



Macedonia Middle

200 Macedonia Foxes

Moncks Corner, SC 29461

Grades	5-8 Middle School	
Enrollment	598 Students	
Principal	Janie L. Langley	843-899-8940
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Average	Below Average
2007	Average	Average
2006	Average	Below Average
2005	Good	Good

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

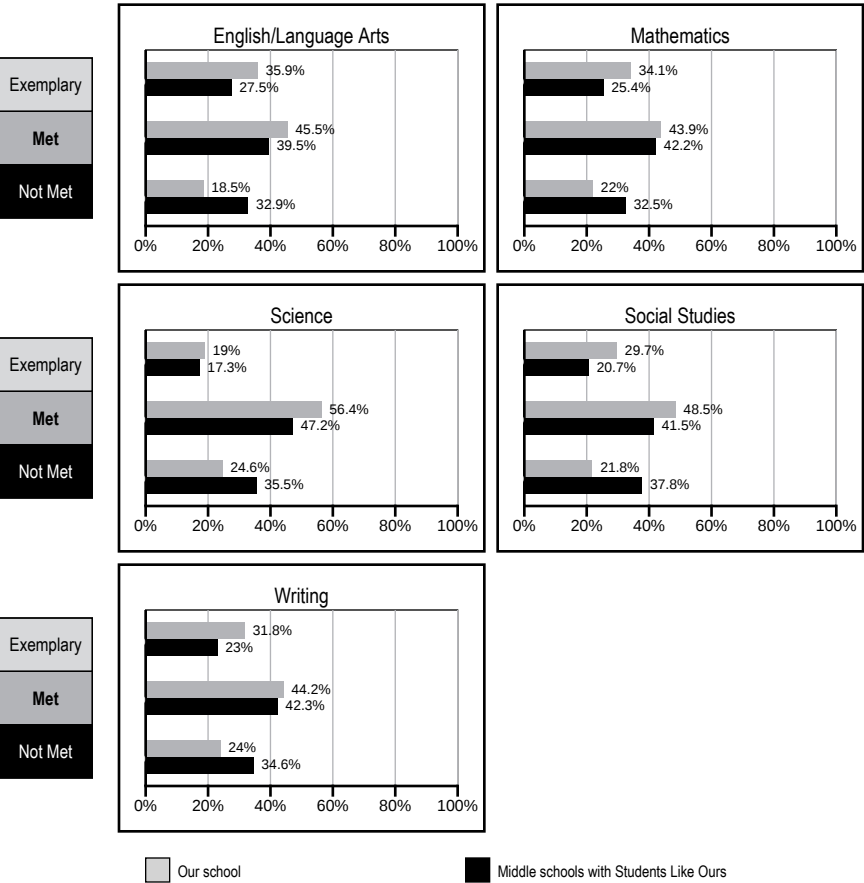
95.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	37	5	0

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

Palmetto Assessment of State Standards (PASS)



* 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

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

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	100.0%	97.6%
English 1	100.0%	96.8%
Physical Science	N/A	90.9%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	97.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=598)				
Students enrolled in high school credit courses (grades 7 & 8)	43.2%	Down from 77.2%	18.4%	21.6%
Retention rate	2.6%	Down from 4.8%	1.4%	1.2%
Attendance rate	96.4%	Down from 96.6%	95.7%	95.9%
Eligible for gifted and talented	15.3%	Down from 17.2%	15.4%	14.8%
With disabilities other than speech	11.5%	Down from 11.9%	13.6%	12.6%
Older than usual for grade	4.2%	Up from 4.1%	2.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	51.3%	Down from 59.5%	54.8%	56.9%
Continuing contract teachers	71.8%	Up from 66.7%	75.0%	72.7%
Teachers with emergency or provisional certificates	8.6%	Up from 7.9%	4.8%	5.3%
Teachers returning from previous year	84.4%	Up from 84.0%	83.2%	82.9%
Teacher attendance rate	96.8%	Up from 95.6%	95.2%	95.2%
Average teacher salary*	\$45,241	Up 1.3%	\$45,831	\$46,599
Professional development days/teacher	13.0 days	Up from 12.9 days	9.8 days	10.8 days
School				
Principal's years at school	24.0	Up from 20.0	4.0	3.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 18.1 to 1	20.0 to 1	20.1 to 1
Prime instructional time	92.6%	Up from 92.0%	89.8%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.1%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$7,435	Down 6.9%	\$7,457	\$7,645
Percent of expenditures for instruction**	64.7%	Up from 58.2%	64.3%	63.4%
Percent of expenditures for teacher salaries**	61.2%	Up from 54.6%	59.8%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Macedonia Middle School continues to ensure the development of the unique potential of each student as a lifelong learner through a comprehensive and challenging education program that embraces the best of traditional and innovative practices within a caring, supportive and safe community of learners. We are a high-performing middle school that integrates academic achievement with parental support, children's needs and interests and community involvement. We continued to advance our level of academic achievement and to cultivate strong community relationships.

Our tradition of excellence was reaffirmed through numerous awards and accolades again this year. Our Teacher of the Year, Ms. Kim Mizzell, was selected as one of Berkeley County's eight finalists for the District Teacher of the Year. In addition, we were elated when informed Macedonia Middle School's Technology Student Association (TSA) won 21 trophies at the annual TSA Convention. MMS's TSA was awarded the 2009 State First Place Technology Student Association Overall Award. Also, our TSA sponsor, Ms. Eva Herndon, was selected as the 2009 State TSA Sponsor of the Year.

Our High Performance Business Education Partnership with Jefferies Generating Station of Santee Cooper continued through the school year with employee volunteers as CHOICES presenters, Lunch Buddies, science fair judges, and career speakers. They also continued to sponsor The Fantastic Foxes program again this year as well as the Terrific Teacher program.

Maintaining and improving our excellent educational program will continue to be MMS's primary focus. We strive to meet the needs of individual students through the expansion of numerous school initiatives. These initiatives included SOAR to Success, STEMS, Accelerated Reading Program, The Eagles Program, The Single Gender Program, The Assist Program, and Compass Learning. Macedonia Middle School continues to participate in the Southern Regional Education Board's Making Middle Grades Work Initiative. Macedonia Middle School's teachers continue to grow professionally, with a large number of our teachers sharing innovative programs at a variety of workshops and conferences. Our PTO worked diligently to support teacher and department requests to ensure the success of our AWARDS Program.

Our school-wide emphasis for the 2009-2010 school year will continue to be on increased male literacy, utilization of MAPS data, development of curriculum units, common assessments and character development. Faculty and staff will be involved in extensive staff development as we continue our tradition of "Excellence in Education."

Janie L. Langley, Principal
Eva Herndon, Chairman SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	109	77
Percent satisfied with learning environment	100.0%	81.7%	94.7%
Percent satisfied with social and physical environment	100.0%	88.1%	84.0%
Percent satisfied with school-home relations	100.0%	89.0%	90.4%

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

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 Adequate Yearly Progress

NO

This school met 19 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	2.2%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	570	99.8	19.1	46	34.9	88	84.7	82.8	Yes	Yes
Gender										
Male	297	100	22.4	44.1	33.6	84.6	80.7	79.3	N/A	N/A
Female	273	99.6	15.5	48.1	36.4	91.7	89.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	446	99.8	17.5	44.6	37.9	89.7	88.5	89.5	Yes	Yes
African American	119	100	25.6	49.6	24.8	81.2	78.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.1	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.4	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	89.7	82.5	I/S	I/S
Disability Status										
Disabled	68	100	70.3	17.2	12.5	43.8	49.6	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	79.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	357	99.7	21.6	48.8	29.6	84.6	79.8	75.5	Yes	Yes

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

All Students	570	99.8	24	47.5	28.5	86.5	80.2	78.9	Yes	Yes
Gender										
Male	297	100	24.5	46.2	29.4	85.3	77.9	77	N/A	N/A
Female	273	99.6	23.5	48.9	27.7	87.9	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	446	99.8	21	46.3	32.7	88.6	85.4	87.2	Yes	Yes
African American	119	100	35	52.1	12.8	79.5	70.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.2	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78.4	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.1	79.5	I/S	I/S
Disability Status										
Disabled	68	100	62.5	34.4	3.1	56.3	45.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	357	99.7	29.9	49.4	20.7	82.2	73.5	70.2	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

	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	354	99.4	23.9	56.6	19.5	76.1	69.2	67.5
Gender								
Male	179	98.9	20.2	51.8	28	79.8	68.4	67
Female	175	100	27.5	61.4	11.1	72.5	70.1	68
Racial/Ethnic Group								
White	279	99.3	19.6	58.9	21.5	80.4	78.2	79.5
African American	71	100	40	50	10	60	53.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.2	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.4	71.2
Disability Status								
Disabled	41	97.6	69.2	20.5	10.3	30.8	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	64.6	59.6
Socio-Economic Status								
Subsided meals	217	99.5	29.6	55.7	14.8	70.4	59.5	55.1

Social Studies

All Students	352	99.7	21.4	48.7	29.9	78.6	74.2	72.3
Gender								
Male	194	99.5	21.3	45.7	33	78.7	73.3	71.5
Female	158	100	21.6	52.3	26.1	78.4	75.1	73.2
Racial/Ethnic Group								
White	276	99.6	19.2	47.4	33.5	80.8	80.5	80.7
African American	73	100	29.2	55.6	15.3	70.8	62.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.7	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.6	72.2
Disability Status								
Disabled	46	100	66.7	23.8	9.5	33.3	42.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	70.7	67.9
Socio-Economic Status								
Subsided meals	220	99.6	28.1	47.1	24.8	71.9	66	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
Writing										
All Students	568	98.9	24	44.2	31.8	76	69.4	70.2	96.4	96.3
Gender										
Male	296	99	29	44.1	26.9	71	61.4	63.2	96.2	96.3
Female	272	98.9	18.6	44.3	37.1	81.4	77.9	77.5	96.6	96.4
Racial/Ethnic Group										
White	444	99.1	21.6	44.4	34	78.4	74.6	79.1	96	95.9
African American	119	98.3	33	43.5	23.5	67	60.1	57.6	97.9	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	86.2	N/A	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.2	62.6	98.4	96.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	63.2	68.7	98.4	95.8
Disability Status										
Disabled	65	92.3	74.6	22	3.4	25.4	26	26.1	96.2	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	62.4	61.2	98.3	96.9
Socio-Economic Status										
Subsidized meals	342	98.8	31.7	44.6	23.7	68.3	61	58.9	96.1	96

Abbreviations for Missing Data

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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	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	154	100	15.4	52.3	32.2	84.6
	6	142	100	20.9	43.2	36	79.1
	7	137	100	22.6	41.4	36.1	77.4
	8	137	99.3	17.8	46.5	35.7	82.2
Mathematics							
2009	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	154	100	22.1	49	28.9	77.9
	6	142	100	24.5	41.7	33.8	75.5
	7	137	100	29.3	43.6	27.1	70.7
	8	137	99.3	20.2	55.8	24	79.8
Science							
2009	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	77	100	17.6	63.5	18.9	82.4
	6	71	98.6	26.9	61.2	11.9	73.1
	7	137	100	28.6	48.9	22.6	71.4
	8	69	98.6	18.5	60	21.5	81.5
Social Studies							
2009	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	77	100	25.3	42.7	32	74.7
	6	71	98.6	8.6	65.7	25.7	91.4
	7	137	100	29.3	38.3	32.3	70.7
	8	67	100	14.3	58.7	27	85.7
Writing							
2009	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	153	99.4	28	37.3	34.7	72
	6	143	99.3	22.1	42.1	35.7	77.9
	7	137	98.5	25.2	48.9	26	74.8
	8	135	98.5	20.2	49.6	30.2	79.8

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