



Midland Elementary

3011 Nichols Hwy.
Galivants Ferry, S.C.

Grades	PK-5 Elementary School	
Enrollment	516 Students	
Principal	Deb Colliver	843-358-3036
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	At-Risk
2007	Good	Good
2006	Good	Good
2005	Good	At-Risk
2004	Excellent	Good

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

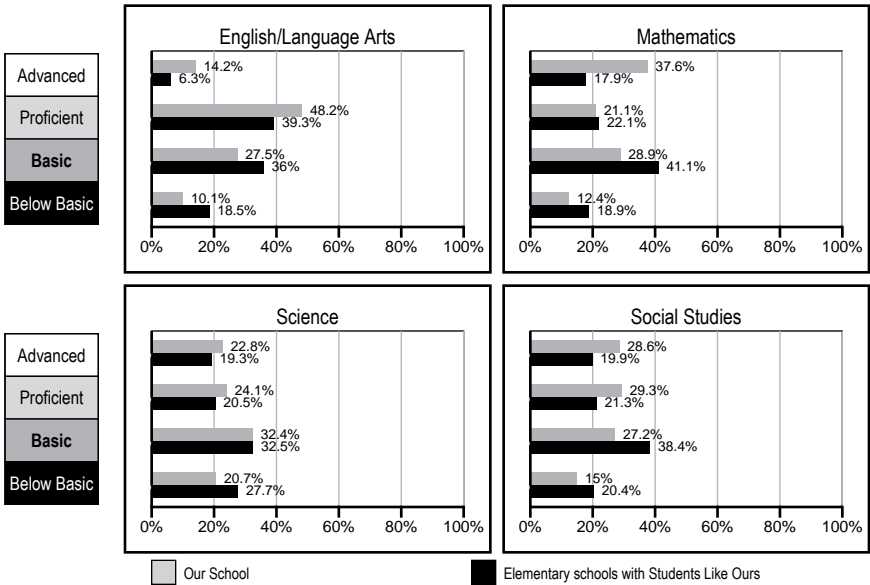
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	14	57	7	1

* 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=516)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Up from 2.4%	2.2%	2.3%
Attendance rate	95.6%	Down from 96.3%	96.3%	96.3%
Eligible for gifted and talented	15.9%	Down from 16.1%	12.1%	10.4%
With disabilities other than speech	9.0%	Up from 4.7%	8.2%	7.5%
Older than usual for grade	0.5%	Down from 1.1%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	63.3%	Down from 64.5%	56.0%	56.7%
Continuing contract teachers	96.7%	Up from 83.9%	78.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	98.7%	Up from 94.2%	87.4%	86.4%
Teacher attendance rate	96.0%	Up from 95.8%	95.3%	94.9%
Average teacher salary	\$47,261	Up 3.4%	\$45,032	\$45,345
Professional development days/teacher	7.7 days	Down from 12.8 days	12.1 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Down from 22.7 to 1	18.7 to 1	18.5 to 1
Prime instructional time	90.6%	Down from 91.4%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,514	Up 23.0%	\$6,580	\$7,052
Percent of expenditures for instruction*	65.7%	Down from 70.6%	68.8%	69.1%
Percent of expenditures for teacher salaries*	59.3%	Down from 66.0%	65.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The students, staff, and community of Midland Elementary celebrated a successful and exciting year of learning in 2007-2008. We experienced some new advanced levels of academic excellence as we worked toward accelerating learning for all. As a result, the Educational Oversight Committee once again recognized Midland for the fifth year in a row for "Closing the Gap" between historically at-risk subgroups and majority students. Additionally, the school was asked to showcase itself on the state website as part of the Gold and Silver Award Program.

Scarlett McCracken, one of our fourth grade teachers, was named Midland's Teacher of the Year. Also, we had four staff members become Nationally Board Certified this year. Congratulations to Lisa Ricketts, Penny Skipper, Tammy Todd, and Cathy Vaughn for all receiving the NBC.

Our students celebrated reading through our Summer Reading program. Along with that, our students participated in All-State Honor Chorus, Student Council, Lt. Governor's Writing, District Spelling Bee, Recycling, Pre-Algebra, HeadSprout, Read Naturally, and much, much more.

Our focus and number one priority continues to be on students and the acceleration for each and every child. With the continual use of MAP, DRAs, and DIBELS, we are able to differentiate instruction to meet the needs of each student. Our number one goal is that every child leaves third grade an independent reader and thinker, along with becoming a productive citizen.

The Parent Teacher Organization (PTO) was a very integral part of our successful year. They provided many resources for our staff and students. Some of these resources included: playground equipment, technology needs, decorations for programs, incentives for children, Fine Arts Day, Field Day, Teacher Appreciation, and lots more.

The biggest staff development for our staff included differentiation through the use of small groups. We had several grade levels meet in the summer to look at small group instruction and how to bring it within their classrooms. Other staff development included the integration of SmartBoards and early interventions to literacy.

Please know, as always, if there is ever anything we can do to help your child in growing and learning, please do not hesitate to contact us. We are very proud of our school and community. Thanks for your continual support in a successful year and allowing us to serve your children.

Deb Colliver, Principal
Tracey Rabon, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	81	42
Percent satisfied with learning environment	90.9%	95.1%	95.1%
Percent satisfied with social and physical environment	93.8%	95.1%	100.0%
Percent satisfied with school-home relations	97.0%	95.1%	92.7%

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

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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. 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	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	233	100	10.1	27.5	48.2	14.2	69.3	57.2	48.2	Yes	Yes
Gender											
Male	124	100	13.2	29.8	43.9	13.2	65.8	50.3	41.7	N/A	N/A
Female	109	100	6.7	25	52.9	15.4	73.1	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	211	100	9.1	27.9	47.2	15.7	70.1	65.4	60	Yes	Yes
African American	19	100	22.2	22.2	55.6	0	61.1	34.7	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	43.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	35	100	41.4	34.5	20.7	3.4	31	21.7	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	132	100	14.9	32.2	45.5	7.4	61.2	44.9	34	Yes	Yes

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

All Students	233	100	12.4	28.9	21.1	37.6	70.2	56.4	45.8	Yes	Yes
Gender											
Male	124	100	14	28.9	18.4	38.6	65.8	55.9	45.6	N/A	N/A
Female	109	100	10.6	28.8	24	36.5	75	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	211	100	11.2	28.4	20.3	40.1	71.1	65.2	59	Yes	Yes
African American	19	100	22.2	33.3	27.8	16.7	61.1	31.6	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	42.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	35	100	55.2	34.5	3.4	6.9	17.2	20.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	41	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	132	100	17.4	31.4	22.3	28.9	63.6	43.9	31.4	Yes	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

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	156	100	20.7	32.4	24.1	22.8	46.9	41.4	35.7	95.6	96.3
Gender											
Male	86	100	23.1	25.6	28.2	23.1	51.3	43.8	37.4	95.8	96.2
Female	70	100	17.9	40.3	19.4	22.4	41.8	39	33.8	95.5	96.4
Racial/Ethnic Group											
White	140	100	18.5	33.1	23.1	25.4	48.5	50.4	49.2	95.4	96.1
African American	13	100	41.7	16.7	41.7	0	41.7	16.7	17	97	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	99.4	97.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	96.9	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	96.7	95.5
Disability Status											
Disabled	17	100	78.6	14.3	7.1	0	7.1	15.2	14	94.8	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	22.7	24.4	97.8	97
Socio-Economic Status											
Subsided meals	92	100	28.6	34.5	23.8	13.1	36.9	28.8	21.1	94.8	96
Social Studies											
All Students	156	100	15	27.2	29.3	28.6	57.8	41.6	34	95.6	96.3
Gender											
Male	71	100	15.2	27.3	28.8	28.8	57.6	45.3	36.6	95.8	96.2
Female	85	100	14.8	27.2	29.6	28.4	58	37.8	31.3	95.5	96.4
Racial/Ethnic Group											
White	140	100	13.6	28.8	26.5	31.1	57.6	48.6	44.5	95.4	96.1
African American	14	100	30.8	7.7	53.8	7.7	61.5	20.7	19.1	97	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	99.4	97.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	33.9	27.5	96.9	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	96.7	95.5
Disability Status											
Disabled	22	100	57.9	26.3	10.5	5.3	15.8	17.1	14.4	94.8	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	30.8	27.3	97.8	97
Socio-Economic Status											
Subsided meals	84	100	16.7	38.5	21.8	23.1	44.9	29.8	21	94.8	96

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	73	100	4.2	16.9	60.6	18.3	78.9	
	4	76	100	11.3	33.8	47.9	7	54.9	
	5	73	100	4.3	35.7	60	0	60	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	71	100	3.1	12.3	49.2	35.4	84.6	
	4	79	100	8.1	31.1	55.4	5.4	60.8	
	5	83	100	17.7	36.7	40.5	5.1	45.6	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	73	100	11.3	19.7	38	31	69	
	4	76	100	15.5	26.8	25.4	32.4	57.7	
	5	73	100	7.1	27.1	28.6	37.1	65.7	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	71	100	7.7	24.6	10.8	56.9	67.7	
	4	79	100	13.5	33.8	20.3	32.4	52.7	
	5	83	100	15.2	27.8	30.4	26.6	57	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	35	100	29.4	35.3	32.4	2.9	35.3	
	4	76	100	23.9	29.6	21.1	25.4	46.5	
	5	36	100	25.7	45.7	20	8.6	28.6	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	35	100	9.7	22.6	32.3	35.5	67.7	
	4	79	100	24.3	40.5	18.9	16.2	35.1	
	5	42	100	22.5	25	27.5	25	52.5	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	38	100	8.1	35.1	37.8	18.9	56.8	
	4	76	100	23.9	36.6	31	8.5	39.4	
	5	37	100	20	40	11.4	28.6	40	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	36	100	2.9	23.5	23.5	50	73.5	
	4	79	100	10.8	35.1	33.8	20.3	54.1	
	5	41	100	33.3	15.4	25.6	25.6	51.3	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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