



Mayo High School for Math, Science, and Technology

405 Chestnut Street
Darlington, South Carolina

| | | |
|-----------------------|----------------------|--------------|
| Grades | 9-12 High School | |
| Enrollment | 333 Students | |
| Principal | Arlene B. Johnson | 843-398-2650 |
| Superintendent | Dr. Rainey H. Knight | 843-398-5200 |
| Board Chair | Connell Delaine | 843-332-2852 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|------------------|------------------|
| 2009 | Excellent | Excellent |
| 2008 | Excellent | Excellent |
| 2007 | Excellent | Excellent |
| 2006 | Excellent | Excellent |
| 2005 | 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 |
|-----------|------|---------|---------------|---------|
| 4 | 4 | 10 | 1 | 0 |

* Ratings are calculated with data available by 03/25/2010.

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

| Percent | Our High School | | | High Schools with Students Like Ours | | |
|------------------------|-----------------|-------|-------|--------------------------------------|------|------|
| | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 |
| Passed 2 subtests (%) | 100.0 | 100.0 | 100.0 | 82.8 | 89.0 | 82.9 |
| Passed 1 subtest (%) | N/A | N/A | N/A | 10.7 | 6.7 | 10.2 |
| Passed no subtests (%) | N/A | N/A | N/A | 7.4 | 5.1 | 7.8 |

HSAP Passage Rate by Spring 2009

| Percent | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| | 100.0% | 95.4% |

On-Time Graduation Rate

| | Our High School | High Schools with Students Like Ours |
|--------------------|-----------------|--------------------------------------|
| Number of Students | 82 | 337 |
| Number of Diplomas | 79 | 257 |
| Rate | 96.3% | 72.2% |

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 | 96.9 | 78.8 |
| English 1 | 89.3 | 73.4 |
| Physical Science | 88.4 | 65.3 |
| US History and the Constitution | 67.5 | 51.9 |
| All Tests | 81.8 | 67.1 |

* 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=333) | | | | |
| Retention rate | 0.0% | No Change | 4.4% | 4.8% |
| Attendance rate | 98.2% | Up from 96.8% | 96.2% | 95.5% |
| Eligible for gifted and talented | 42.2% | Down from 50.8% | 15.9% | 9.2% |
| With disabilities other than speech | 0.9% | Down from 1.2% | 9.9% | 12.6% |
| Older than usual for grade | 0.3% | Down from 0.6% | 6.5% | 8.6% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 1.2% | 1.2% |
| Enrolled in AP/IB programs | 19.2% | Down from 33.9% | 22.4% | 13.2% |
| Successful on AP/IB exams | 60.9% | Up from 59.6% | 60.3% | 55.6% |
| Eligible for LIFE Scholarship | 51.9% | Up from 50.0% | 35.7% | 29.8% |
| Annual dropout rate | 0.3% | No Change | 3.6% | 3.5% |
| Career/technology students in co-curricular organizations | 7.8% | Down from 9.5% | 2.0% | 3.0% |
| Enrollment in career/technology courses | 171 | Up from 162 | 764 | 523 |
| Students participating in work-based experiences | 80.8% | Up from 30.1% | 17.7% | 12.9% |
| Career/technology students attaining technical skills | 98.0% | Up from 97.8% | 82.5% | 79.3% |
| Career/technology completers placed | N/A | N/A | 99.4% | 98.8% |
| Teachers (n=24) | | | | |
| Teachers with advanced degrees | 66.7% | Up from 62.5% | 63.3% | 58.6% |
| Continuing contract teachers | 87.5% | No Change | 72.7% | 71.6% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 7.2% | 8.1% |
| Teachers returning from previous year | 94.3% | Down from 95.8% | 86.3% | 85.0% |
| Teacher attendance rate | 96.5% | Up from 94.6% | 95.4% | 95.5% |
| Average teacher salary* | \$49,480 | Down 3.8% | \$49,591 | \$47,761 |
| Professional development days/teacher | 14.3 days | Down from 16.1 days | 9.4 days | 10.8 days |
| School | | | | |
| Principal's years at school | 9.0 | Up from 8.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 18.6 to 1 | Down from 18.7 to 1 | 26.3 to 1 | 26.1 to 1 |
| Prime instructional time | 93.6% | Up from 89.3% | 90.8% | 89.8% |
| Dollars spent per pupil** | \$9,005 | Up 11.3% | \$6,872 | \$7,883 |
| Percent of expenditures for teacher salaries** | 52.4% | Down from 54.0% | 57.6% | 54.1% |
| Percent of expenditures for instruction** | 60.0% | Up from 56.9% | 62.1% | 60.2% |
| Opportunities in the arts | Excellent | No Change | Excellent | Excellent |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 97.2% | 95.8% |
| Character development program | Good | No Change | Good | Good |
| Modern language program assessment | N/A | N/A | Average | Average |
| Classical language program assessment | N/A | N/A | Good | Good |

* 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 2009 | | End of Course Passage Rate | | Graduation Rate | | |
|------------------------------|----------------------------------|--------|----------------------------|-------|-----------------|-------|---------------------|
| | n | % | t | % | n | % | Met State Objective |
| All Students | 78 | 100.0% | 209 | 81.8% | 82 | 96.3% | Yes |
| Gender | | | | | | | |
| Male | 37 | 100.0% | 81 | 86.4% | 38 | 97.4% | N/A |
| Female | 41 | 100.0% | 128 | 78.9% | 44 | 95.5% | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 50 | 100.0% | 116 | 86.2% | 51 | 96.1% | N/A |
| African American | 27 | 100.0% | 90 | 76.7% | 30 | 96.7% | 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 | 22 | 100.0% | 85 | 71.8% | 22 | 95.5% | 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. Mayo is proud of its highly-trained teachers, who have earned numerous awards and accomplishments. Mayo's legacy of outstanding and competitive extracurricular activities continues to impress.

The following list includes just a few of our various accomplishments and awards: Mayo was named again by US News and World Report as one of America's best high schools, Silver Award. Fifty-two percent of the seniors qualified for LIFE scholarships and thirty-eight percent qualified for HOPE. Four Palmetto Fellows were named. One Teaching Fellow was named. Six seniors received Mayo Honors diplomas. Two seniors were named AP Scholars for outstanding performance on the AP exams. Seniors were offered approximately \$4.7 million in scholarships. Our school received its sixth Palmetto Gold Flag. Senior Thesis students participated in the Sand Hills Science Fair and took numerous awards and honors and 1st place overall honors. A Mayo student competed in the International Science and Engineering Fair in Reno, Nevada. A Mayo student received an Outstanding French Award from the American Association of Teachers of French. Two students were recognized as Wendy's High School Heisman winners. Two seniors won the Talent Competition at the District Key Club Convention in Durham, N.C. The Beta Club received 2nd place in the banner competition and 2nd place for the campaign skit at the state convention.

The Academic Booster Club/School Improvement Council continues to finance the academic incentives for our students. The Academic Booster Club rewarded AP students and teachers for their exceptional performance on the AP exams. Ninety-seven percent of the Class of 2009 plans to attend post-secondary institutions. HSAP diagnostic testing and workshops were held to help prepare the sophomores for HSAP. One hundred percent of the Class of 2010 passed HSAP on the first try. Mayo won the district's Five Star Customer Award. Mayo teachers provided a PSAT/SAT workshop for all 9th-11th graders to ensure their success on the PSAT/SAT.

Mayo is striving to be a recognized educational center in our state. Our faculty, students, and parents share a deep sense of pride and commitment to our school. Excellence is expected, nurtured, and celebrated at Mayo. Excellence continues to provide the academic challenge and the wholesome school spirit that has been the tradition. As a learning community, we strive to ensure quality and equity in a positive atmosphere with a strong emphasis on academics.

Arlene B. Johnson, Principal
Wanda Hassler, SIC Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 25 | 67 | 16 |
| Percent satisfied with learning environment | 91.7% | 89.4% | 93.8% |
| Percent satisfied with social and physical environment | 100.0% | 86.6% | 93.8% |
| Percent satisfied with school-home relations | 100.0% | 89.4% | 100.0% |

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

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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 | 3.3% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 5.2% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 1.7% | 0.0% | No |

Abbreviations for Missing Data

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

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 |
|--|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------------|------------------------------------|---------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

| | | | | | | | | | | | |
|----------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 86 | 100 | 0 | 4.8 | 34.5 | 60.7 | 98.8 | 53 | 61.8 | Yes | Yes |
| Male | 40 | 100 | N/AV | N/AV | N/AV | N/AV | N/AV | 52.1 | 57.4 | N/A | N/A |
| Female | 46 | 100 | 0 | 6.5 | 34.8 | 58.7 | 97.8 | 54 | 66.1 | N/A | N/A |
| White | 57 | 100 | N/AV | N/AV | N/AV | N/AV | N/AV | 74.7 | 74.3 | Yes | Yes |
| African American | 28 | 100 | 0 | 7.4 | 44.4 | 48.1 | 96.3 | 39.1 | 44.9 | I/S | I/S |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 77.4 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 50.3 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 55.4 | I/S | I/S |
| Disabled | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 22.8 | 19.4 | 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 | 38.5 | I/S | I/S |
| Subsized meals | 23 | 100 | 0 | 8.7 | 39.1 | 52.2 | 95.7 | 39.8 | 45.6 | I/S | I/S |

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

| | | | | | | | | | | | |
|----------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 86 | 100 | N/AV | N/AV | N/AV | N/AV | N/AV | 56.8 | 62.7 | Yes | Yes |
| Male | 40 | 100 | N/AV | N/AV | N/AV | N/AV | N/AV | 56.6 | 61.8 | N/A | N/A |
| Female | 46 | 100 | N/AV | N/AV | N/AV | N/AV | N/AV | 56.9 | 63.6 | N/A | N/A |
| White | 57 | 100 | N/AV | N/AV | N/AV | N/AV | N/AV | 78.4 | 75.1 | Yes | Yes |
| African American | 28 | 100 | N/AV | N/AV | N/AV | N/AV | N/AV | 42.8 | 45.1 | I/S | I/S |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 83.8 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58.5 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 59.2 | I/S | I/S |
| Disabled | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 24.5 | 21.8 | 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 | 52.3 | I/S | I/S |
| Subsized meals | 23 | 100 | N/AV | N/AV | N/AV | N/AV | N/AV | 43.9 | 47.9 | I/S | I/S |

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

| | | | | | | | | | | | |
|----------------------------|-----|-------|------|------|------|------|------|-----|-----|-----|-----|
| All Students | 86 | 98.8 | 23.3 | 20.9 | 23.3 | 31.4 | 54.7 | N/A | N/A | N/A | N/A |
| Male | 40 | 97.5 | 12.5 | 12.5 | 30.0 | 42.5 | 72.5 | N/A | N/A | N/A | N/A |
| Female | 46 | 100.0 | 32.6 | 28.3 | 17.4 | 21.7 | 39.1 | N/A | N/A | N/A | N/A |
| White | 57 | 98.2 | 15.8 | 15.8 | 22.8 | 43.9 | 66.7 | N/A | N/A | N/A | N/A |
| African American | 28 | 100.0 | 39.3 | 32.1 | 21.4 | 7.1 | I/S | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Hispanic | 1 | 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 | 1 | 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 | 1 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A | N/A | N/A |
| Subsized meals | 23 | 100.0 | 39.1 | 34.8 | 13.0 | 13.0 | I/S | N/A | N/A | N/A | N/A |

* 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

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 | 2008 | 87 | 100 | 0 | 2.4 | 34.1 | 63.4 | 98.8 | 66.6 | 69.7 |
| | 2009 | 86 | 100 | 0 | 4.8 | 34.5 | 60.7 | 98.8 | 53 | 61.8 |

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

| | | | | | | | | | | |
|--------------|------|----|-----|------|------|------|------|------|------|------|
| All Students | 2008 | 87 | 100 | N/AV | N/AV | N/AV | N/AV | N/AV | 62.5 | 67.2 |
| | 2009 | 86 | 100 | N/AV | N/AV | N/AV | N/AV | N/AV | 56.8 | 62.7 |

* 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