



Midland Valley Preparatory School

2432 Jefferson Davis Hwy.

Graniteville, SC 29829

Grades	PK-8 Middle School	
Enrollment	169 Students	
Principal	Lilian Thomas-Wilson	803-594-1028
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	At-Risk	Below Average
2007	Below Average	Below Average
2006	Below Average	Average
2005	Below Average	Below Average

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 GOAL

By 2010, SC'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.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

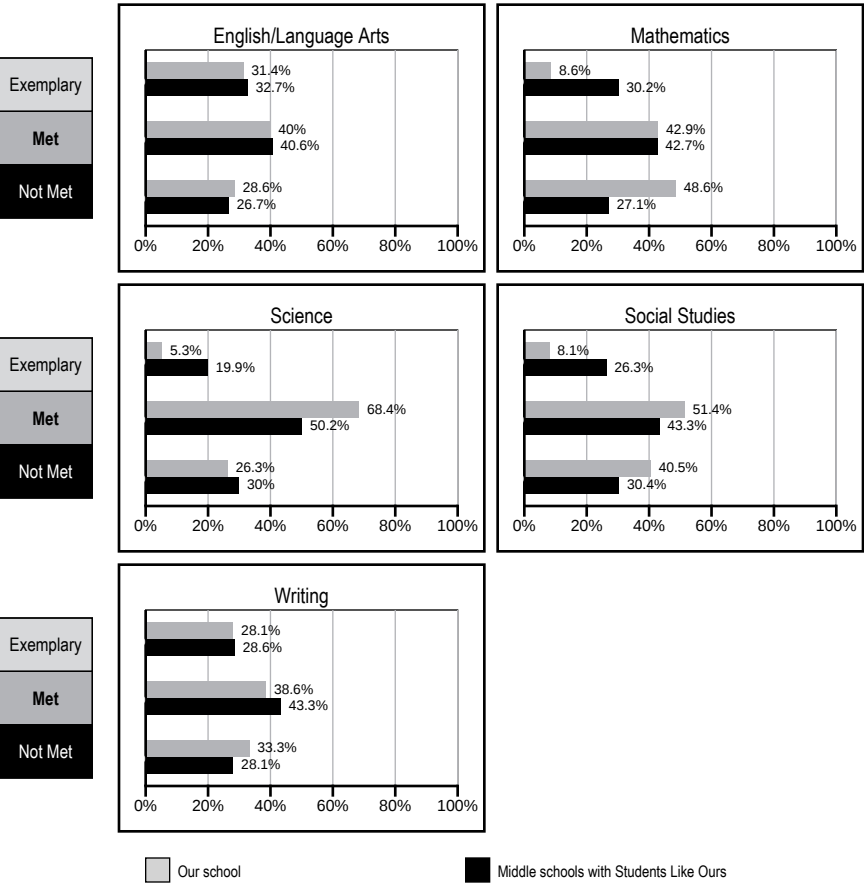
94%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	42	1	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* 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

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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	53.3%	96.9%
English 1	80.0%	94.3%
Physical Science	N/A	77.4%
US History and the Constitution	N/A	N/A
All Subjects	66.7%	96.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=169)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 45.5%	22.2%	21.6%
Retention rate	7.3%	Up from 6.0%	1.1%	1.2%
Attendance rate	95.9%	Up from 95.7%	96.0%	95.9%
Eligible for gifted and talented	0.0%	No Change	17.8%	14.8%
With disabilities other than speech	9.2%	Down from 10.1%	13.6%	12.6%
Older than usual for grade	5.6%	Up from 5.4%	2.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	0.0%	Down from 14.3%	57.6%	56.9%
Continuing contract teachers	38.5%	Up from 14.3%	76.9%	72.7%
Teachers with emergency or provisional certificates	33.3%	Up from 0.0%	3.9%	5.3%
Teachers returning from previous year	N/A	N/A	85.5%	82.9%
Teacher attendance rate	92.8%	Down from 95.6%	95.1%	95.2%
Average teacher salary*	\$35,904	Up 26.2%	\$47,368	\$46,599
Professional development days/teacher	7.2 days	Down from 9.5 days	11.1 days	10.8 days
School				
Principal's years at school	6.0	Down from 7.0	4.0	3.0
Student-teacher ratio in core subjects	13.7 to 1	Down from 15.1 to 1	21.7 to 1	20.1 to 1
Prime instructional time	87.6%	Down from 89.5%	89.8%	89.9%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	87.1%	Down from 100.0%	98.6%	97.8%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil**	\$6,282	Down 2.5%	\$7,353	\$7,645
Percent of expenditures for instruction**	57.0%	Up from 26.0%	63.2%	63.4%
Percent of expenditures for teacher salaries**	53.8%	Down from 55.7%	57.9%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Midland Valley Preparatory School just completed the seventh 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. Our smaller classroom size continues to allow our teachers to provide more one-on-one assistance with their students 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.

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 look forward to one day being able to construct another permanent building to house our students, but continue 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, gymnasium, or a library.

Despite our challenges, our school has successfully met AYP objectives and was named as one of only two Aiken County Middle School's of Choice for the 2008-2009 school year. 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 2009-2010 school year has in store for our school.

Lilian Thomas-Wilson, Founder and Administrator

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	15	25
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	91.7%	100.0%	84.0%
Percent satisfied with school-home relations	83.3%	93.3%	91.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 9 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	
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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. 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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.2%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	106	97.2	21.4	48	30.6	87.8	85.7	82.8	Yes	Yes
Gender										
Male	52	100	19.2	44.2	36.5	88.5	83.2	79.3	N/A	N/A
Female	54	94.4	23.9	52.2	23.9	87	88.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	76	96.1	21.4	44.3	34.3	87.1	90.8	89.5	Yes	Yes
African American	29	100	22.2	59.3	18.5	88.9	78.1	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.3	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	77.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	82.5	I/S	I/S
Disability Status										
Disabled	13	92.3	33.3	50	16.7	83.3	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	79.5	75.5	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	106	97.2	37.8	51	11.2	75.5	81.6	78.9	Yes	Yes
Gender										
Male	52	100	32.7	53.8	13.5	82.7	80.6	77	N/A	N/A
Female	54	94.4	43.5	47.8	8.7	67.4	82.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	76	96.1	40	45.7	14.3	77.1	87.6	87.2	Yes	Yes
African American	29	100	N/AV	N/AV	N/AV	70.4	71.7	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	79.5	I/S	I/S
Disability Status										
Disabled	13	92.3	N/AV	N/AV	N/AV	66.7	45.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	70.2	I/S	I/S

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	72	95.8	33.8	63.1	3.1	66.2	68.5	67.5
Gender								
Male	35	97.1	N/AV	N/AV	N/AV	67.6	69.4	67
Female	37	94.6	35.5	58.1	6.5	64.5	67.6	68
Racial/Ethnic Group								
White	52	94.2	27.7	68.1	4.3	72.3	78.5	79.5
African American	19	100	N/AV	N/AV	N/AV	47.1	52.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.5	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	71.2
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	34.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	59.6
Socio-Economic Status								
Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	56.9	55.1

Social Studies

All Students	70	97.1	39.4	50	10.6	60.6	69	72.3
Gender								
Male	35	100	31.4	48.6	20	68.6	69.3	71.5
Female	35	94.3	N/AV	N/AV	N/AV	51.6	68.8	73.2
Racial/Ethnic Group								
White	51	96.1	37.5	50	12.5	62.5	76.5	80.7
African American	18	100	47.1	47.1	5.9	52.9	56.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.5	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	72.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	40.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.8	67.9
Socio-Economic Status								
Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	59	62.1

Abbreviations for Missing Data

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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	109	100	30.1	42.7	27.2	69.9	71.8	70.2	95.9	95.9
Gender										
Male	54	100	27.8	42.6	29.6	72.2	65.9	63.2	96.4	95.7
Female	55	100	32.7	42.9	24.5	67.3	78.1	77.5	95.4	96
Racial/Ethnic Group										
White	78	100	33.8	40.5	25.7	66.2	78.3	79.1	95.3	95.8
African American	29	100	22.2	48.1	29.6	77.8	61.4	57.6	97.2	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84	86.2	N/A	97.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	65.9	62.6	98.9	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60.9	68.7	95.1	96
Disability Status										
Disabled	13	100	69.2	23.1	7.7	30.8	23	26.1	95.9	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	64.9	61.2	N/A	96.4
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	61.4	58.9	N/A	95.2

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	18	100	23.5	52.9	23.5	76.5
	4	16	87.5	14.3	50	35.7	85.7
	5	15	100	7.7	61.5	30.8	92.3
	6	20	100	15	45	40	85
	7	21	100	25	40	35	75
	8	16	93.8	42.9	42.9	14.3	57.1

Mathematics

2009	3	18	100	47.1	41.2	11.8	52.9
	4	16	87.5	28.6	57.1	14.3	71.4
	5	15	100	23.1	61.5	15.4	76.9
	6	20	100	25	60	15	75
	7	21	100	50	45	5	50
	8	16	93.8	50	42.9	7.1	50

Science

2009	3	9	I/S	I/S	I/S	I/S	I/S
	4	16	87.5	N/AV	N/AV	N/AV	57.1
	5	8	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	21	100	25	70	5	75
	8	9	I/S	I/S	I/S	I/S	I/S

Social Studies

2009	3	9	I/S	I/S	I/S	I/S	I/S
	4	16	87.5	21.4	57.1	21.4	78.6
	5	7	I/S	I/S	I/S	I/S	I/S
	6	11	100	N/AV	N/AV	N/AV	90.9
	7	21	100	55	40	5	45
	8	6	I/S	I/S	I/S	I/S	I/S

Writing

2009	3	18	100	17.6	35.3	47.1	82.4
	4	17	100	37.5	56.3	6.3	62.5
	5	15	100	23.1	53.8	23.1	76.9
	6	21	100	23.8	52.4	23.8	76.2
	7	22	100	33.3	33.3	33.3	66.7
	8	16	100	46.7	26.7	26.7	53.3

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample