



Mayo Elementary

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

Grades	PK-5 Elementary School	
Enrollment	325 Students	
Principal	William A. Browning	864-461-2622
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mr. Danny J. McDowell	864-578-0128

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Good	Good
2005	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 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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

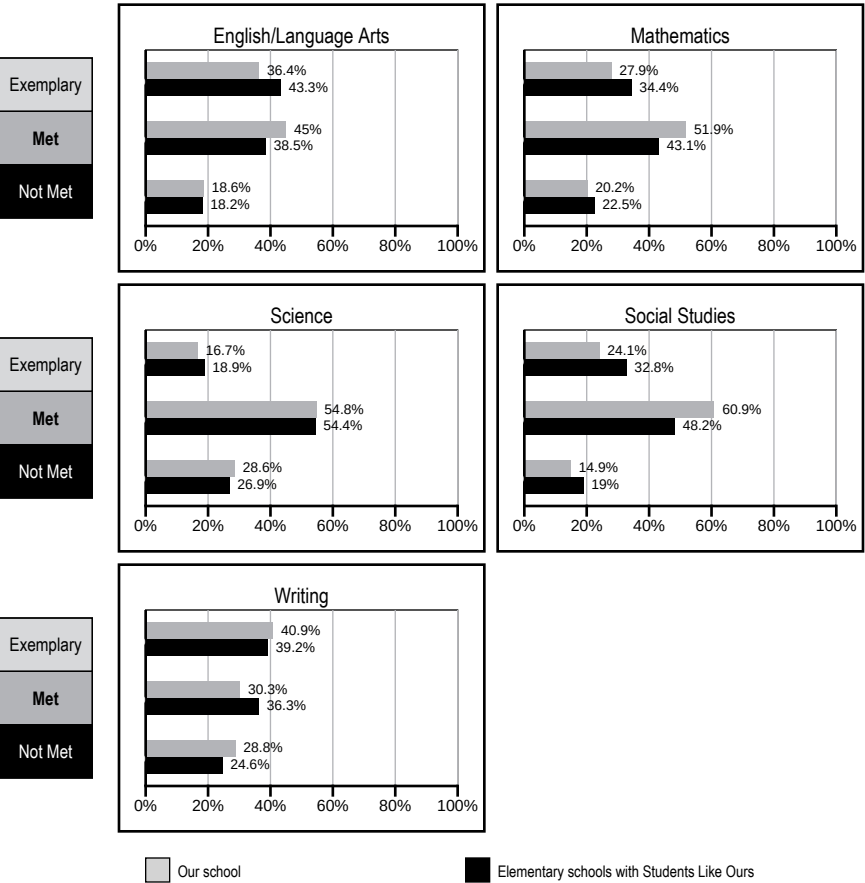
98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	31	46	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* 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.

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=325)				
First graders who attended full-day kindergarten	98.1%	Down from 100.0%	100.0%	100.0%
Retention rate	1.7%	Down from 1.9%	1.9%	1.9%
Attendance rate	96.7%	Up from 96.1%	96.3%	96.3%
Eligible for gifted and talented	9.5%	Up from 7.9%	14.1%	10.0%
With disabilities other than speech	11.8%	Up from 8.6%	7.4%	7.7%
Older than usual for grade	0.0%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	42.1%	Down from 50.0%	61.3%	59.4%
Continuing contract teachers	63.2%	Down from 70.0%	82.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.8%	Down from 98.0%	88.3%	85.9%
Teacher attendance rate	95.6%	Up from 93.9%	95.3%	95.1%
Average teacher salary*	\$48,612	Down 1.2%	\$47,426	\$47,149
Professional development days/teacher	13.9 days	Up from 12.7 days	10.9 days	11.1 days
School				
Principal's years at school	34.0	Up from 33.0	5.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 18.2 to 1	19.1 to 1	18.8 to 1
Prime instructional time	91.8%	Up from 89.2%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.8%	Down from 97.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,792	Up 6.9%	\$6,954	\$7,458
Percent of expenditures for instruction**	58.9%	Down from 59.5%	69.2%	68.8%
Percent of expenditures for teacher salaries**	52.5%	Down from 54.7%	63.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** 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 the county winner of the Terrier Tales Reading Contest sponsored by Wofford College and the Spartanburg County Library for the second straight year. Two teachers at Mayo Elementary School were awarded grant funding from the Education Incentive Award program to utilize current technology in instruction in their classroom. Teachers received ACTiVote assessment tools and training to provide immediate feedback from students when they are utilizing Promethean Board technology. All students met or exceeded our 100 Book Challenge school goal of 400 lines this year. This equals 6,000 minutes of reading per student.

The Spartanburg County District Two goal for growth as measured by the Measures of Academic Progress (MAP) was met by 100% of classes in grades 1-5 at Mayo Elementary School. Instructional initiatives were implemented this year, including the addition of a full-time mathematics coach. The coach has worked closely with teachers to guide instruction while using the Math Out of the Box program to teach core curriculum. Our literacy coach introduced and fostered the use of literacy stations to develop comprehension and critical thinking skills.

Notable student achievements for the 2008-2009 school year were as follows:

- 13% of our students received Perfect Attendance Awards.
- 30% of our students made the "A" Honor Roll.
- 36% of our students made the "A-B" Honor Roll.
- 26% of our fifth-grade students received the Presidential Award for Academic Excellence.
- 26% of our fifth-grade students received the Presidential Award for Academic Achievement.

Our students participated in the Walk to School program in the fall of 2008. Instead of walking to school from their homes, students walked in PE classes, logging a total of 500 miles. This program was developed to foster healthy lifestyles among elementary students.

Our PTO initiated a playground-safety inspection. The playground equipment was refurbished and renovated, with sand added for increased safety. Additional equipment will be purchased with funds from the "Pennies for a Purpose" fundraiser that students and their families have been participating in for the last two years. This equipment will be installed in the summer of 2009.

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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	39	24
Percent satisfied with learning environment	100.0%	92.3%	91.3%
Percent satisfied with social and physical environment	100.0%	89.7%	100.0%
Percent satisfied with school-home relations	100.0%	87.2%	100.0%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 13 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. 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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	133	100	18.6	45	36.4	89.1	87.4	82.8	Yes	Yes
Gender										
Male	77	100	20.3	45.9	33.8	89.2	84.4	79.3	N/A	N/A
Female	56	100	16.4	43.6	40	89.1	90.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	129	100	19	44.4	36.5	88.9	89.4	89.5	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	82.4	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	23	100	50	40.9	9.1	59.1	52.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	48.5	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	77.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	73	100	24.6	47.8	27.5	85.5	81.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	133	100	20.2	51.9	27.9	85.3	86.3	78.9	Yes	Yes
Gender										
Male	77	100	23	44.6	32.4	82.4	84.3	77	N/A	N/A
Female	56	100	16.4	61.8	21.8	89.1	88.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	129	100	20.6	51.6	27.8	84.9	88	87.2	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	78.6	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.9	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	77.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	23	100	N/AV	N/AV	N/AV	81.8	52	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	69.7	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	81.5	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	73	100	26.1	58	15.9	78.3	80.6	70.2	Yes	Yes

* 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

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	86	100	28.6	54.8	16.7	71.4	76.3	67.5
Gender								
Male	51	100	30	54	16	70	75.2	67
Female	35	100	26.5	55.9	17.6	73.5	77.5	68
Racial/Ethnic Group								
White	83	100	28	54.9	17.1	72	80.3	79.5
African American	3	I/S	I/S	I/S	I/S	I/S	60	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	60.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	15	100	N/AV	N/AV	N/AV	64.3	35.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	45	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	65.6	59.6
Socio-Economic Status								
Subsided meals	45	100	39.5	55.8	4.7	60.5	65.7	55.1

Social Studies

All Students	90	100	14.9	60.9	24.1	85.1	77.4	72.3
Gender								
Male	49	100	14.9	57.4	27.7	85.1	77.1	71.5
Female	41	100	15	65	20	85	77.8	73.2
Racial/Ethnic Group								
White	88	100	15.3	62.4	22.4	84.7	79.4	80.7
African American	2	I/S	I/S	I/S	I/S	I/S	70	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	76.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	67.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	84.6	43.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	41.2	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	71	67.9
Socio-Economic Status								
Subsided meals	48	100	20	64.4	15.6	80	68.7	62.1

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	134	100	28.8	30.3	40.9	71.2	79.7	70.2	96.7	96.3
Gender										
Male	77	100	37.3	29.3	33.3	62.7	73.9	63.2	96.6	96.2
Female	57	100	17.5	31.6	50.9	82.5	86.2	77.5	96.8	96.3
Racial/Ethnic Group										
White	130	100	28.7	31	40.3	71.3	82.2	79.1	96.7	96
African American	4	I/S	I/S	I/S	I/S	I/S	72.9	57.6	97.8	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	86.2	98.3	97.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.6	62.6	91	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.2
Disability Status										
Disabled	21	100	N/AV	N/AV	N/AV	23.8	31.2	26.1	95.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	41.2	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	65.8	61.2	97.9	96.9
Socio-Economic Status										
Subsidized meals	73	100	39.4	32.4	28.2	60.6	69.8	58.9	96.1	95.7

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							
2009	3	47	100	22.2	28.9	48.9	77.8
	4	43	100	14.3	52.4	33.3	85.7
	5	43	100	19	54.8	26.2	81
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	47	100	17.8	48.9	33.3	82.2
	4	43	100	4.8	54.8	40.5	95.2
	5	43	100	38.1	52.4	9.5	61.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	22	100	28.6	57.1	14.3	71.4
	4	43	100	14.3	64.3	21.4	85.7
	5	21	100	57.1	33.3	9.5	42.9
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	25	100	25	54.2	20.8	75
	4	43	100	7.1	61.9	31	92.9
	5	22	100	19	66.7	14.3	81
	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	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	48	100	32.6	26.1	41.3	67.4
	4	44	100	22.7	29.5	47.7	77.3
	5	42	100	31	35.7	33.3	69
	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	N/A	N/AV	N/A	N/A	N/A	N/A

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