



MAYO HIGH SCHOOL FOR MATH SCIEN

405 Chestnut Street
Darlington, South Carolina

Grades	9-12 High School	
Enrollment	352 Students	
Principal	Arlene B. Johnson	843-398-2650
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Charles Govan	843-332-2288

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	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 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>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
17	1	3	0	0

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

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	100.0%	100.0%	100.0%	82.9%	84.1%	85.4%
Passed 1 subtest (%)	N/A	N/A	N/A	10.2%	9.3%	9.3%
Passed no subtests (%)	N/A	N/A	N/A	7.8%	7.4%	6.1%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	100.0%	94.4%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	78	81	368	369
Number of Graduates in Cohort	78	81	280	292
Rate	100.0%	100.0%	74.8%	79.9%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	78	N/A	373
Number of Graduates in Cohort	N/A	78	N/A	287
Rate	N/A	100.0%	N/A	77.0%

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	94.1%	81.8%
English 1	90.3%	73.9%
Biology 1/Applied Biology 2	95.5%	78.5%
Physical Science	77.4%	65.2%
US History and the Constitution	59.5%	59.7%
All Tests	82.2%	72.0%

* 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=352)				
Retention rate	0.0%	No Change	2.3%	3.4%
Attendance rate	96.3%	Down from 97.3%	95.5%	95.0%
Served by gifted and talented program	28.3%	Down from 33.1%	17.6%	12.4%
With disabilities other than speech	0.3%	Up from 0.0%	8.0%	9.9%
Older than usual for grade	0.3%	No Change	5.2%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Up from 0.0%	1.5%	0.9%
Enrolled in AP/IB programs	26.3%	Up from 19.0%	27.3%	13.0%
Successful on AP/IB exams	42.9%	Down from 44.1%	59.8%	51.7%
Eligible for LIFE Scholarship	49.4%	Up from 39.0%	33.5%	30.1%
Annual dropout rate	0.0%	No Change	2.4%	2.5%
Career/technology students in co-curricular organizations	9.4%	Down from 9.5%	4.3%	2.9%
Enrollment in career/technology courses	116	Up from 99	664	419
Students participating in work-based experiences	4.0%	Down from 72.5%	5.2%	7.2%
Career/technology students attaining technical skills	97.4%	Down from 98.2%	84.6%	83.0%
Career/technology completers placed	N/A	N/A	99.3%	98.4%
Teachers (n=20)				
Teachers with advanced degrees	85.0%	Up from 72.7%	67.8%	61.1%
Continuing contract teachers	100.0%	No Change	82.2%	80.6%
Teachers returning from previous year	88.2%	Down from 90.2%	88.2%	86.5%
Teacher attendance rate	96.6%	Up from 95.9%	95.2%	95.5%
Average teacher salary*	\$49,415	Up 1.3%	\$48,969	\$46,884
Professional development days/teacher	16.1 days	Down from 16.3 days	10.5 days	10.0 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Up from 22.9 to 1	28.6 to 1	26.5 to 1
Prime instructional time	92.1%	Down from 92.4%	89.3%	89.3%
Dollars spent per pupil**	\$7,750	Down 13.6%	\$7,242	\$7,804
Percent of expenditures for teacher salaries**	52.9%	Down from 54.8%	59.8%	58.0%
Percent of expenditures for instruction**	53.9%	Down from 57.7%	64.0%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Up from 99.0%	98.6%	97.3%
Character development program	Good	Up from Average	Good	Good
Modern language program assessment	N/A	N/A	N/A	Good
Classical language program assessment	N/A	N/A	N/A	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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	82	100.0%	258	82.2%	78	100.0%	Yes
Gender							
Male	38	100.0%	114	87.7%	31	100.0%	N/A
Female	44	100.0%	141	77.3%	47	100.0%	N/A
Racial/Ethnic Group							
White	55	100.0%	148	83.1%	46	100.0%	N/A
African American	26	100.0%	107	80.4%	32	100.0%	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%	103	78.6%	26	100.0%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

The mission of Mayo High School for Math, Science & Technology is to provide a challenging curriculum with high expectations in a safe, positive environment. Mayo has a continued goal to maintain high expectations for all. Students and faculty 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's legacy of outstanding and competitive extracurricular activities continues to impress. The following list includes just a few of our various accomplishments and awards:

The State Superintendent of Education visited our school to commend us on our graduation rate and overall report card. He toured the school and talked with students to learn more about how we have established and maintained our excellence.

Our school received another Palmetto Gold Flag.

Our school had the highest graduation rate and overall report card score in the state.

One student was named National Merit Semi-Finalist.

Our school had a successful HSTW Technical Assistance visit.

Class of 2011 was offered more than \$3.2 million in scholarships.

Ninety-six percent of the Class of 2011 plan to attend postsecondary institutions.

The Beta Club received 1st place in the oratory contest at the state convention for the second year in a row.

The Academic Booster Club continues to finance the academic incentives for our students, such as rewarding AP students and teachers for their exceptional performance on the AP exams and supporting Field Day.

Four former students were named AP Scholars for outstanding performance on the AP exams.

HSAP workshops were held to help prepare the sophomores for the HSAP test and 100% of the Class of 2012 passed HSAP on the first try.

Math and English teachers provided PSAT strategies for all 9th-11th graders to ensure their success on the PSAT/SAT.

Mayo received another Cum Laude Rating for Excellent Performance on SAT - High Performance and Cum Laude Rating for Excellent Performance on ACT - High Performance by the SC State Department.

One hundred percent of the Junior-Senior Thesis students placed at the Francis Marion University Sandhill Regional Science Fair.

A Mayo student competed in the International Science and Engineering Fair in Los Angeles, California.

Mu Alpha Theta Math Honor Society held math tutoring labs each week to provide math assistance.

GIFT (Global Impact for Teens), a new club, sponsored the Pink Out Day to support Breast Cancer Awareness Month and raised \$800 for the American Red Cross to support the Japanese Tsunami Relief.

Teacher Cadets added a new award – Teacher Cadet Choice Awards were given each month to recognize specific teachers for their strengths.

The Annual Novel Tea Book talk was a success with parent and community involvement.

The workshop, "Chart Your Course" Supper, was provided again for 9th and 10th graders and their parents to help with academic planning and success.

Arlene B. Johnson, Principal

Cindy Woodle, SIC chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	56	29
Percent satisfied with learning environment	87.0%	85.7%	93.1%
Percent satisfied with social and physical environment	91.3%	82.1%	100.0%
Percent satisfied with school-home relations	100.0%	85.5%	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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No Child Left Behind

School Adequate Yearly Progress

Yes

This school met 17 out of 17 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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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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	97	100.0	N/A	8.2	27.8	63.9	93.8	62.6	68.0	Yes	Yes
Male	32	100.0	N/A	15.6	21.9	62.5	87.5	60.5	63.1	N/A	N/A
Female	65	100.0	N/A	4.6	30.8	64.6	96.9	65.1	73.1	N/A	N/A
White	49	100.0	N/A	2.0	18.4	79.6	100.0	81.0	79.4	Yes	Yes
African American	47	100.0	N/A	14.9	38.3	46.8	87.2	49.5	51.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	21.0	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	45.1	I/S	I/S
Subsidized meals	40	100.0	N/A	17.5	32.5	50.0	87.5	52.5	54.7	Yes	Yes

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

All Students	97	100.0	N/A	10.3	36.1	53.6	95.9	57.7	62.3	Yes	Yes
Male	32	100.0	N/A	12.5	28.1	59.4	96.9	58.5	61.4	N/A	N/A
Female	65	100.0	N/A	9.2	40.0	50.8	95.4	56.7	63.2	N/A	N/A
White	49	100.0	N/A	4.1	28.6	67.3	98.0	73.3	75.3	Yes	Yes
African American	47	100.0	N/A	17.0	44.7	38.3	93.6	47.2	42.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	84.3	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	15.3	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	47.1	I/S	I/S
Subsidized meals	40	100.0	N/A	15.0	42.5	42.5	95.0	47.7	48.5	Yes	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	97	100.0	18.6	11.3	23.7	46.4	70.1	N/A	N/A	N/A	N/A
Male	32	100.0	18.8	9.4	21.9	50.0	71.9	N/A	N/A	N/A	N/A
Female	65	100.0	18.5	12.3	24.6	44.6	69.2	N/A	N/A	N/A	N/A
White	49	100.0	8.2	10.2	30.6	51.0	81.6	N/A	N/A	N/A	N/A
African American	47	100.0	29.8	12.8	17.0	40.4	57.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	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	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	40	100.0	30.0	12.5	17.5	40.0	57.5	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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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	2010	85	100.0	0.0	10.6	30.6	58.8	96.5	59.8	65.9
	2011	97	100.0	N/A	8.2	27.8	63.9	93.8	62.6	68.0
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2010	85	100.0	0.0	15.3	47.1	37.6	90.6	54.5	62.3
	2011	97	100.0	N/A	10.3	36.1	53.6	95.9	57.7	62.3

* 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