



MAULDIN MIDDLE

1190 Holland Road
Simpsonville, SC 29681

Grades	6-8 Middle School	
Enrollment	1,169 Students	
Principal	Rosia D. Gardner	864-355-6770
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Good	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

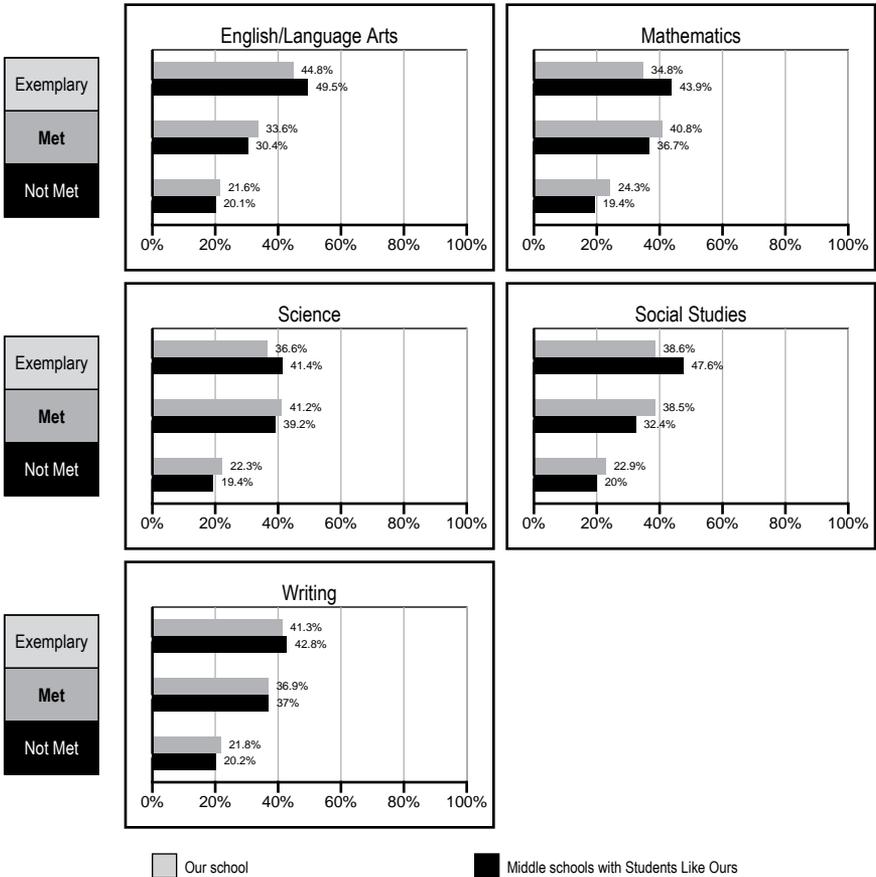
95.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	1	0	0	0

* Ratings are calculated with data available by 11/09/2011.

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	99.1%	99.1%
English 1	98.3%	99.1%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	100.0%
US History and the Constitution	N/A	N/A
All Subjects	98.8%	99.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,169)				
Students enrolled in high school credit courses (grades 7 & 8)	50.7%	Up from 44.8%	49.1%	24.5%
Retention rate	0.9%	Down from 1.2%	0.4%	0.7%
Attendance rate	97.1%	Up from 96.9%	96.3%	95.9%
Served by gifted and talented program	26.0%	Up from 24.5%	30.3%	17.8%
With disabilities other than speech	8.4%	Down from 9.1%	8.1%	9.2%
Older than usual for grade	0.9%	Up from 0.8%	0.8%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	No Change	0.8%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	69.5%	Up from 68.2%	66.7%	60.0%
Continuing contract teachers	96.6%	Up from 89.4%	88.2%	82.6%
Teachers returning from previous year	93.7%	Up from 91.9%	86.7%	85.6%
Teacher attendance rate	95.3%	Down from 97.8%	95.1%	95.3%
Average teacher salary*	\$51,000	Up 4.9%	\$48,243	\$46,300
Professional development days/teacher	6.8 days	Up from 5.5 days	7.9 days	9.9 days
School				
Principal's years at school	12.0	Up from 11.0	3.0	4.0
Student-teacher ratio in core subjects	26.0 to 1	Up from 24.1 to 1	24.2 to 1	21.5 to 1
Prime instructional time	92.6%	Down from 95.1%	90.6%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.4%	90.9%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$5,762	Down 4.9%	\$6,726	\$7,634
Percent of expenditures for instruction**	66.0%	Down from 67.6%	62.7%	64.0%
Percent of expenditures for teacher salaries**	65.1%	Up from 64.4%	61.7%	61.2%

* 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

Mauldin Middle School has been in existence for twelve years. Our numerous accomplishments have been made through the conscious efforts of our teachers, students, parents, administrators and community members.

We continue to closely analyze our test scores in order to maximize our staff development strategies and increase the number of students meeting or exceeding the state standard on the Palmetto Assessment of State Standards (PASS). Our teachers are Highly Qualified as defined by the No Child Left Behind Act, and twenty-two of our teachers are National Board Certified Teachers. The school motto of "Expect the Best" encourages all of our students to strive for their best grades, excellent behavior and impressive attendance. Mauldin Middle School has been named a Red Carpet School twice due to our family friendly environment and outstanding customer service. We were named the South Carolina Recycling School of the Year by DHEC for our school and community based recycling efforts.

The Mauldin Mustangs, our collective athletic, academic and performing groups, continue to distinguish themselves in district, state and national competitions. In conjunction with our school PTA, each student is given multiple opportunities to enhance his or her self awareness through Beta Club, Sandlapper Club, Science Club, Student Council, Service Learning Corps, Step Team, Band, Strings, Chorus, as well as our athletic and academic teams. Our drama students capped off the academic year with an extraordinary performance of "The Wonderful Wizard of Oz" in April.

Our PTA, School Improvement Council, Band and Athletic Booster Clubs have joined our business partners, including Publix, Arby's, Chic-Fil-A, Panera Bread and Sam's Wholesale Club, to provide both teachers and students with additional resources and assistance in the successes we have enjoyed this year.

Our school staff worked diligently as our school and district achieved international recognition as a high quality school system when awarded National Accreditation from AdvancED Worldwide, a distinguished mark of quality for the school system, its schools, students, teachers, and community. Each staff member contributed suggestions and strategies to develop our Strategic Plan as we addressed each goal of the Greenville County Schools' Education Plan.

We are proud of what we have accomplished in each of our twelve years and we look forward to being a leader in middle school education for many years to come.

Rosia Gardner, Principal
 Tim Bishop, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	322	169
Percent satisfied with learning environment	94.9%	67.6%	83.3%
Percent satisfied with social and physical environment	94.9%	72.8%	82.6%
Percent satisfied with school-home relations	93.2%	80.9%	79.6%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 31 out of 33 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. 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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	97.1%	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
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	1167	100	21.6	33.5	44.9	85.7	84.1	82.4	Yes	Yes
Gender										
Male	572	100	27.5	31.5	41	81.3	80.8	78.7	N/A	N/A
Female	595	100	15.9	35.4	48.7	89.8	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	735	100	15.6	30.8	53.7	90.2	89.7	88.9	Yes	Yes
African American	292	100	34.9	40.4	24.7	74.5	72.2	72.9	Yes	Yes
Asian/Pacific Islander	59	100	21.8	29.1	49.1	87.3	93.3	93	Yes	Yes
Hispanic	78	100	29.2	38.9	31.9	83.3	79.2	79.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
Disability Status										
Disabled	109	100	71.4	21	7.6	41	48.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	60	100	33.3	38.3	28.3	78.3	79.3	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	376	100	37	38.2	24.8	74.3	75.7	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	1167	100	24.3	40.8	34.9	84.8	84.4	81.9	Yes	Yes
Gender										
Male	572	100	27.1	37.7	35.2	82.4	82.9	79.9	N/A	N/A
Female	595	100	21.5	43.8	34.7	87	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	735	100	19.1	40.4	40.4	87.9	89.4	88.9	Yes	Yes
African American	292	100	38.5	45.1	16.4	75.6	72	71.4	Yes	Yes
Asian/Pacific Islander	59	100	14.5	20	65.5	92.7	95.6	94.6	Yes	Yes
Hispanic	78	100	27.8	44.4	27.8	83.3	82.7	81.1	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
Disability Status										
Disabled	109	100	73.3	24.8	1.9	43.8	47.1	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	60	100	31.7	35	33.3	83.3	83.6	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	376	100	39.1	42.9	18.1	73.8	76.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	780	100	22.3	40.9	36.8	77.7	71.6	68.6
Gender								
Male	397	100	24.1	37.5	38.3	75.9	71.4	68.3
Female	383	100	20.3	44.5	35.2	79.7	71.9	68.9
Racial/Ethnic Group								
White	499	100	17	37.5	45.5	83	81	80.7
African American	190	100	36	48.3	15.7	64	52.3	51.4
Asian/Pacific Islander	34	100	25.8	41.9	32.3	74.2	85.1	85.3
Hispanic	55	100	23.5	47.1	29.4	76.5	61.4	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.8	70.8
Disability Status								
Disabled	77	100	61.6	26	12.3	38.4	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	47	100	40	42.2	17.8	60	61.8	60.7
Socio-Economic Status								
Subsidized meals	249	100	37.2	41.6	21.2	62.8	58.4	57.3
Social Studies								
All Students	785	100	22.9	38.5	38.6	77.1	76.1	72.5
Gender								
Male	381	100	23.2	30.6	46.2	76.8	75.9	72
Female	404	100	22.6	45.9	31.5	77.4	76.2	73.1
Racial/Ethnic Group								
White	478	100	19	36.4	44.6	81	82.8	81
African American	207	100	35.4	44.1	20.5	64.6	61.5	60
Asian/Pacific Islander	42	100	11.9	21.4	66.7	88.1	88.5	89
Hispanic	56	100	20.8	47.2	32.1	79.2	69.6	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75.5	73.5
Disability Status								
Disabled	80	100	66.2	23.4	10.4	33.8	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	34	100	24.4	43.9	31.7	75.6	70.5	69.7
Socio-Economic Status								
Subsidized meals	262	100	35.4	44.4	20.2	64.6	65.2	62.9

Abbreviations for Missing Data

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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	368	99.7	21.6	37	41.5	78.4	76	73.2	97.1	96.4
Gender										
Male	172	99.4	31	36.3	32.7	69	70.2	67.2	97.1	96.3
Female	196	100	13.2	37.6	49.2	86.8	82.1	79.4	97	96.4
Racial/Ethnic Group										
White	239	99.6	17	36.2	46.8	83	83.1	81.5	97	96.2
African American	91	100	29.1	41.9	29.1	70.9	62.2	61.3	97.1	96.4
Asian/Pacific Islander	15	100	28.6	28.6	42.9	71.4	90.3	87	98.3	97.6
Hispanic	21	100	35	35	30	65	64.3	66.7	96.8	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.1	72.2	98	95.8
Disability Status										
Disabled	29	100	79.3	17.2	3.4	20.7	26.5	26	96.3	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	15	100	50	28.6	21.4	50	65.3	65.7	97.5	97.2
Socio-Economic Status										
Subsidized meals	107	100	29.1	45.6	25.2	70.9	63.7	63.2	96.4	95.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	386	100	23.1	33.1	43.8	76.9
	7	374	100	21.8	32.5	45.7	78.2
	8	392	100	29.4	31.8	38.7	70.6
2011	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	399	100	18.9	37.3	43.8	81.1
	7	397	100	20.1	31.1	48.8	79.9
	8	371	100	26.1	31.9	42	73.9
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	386	100	22.3	37.4	40.3	77.7
	7	374	100	28.9	41.2	30	71.1
	8	392	100	31.6	42.4	26	68.4
2011	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	399	100	25.5	39.9	34.6	74.5
	7	397	100	21.4	37.7	40.9	78.6
	8	371	100	26.1	45.1	28.9	73.9
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	191	90.6	33.1	47.9	18.9	66.9
	7	374	100	15.7	43.7	40.6	84.3
	8	197	100	18.7	38	43.3	81.3
2011	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	197	100	33.5	54.3	12.2	66.5
	7	397	100	17.4	41.1	41.6	82.6
	8	186	100	20.9	26.6	52.5	79.1

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	195	90.8	20.6	59.4	20	79.4
	7	374	100	29.1	40.3	30.5	70.9
	8	195	99.5	19.6	39.2	41.3	80.4
2011	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	203	100	20.4	49	30.6	79.6
	7	397	100	23.9	31.1	45	76.1
	8	185	100	23.3	42.8	33.9	76.7
Writing							
2010	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	391	98.7	22.8	35.7	41.6	77.2
	7	375	99.7	19.2	39.6	41.2	80.8
	8	394	99.8	17.5	39.4	43.1	82.5
2011	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	368	99.7	21.6	37	41.5	78.4

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