

Muller Road Middle School

1031 Muller Road
Blythewood, SC 29016



South Carolina State Report Card

State and federal laws require public schools to release report cards to the public each year. This year, the report card has been updated to reflect changes in reporting directed by the SC Education Oversight Committee. Schools will not be rated for state accountability purposes until Fall 2017 when the state will transition to a single accountability system. The following reports student performance in school year 2014-15.

| | | | |
|------------------------|---|------------------------|-------------------------------------|
| Grades: | K-8 Elementary | Principal: | Lori Marrero |
| Enrollment: | 840 students | Superintendent: | Dr. Debbie Hamm |
| School Phone: | 803-691-6851 | Board Chair: | The Honorable Calvin "Chip" Jackson |
| School Website: | https://www.richland2.org/mrm/Pages/default.aspx | | |



Profile of the SC Graduate

World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences*

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

WORLD CLASS SKILLS & LIFE AND CAREER CHARACTERISTICS

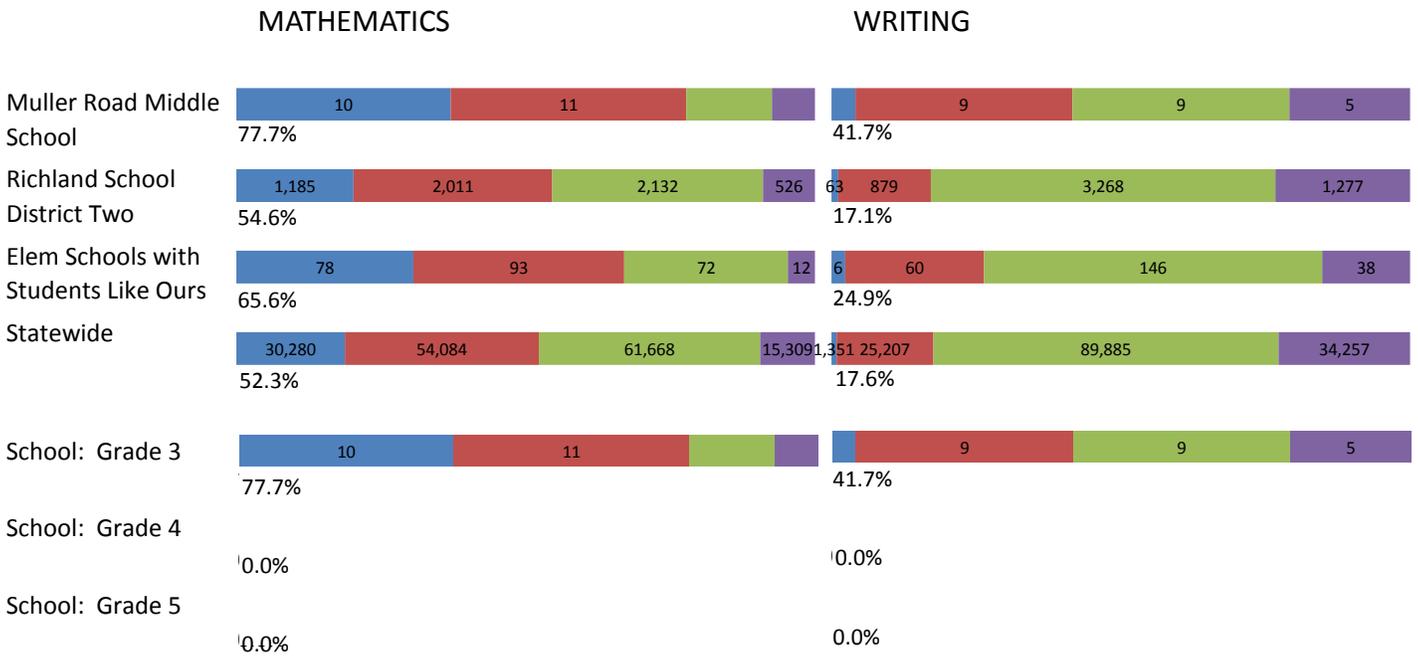
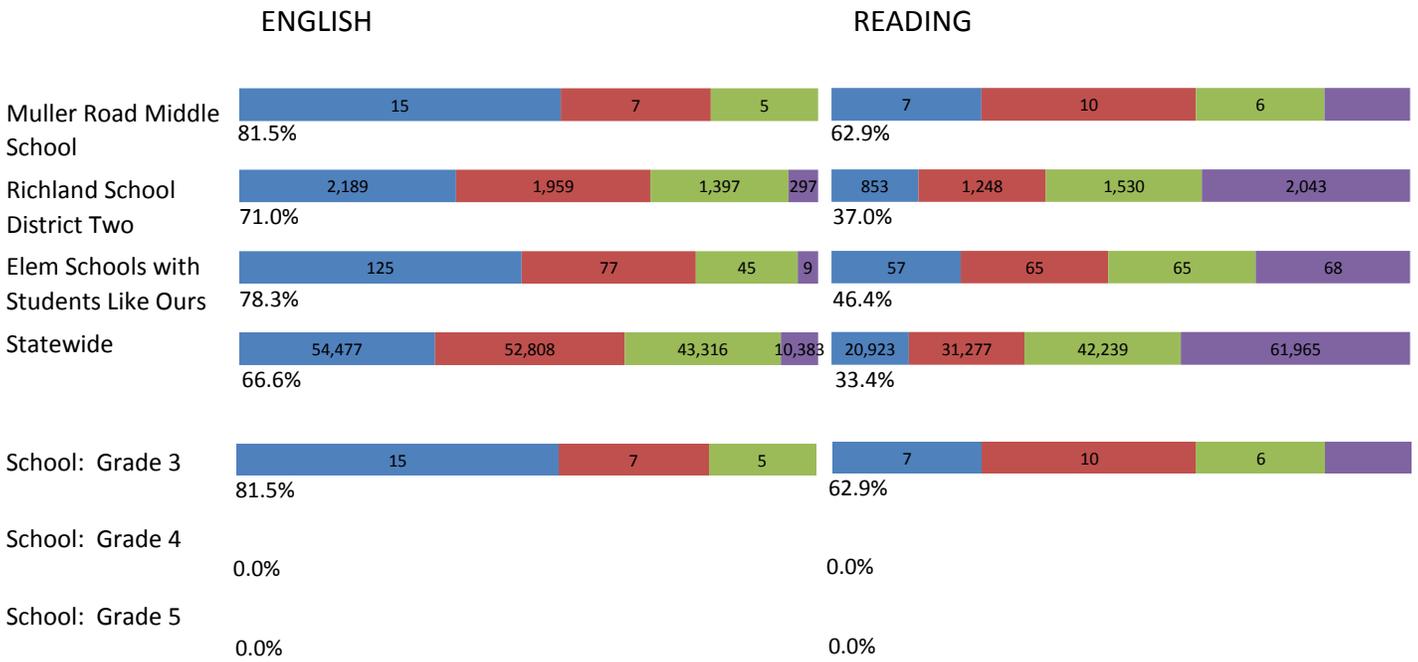
Our school is helping all students develop the world class skills and life and career characteristics of the Profile of the Graduate by ...

At Muller Road Middle, we strive to help all students develop the world class skills as well as the life and career characteristics of the Profile of the South Carolina Graduate. Students at Muller Road Middle continue on their path to excellence. As we completed year four, we found cohesiveness that only time can bring to a new school. We concentrated on four key goals: using data to improve achievement, positive behaviors for students, increasing team building initiatives, and finding the joy in what we do daily. One of our main focuses centered on improving math scores, a district-wide initiative for all of our middle schools. Our math team decided to embrace Digits, a math program initiated in the district last year, and enhance that instructional work with our ongoing Judo Math curriculum. We also used several data points to determine the level of student progress. Using MAP testing in the Fall and Winter, we were able to follow student growth and determine strengths and weaknesses prior to state testing. Positive Behavior Interventions and Supports (PBIS) began this year with 6th grade in an effort to capitalize on positive behaviors. This proactive system concentrates on the good and develops targeted supports to decrease discipline issues and promote a positive school environment. Teachers created a new discipline tier for early interventions to try and curb serious behavior incidents before they progress. These initiatives resulted in decreased numbers of discipline referrals. The cohesiveness of this faculty and staff was particularly notable in their constant collaboration and work on a positive school climate. Teachers engaged in team building activities they initiated throughout the year, often leading such activities in our monthly faculty meetings. Teamwork on various school committees were evident school wide, from birthday recognitions to assembly organizations. Halls participated in Town Halls twice a month to recognize our students and create a sense of teams within smaller learning communities. Additionally, we strove to find humor and pleasure in the work we did daily. Through faculty and staff gatherings to celebrate milestones, we found great joy in our friends and colleagues here. Smiling faces of students and staff indicated a school climate where teaching and learning were second to none. Our continued partnership with our parents and community help to develop our future South Carolina graduates and world leaders, and we believe, as always, that it is great to be a part of the Muller Road Mustang family. Lori Marrero, Principal

* 21st Century core courses in Social Sciences include History, Geography, Economics, Government and Civics.

KNOWLEDGE

The ACT Aspire assessment was given to students in grades 3-8 in Spring 2015. Students were assessed in the subject areas of Reading, English, Mathematics and Writing



Results for groups with 4 or fewer students are not shown

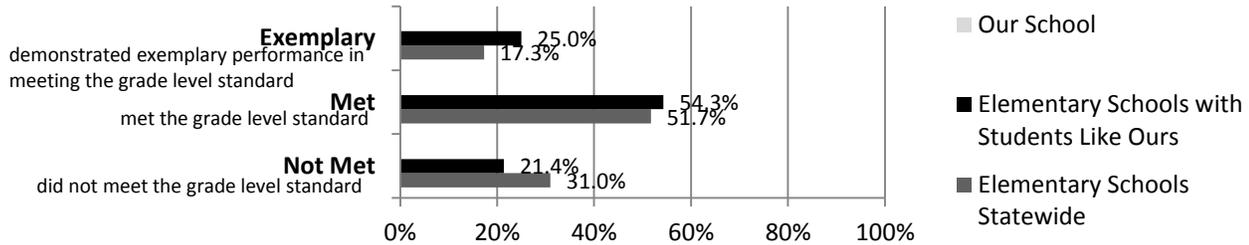
Abbreviations for Missing Data

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

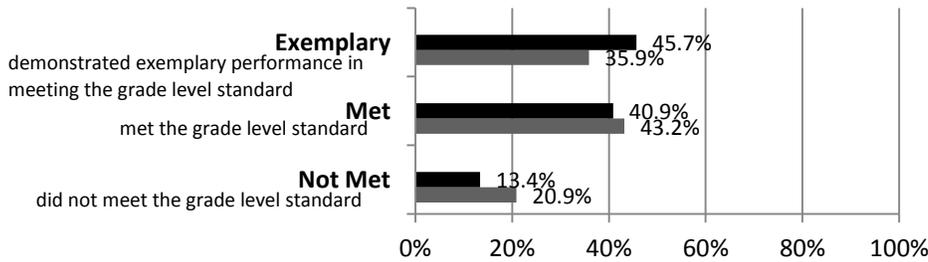
KNOWLEDGE

The SC Palmetto Assessment of State Standards (SCPASS) was given to students in grades 4 - 8 in Spring 2015. Students were assessed in the subject areas of Science and Social Studies.

Science



Social Studies



| Science SCPASS | |
|--|-----------|
| Our School: Percent Met and Above for each grade level | |
| 4th grade | 5th grade |
| N/A | N/A |
| Social Studies SCPASS | |
| Our School: Percent Met and Above for each grade level | |
| 4th grade | 5th grade |
| N/A | N/A |

Note: Results include SC-Alt assessment results.

| | |
|-----------|--|
| Exemplary | "Exemplary": student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met": student met the grade level standard. |
| Not Met | "Not Met": student did not meet the grade level standard. |

Elementary Schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

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OPPORTUNITIES**For students to meet the profile of the SC Graduate**

| | Our School | Change from Last Year | Elementary Schools with students like ours |
|---|------------|-----------------------|--|
| Students (n = 840) | | | |
| Percent of students participating in Medicaid, SNAP, or TANF; homeless, foster, or migrant students (poverty index) | 44.2 | Down from 51.5% | N/A |
| Attendance Rate | 97.3 | N/A | 96.4 |
| With disabilities | 10.9 | N/A | 10.9 |
| Out of school suspensions or expulsions for violent and/or criminal offenses | 0.0 | N/A | 0.0 |
| Percentage of students served by gifted and talented programs | 17.2 | N/A | 12.4 |
| Percentage of students retained | 2.0 | N/A | 0.7 |
| Teachers (n = 58) | | | |
| Percentage of teachers with advanced degrees | 63.8 | N/A | 63.0 |
| Percentage of teachers on continuing contract | 51.7 | N/A | 82.2 |
| Teachers returning from previous year | 81.7 | N/A | 89.7 |
| Teacher attendance rate | 93.1 | N/A | 94.8 |
| Average teacher salary* | \$44,461 | N/A | \$47,768 |
| Professional development days / teacher | 12.7 days | N/A | 12.6 days |
| Percentage of teacher vacancies for more than 9 weeks | 0.0 | N/A | 0.9 |
| School | | | |
| Principal's years at school | 4.0 | N/A | 4.0 |
| Student-teacher ratio in core subjects | 18.7 to 1 | N/A | 20.1 to 1 |
| Prime instructional time | 87.4 | N/A | 89.7 |
| Opportunities in the arts | Good | N/A | Good |
| Opportunities in foreign languages | Poor | N/A | Poor |
| AdvancEd (SACS) accreditation | Yes | N/A | Yes |
| Parents attending conferences | 83.2 | N/A | 100.0 |
| Character development program | Good | N/A | Excellent |
| Avg. age of books / electronic media in the school library | 6.0 | N/A | 11.8 |
| Number of resources available per student in the school library media center | 19.8 | N/A | 18.5 |
| Bandwidth capacity per student | >100 Mbps | N/C | N/A |
| Percent of classrooms with wireless access | 76-100% | N/C | N/A |
| District-issued learning devices per student | 1.1 | N/C | 0.7 |
| District-issued technology devices per teacher | 1.8 | N/C | 1.7 |
| Percentage of classes not taught by highly qualified teachers | 1.4 | N/A | 0.6 |
| Dollars spent per pupil** | \$6,376 | N/A | \$7,598 |
| Percent of expenditures for instruction** | 68.8 | N/A | 65.9 |
| Percent of expenditures for teachers' salaries** | 70.0 | N/A | 67.0 |

* Includes current year teachers contracted for 190 days or more.

** Prior year audited financial data are reported.

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OPPORTUNITIES**Evaluations by Teachers, Students, and Parents****Evaluations by Teachers, Students, and Parents**

| | Teachers | Students* | Parents* |
|--|-----------------|------------------|-----------------|
| Number of surveys returned | 47 | 190 | 98 |
| Percent satisfied with learning environment | 65.9 | 61.1 | 66.4 |
| Percent satisfied with social and physical environment | 95.9 | 75.7 | 79.8 |
| Percent satisfied with school-home relations | 72.9 | 79.0 | 48.5 |

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

State Ratings History of School

| Year | Absolute Rating | Growth Rating |
|-------------|------------------------|----------------------|
| 2014 | N/A | N/A |
| 2013 | N/A | N/A |
| 2012 | N/A | N/A |

Based on state law, schools will not be rated for state accountability purposes until Fall 2017.

Additional Resources

SC State Content Standards
[Family-Friendly Guides to the SC Content Standards](#)
[2014-15 Accountability Manual](#)
[Report Card Data Files](#)
[ESEA Data Files](#)

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