2	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	259	100	8.8	41.6	49.6	95.6	90.7	89.5	Yes	Yes
African American	99	100	23.9	48.9	27.2	90.2	78.9	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	84.6	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	42.5	42.5	15	70	53.4	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	160	100	25.3	49.3	25.3	88.7	79.4	75.5	Yes	Yes
<b>Mathematics - State Performance Objective = 57.8% (Met or Exemplary)</b>										
All Students	365	100	23.6	49.7	26.7	85.1	79.8	78.9	Yes	Yes
<b>Gender</b>										
Male	176	100	19.6	47.6	32.7	86.9	78.4	77	N/A	N/A
Female	189	100	27.2	51.7	21.1	83.3	81.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	258	100	17.3	50.6	32.1	88.8	87.8	87.2	Yes	Yes
African American	99	100	41.3	47.8	10.9	75	70.2	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.9	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	57.5	27.5	15	57.5	45.9	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	159	100	37.6	47.7	14.8	75.8	72.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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
<b>Science</b>								
All Students	244	99.6	20.3	59.5	20.3	79.7	65.8	67.5
<b>Gender</b>								
Male	122	100	15.5	60.3	24.1	84.5	65.3	67
Female	122	99.2	25	58.6	16.4	75	66.4	68
<b>Racial/Ethnic Group</b>								
White	175	99.4	14.8	62.1	23.1	85.2	76.7	79.5
African American	64	100	35.6	54.2	10.2	64.4	53	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	23	95.7	54.5	31.8	13.6	45.5	32.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	101	99	38.3	51.1	10.6	61.7	54.4	55.1
<b>Social Studies</b>								
All Students	245	99.2	15	59	26.1	85	69.4	72.3
<b>Gender</b>								
Male	121	100	10.4	58.3	31.3	89.6	71.1	71.5
Female	124	98.4	19.3	59.7	21	80.7	67.5	73.2
<b>Racial/Ethnic Group</b>								
White	169	98.8	11	59.1	29.9	89	77.7	80.7
African American	69	100	25	60.9	14.1	75	60.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	58.1	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>								
Disabled	29	100	44.8	48.3	6.9	55.2	40.7	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	38.9	67.9
<b>Socio-Economic Status</b>								
Subsided meals	108	99.1	25.7	56.4	17.8	74.3	60.1	62.1

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	366	99.7	16.9	44.6	38.6	83.1	73.7	70.2	96.4	96.3
<b>Gender</b>										
Male	178	99.4	21.2	44.7	34.1	78.8	66.8	63.2	96.2	96.1
Female	188	100	12.8	44.4	42.8	87.2	81.4	77.5	96.5	96.5
<b>Racial/Ethnic Group</b>										
White	261	99.6	13.1	43.4	43.4	86.9	80.9	79.1	96.1	96
African American	98	100	28.3	47.8	23.9	71.7	65.1	57.6	97	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	97.2	96.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	69.2	62.6	95.7	97
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	99.9	88.1
<b>Disability Status</b>										
Disabled	41	97.6	48.7	41	10.3	51.3	30.5	26.1	95.4	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.1
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	61.9	61.2	96	97.6
<b>Socio-Economic Status</b>										
Subsided meals	157	99.4	25.9	50.3	23.8	74.1	65.3	58.9	95.8	96

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## 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>2009</b>	3	119	100	13.3	40.7	46	86.7
	4	126	100	13.3	42.5	44.2	86.7
	5	121	100	12.1	47.4	40.5	87.9
	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>2009</b>	3	119	100	31.9	38.9	29.2	68.1
	4	125	100	15.1	53.8	31.1	84.9
	5	121	100	24.1	56	19.8	75.9
	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>2009</b>	3	60	100	23.6	50.9	25.5	76.4
	4	124	100	19.5	63.6	16.9	80.5
	5	60	98.3	18.6	59.3	22	81.4
	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>Social Studies</b>							
<b>2009</b>	3	59	100	20.7	63.8	15.5	79.3
	4	125	100	11.8	61.3	26.9	88.2
	5	61	96.7	15.8	49.1	35.1	84.2
	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
<b>Writing</b>							
<b>2009</b>	3	119	100	16.7	36	47.4	83.3
	4	126	99.2	12.5	50.8	36.7	87.5
	5	121	100	21.6	46.6	31.9	78.4
	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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