



Midland Park Elementary

2415 Midland Park Road
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	693 Students	
Principal	Mr. Robert Candillo	843-574-2183
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Good*
2007	At-Risk	At-Risk
2006	Below Average	Below Average
2005	Below Average	Good
2004	Below Average	At-Risk

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

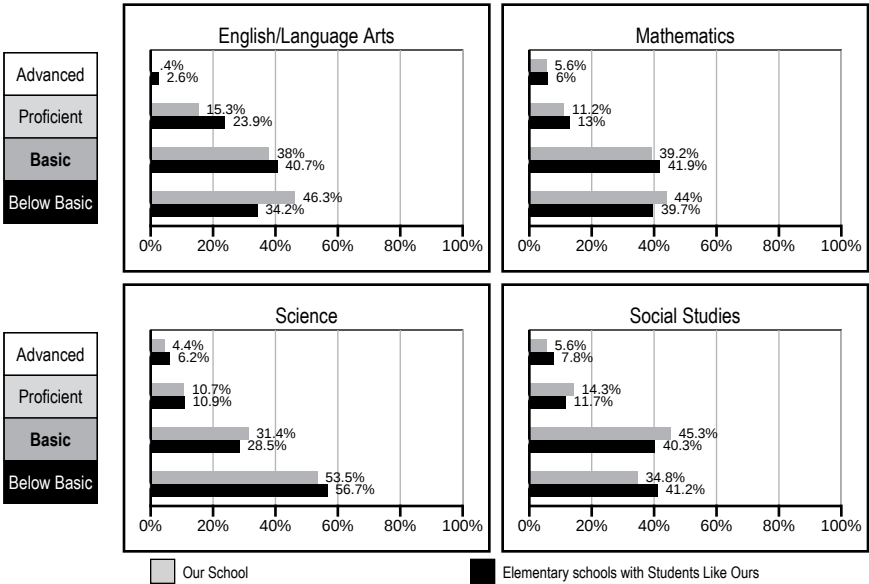
96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	37	57

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=693)				
First graders who attended full-day kindergarten	92.4%	Down from 100.0%	100.0%	100.0%
Retention rate	2.7%	Down from 2.9%	3.1%	2.3%
Attendance rate	95.4%	Up from 95.3%	96.0%	96.3%
Eligible for gifted and talented	2.5%	Down from 3.4%	2.7%	10.4%
With disabilities other than speech	3.4%	Up from 3.1%	7.5%	7.5%
Older than usual for grade	0.9%	Up from 0.7%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.4%	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	47.5%	Down from 51.0%	53.3%	56.7%
Continuing contract teachers	62.7%	Down from 63.3%	67.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	72.6%	Down from 78.7%	82.5%	86.4%
Teacher attendance rate	94.3%	Down from 96.9%	94.8%	94.9%
Average teacher salary	\$40,745	Up 4.7%	\$43,674	\$45,345
Professional development days/teacher	8.2 days	Down from 10.8 days	13.3 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 16.1 to 1	16.3 to 1	18.5 to 1
Prime instructional time	89.0%	Down from 90.5%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,129	Up 10.9%	\$8,235	\$7,052
Percent of expenditures for instruction*	77.3%	Up from 72.4%	68.2%	69.1%
Percent of expenditures for teacher salaries*	64.4%	Down from 66.8%	60.4%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2007-2008 school year at Midland Park Elementary focused on improving student achievement, achieving Adequate Yearly Progress, increasing parental involvement, increasing parental and teacher interactions, and enhancing classroom instructional strategies through ongoing staff development. We continued the HOSTS program (Help One Student To Succeed), coordinated by Hope Carter, which involved over 120 mentors who provided identified students with an additional 160 minutes per week of one-on-one instruction. We were, for the third consecutive year, the proud recipients of the HOSTS Mentoring and Intervention Best Practices Award, selected as one of the top 52 sites out of HOSTS Learning's 500+ eligible schools. We continued the use of the Everyday Counts Calendar Math Program and the 6+1 Traits of Writing model, and we implemented the Pat Cunningham 4-Block Reading model. Title I funding continued to provide Supplemental Educational Services, such as our Parent Educator, Etta Ferguson. She supervised our computer and parent English courses. We were also the proud recipients of several DonorsChoose grants and other awards recognizing our hard work and accomplishments.

Teachers met weekly in teams to discuss the Coherent Curriculum, identify best instructional practices, and analyze data such as common assessments, Measures of Academic Progress, and Dynamic Indicators of Basic Early Literacy Skills. Our teacher coaches, Barbara Rabon and Miriam White, also assisted teachers in setting SMART goals and refining instructional calendars. This year, we were able to host five student teachers from Charleston Southern University.

Opportunities for parental involvement were established through the continuation of family nights, PTA, school functions such as Science, Math, and Related Technologies (SMART) Nights, our annual Fall Festival and Spring Carnival, and open invitations for all parents to attend School Improvement Council Meetings. Facilitated by our translator, Delia Negron, communication with parents was sent home in both English and Spanish to inform all parents of school activities. MPES also continued a strong partnership with MUSC to create a "Mothers' Morning Out" program, targeted at working with minority mothers and preschool children. Our school nurse and Classified Employee of the Year, Ginny Gamble, continued our "Backpack Buddies" food program for families in need.

MPES now has 14 SmartBoards, 12 additional laptops, a subscription to BookFlix, and upgraded Media Center computers. Teachers were provided with monthly professional development opportunities to discuss best practices for using technology in their classrooms.

As part of our plan to restructure MPES, we are excited about implementing Everyday Mathematics and adding foreign language instruction for the 2008-2009 school year.

Mr. Robert Candillo, Principal
Mr. Paul Corey, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	64	54
Percent satisfied with learning environment	73.5%	71.9%	90.6%
Percent satisfied with social and physical environment	73.5%	60.3%	84.3%
Percent satisfied with school-home relations	52.9%	75.0%	84.9%

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

School Adequate Yearly Progress	NO
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This school met 12 out of 21 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	Restructure
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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. Sanction: Implement the restructuring plan.
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%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	95.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	269	100	46.3	38	15.3	0.4	27.5	53.5	48.2	No	Yes
Gender											
Male	132	100	54.4	35.1	10.5	0	20.2	47.3	41.7	N/A	N/A
Female	137	100	38.3	40.9	20	0.9	34.8	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	31	100	29.6	37	33.3	0	40.7	77.6	60	I/S	I/S
African American	127	100	46.8	42.2	11	0	24.8	32.1	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	106	100	51.6	33	14.3	1.1	25.3	41.9	38.4	No	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	25	100	95	5	0	0	5	20.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	104	100	51.6	33	14.3	1.1	26.4	40	36.9	No	Yes
Socio-Economic Status											
Subsidized meals	257	100	47	36.5	16	0.5	27.9	33	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	269	100	43.7	39.3	11.4	5.7	29.7	49.7	45.8	No	Yes
Gender											
Male	132	100	40.4	43	10.5	6.1	29.8	49.5	45.6	N/A	N/A
Female	137	100	47	35.7	12.2	5.2	29.6	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	31	100	22.2	44.4	14.8	18.5	48.1	75.6	59	I/S	I/S
African American	127	100	44	41.3	12.8	1.8	26.6	26.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	106	100	49.5	35.2	8.8	6.6	28.6	40.3	38.1	No	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	25	100	85	15	0	0	0	20.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	104	100	50.5	34.1	8.8	6.6	28.6	40.1	38.7	No	Yes
Socio-Economic Status											
Subsidized meals	257	100	44.7	38.8	10.5	5.9	29.2	28.3	31.4	No	Yes

* Adj - 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
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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	183	100	53.2	31.4	10.9	4.5	15.4	39.2	35.7	95.4	96
Gender											
Male	92	100	49.4	35.8	9.9	4.9	14.8	40.8	37.4	95.3	95.8
Female	91	100	57.3	26.7	12	4	16	37.6	33.8	95.6	96.1
Racial/Ethnic Group											
White	21	100	33.3	27.8	22.2	16.7	38.9	66.4	49.2	92.5	96.1
African American	86	100	57.5	28.8	11	2.7	13.7	15.3	17	95.5	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	81.1	97.3
Hispanic	74	100	53.1	35.9	7.8	3.1	10.9	26	24.9	96.4	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	93.5	95.7
Disability Status											
Disabled	21	100	88.9	0	11.1	0	11.1	16.6	14	95.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	74	100	53.1	35.9	7.8	3.1	10.9	26.5	24.4	96.3	96.3
Socio-Economic Status											
Subsidized meals	175	100	52.3	32.2	10.7	4.7	15.4	17.1	21.1	95.5	95.5

Social Studies											
All Students	187	100	34.8	45.3	14.3	5.6	19.9	40.2	34	95.4	96
Gender											
Male	96	100	40.5	36.9	14.3	8.3	22.6	42	36.6	95.3	95.8
Female	91	100	28.6	54.5	14.3	2.6	16.9	38.3	31.3	95.6	96.1
Racial/Ethnic Group											
White	22	100	36.8	26.3	26.3	10.5	36.8	63.3	44.5	92.5	96.1
African American	91	100	36.3	46.3	15	2.5	17.5	19.1	19.1	95.5	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	81.1	97.3
Hispanic	71	100	32.8	49.2	9.8	8.2	18	29.3	27.5	96.4	96.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	93.5	95.7
Disability Status											
Disabled	16	100	69.2	30.8	0	0	0	18.2	14.4	95.6	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	68	100	33.3	48.3	10	8.3	18.3	31.9	27.3	96.3	96.3
Socio-Economic Status											
Subsidized meals	177	100	35.3	45.8	13.1	5.9	19	20.1	21	95.5	95.5

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	96	100	37.5	38.8	23.8	0	23.8
	4	70	100	47.2	37.7	15.1	0	15.1
	5	65	100	43.1	51.7	5.2	0	5.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	89	100	42.9	36.4	20.8	0	20.8
	4	101	100	53.4	31.8	14.8	0	14.8
	5	79	100	40.6	48.4	9.4	1.6	10.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	96	99	42.5	46.3	6.3	5	11.3
	4	70	100	52.8	30.2	13.2	3.8	17
	5	65	100	20.7	63.8	10.3	5.2	15.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	89	100	55.8	36.4	6.5	1.3	7.8
	4	101	100	38.6	38.6	13.6	9.1	22.7
	5	79	100	35.9	43.8	14.1	6.3	20.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	49	100	58.5	34.1	7.3	0	7.3
	4	70	100	60.4	26.4	5.7	7.5	13.2
	5	35	100	61.3	22.6	9.7	6.5	16.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	55.3	34.2	10.5	0	10.5
	4	101	100	54.5	31.8	9.1	4.5	13.6
	5	39	100	46.7	26.7	16.7	10	26.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	46	100	17.9	61.5	15.4	5.1	20.5
	4	70	100	45.3	43.4	9.4	1.9	11.3
	5	30	100	29.6	63	7.4	0	7.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	46	100	30.8	48.7	15.4	5.1	20.5
	4	101	100	34.1	45.5	14.8	5.7	20.5
	5	40	100	41.2	41.2	11.8	5.9	17.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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