



## Midland Valley Preparatory School

2432 Jefferson Davis  
Graniteville, SC 29829

<b>Grades</b>	PK-8 Middle School	
<b>Enrollment</b>	166 Students	
<b>Principal</b>	Lilian Thomas-Wilson	803-594-1028
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Sanders	803-663-1703

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>Below Average</b>
2007	Below Average	Below Average
2006	Below Average	Average
2005	Below Average	Below Average
2004	Below Average	At-Risk

## 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**

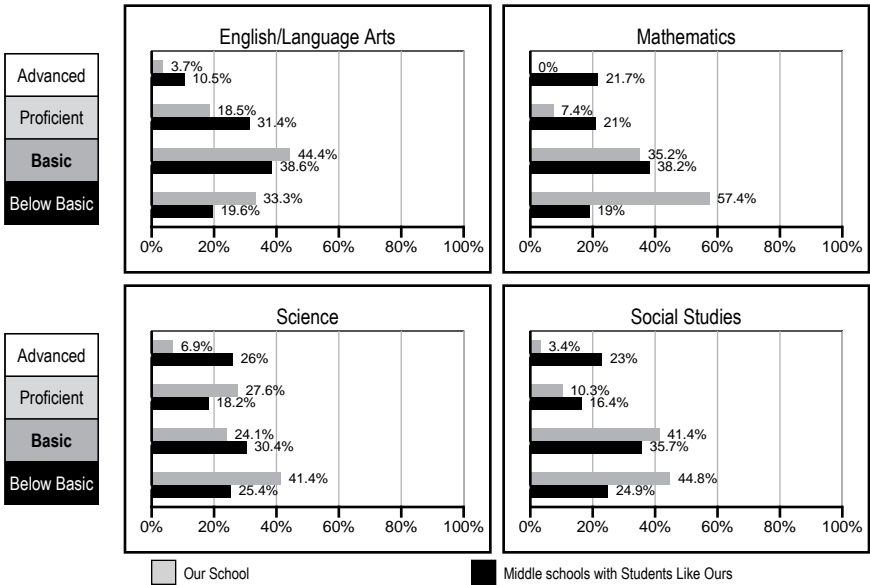
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 91.4%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	8	20	2	1

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

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

## 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	41.7	97.2
English 1	58.3	97.0
Physical Science	0	43.8
All Subjects	50.0	97.1

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=166)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	45.5%	Up from 34.8%	22.8%	19.4%
Retention rate	6.0%	Up from 5.4%	1.6%	1.8%
Attendance rate	95.7%	Up from 95.4%	95.9%	95.8%
Eligible for gifted and talented	0.0%	No Change	18.9%	15.3%
With disabilities other than speech	10.1%	Up from 3.4%	13.1%	12.9%
Older than usual for grade	5.4%	Up from 3.5%	2.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=12)</b>				
Teachers with advanced degrees	14.3%	Down from 42.9%	58.3%	55.0%
Continuing contract teachers	14.3%	N/A	76.1%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	4.2%	5.4%
Teachers returning from previous year	N/A	N/A	86.9%	83.4%
Teacher attendance rate	95.6%	Down from 96.1%	95.1%	94.9%
Average teacher salary	\$28,442	N/A	\$45,344	\$44,706
Professional development days/teacher	9.5 days	Down from 15.3 days	12.5 days	11.8 days
<b>School</b>				
Principal's years at school	7.0	Up from 5.5	3.0	3.0
Student-teacher ratio in core subjects	15.1 to 1	Up from 10.9 to 1	21.4 to 1	20.1 to 1
Prime instructional time	89.5%	Down from 90.2%	88.9%	89.3%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.7%	98.0%
Character development program	Average	Down from Excellent	Good	Good
Dollars spent per pupil*	\$6,441	Up 11.3%	\$6,744	\$7,097
Percent of expenditures for instruction*	26.0%	Down from 49.0%	63.6%	64.4%
Percent of expenditures for teacher salaries*	55.7%	Up from 46.5%	59.4%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Midland Valley Preparatory just completed the sixth year as a K-8 Charter School in Aiken County. We continue to see great progress in student achievement, which has been evident through statewide testing data and individual student progress. Smaller classrooms continue to allow our teachers to provide more one-on-one assistance than in a typical traditional classroom.

The Core Knowledge Curriculum has been the driving force in our academic progress. This program raises the bar for our students. Our expectations are that each student will be successful, and our goal is to help them reach this bar rather than lower it for them. This attitude permeates our program as evidenced in our staff's desire to do more in their classrooms. Our teachers have frequently attended the Core Knowledge National Conference which has strengthened their ability to present this high functioning curriculum. Projects and many field trip experiences reinforce our mission of providing a hands-on learning environment.

Our third grade class scored 100% Met Standards for Language Arts on the 2007 PACT testing. This class outscored all the Elementary Schools in Aiken County. We are very proud of this group of students. This class was the original 4K Class at Midland Valley Preparatory School when it opened in 2002. This group is the true testament of what our program is about and that it works.

This year our middle school students competed in the SRS Regional Future City Competition and received an award for "The Most Innovative Power Generation System". This competition commences over several months and concludes with a presentation of a model city built to scale. Our school is very proud of these student's who have received this award twice in their first two years of competition.

As a charter school, we are charged with the responsibility of building our own facility. This has been a focus of our Executive Board since the school opened in 2002. We are looking forward to being able to construct another permanent building to house our students but have had to struggle with a limited operating budget under the guidelines of the South Carolina Charter Schools Act. We have become a firm believer in the phrase, "It is not what the walls look like but what occurs within the walls that matter!" Our small school has been successful even though we do not have a lunch room, a gym or a library.

Despite our challenges, our school has successfully met the AYP objectives for the second year and has been named as one of only two Aiken County Middle School's of Choice. The list of students seeking enrollment continues to grow as the community becomes increasingly aware of our success. We wish to thank the many parents who believed in the concept of a charter school. It is with their continued support that we have been able to grow in becoming a school family. We are looking forward to what the 2008-2009 school year has in store for our school.

Lilian Thomas-Wilson, Founder and Administrator

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	12	14	25
Percent satisfied with learning environment	100.0%	90.9%	95.8%
Percent satisfied with social and physical environment	91.7%	100.0%	96.0%
Percent satisfied with school-home relations	91.7%	91.7%	92.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 7 out of 9 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	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	28.2%	0.0%	No
Student attendance rate	95.7%	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	94	100	20.5	49.4	28.9	1.2	39.8	49.8	48.2	Yes	Yes
<b>Gender</b>											
Male	51	100	25.5	51.1	21.3	2.1	36.2	43.8	41.7	N/A	N/A
Female	43	100	13.9	47.2	38.9	0	44.4	56.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	69	100	15	53.3	30	1.7	41.7	59.8	60	Yes	Yes
African American	23	100	38.1	38.1	23.8	0	28.6	33.8	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
<b>Disability Status</b>											
Disabled	14	100	50	50	0	0	8.3	15.2	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.8	34	I/S	I/S

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

All Students	94	100	36.1	48.2	14.5	1.2	27.7	46.9	45.8	No	Yes
<b>Gender</b>											
Male	51	100	31.9	46.8	19.1	2.1	38.3	47.9	45.6	N/A	N/A
Female	43	100	41.7	50	8.3	0	13.9	45.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	69	100	31.7	50	16.7	1.7	31.7	57.2	59	No	Yes
African American	23	100	52.4	38.1	9.5	0	19	29.7	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	14	100	58.3	25	16.7	0	25	15.8	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.8	31.4	I/S	I/S

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

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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	64	100	37.5	32.1	19.6	10.7	30.4	34.1	35.7	95.7	95.9
<b>Gender</b>											
Male	33	100	26.7	33.3	23.3	16.7	40	36.6	37.4	95.8	95.8
Female	31	100	50	30.8	15.4	3.8	19.2	31.3	33.8	95.6	96.1
<b>Racial/Ethnic Group</b>											
White	47	100	31.7	39	19.5	9.8	29.3	45.2	49.2	95.8	95.9
African American	16	100	57.1	14.3	14.3	14.3	28.6	16.4	17	95.3	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	N/A	97.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	N/A	95.8
<b>Disability Status</b>											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	12.8	14	94.6	94.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28	24.4	N/A	96.5
<b>Socio-Economic Status</b>											
Subsided meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.4	21.1	N/A	95.2
<b>Social Studies</b>											
All Students	65	98.5	25.4	50.8	13.6	10.2	23.7	30.3	34	95.7	95.9
<b>Gender</b>											
Male	37	100	22.9	48.6	17.1	11.4	28.6	33.8	36.6	95.8	95.8
Female	28	96.4	29.2	54.2	8.3	8.3	16.7	26.5	31.3	95.6	96.1
<b>Racial/Ethnic Group</b>											
White	46	97.8	24.4	48.8	17.1	9.8	26.8	38.6	44.5	95.8	95.9
African American	18	100	29.4	52.9	5.9	11.8	17.6	17	19.1	95.3	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	N/A	97.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	N/A	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	N/A	95.8
<b>Disability Status</b>											
Disabled	11	100	36.4	45.5	18.2	0	18.2	10.7	14.4	94.6	94.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.9	27.3	N/A	96.5
<b>Socio-Economic Status</b>											
Subsided meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.6	21	N/A	95.2

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	19	100	0	25	75	0	75
	4	12	100	0	50	50	0	50
	5	17	100	20	60	20	0	20
	6	14	100	30	40	20	10	30
	7	16	100	13.3	53.3	33.3	0	33.3
	8	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	16	100	15.4	46.2	38.5	0	38.5
	4	17	100	18.8	43.8	37.5	0	37.5
	5	14	100	16.7	50	33.3	0	33.3
	6	17	100	26.7	46.7	26.7	0	26.7
	7	18	100	25	50	18.8	6.3	25
	8	12	100	18.2	63.6	18.2	0	18.2
<b>Mathematics</b>								
<b>2007</b>	3	19	100	12.5	62.5	18.8	6.3	25
	4	12	100	10	50	40	0	40
	5	17	100	33.3	53.3	6.7	6.7	13.3
	6	14	100	40	50	10	0	10
	7	16	100	33.3	66.7	0	0	0
	8	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	16	100	38.5	53.8	7.7	0	7.7
	4	17	100	25	43.8	31.3	0	31.3
	5	14	100	16.7	58.3	16.7	8.3	25
	6	17	100	53.3	33.3	13.3	0	13.3
	7	18	100	25	62.5	12.5	0	12.5
	8	12	100	63.6	36.4	0	0	0
<b>Science</b>								
<b>2007</b>	3	10	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	12	100	30	40	30	0	30
	5	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	16	100	33.3	60	6.7	0	6.7
	8	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	8	I/S	I/S	I/S	I/S	I/S	I/S
	4	17	100	18.8	43.8	18.8	18.8	37.5
	5	7	I/S	I/S	I/S	I/S	I/S	I/S
	6	8	I/S	I/S	I/S	I/S	I/S	I/S
	7	18	100	37.5	31.3	18.8	12.5	31.3
	8	6	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>								
<b>2007</b>	3	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	12	100	30	20	40	10	50
	5	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	16	100	26.7	53.3	13.3	6.7	20
	8	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	8	I/S	I/S	I/S	I/S	I/S	I/S
	4	17	100	6.3	50	12.5	31.3	43.8
	5	7	I/S	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S	I/S
	7	18	100	50	25	18.8	6.3	25
	8	6	I/S	I/S	I/S	I/S	I/S	

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