



MARYVILLE ELEMENTARY

2125 Poplar Street
Georgetown, South

Grades	PK-5 Elementary School	
Enrollment	555 Students	
Principal	Stephanie S. Stuckey	843-546-8423
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Average	Average
2007	Average	Below Average

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

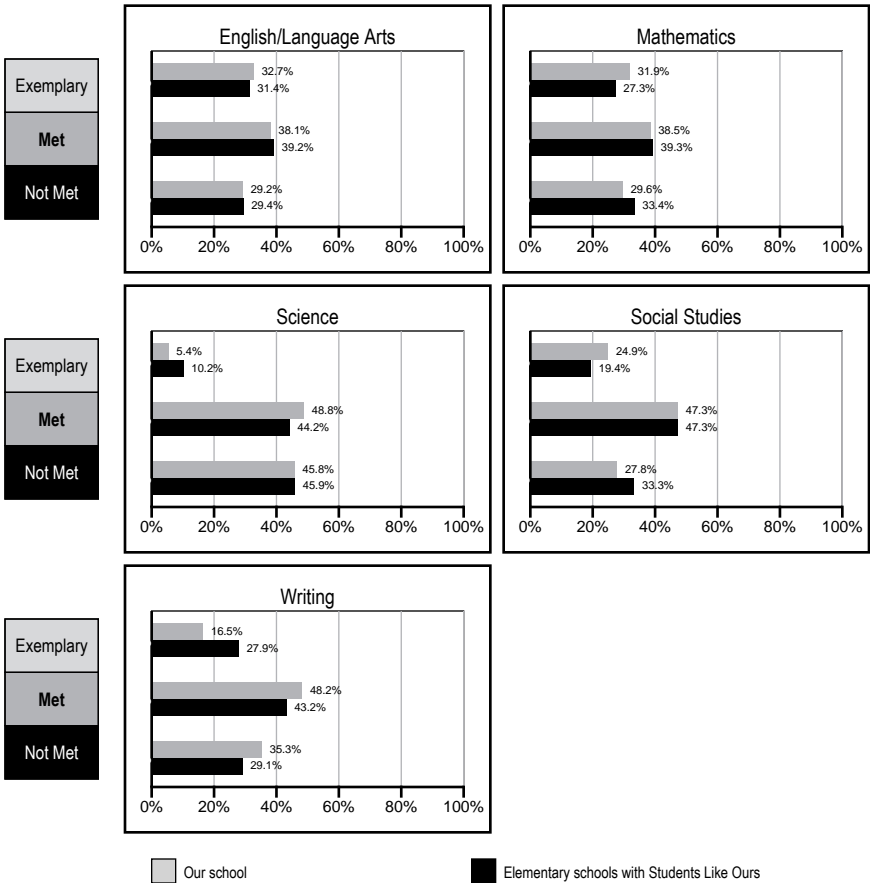
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	11	99	25	5

* 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
Students (n=555)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 2.9%	1.4%	1.1%
Attendance rate	95.9%	Up from 95.6%	95.9%	96.2%
Served by gifted and talented program	9.3%	Up from 8.5%	8.4%	13.4%
With disabilities other than speech	3.5%	Down from 8.9%	4.5%	4.1%
Older than usual for grade	0.9%	Up from 0.2%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=41)				
Teachers with advanced degrees	65.9%	Down from 70.3%	61.1%	62.5%
Continuing contract teachers	85.4%	Down from 97.3%	85.7%	88.2%
Teachers returning from previous year	86.6%	Up from 86.0%	86.3%	87.8%
Teacher attendance rate	94.3%	Down from 95.5%	95.1%	95.2%
Average teacher salary*	\$50,131	Down 1.9%	\$45,698	\$46,773
Professional development days/teacher	6.5 days	Down from 7.6 days	10.1 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 18.3 to 1	18.4 to 1	19.9 to 1
Prime instructional time	89.4%	Down from 90.6%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 78.2%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,159	Down 6.5%	\$7,776	\$7,447
Percent of expenditures for instruction**	62.8%	Down from 67.3%	68.1%	68.4%
Percent of expenditures for teacher salaries**	61.5%	Down from 62.8%	64.8%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

2201015

GEORGETOWN

MARYVILLE ELEMENTARY

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.

Throughout the year we continue to assess student progress to improve instructional strategies used in our classrooms to meet the needs of our diverse population. It is necessary for us to develop enrichment, as well as remediation programs, at all levels of instruction through academic tutors, focus groups, and continuous flexible grouping to meet the needs of individual students. The students achieved much success this year with these in place. Simultaneously we examined data from common assessments, Benchmarks, 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. In partnership with the University of South Carolina the teachers receive professional development through a nature based inquiry model. During this time there is establishment of an outdoor classroom and lessons using on our campus. Students are recognized in Art through the Superintendent's Art Awards and the Principal's Gallery. This year a student won first place in Horry and Georgetown Fire Safety 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. Stuckey, Principal
Kendra Jiles, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	76	30
Percent satisfied with learning environment	96.8%	84.0%	89.3%
Percent satisfied with social and physical environment	97.1%	78.9%	88.5%
Percent satisfied with school-home relations	90.9%	89.3%	85.7%

* 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 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. 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	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	281	98.2	29.2	38.1	32.7	80.8	80.1	82.4	Yes	Yes
Gender										
Male	159	99.4	32.7	40.5	26.8	79.7	76.6	78.7	N/A	N/A
Female	122	96.7	24.3	34.6	41.1	82.2	84	86.2	N/A	N/A
Racial/Ethnic Group										
White	99	99	20.2	35.1	44.7	91.5	88.8	88.9	Yes	Yes
African American	150	97.3	35.3	41.2	23.5	73.5	70.4	72.9	No	Yes
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	82.1	93	I/S	I/S
Hispanic	30	100	30	33.3	36.7	80	79.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	44	100	90.2	7.3	2.4	34.1	35.3	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	32	100	30	33.3	36.7	80	77	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	232	98.3	31.8	39.3	29	78.5	73.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	281	97.9	29.3	38.6	32	77.2	82.3	81.9	Yes	Yes
Gender										
Male	159	98.7	34.9	34.9	30.3	71.1	79.6	79.9	N/A	N/A
Female	122	96.7	21.5	43.9	34.6	86	85.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	99	99	22.3	36.2	41.5	86.2	90.3	88.9	Yes	Yes
African American	150	96.7	33.3	42.2	24.4	70.4	73.2	71.4	No	Yes
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	92.9	94.6	I/S	I/S
Hispanic	30	100	33.3	30	36.7	80	83.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	44	97.7	82.5	12.5	5	25	37.7	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	32	100	33.3	30	36.7	80	81.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	232	97.8	32.9	37.1	30	74.2	76.9	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	181	98.9	45.8	48.8	5.4	54.2	63.4	68.6
Gender								
Male	101	99	49	45.9	5.1	51	64.1	68.3
Female	80	98.8	41.2	52.9	5.9	58.8	62.7	68.9
Racial/Ethnic Group								
White	58	100	33.3	57.4	9.3	66.7	78.3	80.7
African American	103	98.1	53.8	44.1	2.2	46.2	46.4	51.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	86.7	85.3
Hispanic	19	100	42.1	47.4	10.5	57.9	61.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	29	100	89.3	7.1	3.6	10.7	25.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	20	100	42.1	47.4	10.5	57.9	58.7	60.7
Socio-Economic Status								
Subsidized meals	149	98.7	47.8	48.5	3.7	52.2	53.6	57.3
Social Studies								
All Students	180	98.9	27.8	47.3	24.9	72.2	70.3	72.5
Gender								
Male	106	99.1	29	48	23	71	69.1	72
Female	74	98.7	26.1	46.4	27.5	73.9	71.7	73.1
Racial/Ethnic Group								
White	68	100	19.4	40.3	40.3	80.6	81.5	81
African American	92	97.8	35.7	50	14.3	64.3	57.6	60
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	90.9	89
Hispanic	18	100	22.2	61.1	16.7	77.8	73.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	29	100	N/AV	N/AV	N/AV	29.6	32.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	20	100	22.2	61.1	16.7	77.8	70.9	69.7
Socio-Economic Status								
Subsidized meals	148	98.7	30.2	48.9	20.9	69.8	61.9	62.9

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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
Writing										
All Students	88	98.9	34.5	48.8	16.7	65.5	68.5	73.2	95.9	97.2
Gender										
Male	44	97.7	37.2	46.5	16.3	62.8	61	67.2	95.8	97.2
Female	44	100	31.7	51.2	17.1	68.3	76.3	79.4	96.1	97.2
Racial/Ethnic Group										
White	33	100	19.4	71	9.7	80.6	80.6	81.5	94.4	96.9
African American	44	97.7	40.5	40.5	19	59.5	54.9	61.3	96.7	97.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	98.3
Hispanic	11	100	54.5	18.2	27.3	45.5	61.1	66.7	97.6	97.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97
Disability Status										
Disabled	12	100	N/AV	N/AV	N/AV	9.1	13.9	26	94.7	96.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	54.5	18.2	27.3	45.5	57.1	65.7	97.7	97.9
Socio-Economic Status										
Subsidized meals	72	98.6	39.7	44.1	16.2	60.3	59.1	63.2	96	97

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	91	100	13.1	32.1	54.8	86.9
	4	87	100	28.2	43.6	28.2	71.8
	5	101	100	24	40.6	35.4	76
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	109	100	25.7	30.7	43.6	74.3
	4	83	97.6	21.3	49.3	29.3	78.7
	5	89	96.6	40.5	36.9	22.6	59.5
	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	
Mathematics							
2010	3	91	100	21.4	32.1	46.4	78.6
	4	87	100	20.5	50	29.5	79.5
	5	101	100	24	46.9	29.2	76
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	109	99.1	38	36	26	62
	4	83	97.6	10.7	38.7	50.7	89.3
	5	89	96.6	35.7	41.7	22.6	64.3
	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	
Science							
2010	3	45	100	42.9	42.9	14.3	57.1
	4	87	100	35	60	5	65
	5	50	100	35.4	60.4	4.2	64.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	55	100	70	26	4	30
	4	83	97.6	22.7	68	9.3	77.3
	5	43	100	N/AV	N/AV	N/AV	41.5
	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	

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	46	100	20.9	44.2	34.9	79.1
	4	87	100	26.3	52.5	21.3	73.8
	5	51	100	41.7	37.5	20.8	58.3
	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
2011	3	54	100	23.5	51	25.5	76.5
	4	83	97.6	17.3	53.3	29.3	82.7
	5	43	100	51.2	32.6	16.3	48.8
	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
Writing							
2010	3	91	100	28.2	35.3	36.5	71.8
	4	90	100	35.4	51.2	13.4	64.6
	5	102	100	34.4	38.5	27.1	65.6
	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
2011	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	88	98.9	34.5	48.8	16.7	65.5
	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

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