



MARYVILLE ELEMENTARY

2125 Poplar Street
Georgetown, South

Grades	PK-5 Elementary School	
Enrollment	594 Students	
Principal	Stephanie S. Bell	843-546-8423
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Average
2007	Average	Below Average
2006	Average	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

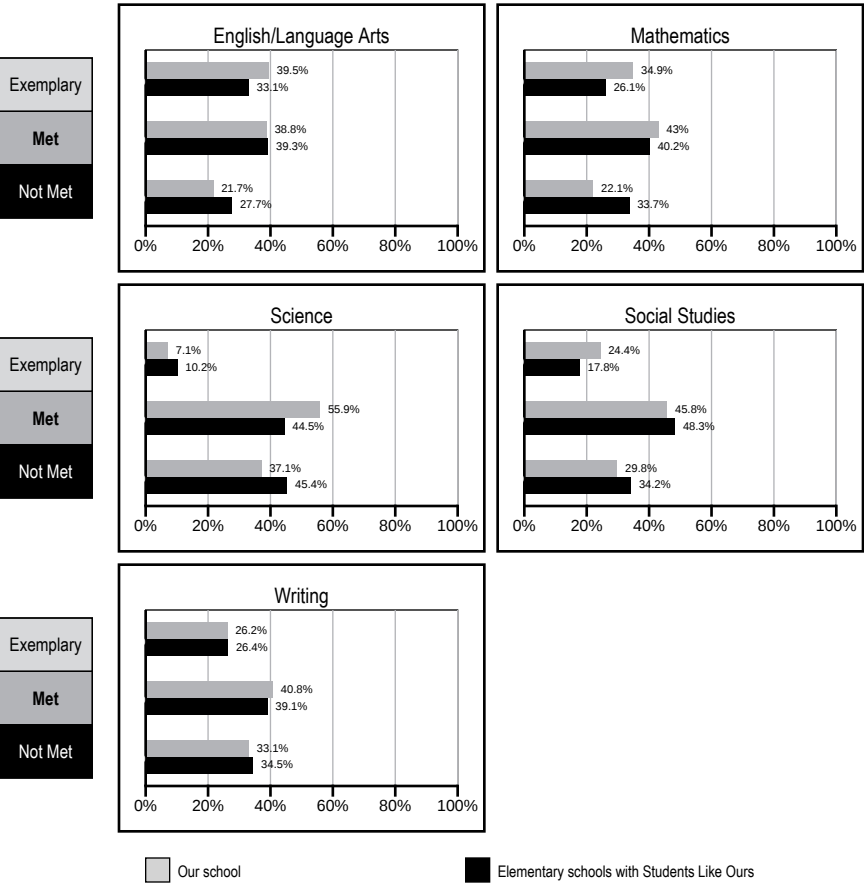
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	93	19	3

* Ratings are calculated with data available by 03/09/2011.

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=594)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Up from 2.8%	1.6%	1.2%
Attendance rate	95.6%	Down from 96.2%	95.7%	96.1%
Eligible for gifted and talented	8.5%	Up from 7.3%	8.6%	11.7%
With disabilities other than speech	8.9%	Up from 7.5%	8.9%	8.0%
Older than usual for grade	0.2%	Down from 0.4%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	70.3%	Up from 57.1%	60.0%	60.5%
Continuing contract teachers	97.3%	Up from 83.3%	84.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	0.0%	0.0%
Teachers returning from previous year	86.0%	Down from 89.0%	86.4%	87.0%
Teacher attendance rate	95.5%	Up from 94.9%	95.0%	95.4%
Average teacher salary*	\$51,113	Up 2.2%	\$46,685	\$47,288
Professional development days/teacher	7.6 days	Up from 7.1 days	11.1 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 16.7 to 1	19.2 to 1	19.2 to 1
Prime instructional time	90.6%	Up from 90.2%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	78.2%	Down from 100.0%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,727	Up 1.6%	\$7,722	\$7,548
Percent of expenditures for instruction**	67.3%	Down from 68.0%	67.9%	68.7%
Percent of expenditures for teacher salaries**	62.8%	Down from 63.8%	64.6%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

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. Bell, Principal
Alma Sierra and Kendra Jiles, SIC Co-Chairpersons

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	86	32
Percent satisfied with learning environment	94.3%	87.1%	81.3%
Percent satisfied with social and physical environment	97.1%	69.8%	81.3%
Percent satisfied with school-home relations	94.1%	86.0%	84.4%

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

Abbreviations for Missing Data

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	
---------------------------	--

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	1.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

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	279	100	21.7	38.8	39.5	85.7	83.7	83.5	Yes	Yes
Gender										
Male	154	100	22.7	36.9	40.4	83.7	80.4	80.1	N/A	N/A
Female	125	100	20.5	41	38.5	88	87.2	87	N/A	N/A
Racial/Ethnic Group										
White	111	100	11.5	40.4	48.1	93.3	90.1	89.6	Yes	Yes
African American	134	100	30.4	39.2	30.4	80	76.6	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.9	92.7	I/S	I/S
Hispanic	31	100	22.2	33.3	44.4	81.5	80.7	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	46	100	58.1	34.9	7	46.5	43.5	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	20.7	31	48.3	82.8	81.5	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	216	100	26	39.8	34.2	82.7	78.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	279	100	22.1	43	34.9	84.9	82.1	80.4	Yes	Yes
Gender										
Male	154	100	25.5	37.6	36.9	79.4	79.7	78.4	N/A	N/A
Female	125	100	17.9	49.6	32.5	91.5	84.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	111	100	14.4	42.3	43.3	89.4	89.2	87.8	Yes	Yes
African American	134	100	30.4	43.2	26.4	80	74	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.9	93.5	I/S	I/S
Hispanic	31	100	14.8	48.1	37	88.9	85	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	46	100	67.4	25.6	7	41.9	37.8	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	13.8	44.8	41.4	89.7	84.9	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	216	100	25.5	41.8	32.7	82.7	76.5	72.8	Yes	Yes

* 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

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	182	100	37.1	55.9	7.1	62.9	63.8	67.3
Gender								
Male	102	100	36.2	55.3	8.5	63.8	62.5	66.9
Female	80	100	38.2	56.6	5.3	61.8	65.1	67.7
Racial/Ethnic Group								
White	72	100	16.4	70.1	13.4	83.6	78.7	79.6
African American	88	100	53	43.4	3.6	47	47.3	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	80	84.4
Hispanic	19	100	N/A	N/A	N/A	58.8	63.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	28	100	69.2	26.9	3.8	30.8	22.6	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	22	100	N/A	N/A	N/A	60	60.5	58.6
Socio-Economic Status								
Subsidized meals	141	100	43.8	50	6.2	56.2	52.8	55.4

Social Studies

All Students	184	100	29.2	46.2	24.6	70.8	67.7	70.9
Gender								
Male	95	100	25	44.3	30.7	75	66.3	70.1
Female	89	100	33.7	48.2	18.1	66.3	69.2	71.7
Racial/Ethnic Group								
White	71	100	23.1	41.5	35.4	76.9	78.2	79.2
African American	87	100	33.3	54.3	12.3	66.7	55.4	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.2	86.8
Hispanic	25	100	33.3	33.3	33.3	66.7	68.7	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	27	100	73.1	15.4	11.5	26.9	29.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	25	100	32	32	36	68	66.3	68
Socio-Economic Status								
Subsidized meals	147	100	31.3	50	18.7	68.7	57.8	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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	283	100	32.7	41.4	25.9	67.3	69.4	72.1	95.6	95.8
Gender										
Male	156	100	37.5	40.3	22.2	62.5	62.3	65.2	95.7	95.7
Female	127	100	26.9	42.9	30.3	73.1	76.9	79.2	95.4	96
Racial/Ethnic Group										
White	113	100	24	41.3	34.6	76	79.6	80.8	94.8	95.2
African American	135	100	40.5	40.5	19	59.5	58.3	59.7	95.7	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	82.8	87	99.9	96.7
Hispanic	32	100	33.3	43.3	23.3	66.7	62.2	64.6	97.2	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	45	100	76.2	19	4.8	23.8	16.6	27.7	94.8	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	28.1	46.9	25	71.9	61.3	63.7	97.6	97.1
Socio-Economic Status										
Subsidized meals	218	100	37.2	41.7	21.1	62.8	60.4	61.9	95.4	95.6

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	85	100	24.4	36.6	39	75.6
	4	107	99.1	29.6	32.7	37.8	70.4
	5	71	100	19.7	51.5	28.8	80.3
	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
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
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	85	100	28	42.7	29.3	72
	4	107	99.1	20.4	49	30.6	79.6
	5	71	100	19.7	47	33.3	80.3
	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
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
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	43	100	45	50	5	55
	4	107	99.1	27.6	58.2	14.3	72.4
	5	35	100	28.1	62.5	9.4	71.9
	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
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
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	42	100	26.2	47.6	26.2	73.8
	4	107	99.1	24.5	49	26.5	75.5
	5	36	100	38.2	44.1	17.6	61.8
	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
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
Writing							
2009	3	86	97.7	32.1	32.1	35.8	67.9
	4	104	99	27.6	46.9	25.5	72.4
	5	70	98.6	27.3	34.8	37.9	72.7
	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
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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample