

Merrywood Elementary

329 Deadfall Road
Greenwood, South

Grades	PK-5 Elementary School	
Enrollment	581 Students	
Principal	Debra K. Green	864-941-5700
Superintendent	Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Average	Good
2007	Average	Good
2006	Average	At-Risk
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.

http://ed.sc.gov
http://www.eoc.sc.gov

Merrywood Elementary	06/01/10-2450012

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

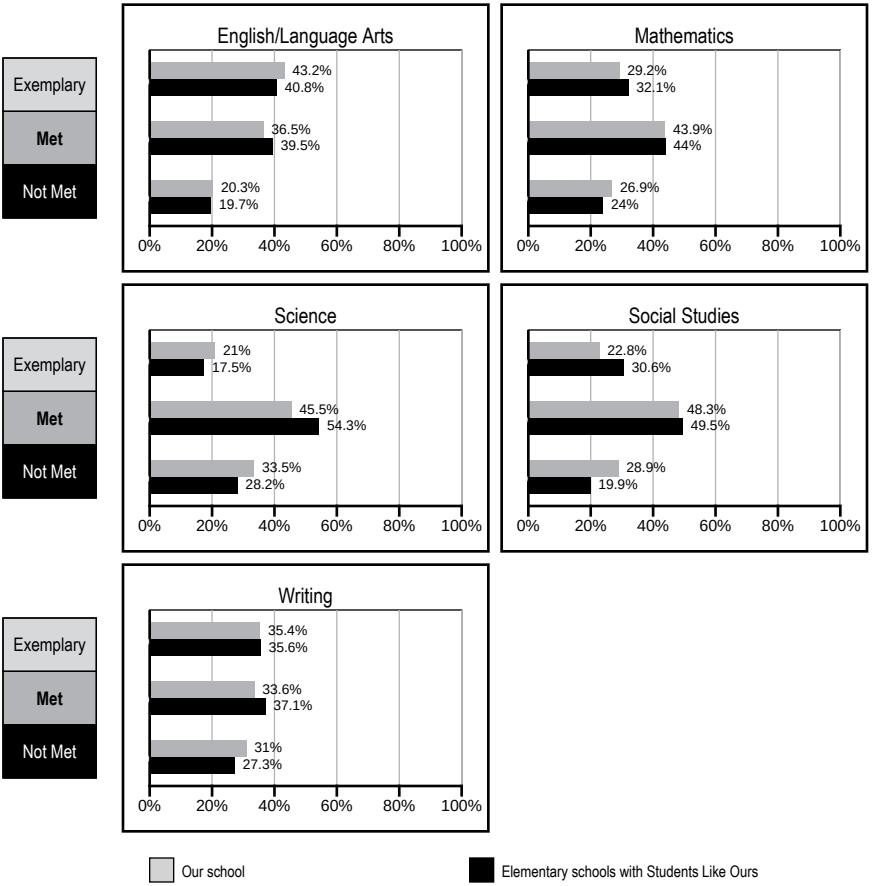
Percent of students tested in 2008-09 whose 2007-08 test scores were located	97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	28	49	2	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
Students (n=581)				
First graders who attended full-day kindergarten	85.1%	Up from 79.1%	100.0%	100.0%
Retention rate	1.9%	Down from 2.4%	1.9%	1.9%
Attendance rate	96.1%	Down from 96.2%	96.2%	96.3%
Eligible for gifted and talented	12.7%	Down from 15.9%	12.0%	10.0%
With disabilities other than speech	14.4%	Up from 11.2%	7.9%	7.7%
Older than usual for grade	0.0%	Down from 0.2%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	69.6%	Down from 72.5%	58.7%	59.4%
Continuing contract teachers	87.0%	Up from 80.0%	83.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.9%	Down from 87.7%	87.7%	85.9%
Teacher attendance rate	92.5%	Down from 94.8%	95.3%	95.1%
Average teacher salary*	$50,834	Up 8.8%	$46,979	$47,149
Professional development days/teacher	5.7 days	Down from 12.1 days	11.6 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 19.5 to 1	19.3 to 1	18.8 to 1
Prime instructional time	87.4%	Down from 89.0%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	$7,423	Up 8.1%	$6,959	$7,458
Percent of expenditures for instruction**	68.1%	Down from 68.5%	69.6%	68.8%
Percent of expenditures for teacher salaries**	65.2%	Down from 65.6%	64.1%	63.2%

* 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

Merrywood Elementary School has made vast improvements in closing the gap in academic achievement by raising our improvement rating from an Unsatisfactory in 2006 to a Good in 2007 and 2008. We were also the only school in our district to meet annual yearly progress in 2008. Additionally, we recently received the "Red Carpet Award," which recognizes customer friendly schools. Our accomplishments are largely due to excellent parental support and the dedication of our teachers and support staff in the areas of school-wide implementation of balanced literacy, MAP (Measurement of Academic Progress) data disaggregation, and the implementation of LIFELONG Guidelines and LIFESKILLS, a character education program.

The use of leveled texts for small group guided reading instruction in English/Language Arts along with whole group shared reading, interactive read alouds, and writing have proven to increase students' reading level abilities. Small group guided reading instruction focuses on each student's individual instructional reading level and skill need. Many of our teachers use the shared reading and interactive read aloud strategies to instruct cross curricular by focusing on science and/or social studies standards during their instruction. Daily writing instruction also helps to promote reading skills through active participation on the part of the students.

Students are given the MAP test three times each year. Teachers use the test results to drive instruction by identifying strengths and weaknesses in the areas of math and English/Language Arts. Students are placed in guided reading groups based on their need in literal texts, informational texts, and building vocabulary. Students are remediated in mathematics through small group instruction based on their abilities in numbers and operations, algebra, geometry, measurement, and data analysis. Through collaboration, our teachers identify those students who have the greatest need and then "share" them across grade levels. Also, through data disaggregation, identified students are placed in a weekly academic after school program.

Merrywood has implemented a character education program from the Susan Kovalik institute. This character education program builds a strong school community through the emphasis of eighteen LIFELONG guidelines and LIFESKILLS. These eighteen character traits are taught and implemented throughout the school year. In an effort to increase our home-school relationships, we provide weekly information to the parents pertaining to the LIFESKILLS as well as monthly instructional calendars that contain vital academic information and upcoming events.

Through the efforts of the committed and involved parents, capable and eager students, and dedicated instructional and support staff at Merrywood Elementary, students are given numerous opportunities to learn and grow as readers, writers, scientists, historians, and mathematicians. It is very evident to the Greenwood community and beyond that the Merrywood faculty and staff, parents, and students are "One for All and All for One."

David Buckshorn, School Improvement Council
Debra Green, principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	89	53
Percent satisfied with learning environment	100.0%	86.2%	96.1%
Percent satisfied with social and physical environment	97.7%	94.3%	94.1%
Percent satisfied with school-home relations	97.7%	94.4%	84.3%

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

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School Adequate Yearly Progress	YES

This school met 21 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	0.0%	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	1.7%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

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Merrywood Elementary										06/01/10-2450012
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	305	100	19.9	37.2	42.9	91.5	79.9	82.8	Yes	Yes
Gender										
Male	157	100	23.8	34.3	42	89.5	76.5	79.3	N/A	N/A
Female	148	100	15.8	40.3	43.9	93.5	83.5	86.5	N/A	N/A
Racial/Ethnic Group										
White	149	100	8.5	32.4	59.2	97.9	90.1	89.5	Yes	Yes
African American	127	100	31.6	43	25.4	85.1	69.7	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.8	92.3	I/S	I/S
Hispanic	23	100	35	45	20	80	69.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	53	100	40.8	42.9	16.3	81.6	47.2	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	41.2	47.1	11.8	76.5	69.8	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	183	100	27.6	42.3	30.1	87.1	70.8	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	305	100	26.2	45	28.7	80.5	77.2	78.9	Yes	Yes
Gender										
Male	157	100	25.2	43.4	31.5	80.4	75.6	77	N/A	N/A
Female	148	100	27.3	46.8	25.9	80.6	78.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	149	100	10.6	45.1	44.4	93.7	87.9	87.2	Yes	Yes
African American	127	100	43	44.7	12.3	67.5	66.1	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.8	93	I/S	I/S
Hispanic	23	100	50	45	5	55	67.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	53	100	53.1	38.8	8.2	53.1	41.7	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	N/AV	N/AV	N/AV	47.1	68	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	183	100	38	49.1	12.9	69.9	68.1	70.2	Yes	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	200	99.5	32.8	46.4	20.8	67.2	62.9	67.5
Gender								
Male	104	99	33.7	42.4	23.9	66.3	62.9	67
Female	96	100	31.9	50.5	17.6	68.1	62.9	68
Racial/Ethnic Group								
White	105	100	17.2	48.5	34.3	82.8	79.7	79.5
African American	74	98.7	49.2	46.2	4.6	50.8	45.2	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.9	84.3
Hispanic	18	100	62.5	31.3	6.3	37.5	48.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	37	100	58.8	35.3	5.9	41.2	27.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	14	100	N/AV	N/AV	N/AV	30.8	49.4	59.6
Socio-Economic Status								
Subsized meals	114	99.1	47	45	8	53	49.5	55.1
Social Studies								
All Students	197	100	29	48.4	22.6	71	67.9	72.3
Gender								
Male	95	100	30.3	44.9	24.7	69.7	67.1	71.5
Female	102	100	27.8	51.5	20.6	72.2	68.6	73.2
Racial/Ethnic Group								
White	98	100	12.5	53.1	34.4	87.5	82	80.7
African American	81	100	46.6	45.2	8.2	53.4	52.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.8	88.5
Hispanic	14	100	53.8	30.8	15.4	46.2	59.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	36	100	55.9	35.3	8.8	44.1	36.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	12	100	58.3	33.3	8.3	41.7	61.6	67.9
Socio-Economic Status								
Subsized meals	116	100	44.8	46.7	8.6	55.2	55.4	62.1

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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	305	95.7	30.5	33.8	35.7	69.5	68	70.2	96.1	96.1
Gender										
Male	158	94.9	35	35	29.9	65	61.5	63.2	96.1	95.9
Female	147	96.6	25.9	32.6	41.5	74.1	74.8	77.5	96.1	96.3
Racial/Ethnic Group										
White	150	98	17.7	36.9	45.4	82.3	80.5	79.1	96.1	96.2
African American	126	95.2	44	31.2	24.8	56	56.1	57.6	95.8	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.2	86.2	97.6	97.9
Hispanic	23	82.6	62.5	25	12.5	37.5	50.3	62.6	97.4	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	69.8	92.5
Disability Status										
Disabled	52	78.9	73.7	21.1	5.3	26.3	23.8	26.1	95.4	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.3
English Proficiency										
Limited English Proficient	19	84.2	71.4	21.4	7.1	28.6	51.7	61.2	97.7	96.7
Socio-Economic Status										
Subsized meals	180	93.3	43.4	34.9	21.7	56.6	56	58.9	95.5	95.5

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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							
2009	3	112	100	23	29	48	77
	4	93	100	20.5	38.6	40.9	79.5
	5	100	100	16	44.7	39.4	84
	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							
2009	3	112	100	31	39	30	69
	4	93	100	25	42	33	75
	5	100	100	22.3	54.3	23.4	77.7
	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							
2009	3	58	98.3	34	42	24	66
	4	92	100	25.3	48.3	26.4	74.7
	5	50	100	45.7	47.8	6.5	54.3
	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
Social Studies							
2009	3	54	100	44	36	20	56
	4	93	100	17	59.1	23.9	83
	5	50	100	35.4	41.7	22.9	64.6
	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
Writing							
2009	3	110	95.5	38.5	30.2	31.3	61.5
	4	95	95.8	31.4	36	32.6	68.6
	5	100	96	21.1	35.6	43.3	78.9
	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

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