



MAULDIN MIDDLE

1190 Holland Road
Simpsonville, SC 29681

Grades	6-8 Middle School	
Enrollment	1,155 Students	
Principal	Rosia D. Gardner	864-355-6770
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	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 2009-10 whose 2008-09 test scores were located

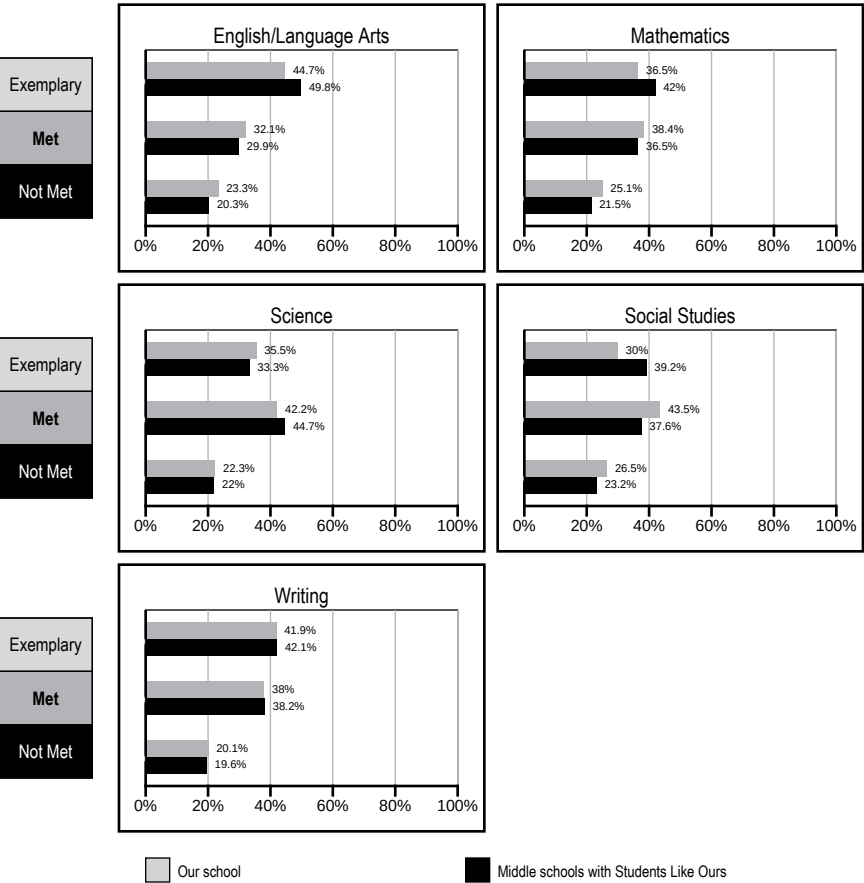
95.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	7	1	1	0

* Ratings are calculated with data available by 03/09/2011.

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	100.0%	98.2%
English 1	98.9%	91.2%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	99.6%	98.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,155)				
Students enrolled in high school credit courses (grades 7 & 8)	44.8%	Up from 32.9%	35.3%	24.2%
Retention rate	1.2%	Up from 1.0%	0.6%	0.7%
Attendance rate	96.9%	Down from 97.0%	96.4%	95.9%
Eligible for gifted and talented	24.5%	Down from 25.0%	24.9%	16.4%
With disabilities other than speech	9.1%	Up from 8.6%	9.1%	12.0%
Older than usual for grade	0.8%	No Change	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 1.0%	0.7%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=66)				
Teachers with advanced degrees	68.2%	Up from 62.5%	58.5%	58.5%
Continuing contract teachers	89.4%	Up from 86.1%	85.2%	80.0%
Teachers with emergency or provisional certificates	3.3%	Down from 4.5%	1.8%	4.0%
Teachers returning from previous year	91.9%	Up from 89.0%	86.5%	84.6%
Teacher attendance rate	97.8%	Up from 96.4%	95.6%	95.4%
Average teacher salary*	\$48,626	Up 0.5%	\$48,356	\$46,561
Professional development days/teacher	5.5 days	Down from 5.8 days	8.6 days	10.2 days
School				
Principal's years at school	11.0	Up from 10.0	3.0	4.0
Student-teacher ratio in core subjects	24.1 to 1	Up from 22.8 to 1	24.1 to 1	21.1 to 1
Prime instructional time	95.1%	Up from 93.2%	91.0%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Down from 98.6%	99.8%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,062	Up 4.4%	\$6,953	\$7,802
Percent of expenditures for instruction**	67.6%	Up from 66.3%	64.8%	63.8%
Percent of expenditures for teacher salaries**	64.4%	Up from 61.7%	62.5%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Mauldin Middle School has been in existence for eleven 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 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 "Guys and Dolls" 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 eleven years and we look forward to being a leader in middle school education for many years to come.

Rosia Gardner, Principal
Kelly Yanity, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	286	70
Percent satisfied with learning environment	98.0%	78.4%	87.1%
Percent satisfied with social and physical environment	96.0%	84.3%	85.7%
Percent satisfied with school-home relations	100.0%	87.9%	79.7%

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

School Adequate Yearly Progress

NO

This school met 29 out of 31 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%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No
Student attendance rate	96.9%	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	1152	100	24.9	32.5	42.7	83.8	84.7	83.5	Yes	Yes
Gender										
Male	561	100	30.1	30.5	39.4	78.9	81.3	80.1	N/A	N/A
Female	591	100	20	34.3	45.7	88.4	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	735	100	17.4	31.4	51.2	88.9	90	89.6	Yes	Yes
African American	284	100	42.9	35.5	21.6	70.3	73.4	74.6	Yes	Yes
Asian/Pacific Islander	44	100	10.5	36.8	52.6	94.7	94.3	92.7	I/S	Yes
Hispanic	74	100	34.8	31.9	33.3	78.3	78.4	79.6	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	103	100	77.2	16.8	5.9	36.6	53.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	49	100	44.7	31.9	23.4	72.3	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	360	100	39.6	36.7	23.7	74.9	76.1	76.9	Yes	Yes

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

All Students	1152	100	27.6	40.3	32.1	82	82	80.4	Yes	Yes
Gender										
Male	561	100	29.7	36.6	33.6	79.1	80.5	78.4	N/A	N/A
Female	591	100	25.6	43.8	30.6	84.8	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	735	100	19	42.1	39	87.5	87.7	87.8	Yes	Yes
African American	284	100	50.5	37	12.5	67	68.4	69.3	Yes	Yes
Asian/Pacific Islander	44	100	2.6	39.5	57.9	100	94.9	93.5	I/S	Yes
Hispanic	74	100	34.8	40.6	24.6	76.8	78.3	78.3	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	103	100	79.2	19.8	1	25.7	46.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	49	100	40.4	40.4	19.1	70.2	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	360	100	42.3	41.4	16.3	70.7	72.9	72.8	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	762	97.6	20.6	43.2	36.2	79.4	70.6	67.3
Gender								
Male	376	97.6	20.9	42.6	36.6	79.1	70.1	66.9
Female	386	97.7	20.4	43.8	35.8	79.6	71.1	67.7
Racial/Ethnic Group								
White	485	97.3	14.7	40.9	44.4	85.3	80.2	79.6
African American	197	97.5	37.2	49.2	13.7	62.8	50.4	49.7
Asian/Pacific Islander	27	100	8.7	30.4	60.9	91.3	86.4	84.4
Hispanic	46	100	20.9	46.5	32.6	79.1	60.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	66	98.5	68.3	30.2	1.6	31.7	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	26	96.2	22.2	51.9	25.9	77.8	60.6	58.6
Socio-Economic Status								
Subsidized meals	236	98.7	30.6	49.3	20.1	69.4	57.1	55.4

Social Studies

All Students	764	97.5	24.6	44.6	30.9	75.4	73.2	70.9
Gender								
Male	369	96.8	24.3	42.1	33.6	75.7	72.8	70.1
Female	395	98.2	24.9	46.8	28.3	75.1	73.7	71.7
Racial/Ethnic Group								
White	489	98.2	19.4	43.3	37.3	80.6	79.8	79.2
African American	185	97.3	38.4	46.5	15.1	61.6	57.9	58.4
Asian/Pacific Islander	31	93.6	14.8	37	48.1	85.2	86.9	86.8
Hispanic	49	98	26.7	53.3	20	73.3	67.8	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	62	96.8	70.7	25.9	3.4	29.3	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	39	97.4	23.5	67.6	8.8	76.5	69	68
Socio-Economic Status								
Subsidized meals	240	96.3	36.3	46.5	17.2	63.7	61.6	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	1160	99.4	19.8	38.2	42	80.2	74	72.1	96.9	96.2
Gender										
Male	566	99.1	27.6	38	34.5	72.4	67.2	65.2	96.7	96.2
Female	594	99.7	12.6	38.4	49	87.4	81.1	79.2	97	96.3
Racial/Ethnic Group										
White	735	99.2	13.8	35.4	50.8	86.2	81.6	80.8	96.9	96.1
African American	291	99.7	33.2	44.4	22.4	66.8	58.6	59.7	96.5	96.2
Asian/Pacific Islander	45	100	5.1	43.6	51.3	94.9	88.8	87	98.5	97.5
Hispanic	74	100	33.3	43.5	23.2	66.7	63.1	64.6	96.5	96.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	74.7	73.4	95.2	94.8
Disability Status										
Disabled	104	96.2	N/AV	N/AV	N/AV	17.2	29.5	27.7	96.4	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	50	100	35.4	47.9	16.7	64.6	62.9	63.7	97.1	97
Socio-Economic Status										
Subsidized meals	365	98.9	33.2	42.6	24.1	66.8	61.1	61.9	95.9	95.6

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	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	360	100	22.9	40.9	36.2	77.1
	7	392	100	23	40.6	36.4	77
	8	404	100	19.3	44.2	36.5	80.7
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
Mathematics							
2009	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	360	100	36.8	40	23.2	63.2
	7	392	100	22.5	47.3	30.2	77.5
	8	404	100	27.5	48.1	24.3	72.5
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
Science							
2009	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	182	100	30.6	53.2	16.2	69.4
	7	392	100	16.5	48.9	34.6	83.5
	8	199	99	25	43.5	31.5	75
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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	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	179	100	20.7	64.5	14.8	79.3
	7	392	100	30.3	39.6	30.1	69.7
	8	205	99	14.9	50	35.1	85.1
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
Writing							
2009	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	359	99.2	23.3	42.8	33.9	76.7
	7	391	99.7	20	36.8	43.2	80
	8	405	99.8	17.7	44.2	38.1	82.3
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

Abbreviations for Missing Data

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