



## Mayewood Middle

4300 E. Brewington Road  
Sumter, SC 29153

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	181 Students	
<b>Principal</b>	Dr. Mary B. Hallums	803-495-8014
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>Average</b>
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk
2004	Below Average	Average

## 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

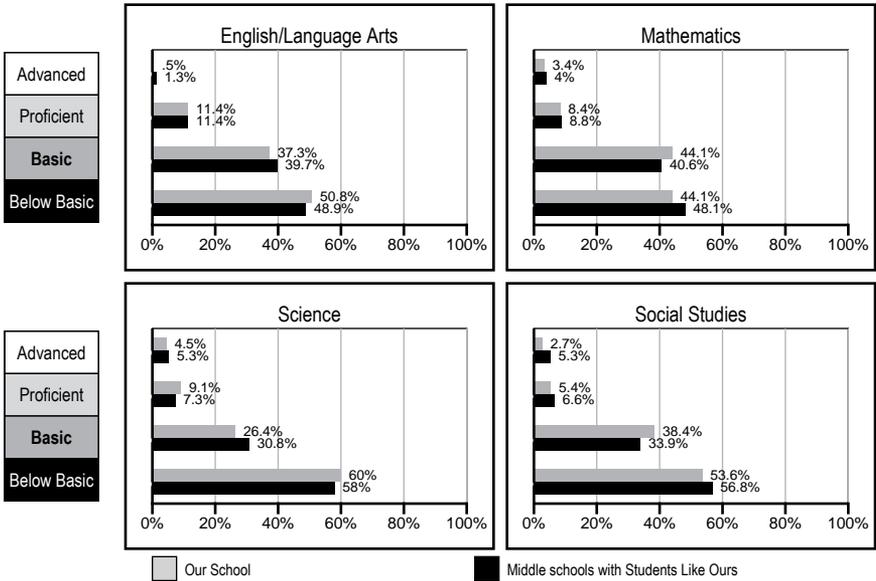
97%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	1	3	53

\* 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	80.0	84.4
English 1	56.3	80.9
Physical Science	0	37.9
All Subjects	65.4	81.3

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=181)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	13.2%	Down from 49.2%	11.9%	19.4%
Retention rate	0.6%	Up from 0.0%	2.6%	1.8%
Attendance rate	96.4%	Up from 95.5%	95.2%	95.8%
Eligible for gifted and talented	10.2%	Down from 12.2%	6.9%	15.3%
With disabilities other than speech	12.4%	Up from 11.7%	13.5%	12.9%
Older than usual for grade	0.6%	Up from 0.5%	5.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=15)</b>				
Teachers with advanced degrees	60.0%	Down from 84.6%	53.8%	55.0%
Continuing contract teachers	53.3%	Up from 46.2%	54.8%	70.6%
Teachers with emergency or provisional certificates	26.7%	Down from 36.4%	18.4%	5.4%
Teachers returning from previous year	45.2%	Down from 46.3%	76.9%	83.4%
Teacher attendance rate	97.7%	Up from 94.1%	94.7%	94.9%
Average teacher salary	\$44,283	Up 8.5%	\$43,315	\$44,706
Professional development days/teacher	26.5 days	Up from 7.4 days	11.7 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	14.8 to 1	Up from 10.9 to 1	16.5 to 1	20.1 to 1
Prime instructional time	93.4%	Up from 88.8%	88.8%	89.3%
Opportunities in the arts	Poor	Down from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.0%	Down from 97.3%	95.8%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$15,501	Up 35.0%	\$8,372	\$7,097
Percent of expenditures for instruction*	56.5%	Down from 58.4%	64.4%	64.4%
Percent of expenditures for teacher salaries*	49.1%	Down from 51.9%	57.4%	59.4%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Transitioning to middle school is a time of tremendous change for the students as well as parents; therefore, Mayewood Middle School is committed to building a community of caring and knowledgeable students who are academically and socially prepared to excel at the high school level. We encourage our parents to be active participants in our school instructional and extracurricular programs. The teachers focus on teaching and reinforcing a relevant, age-appropriate curriculum which fosters and nurtures the inquisitive nature of students. Technology is used throughout the school as an instructional tool. All classrooms are equipped with Promethean Boards; sixth graders have laptops; each child has an iPod; and all teachers are trained. Additionally, students have the opportunity to participate in extracurricular activities and other academic organizations such as the National Junior Beta Club and the Media Literacy Team.

Although our test scores have been low, we have begun to implement reform initiatives to foster improved academic achievement. We continue to implement MAP (Measure of Academic Progress) testing for all students. This program specifies the academic skills each student has mastered and identifies the skills needed to accelerate the learning.

Data driven, on-going, professional development is provided in all areas. Flexible academic scheduling allows teachers to meet in departmental groups as well as collaborative teams in an effort to share and plan for a variety of effective teaching strategies. Likewise, common planning allows grade levels to plan interdisciplinary activities. A variety of research-based strategies are being used to ensure student success.

Dr. Mary Hallums, Principal  
Margie Lou Jefferson, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	54	44
Percent satisfied with learning environment	95.5%	75.9%	76.2%
Percent satisfied with social and physical environment	100.0%	85.2%	85.4%
Percent satisfied with school-home relations	86.4%	75.9%	81.0%

\* 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 7 out of 13 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

Corrective Action

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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.7%	0.0%	No
Student attendance rate	96.4%	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	182	100	49.1	39.1	11.2	0.6	21.3	39.4	48.2	No	Yes
<b>Gender</b>											
Male	100	100	56.4	35.1	8.5	0	18.1	33.3	41.7	N/A	N/A
Female	82	100	40	44	14.7	1.3	25.3	45.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	48.5	60	I/S	I/S
African American	175	100	50.6	38.9	9.9	0.6	19.8	33.3	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.8	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.4	47	I/S	I/S
<b>Disability Status</b>											
Disabled	23	100	95	5	0	0	0	16.7	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	160	100	50.3	38.8	10.2	0.7	19.7	35.3	34	No	Yes

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

All Students	182	100	45	43.8	8.3	3	21.3	38.2	45.8	No	Yes
<b>Gender</b>											
Male	100	100	47.9	41.5	7.4	3.2	24.5	38.6	45.6	N/A	N/A
Female	82	100	41.3	46.7	9.3	2.7	17.3	37.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	51.1	59	I/S	I/S
African American	175	100	45.7	44.4	8	1.9	20.4	29.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.4	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	43.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	23	100	95	5	0	0	0	17.1	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.5	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	160	100	46.3	44.9	8.2	0.7	19.7	33	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	121	100	60	26.4	9.1	4.5	13.6	30.8	35.7	96.4	96
<b>Gender</b>											
Male	65	100	63.3	18.3	10	8.3	18.3	33.3	37.4	96.1	95.8
Female	56	100	56	36	8	0	8	28.3	33.8	96.8	96.2
<b>Racial/Ethnic Group</b>											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	44.9	49.2	97.5	95.5
African American	117	100	61.3	24.5	9.4	4.7	14.2	21.4	17	96.5	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.2	58	N/A	97.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	94.7	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	93.9
<b>Disability Status</b>											
Disabled	15	100	91.7	8.3	0	0	0	13.7	14	95.4	95.2
<b>Migrant Status</b>											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	99.4	98.5
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.8	24.4	N/A	96.2
<b>Socio-Economic Status</b>											
Subsided meals	107	100	60.4	29.2	7.3	3.1	10.4	24.7	21.1	96.3	95.8
<b>Social Studies</b>											
All Students	117	100	53.6	38.4	5.4	2.7	8	25.8	34	96.4	96
<b>Gender</b>											
Male	61	100	55.9	33.9	5.1	5.1	10.2	27	36.6	96.1	95.8
Female	56	100	50.9	43.4	5.7	0	5.7	24.5	31.3	96.8	96.2
<b>Racial/Ethnic Group</b>											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	33.9	44.5	97.5	95.5
African American	111	100	53.8	39.6	4.7	1.9	6.6	19.8	19.1	96.5	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	58.9	N/A	97.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	36.8	27.5	94.7	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.8	32.7	N/A	93.9
<b>Disability Status</b>											
Disabled	13	100	83.3	16.7	0	0	0	12.7	14.4	95.4	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	99.4	98.5
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	N/A	96.2
<b>Socio-Economic Status</b>											
Subsided meals	102	100	57.7	37.1	2.1	3.1	5.2	20.5	21	96.3	95.8

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	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	57	100	42.3	38.5	15.4	3.8	19.2
	7	58	100	69	25.9	5.2	0	5.2
	8	65	100	49.2	44.4	3.2	3.2	6.3
<b>2008</b>	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	60	100	40.7	37	20.4	1.9	22.2
	7	56	100	32.1	56.6	11.3	0	11.3
	8	66	100	71	25.8	3.2	0	3.2
<b>Mathematics</b>								
<b>2007</b>	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	57	100	38.5	44.2	15.4	1.9	17.3
	7	58	100	46.6	44.8	6.9	1.7	8.6
	8	65	100	42.9	52.4	3.2	1.6	4.8
<b>2008</b>	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	60	100	48.1	31.5	14.8	5.6	20.4
	7	56	100	45.3	43.4	9.4	1.9	11.3
	8	66	100	41.9	54.8	1.6	1.6	3.2
<b>Science</b>								
<b>2007</b>	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	28	96.4	64	16	16	4	20
	7	58	100	77.6	17.2	5.2	0	5.2
	8	33	100	71.9	21.9	3.1	3.1	6.3
<b>2008</b>	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	32	100	70.4	18.5	11.1	0	11.1
	7	56	100	41.5	37.7	13.2	7.5	20.8
	8	33	100	83.3	13.3	0	3.3	3.3
<b>Social Studies</b>								
<b>2007</b>	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	29	100	46.2	46.2	7.7	0	7.7
	7	58	100	81	13.8	3.4	1.7	5.2
	8	32	100	61.3	38.7	0	0	0
<b>2008</b>	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	28	100	37	51.9	3.7	7.4	11.1
	7	56	100	60.4	32.1	5.7	1.9	7.5
	8	33	100	56.3	37.5	6.3	0	6.3

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