



## Macedonia Middle

200 Macedonia Foxes  
Moncks Corner, SC 29461

<b>Grades</b>	5-8 Middle School	
<b>Enrollment</b>	587 Students	
<b>Principal</b>	Janie L. Langley	843-899-8940
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Douglas Cooper	843-819-3320

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Below Average</b>
2007	Average	Average
2006	Average	Below Average
2005	Good	Good
2004	Good	Good

## 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**

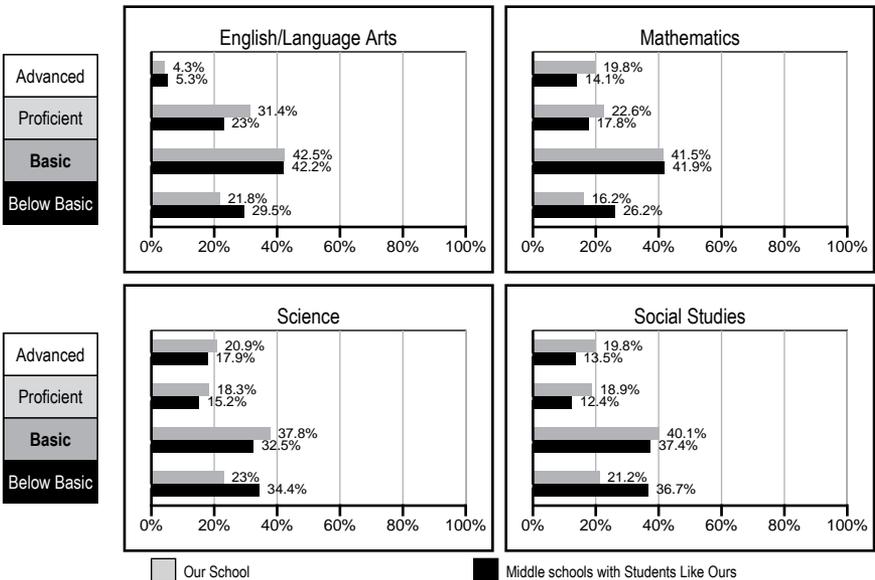
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.2%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	17	28	3

\* 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	100.0	97.6
English 1	100.0	97.5
Physical Science	0	48.7
All Subjects	100.0	97.4

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=587)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	77.2%	Up from 42.0%	22.2%	19.4%
Retention rate	4.8%	Down from 7.2%	1.5%	1.8%
Attendance rate	96.6%	Up from 96.2%	95.8%	95.8%
Eligible for gifted and talented	17.2%	Up from 16.2%	17.1%	15.3%
With disabilities other than speech	11.9%	Up from 11.6%	14.2%	12.9%
Older than usual for grade	4.1%	Up from 3.1%	3.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=42)</b>				
Teachers with advanced degrees	59.5%	Up from 59.0%	53.7%	55.0%
Continuing contract teachers	66.7%	Down from 82.1%	73.5%	70.6%
Teachers with emergency or provisional certificates	7.9%	Up from 5.4%	5.3%	5.4%
Teachers returning from previous year	84.0%	Up from 80.9%	84.8%	83.4%
Teacher attendance rate	95.6%	Down from 96.7%	94.8%	94.9%
Average teacher salary	\$44,670	Up 2.9%	\$44,220	\$44,706
Professional development days/teacher	12.9 days	Down from 13.3 days	11.6 days	11.8 days
<b>School</b>				
Principal's years at school	20.0	Up from 19.0	3.0	3.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 19.1 to 1	20.4 to 1	20.1 to 1
Prime instructional time	92.0%	Down from 92.3%	89.2%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.3%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$7,948	Up 15.7%	\$6,988	\$7,097
Percent of expenditures for instruction*	58.2%	Down from 63.3%	64.3%	64.4%
Percent of expenditures for teacher salaries*	54.6%	Down from 59.6%	60.0%	59.4%

\* 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

Macedonia Middle School, a recognized leader in educational excellence, 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 had a wonderful year through the active partnership of students, parents, and faculty. 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. We were elated when informed Macedonia Middle School's Principal, Janie Langley, was selected as South Carolina's State Principal of the Year for 2007. In addition, one of Macedonia Middle School's teachers, Ms. Pauline Howard, was named the Visiting International Teacher of the Year for the State of South Carolina. We also continued our tradition of being named a Palmetto Silver Award Winner. Due to Macedonia Middle School's having previously been a Palmetto Silver Award Winner, having met annual improvement standards for sub groups of students in reading and mathematics, and having had no recurring accreditation deficiencies, our flexibility status will remain in effect for the 2008-2009 school year.

Our Business Education Partner, Jefferies Generating Station of Santee Cooper, continued throughout the school year with employee volunteers as CHOICES presenters, Lunch Buddies, science fair judges, and career speakers. They also sponsored 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 Macedonia Middle School's primary focus. We strive to meet the needs of individual students through the expansion of numerous school initiatives. These initiatives include SOAR to Success, STEMS, Accelerated Reading and Math Program, The Eagles Program, The Single Gender Program, and Compass Learning. Macedonia Middle School participated in the Southern Regional Education Board's Making Middle Grades Work Initiative. As a result, Academic rigor was increased by emphasizing literacy, The No Zero Policy was initiated, and we established our Re-Do Café. 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 staff had a total of 510 professional development days this year.

Our A-Star tutoring program continued to provide additional academic assistance to over 110 students. Our PTA worked diligently to support teacher and department requests to ensure the success of our AWARDS Program. Our school-wide emphasis for the 2008-2009 school year will be on increased male literacy, utilization of MAPS data, balanced literacy, 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  
Jennifer Easler, Chair, School Improvement Council

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	120	96
Percent satisfied with learning environment	94.9%	82.9%	94.7%
Percent satisfied with social and physical environment	100.0%	86.7%	87.4%
Percent satisfied with school-home relations	94.7%	88.2%	85.3%

\* 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 16 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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

## 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	559	100	23.5	44.3	29.6	2.6	45.8	48.6	48.2	Yes	Yes
<b>Gender</b>											
Male	302	100	29.4	44.3	25.6	0.7	38.4	40.8	41.7	N/A	N/A
Female	257	100	16.5	44.4	34.3	4.8	54.4	56.8	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	433	100	20.2	43.6	33	3.1	50.6	55.4	60	Yes	Yes
African American	123	100	35.3	47.1	16.8	0.8	28.6	36.5	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	39.9	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
<b>Disability Status</b>											
Disabled	68	100	90.3	8.1	1.6	0	3.2	12.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	37.4	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	313	100	29.3	47	21.3	2.3	37.3	38.5	34	No	Yes

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

All Students	559	100	16.9	43.4	22	17.7	52.5	44.2	45.8	Yes	Yes
<b>Gender</b>											
Male	302	100	19.7	39.1	23.2	18	52.9	44.4	45.6	N/A	N/A
Female	257	100	13.7	48.4	20.6	17.3	52	43.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	433	100	13.3	42.7	23.4	20.7	57.1	52.8	59	Yes	Yes
African American	123	100	30.3	46.2	16.8	6.7	35.3	28.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	68	100	69.4	25.8	1.6	3.2	4.8	14.6	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	38.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	313	100	22.7	45.7	18.3	13.3	44.3	33.8	31.4	Yes	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	350	100	23	37.8	18.3	20.9	39.2	35.1	35.7	96.6	96.4
<b>Gender</b>											
Male	180	100	24.1	32.2	20.7	23	43.7	36.3	37.4	96.4	96.3
Female	170	100	21.8	43.6	15.8	18.8	34.5	33.9	33.8	96.9	96.5
<b>Racial/Ethnic Group</b>											
White	275	100	19.2	37.2	19.9	23.7	43.6	44.8	49.2	96.2	96
African American	72	100	38.6	41.4	11.4	8.6	20	18.5	17	97.9	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	99.9	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	26.8	24.9	97.7	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	96.8	95.2
<b>Disability Status</b>											
Disabled	35	100	84.4	12.5	3.1	0	3.1	9.8	14	96.2	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	24.3	24.4	97.2	96.9
<b>Socio-Economic Status</b>											
Subsidized meals	186	100	30.6	38.9	14.4	16.1	30.6	23.7	21.1	96.2	96.1
<b>Social Studies</b>											
All Students	355	100	21.2	40.1	18.9	19.8	38.6	34.6	34	96.6	96.4
<b>Gender</b>											
Male	186	100	22	35.6	18.1	24.3	42.4	36.3	36.6	96.4	96.3
Female	169	100	20.4	45.1	19.8	14.8	34.6	32.8	31.3	96.9	96.5
<b>Racial/Ethnic Group</b>											
White	268	100	18	38.4	21.2	22.4	43.5	40.9	44.5	96.2	96
African American	86	100	31.3	44.6	12	12	24.1	22.7	19.1	97.9	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	99.9	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	31.3	27.5	97.7	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	96.8	95.2
<b>Disability Status</b>											
Disabled	45	100	61	31.7	4.9	2.4	7.3	11.8	14.4	96.2	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	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	29.6	27.3	97.2	96.9
<b>Socio-Economic Status</b>											
Subsidized meals	203	100	25.4	44.6	13.5	16.6	30.1	25.5	21	96.2	96.1

\* 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	133	100	26.6	53.1	18	2.3	20.3
	6	141	100	17.6	45.8	33.6	3.1	36.6
	7	147	100	20.8	43.1	34	2.1	36.1
	8	120	100	11.9	60.6	22.9	4.6	27.5
<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	138	100	28	40.9	29.5	1.5	31.1
	6	134	100	22.8	32.3	40.2	4.7	44.9
	7	146	100	19.1	56.7	22.7	1.4	24.1
	8	141	100	24.1	46	27	2.9	29.9
<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	133	100	11.7	53.1	20.3	14.8	35.2
	6	141	100	10.7	32.8	39.7	16.8	56.5
	7	147	100	14.6	42.4	20.8	22.2	43.1
	8	120	100	25.7	50.5	17.4	6.4	23.9
<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	138	100	18.2	29.5	25.8	26.5	52.3
	6	134	100	19.7	27.6	29.9	22.8	52.8
	7	146	100	13.5	59.6	15.6	11.3	27
	8	141	100	16.8	54.7	17.5	10.9	28.5
<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	66	100	22.2	28.6	22.2	27	49.2
	6	71	100	25.4	46.3	17.9	10.4	28.4
	7	147	100	18.8	31.9	23.6	25.7	49.3
	8	60	100	29.6	48.1	16.7	5.6	22.2
<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	66	100	25	32.8	14.1	28.1	42.2
	6	67	100	35.4	27.7	15.4	21.5	36.9
	7	146	100	16.3	44	18.4	21.3	39.7
	8	71	100	23.2	39.1	24.6	13	37.7
<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	67	100	36.9	40	7.7	15.4	23.1
	6	70	100	7.8	42.2	26.6	23.4	50
	7	147	100	31.9	34.7	17.4	16	33.3
	8	59	100	20.4	61.1	13	5.6	18.5
<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	72	100	20.6	36.8	26.5	16.2	42.6
	6	67	100	12.9	24.2	27.4	35.5	62.9
	7	146	100	24.1	48.2	7.8	19.9	27.7
	8	70	100	23.5	41.2	26.5	8.8	35.3

Abbreviations for Missing Data

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