



Midway Elementary

180 Midway Road
Lexington, South Carolina

Grades	K-4 Elementary School	
Enrollment	1,030 Students	
Principal	Cheryl H. Fralick	803-951-8770
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Excellent
2007	Excellent	Excellent
2006	Excellent	Excellent
2005	Excellent	Excellent
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

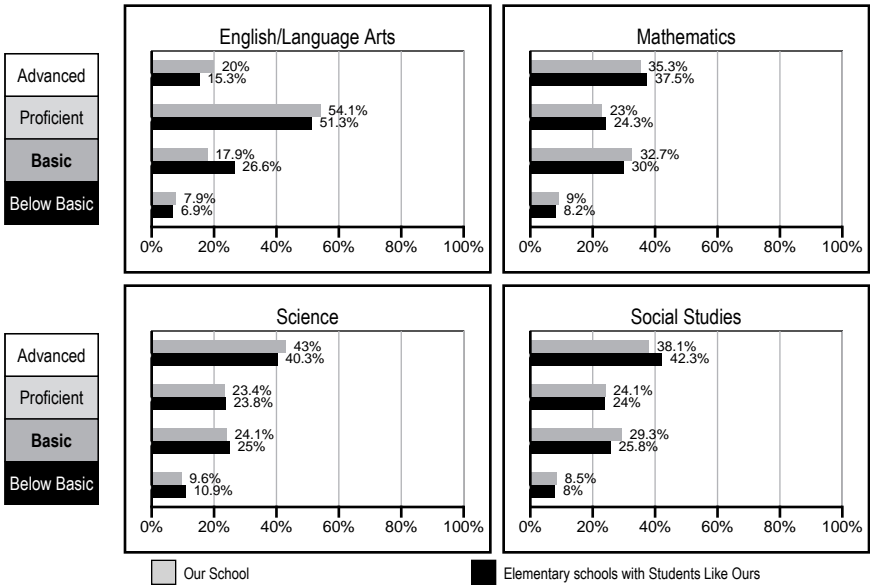
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

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

* 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=1,030)				
First graders who attended full-day kindergarten	96.7%	Up from 95.7%	98.5%	100.0%
Retention rate	2.8%	Up from 1.9%	1.1%	2.3%
Attendance rate	96.6%	Down from 96.7%	97.0%	96.3%
Eligible for gifted and talented	28.0%	Down from 33.2%	28.2%	10.4%
With disabilities other than speech	5.6%	Up from 5.3%	5.1%	7.5%
Older than usual for grade	0.6%	No Change	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=68)				
Teachers with advanced degrees	72.1%	Down from 72.7%	64.2%	56.7%
Continuing contract teachers	76.5%	Down from 89.4%	82.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.4%	Down from 84.3%	83.4%	86.4%
Teacher attendance rate	95.5%	Down from 96.2%	95.2%	94.9%
Average teacher salary	\$48,459	Up 3.5%	\$48,020	\$45,345
Professional development days/teacher	17.0 days	Up from 13.7 days	11.7 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	4.5	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.6 to 1	20.6 to 1	18.5 to 1
Prime instructional time	91.2%	Down from 92.2%	91.0%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Up from 95.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,296	Up 1.8%	\$6,209	\$7,052
Percent of expenditures for instruction*	74.2%	Up from 73.6%	72.3%	69.1%
Percent of expenditures for teacher salaries*	72.6%	Up from 72.1%	63.5%	64.2%

* 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

Report of Principal and School Improvement Council

Midway Elementary, a National Blue Ribbon School, continues to provide a high-performance learning culture for students in kindergarten through fourth grade. Our school motto, "Making a difference for every student," pervades every aspect of school life for our 1,060 students.

We received "Excellent" Absolute and Improvement ratings on the annual school report card for the third time and the state's Palmetto Gold Award in recognition of our students' academic success for the seventh year. For the past three years, we have received an invitation to participate in the Palmetto Gold and Silver Awards Showcase. On April 14, 2008, the South Carolina Education Oversight Committee recognized MES for Closing the Achievement Gap. For the third time, MES received the Red Carpet Award for providing a warm and inviting school environment.

MES students increased their involvement in service-learning projects such as Relay For Life, donating pet supplies, Harvest Hope Food Bank, and helping individual Midway students. Many students won individual recognition this year with the \$500 Champion of the Environment Grant. More students applied for individual school jobs as well. Our students have the opportunity to give input on school issues through student surveys and our Principal's Cabinet, which meets eight times each year.

Many teachers achieved recognition. Second-grade teacher Jane Park was a district Teacher of the Year Finalist. Teachers received MCEC Bright Idea Grants, Michelin Golden Apple Teacher Grants, a Technology Grant, and a \$6,000 EIA Grant. All of our teachers successfully completed the district's Technology Competency Assessment Level I, and more than 35 percent of our staff completed Level II. We currently have 11 National Board Certified teachers. MES teachers participated in professional development in Response to Intervention, Positive Behavior Support Systems, mathematics and balanced literacy.

MES parents logged more than 7,500 hours of direct involvement with students and teachers this past year through volunteer service, mentoring, and parent meetings. Our PTA Executive Board and SIC have joined forces in an attempt to raise funds to improve the playground.

MES implemented a Positive Behavior Support System with school-wide rules for students, teachers, and parents, using the Response to Intervention Model to help us identify student needs. By summer's end, all classrooms will be equipped with a SMARTBoard interactive whiteboard, laptop computer, and LCD projector. Although our greatest challenge continues to be student growth, our enrollment decreases to about 820 students in 2008–2009, due to rezoning for a new elementary school. Teachers continue to need additional collaborative planning time in order to grow professionally, analyze student data, and plan instructional activities and common assessments together.

Our teachers, staff, parents, and community members will continue to promote a culture that puts children first, fosters a high-performance learning culture, provides a safe and positive school environment, and focuses on high expectations, positive behaviors, and challenging academics for all students.

Cheryl H. Fralick, Principal
Shellie Behling, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	72	198	105
Percent satisfied with learning environment	95.8%	94.9%	97.1%
Percent satisfied with social and physical environment	98.6%	92.9%	98.1%
Percent satisfied with school-home relations	100.0%	97.0%	94.3%

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

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School Adequate Yearly Progress

NO

This school met 14 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

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	1.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	415	99.5	8.6	18	53.6	19.8	80.5	57.1	48.2	Yes	Yes
Gender											
Male	206	99.5	11.6	25.3	51	12.1	72.2	50	41.7	N/A	N/A
Female	209	99.5	5.6	10.7	56.1	27.6	88.8	64.6	55	N/A	N/A
Racial/Ethnic Group											
White	355	99.4	5.8	16.1	56.1	21.9	84.8	59.6	60	Yes	Yes
African American	21	100	26.3	57.9	15.8	0	26.3	37.8	31.7	I/S	I/S
Asian/Pacific Islander	13	100	10	10	60	20	90	75.4	70.4	I/S	I/S
Hispanic	22	100	42.1	21.1	36.8	0	47.4	39.7	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
Disability Status											
Disabled	48	95.8	45.7	30.4	19.6	4.3	37	17.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	26	100	35	20	35	10	55	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	55	98.2	27.7	40.4	23.4	8.5	42.6	38.7	34	Yes	Yes

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

All Students	415	99.8	9.9	32.4	22.8	34.9	69.4	54.6	45.8	Yes	Yes
Gender											
Male	206	100	11.6	36.7	21.1	30.7	67.8	55.3	45.6	N/A	N/A
Female	209	99.5	8.2	28.1	24.5	39.3	70.9	53.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	355	99.7	7.3	30.3	24.2	38.2	74.6	57.7	59	Yes	Yes
African American	21	100	47.4	42.1	5.3	5.3	15.8	30.5	26.9	I/S	I/S
Asian/Pacific Islander	13	100	10	20	20	50	80	71.6	71.3	I/S	I/S
Hispanic	22	100	21.1	57.9	21.1	0	31.6	37.5	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
Disability Status											
Disabled	48	97.9	48.9	34	6.4	10.6	29.8	20.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	26	100	20	50	20	10	35	42	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	55	100	35.4	43.8	12.5	8.3	29.2	36.3	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

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	308	99.7	10.5	23.8	23.1	42.5	65.6	50.3	35.7	96.6	96.1
Gender											
Male	145	100	14.3	21.4	22.1	42.1	64.3	51.7	37.4	96.6	96.1
Female	163	99.4	7.1	26	24	42.9	66.9	48.7	33.8	96.6	96.1
Racial/Ethnic Group											
White	262	99.6	7.5	20.4	24.3	47.8	72.2	53.7	49.2	96.7	96.1
African American	18	100	37.5	56.3	6.3	0	6.3	25.1	17	95.6	96.1
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	65.8	58	97.4	96.8
Hispanic	16	100	46.2	30.8	23.1	0	23.1	31.9	24.9	96.1	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	94.7	94.8
Disability Status											
Disabled	30	96.7	48.3	17.2	13.8	20.7	34.5	20	14	95.1	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.1
English Proficiency											
Limited English Proficient	18	100	46.2	30.8	15.4	7.7	23.1	28.9	24.4	97	96.4
Socio-Economic Status											
Subsided meals	41	100	47.2	30.6	11.1	11.1	22.2	31.8	21.1	94.7	94.9
Social Studies											
All Students	312	99.7	9.7	28.9	23.8	37.6	61.4	47.1	34	96.6	96.1
Gender											
Male	153	100	9.4	26.8	24.2	39.6	63.8	52	36.6	96.6	96.1
Female	159	99.4	10.1	30.9	23.5	35.6	59.1	41.9	31.3	96.6	96.1
Racial/Ethnic Group											
White	269	99.6	6.1	27.2	25.7	41	66.7	49.4	44.5	96.7	96.1
African American	15	100	46.2	53.8	0	0	0	29.2	19.1	95.6	96.1
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	64.2	58.9	97.4	96.8
Hispanic	15	100	35.7	35.7	14.3	14.3	28.6	28	27.5	96.1	95.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	94.7	94.8
Disability Status											
Disabled	33	97	40.6	25	21.9	12.5	34.4	21.6	14.4	95.1	95
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.1
English Proficiency											
Limited English Proficient	17	100	30.8	30.8	30.8	7.7	38.5	30.5	27.3	97	96.4
Socio-Economic Status											
Subsided meals	36	100	29	48.4	16.1	6.5	22.6	28.2	21	94.7	94.9

* 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	198	100	7.4	12.8	55.3	24.5	79.8
	4	195	100	6.3	22.1	57.9	13.7	71.6
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	207	99.5	9.8	17.5	52.1	20.6	72.7
	4	208	99.5	7.5	18.5	55	19	74
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	198	100	9.6	37.2	27.1	26.1	53.2
	4	195	100	5.3	25.8	27.4	41.6	68.9
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	207	100	12.3	38.5	22.6	26.7	49.2
	4	208	99.5	7.5	26.5	23	43	66
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	99	100	14.9	34	27.7	23.4	51.1
	4	195	100	11.9	23.2	22.7	42.2	64.9
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	102	100	12.5	28.1	34.4	25	59.4
	4	206	99.5	9.6	21.7	17.7	51	68.7
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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	99	100	7.5	21.5	33.3	37.6	71
	4	195	98.5	7.1	36.3	24.7	31.9	56.6
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	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	105	100	9.1	39.4	28.3	23.2	51.5
	4	207	99.5	10.1	23.6	21.6	44.7	66.3
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	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

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