



Mayewood Middle

4300 E. Brewington Road
Sumter, SC 29153

Grades	6-8 Middle School	
Enrollment	170 Students	
Principal	Dr. Mary B. Hallums	803-495-8014
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	At-Risk	Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	At-Risk	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

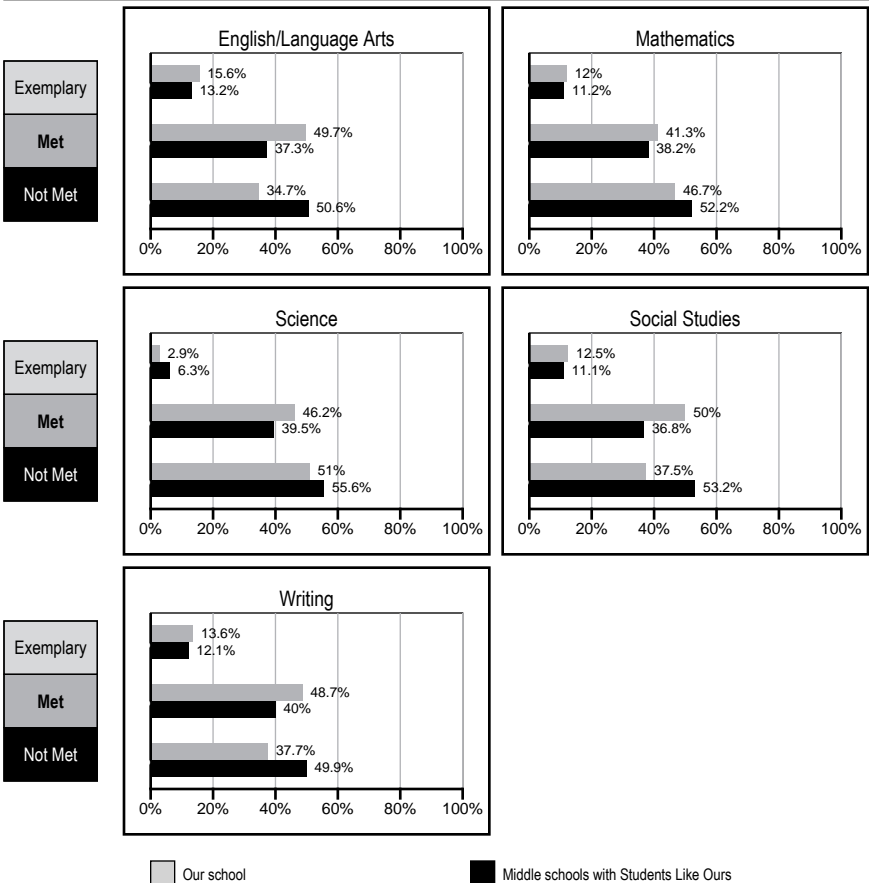
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	37	24

* 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%	86.8%
English 1	100.0%	83.8%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	85.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=170)				
Students enrolled in high school credit courses (grades 7 & 8)	11.4%	Down from 13.2%	15.8%	21.6%
Retention rate	2.3%	Up from 0.6%	2.3%	1.2%
Attendance rate	97.0%	Up from 96.4%	95.5%	95.9%
Eligible for gifted and talented	10.3%	Up from 10.2%	5.4%	14.8%
With disabilities other than speech	12.6%	Up from 12.4%	14.2%	12.6%
Older than usual for grade	4.1%	Up from 0.6%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	60.0%	No Change	54.7%	56.9%
Continuing contract teachers	66.7%	Up from 53.3%	62.2%	72.7%
Teachers with emergency or provisional certificates	26.7%	No Change	15.1%	5.3%
Teachers returning from previous year	57.5%	Up from 45.2%	76.6%	82.9%
Teacher attendance rate	99.6%	Up from 97.7%	94.6%	95.2%
Average teacher salary*	\$48,241	Up 8.9%	\$44,789	\$46,599
Professional development days/teacher	11.3 days	Down from 26.5 days	10.9 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	13.7 to 1	Down from 14.8 to 1	16.7 to 1	20.1 to 1
Prime instructional time	96.6%	Up from 93.4%	89.0%	89.9%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.0%	95.9%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$18,505	Up 19.4%	\$10,064	\$7,645
Percent of expenditures for instruction**	59.8%	Up from 56.5%	60.5%	63.4%
Percent of expenditures for teacher salaries**	37.9%	Down from 49.1%	54.1%	57.0%

* 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

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; each child has a laptop and an iPod; and all teachers are trained in the integration of technology in the classroom. Additionally, students have the opportunity to participate in extracurricular activities and other academic organizations such as the National Junior Beta Club, Student Council, 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, ongoing, 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	18	48	43
Percent satisfied with learning environment	83.3%	77.1%	93.0%
Percent satisfied with social and physical environment	83.3%	87.5%	95.2%
Percent satisfied with school-home relations	77.8%	87.2%	88.4%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 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

CA-DELAY

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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.9%	0.0%	No
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	173	99.4	36.1	48.4	15.5	75.5	81.4	82.8	Yes	Yes
Gender										
Male	89	98.9	45.5	39	15.6	62.3	77.6	79.3	N/A	N/A
Female	84	100	26.9	57.7	15.4	88.5	85.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	87.7	89.5	I/S	I/S
African American	162	99.4	37.7	49.3	13	74.7	76.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.8	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	83.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	82.5	I/S	I/S
Disability Status										
Disabled	23	95.7	87.5	6.3	6.3	31.3	52.5	52	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	150	99.3	37.9	50	12.1	75	78.4	75.5	Yes	Yes

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

All Students	173	99.4	46.5	40.6	12.9	69	76.1	78.9	Yes	Yes
Gender										
Male	89	98.9	48.1	39	13	68.8	73.7	77	N/A	N/A
Female	84	100	44.9	42.3	12.8	69.2	78.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	83.5	87.2	I/S	I/S
African American	162	99.4	48.6	41.1	10.3	67.8	70.4	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.3	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	85.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	79.5	I/S	I/S
Disability Status										
Disabled	23	95.7	N/AV	N/AV	N/AV	12.5	38.4	45.5	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	150	99.3	48.5	41.7	9.8	66.7	71.9	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	118	99.2	50.5	45.7	3.8	49.5	62.8	67.5
Gender								
Male	63	98.4	55.4	41.1	3.6	44.6	63.5	67
Female	55	100	44.9	51	4.1	55.1	62.1	68
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	75.7	79.5
African American	112	99.1	N/AV	N/AV	N/AV	46.5	52.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	54.5	71.2
Disability Status								
Disabled	16	93.8	N/AV	N/AV	N/AV	8.3	33.8	35.6
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.1
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	69.6	59.6
Socio-Economic Status								
Subsided meals	104	99	50.5	47.3	2.2	49.5	57.4	55.1
Social Studies								
All Students	118	100	37.5	50	12.5	62.5	68.5	72.3
Gender								
Male	62	100	35.8	49.1	15.1	64.2	67.5	71.5
Female	56	100	39.2	51	9.8	60.8	69.5	73.2
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	74.4	80.7
African American	110	100	39.8	50	10.2	60.2	63.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	82.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	15	100	I/S	I/S	I/S	I/S	39.5	43.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73.9	67.9
Socio-Economic Status								
Subsided meals	103	100	37.1	52.8	10.1	62.9	64.3	62.1

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	169	99.4	37.7	48.7	13.6	62.3	63.2	70.2	97	96
Gender										
Male	85	100	42.9	46.8	10.4	57.1	55.3	63.2	97.4	95.8
Female	84	98.8	32.5	50.6	16.9	67.5	71.6	77.5	96.6	96.1
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	68.8	79.1	97.2	95.3
African American	158	100	38.4	49.3	12.3	61.6	58.6	57.6	97.1	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	79.4	86.2	N/A	97.1
Hispanic	4	I/S	I/S	I/S	I/S	I/S	77.2	62.6	92.1	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	56.3	68.7	N/A	95.7
Disability Status										
Disabled	21	95.2	N/AV	N/AV	N/AV	N/AV	21.1	26.1	95.2	95.3
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	99.9	99.9
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	68.4	61.2	91.1	95.9
Socio-Economic Status										
Subsided meals	146	100	41.7	49.2	9.1	58.3	58.3	58.9	97.2	95.7

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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	53	100	26	50	24	74
	7	64	98.4	40.7	48.1	11.1	59.3
	8	56	100	41.2	47.1	11.8	58.8
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	53	100	36	48	16	64
	7	64	98.4	48.1	40.7	11.1	51.9
	8	56	100	54.9	33.3	11.8	45.1
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	26	100	56	40	4	44
	7	64	98.4	42.6	51.9	5.6	57.4
	8	28	100	N/AV	N/AV	N/AV	38.5
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	27	100	12	80	8	88
	7	63	100	50	37	13	50
	8	28	100	36	48	16	64
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	52	98.1	38.8	51	10.2	61.2
	7	61	100	37	42.6	20.4	63
	8	56	100	37.3	52.9	9.8	62.7

Abbreviations for Missing Data

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