



Mayo Elementary

P. O. Box 130
Mayo, S.C. 29368

Grades	PK-5 Elementary School	
Enrollment	317 Students	
Principal	William A. Browning	864-461-2622
Superintendent	Dr. Scott Mercer	864-578-0128
Board Chair	Mr. Danny J. McDowell	864-578-0128

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	Below Average
2006	Good	Good
2005	Average	At-Risk
2004	Good	At-Risk

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

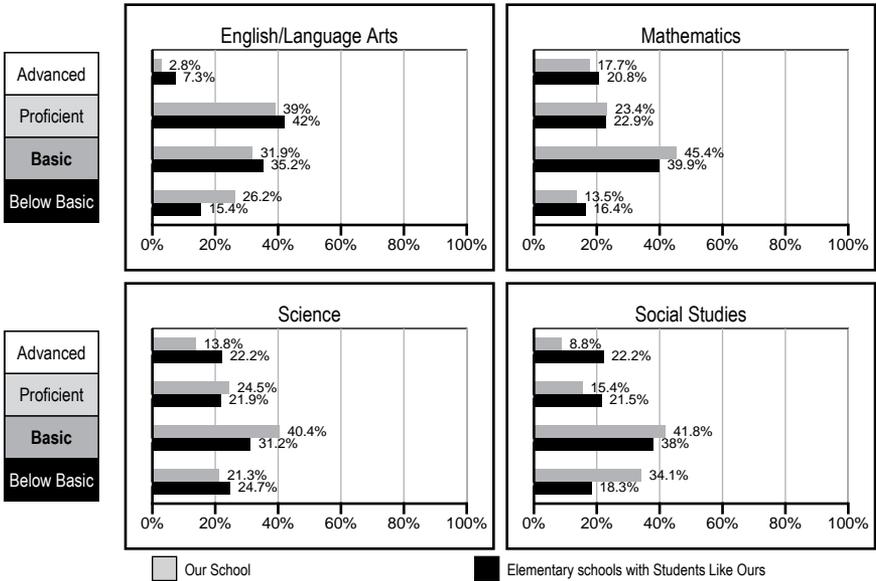
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	29	56	4	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=317)				
First graders who attended full-day kindergarten	100.0%	Up from 98.1%	100.0%	100.0%
Retention rate	1.9%	Down from 2.0%	2.2%	2.3%
Attendance rate	96.1%	Up from 96.0%	96.4%	96.3%
Eligible for gifted and talented	7.9%	Up from 7.6%	14.6%	10.4%
With disabilities other than speech	8.6%	Up from 7.9%	7.0%	7.5%
Older than usual for grade	0.0%	No Change	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	50.0%	No Change	57.1%	56.7%
Continuing contract teachers	70.0%	Up from 55.0%	79.5%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	98.0%	Up from 96.0%	89.2%	86.4%
Teacher attendance rate	93.9%	Up from 93.7%	94.9%	94.9%
Average teacher salary	\$49,208	Up 6.9%	\$46,070	\$45,345
Professional development days/teacher	12.7 days	Down from 13.8 days	12.3 days	12.6 days
School				
Principal's years at school	33.0	Up from 32.0	5.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 16.6 to 1	19.3 to 1	18.5 to 1
Prime instructional time	89.2%	Up from 88.4%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.1%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,289	Up 4.3%	\$6,412	\$7,052
Percent of expenditures for instruction*	59.5%	Down from 61.0%	69.6%	69.1%
Percent of expenditures for teacher salaries*	54.7%	Down from 58.0%	65.7%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Mayo Elementary School was recognized by the South Carolina Education Oversight Committee as one of 141 out of 920 schools in the state for closing the achievement gap through exemplary PACT performance. The Honorable Mark Sanford, Governor of South Carolina, has recognized Mayo Elementary School as a 100% Governor’s Reading Honor Roll school. Our student 100 Book Challenge goal for the school year was achieved.

Our instructional program is incorporating new technology in all homeroom classes with the purchase of Promethean Boards. These boards provide improved student interaction and immediate assessment of instruction. ActivBoard training was provided for teachers. Additional “Math Out of the Box” kits have expanded hands-on inquiry-based instruction with the guidance and assistance of our Math coach. The Literacy coach provided teacher training in leveled instruction with new reading materials.

Our PTO has purchased a bright new marquee to be installed this summer. The continuous support of our school programs by our parents and volunteers is a source of strength to our community.

Student Achievement for the 2007-2008 school year was as follows:

- 85% of our students in grades 3-5 scored at or above the state standard on the 2007 Palmetto Achievement Challenge Test (PACT) in English/Language Arts and Mathematics.
- 10% of our students received Perfect Attendance Awards.
- 21% of our students made the “A” Honor Roll.
- 20% of our students made the “A-B” Honor Roll.
- 24% of our fifth grade students received the Presidential Award for Academic Excellence.
- 34% of our fifth grade students received the Presidential Award for Academic Achievement.

Our school received a Certificate of Appreciation from the United States Marine Corps for participating in the “Operation Rudolph” program that sent over 3,000 boxes of personal supplies to our service men and women in Iraq.

William A. Browning, Principal
 Donna Birch, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	58	34
Percent satisfied with learning environment	100.0%	93.1%	97.1%
Percent satisfied with social and physical environment	100.0%	87.5%	91.2%
Percent satisfied with school-home relations	100.0%	93.1%	100.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 12 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

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	2.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	150	100	26.2	31.9	39	2.8	53.2	60.7	48.2	Yes	Yes
Gender											
Male	80	100	37.3	30.7	29.3	2.7	44	53.8	41.7	N/A	N/A
Female	70	100	13.6	33.3	50	3	63.6	68.5	55	N/A	N/A
Racial/Ethnic Group											
White	147	100	25.9	32.4	38.8	2.9	53.2	64.4	60	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	49.8	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.3	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.8	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	26	100	76.9	15.4	7.7	0	7.7	13.3	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.6	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	46.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	77	100	38.6	30	30	1.4	40	48	34	No	Yes

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

All Students	150	100	13.5	45.4	23.4	17.7	54.6	57.7	45.8	Yes	Yes
Gender											
Male	80	100	21.3	44	17.3	17.3	52	57.8	45.6	N/A	N/A
Female	70	100	4.5	47	30.3	18.2	57.6	57.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	147	100	13.7	44.6	23.7	18	55.4	62.4	59	Yes	Yes
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	40	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.7	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	26	100	30.8	57.7	11.5	0	26.9	18.3	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	46.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	77	100	18.6	51.4	20	10	41.4	46.1	31.4	Yes	Yes

* 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 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
Science											
All Students	98	100	21.3	40.4	24.5	13.8	38.3	41	35.7	96.1	96
Gender											
Male	51	100	28.6	34.7	26.5	10.2	36.7	44.6	37.4	96	96
Female	47	100	13.3	46.7	22.2	17.8	40	37	33.8	96.1	96.1
Racial/Ethnic Group											
White	96	100	21.7	39.1	25	14.1	39.1	46.1	49.2	96.1	95.9
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	23.3	17	95.7	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31	58	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	17.6	24.9	94.7	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.7
Disability Status											
Disabled	20	100	35	50	10	5	15	15.9	14	94.3	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	4.3	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	24.5	24.4	97.2	96.6
Socio-Economic Status											
Subsided meals	45	100	31	42.9	21.4	4.8	26.2	29.6	21.1	95	95.4
Social Studies											
All Students	98	100	34.1	41.8	15.4	8.8	24.2	35.9	34	96.1	96
Gender											
Male	53	100	39.6	35.4	14.6	10.4	25	39.5	36.6	96	96
Female	45	100	27.9	48.8	16.3	7	23.3	31.9	31.3	96.1	96.1
Racial/Ethnic Group											
White	96	100	33.3	42.2	15.6	8.9	24.4	39	44.5	96.1	95.9
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	20.9	19.1	95.7	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.1	58.9	N/A	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	27.5	94.7	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.7
Disability Status											
Disabled	17	100	64.7	35.3	0	0	0	9.5	14.4	94.3	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	15.4	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	29.5	27.3	97.2	96.6
Socio-Economic Status											
Subsided meals	55	100	49	34.7	12.2	4.1	16.3	24.5	21	95	95.4

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

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	43	100	12.5	40	40	7.5	47.5
	4	58	100	14.3	42.9	41.1	1.8	42.9
	5	57	100	15.1	43.4	39.6	1.9	41.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	45	100	12.5	12.5	67.5	7.5	75
	4	46	100	31.8	29.5	38.6	0	38.6
	5	59	100	31.6	47.4	19.3	1.8	21.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	43	100	10	47.5	20	22.5	42.5
	4	58	100	10.7	42.9	32.1	14.3	46.4
	5	57	100	15.1	45.3	28.3	11.3	39.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	45	100	5	42.5	27.5	25	52.5
	4	46	100	9.1	50	22.7	18.2	40.9
	5	59	100	22.8	43.9	21.1	12.3	33.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	22	100	15.8	47.4	31.6	5.3	36.8
	4	58	100	21.4	28.6	26.8	23.2	50
	5	28	100	33.3	37	14.8	14.8	29.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	23	100	4.5	36.4	40.9	18.2	59.1
	4	46	100	25	38.6	15.9	20.5	36.4
	5	29	100	28.6	46.4	25	0	25
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	21	100	9.5	71.4	9.5	9.5	19
	4	58	100	19.6	41.1	28.6	10.7	39.3
	5	29	100	57.7	26.9	7.7	7.7	15.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	22	100	11.1	55.6	27.8	5.6	33.3
	4	46	100	25	54.5	13.6	6.8	20.5
	5	30	100	62.1	13.8	10.3	13.8	24.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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