

MAYO HIGH SCHOOL FOR MATH SCIEN

405 Chestnut Street
Darlington, South Carolina

Grades	9-12 High School	
Enrollment	348 Students	
Principal	Arlene B. Johnson	843-398-2650
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Excellent
2006	Excellent	Excellent

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	12	3	0	0

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	100.0%	100.0%	100.0%	89.0%	82.9%	84.1%
Passed 1 subtest (%)	N/A	N/A	N/A	6.7%	10.2%	9.3%
Passed no subtests (%)	N/A	N/A	N/A	5.1%	7.8%	7.4%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	100.0%	93.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	82	78	337	368
Number of Graduates in Cohort	79	78	257	280
Rate	96.3%	100.0%	72.2%	74.8%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0%	78.3%
English 1	95.2%	75.9%
Physical Science	76.3%	65.6%
US History and the Constitution	62.7%	54.6%
All Tests	76.4%	67.8%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=348)				
Retention rate	0.0%	No Change	2.7%	3.7%
Attendance rate	97.3%	Down from 98.2%	96.3%	95.4%
Eligible for gifted and talented	33.1%	Down from 42.2%	15.9%	12.4%
With disabilities other than speech	0.0%	Down from 0.9%	9.8%	12.8%
Older than usual for grade	0.3%	No Change	7.3%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.9%	1.1%
Enrolled in AP/IB programs	19.0%	Down from 19.2%	21.1%	13.1%
Successful on AP/IB exams	44.1%	Down from 60.9%	59.8%	50.4%
Eligible for LIFE Scholarship	39.0%	Down from 51.9%	30.9%	30.4%
Annual dropout rate	0.0%	Down from 0.3%	2.8%	3.1%
Career/technology students in co-curricular organizations	9.5%	Up from 7.8%	2.5%	2.2%
Enrollment in career/technology courses	99	Down from 171	691	424
Students participating in work-based experiences	72.5%	Down from 80.8%	19.1%	11.7%
Career/technology students attaining technical skills	98.2%	Up from 98.0%	81.8%	78.7%
Career/technology completers placed	N/A	N/A	100.0%	98.5%
Teachers (n=22)				
Teachers with advanced degrees	72.7%	Up from 66.7%	63.1%	60.4%
Continuing contract teachers	100.0%	Up from 87.5%	77.3%	76.6%
Teachers with emergency or provisional certificates	0.0%	No Change	5.1%	6.5%
Teachers returning from previous year	90.2%	Down from 94.3%	87.4%	86.8%
Teacher attendance rate	95.9%	Down from 96.5%	95.9%	95.8%
Average teacher salary*	\$48,757	Down 1.5%	\$48,949	\$47,390
Professional development days/teacher	16.3 days	Up from 14.3 days	8.6 days	10.0 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 18.6 to 1	28.5 to 1	25.8 to 1
Prime instructional time	92.4%	Down from 93.6%	91.0%	90.1%
Dollars spent per pupil**	\$8,966	Down 0.4%	\$7,187	\$7,974
Percent of expenditures for teacher salaries**	54.8%	Up from 52.4%	57.3%	55.4%
Percent of expenditures for instruction**	57.7%	Down from 60.0%	61.3%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	96.1%	96.0%
Character development program	Average	Down from Good	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	Good	Average

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	74	100.0%	174	76.4%	78	100.0%	Yes
Gender							
Male	29	100.0%	61	75.4%	31	100.0%	N/A
Female	45	100.0%	113	77.0%	47	100.0%	N/A
Racial/Ethnic Group							
White	45	100.0%	92	77.2%	46	100.0%	N/A
African American	29	100.0%	81	75.3%	32	100.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	23	100.0%	71	74.6%	26	100.0%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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

Mayo High School for Math, Science, & Technology has a continued goal to maintain high expectations for all. Students at Mayo are widely recognized for their success and dedication in the areas of academics, athletics, and community service. A tradition of excellence is the driving force behind the school's accomplishments. Not only the students soared, but also the teachers and the school itself had several noteworthy accomplishments. Mayo's legacy of outstanding and competitive extracurricular activities continues to be impressive. The following list includes just a few of our sundry accomplishments and awards:

Mayo was named for the third time by US News and World Report as one of America's best high schools - Silver Award.

Mayo received the High Schools That Work Silver Award.

Our school received its seventh Palmetto Gold Flag and was a Palmetto Gold Showcase School.

Class of 2010 was offered more than \$5.6 million in scholarships.

The Beta Club received 1st place in the oratory contest, 2nd place in the banner competition, and 3rd place in the colored pencil art contest at the state convention.

The Academic Booster Club continues to finance the academic incentives for our students, such as rewarding AP students and teachers for their exceptional performance on the AP exams.

Ninety-seven percent of the Class of 2010 plan to attend post-secondary institutions.

Mayo teachers provided a PSAT/SAT workshop for all 9th-11th graders to ensure their success on the PSAT/SAT.

One teacher became National Board Certified; bringing the total number to nine.

Mayo received Cum Laude Rating for Excellent Performance on SAT -High Performance and Cum Laude Rating for Excellent Performance on ACT - High Performance by the SC State Department.

Mu Alpha Theta Math Honor Society held math tutoring labs each week to provide math assistance.

The National French Honor Society students raised over \$2000 through donations and a bake sale for the victims of the January 12 earthquake in Haiti. The school-wide slogan was "Have a Heart, Help Haiti."

Novel Tea Book talk was a success with parents and grandparents.

A new workshop called "Chart Your Course" Supper was provided for 9th and 10th graders and their parents.

Academic Challenge Team placed 2nd at the Pee Dee Academic Challenge Tournament at Francis Marion University.

The Math team placed 2nd at the Pee Dee Math Competition. A Mayo student was the top scorer for the entire contest on the written test.

A Mayo staff member was named the Morning News Coach of the Year.

A Mayo student won the Grand Prize Award winner for the High School Division at the Darlington County School District Art in Business competition.

Arlene B. Johnson, Principal
Cindy Woodle, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	59	25
Percent satisfied with learning environment	90.0%	91.5%	92.0%
Percent satisfied with social and physical environment	100.0%	93.2%	100.0%
Percent satisfied with school-home relations	100.0%	89.8%	91.7%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

School Adequate Yearly Progress

YES

This school met 9 out of 9 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

N/A

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 Data			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.1%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.3%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	85	100	0	10.6	30.6	58.8	96.5	59.8	65.9	Yes	Yes
Male	32	100	0	18.8	31.3	50	96.9	54.8	60.8	N/A	N/A
Female	53	100	0	5.7	30.2	64.2	96.2	64.1	71	N/A	N/A
White	55	100	0	12.7	23.6	63.6	96.4	76.8	77.5	Yes	Yes
African American	29	100	0	6.9	41.4	51.7	96.6	46.9	49.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsidized meals	30	100	0	6.7	46.7	46.7	93.3	47.9	51.5	I/S	I/S

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	85	100	0	15.3	47.1	37.6	90.6	54.5	62.3	Yes	Yes
Male	32	100	N/AV	N/AV	N/AV	N/AV	N/AV	52.7	61.7	N/A	N/A
Female	53	100	0	22.6	41.5	35.8	84.9	56.1	63	N/A	N/A
White	55	100	0	12.7	40	47.3	94.5	73.6	75	Yes	Yes
African American	29	100	0	20.7	58.6	20.7	82.8	40	44	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.7	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	52.6	I/S	I/S
Subsidized meals	30	100	0	20	50	30	83.3	42.9	48.1	I/S	I/S

Physical Science (End-of-Course Test performance by Group)

All Students	85	100.0	41.2	27.1	20.0	11.8	31.8	N/A	N/A	N/A	N/A
Male	32	100.0	28.1	28.1	25.0	18.8	43.8	N/A	N/A	N/A	N/A
Female	53	100.0	49.1	26.4	17.0	7.5	24.5	N/A	N/A	N/A	N/A
White	55	100.0	34.5	25.5	23.6	16.4	40.0	N/A	N/A	N/A	N/A
African American	29	100.0	55.2	27.6	13.8	3.4	17.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	30	100.0	56.7	20.0	16.7	6.7	23.3	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	86	100	0	4.8	34.5	60.7	98.8	53	61.8
	2010	85	100	0	10.6	30.6	58.8	96.5	59.8	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	86	100	N/AV	N/AV	N/AV	N/AV	N/AV	56.8	62.7
	2010	85	100	0	15.3	47.1	37.6	90.6	54.5	62.3

* Adjusted to account for natural variation in performance.