



MIDLAND VALLEY PREPARATORY SCHOOL

2432 Jefferson-Davis
Graniteville, SC 29829

Grades	PK-8 Elementary School	
Enrollment	150 Students	
Principal	Bette Jean Doggett	803-594-1000
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Below Average
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	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

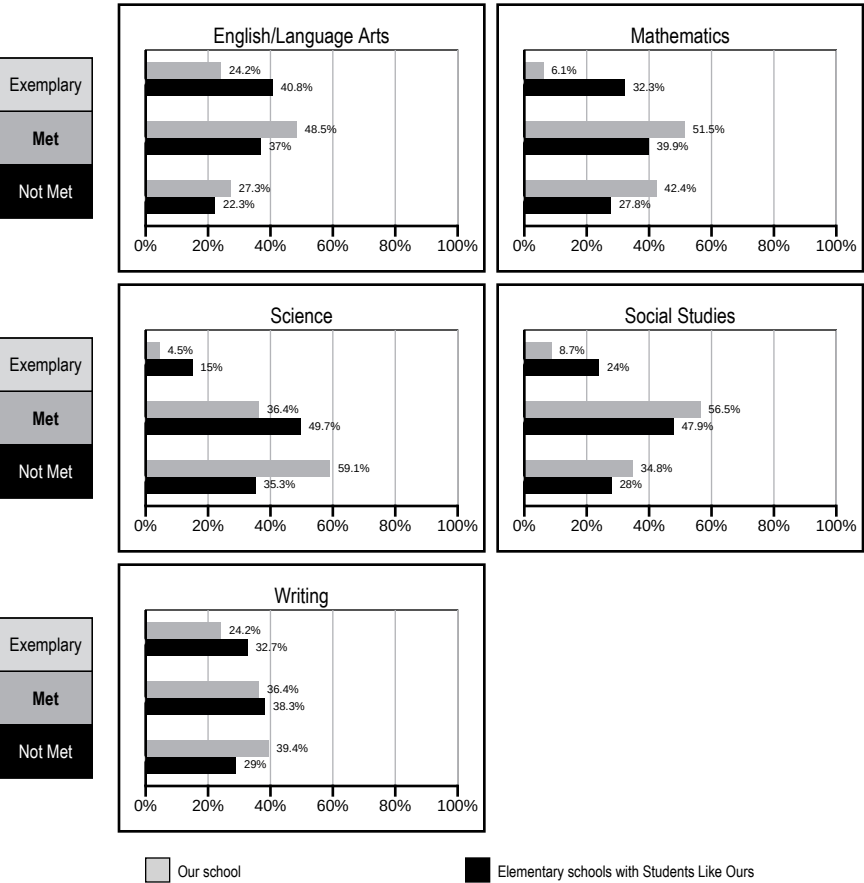
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	27	84	2	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=150)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.9%	Down from 7.3%	1.2%	1.2%
Attendance rate	96.5%	Up from 95.9%	95.9%	96.1%
Eligible for gifted and talented	0.0%	No Change	11.9%	11.7%
With disabilities other than speech	8.8%	Down from 9.2%	8.6%	8.0%
Older than usual for grade	4.1%	Down from 5.6%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	7.1%	Up from 0.0%	60.0%	60.5%
Continuing contract teachers	28.6%	Down from 38.5%	86.3%	84.6%
Teachers with emergency or provisional certificates	20.0%	Down from 33.3%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.5%	87.0%
Teacher attendance rate	96.8%	Up from 92.8%	95.4%	95.4%
Average teacher salary*	\$36,278	Up 1.0%	\$47,128	\$47,288
Professional development days/teacher	9.2 days	Up from 7.2 days	10.0 days	10.5 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	15.6 to 1	Up from 13.7 to 1	19.3 to 1	19.2 to 1
Prime instructional time	92.5%	Up from 87.6%	90.5%	90.8%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 87.1%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,625	Up 5.5%	\$7,327	\$7,548
Percent of expenditures for instruction**	57.0%	No Change	67.4%	68.7%
Percent of expenditures for teacher salaries**	54.4%	Up from 53.8%	64.2%	65.1%

* 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 Charter School continues to work towards its goal of creating and preserving a rich educational community. The school again met Adequate Yearly Progress on the PASS , and we are extremely proud of this continued accomplishment. Our students persist in showing their accomplishments in all subject areas. They become proficient readers and writers, demonstrate competency in the understanding and application of mathematics, and demonstrate competency in the understanding of scientific reasoning. As well, they actively participate in the community and service learning projects. This year the school added a Physical Education program that focuses on the whole body and healthy living. The Midland Valley Prep's school improvement council, Executive Board, staff, parents, and community members work together so that our students can become adept learners, community leaders, and environmental stewards.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	13	23
Percent satisfied with learning environment	92.3%	84.6%	86.4%
Percent satisfied with social and physical environment	100.0%	76.9%	95.7%
Percent satisfied with school-home relations	84.6%	76.9%	87.0%

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

Abbreviations for Missing Data

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

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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.3%	0.0%	No
Student attendance rate	96.5%	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	98	100	20.5	47	32.5	96.4	85.1	83.5	Yes	Yes
Gender										
Male	56	100	23.4	44.7	31.9	97.9	82.1	80.1	N/A	N/A
Female	42	100	16.7	50	33.3	94.4	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	64	100	24.1	43.1	32.8	94.8	89.8	89.6	Yes	Yes
African American	33	100	12	56	32	100	77.6	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.1	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	81.9	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	93.3	85.1	I/S	I/S
Disability Status										
Disabled	15	100	N/A	N/A	N/A	84.6	50.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	81.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	36	100	10.7	60.7	28.6	92.9	79.4	76.9	I/S	I/S

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

All Students	98	99	42.2	47	10.8	77.1	79.8	80.4	Yes	Yes
Gender										
Male	56	100	42.6	46.8	10.6	78.7	78.1	78.4	N/A	N/A
Female	42	97.6	41.7	47.2	11.1	75	81.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	64	98.4	43.1	46.6	10.3	75.9	86.1	87.8	Yes	Yes
African American	33	100	40	48	12	80	70	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.4	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	76.9	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	83.3	83.2	I/S	I/S
Disability Status										
Disabled	15	93.3	N/A	N/A	N/A	69.2	43.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	76.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	36	100	46.4	50	3.6	71.4	72.1	72.8	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	69	100	36.8	57.9	5.3	63.2	65.3	67.3
Gender								
Male	35	100	34.5	58.6	6.9	65.5	65.8	66.9
Female	34	100	39.3	57.1	3.6	60.7	64.8	67.7
Racial/Ethnic Group								
White	47	100	36.6	56.1	7.3	63.4	76.4	79.6
African American	21	100	N/A	N/A	N/A	62.5	48.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	87.2	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	53.1	59.4
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	70.6	69.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	29.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	53.7	58.6
Socio-Economic Status								
Subsidized meals	28	100	36.4	54.5	9.1	63.6	53	55.4

Social Studies

All Students	66	98.5	34.5	56.9	8.6	65.5	66.2	70.9
Gender								
Male	39	97.4	34.3	54.3	11.4	65.7	66.5	70.1
Female	27	100	34.8	60.9	4.3	65.2	66	71.7
Racial/Ethnic Group								
White	44	100	35	60	5	65	73.7	79.2
African American	22	95.5	33.3	50	16.7	66.7	53.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	65.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	31.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.1	68
Socio-Economic Status								
Subsidized meals	24	100	27.8	66.7	5.6	72.2	55.5	60.8

Abbreviations for Missing Data

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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	97	99	38.1	40.5	21.4	61.9	73.1	72.1	96.5	95.9
Gender										
Male	55	98.2	44.7	42.6	12.8	55.3	66.6	65.2	97	95.8
Female	42	100	29.7	37.8	32.4	70.3	80	79.2	96.1	96
Racial/Ethnic Group										
White	64	100	40.7	39	20.3	59.3	79.8	80.8	96.2	95.7
African American	32	96.9	32	44	24	68	62.9	59.7	97.3	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	87	N/A	97.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.1	64.6	96	96.2
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	80.6	73.4	98.9	96.4
Disability Status										
Disabled	14	100	53.8	38.5	7.7	46.2	24.3	27.7	96	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.3	63.7	N/A	96.5
Socio-Economic Status										
Subsidized meals	36	100	32.1	39.3	28.6	67.9	63.6	61.9	96.4	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	11	100	I/S	I/S	I/S	I/S
	4	15	100	25	66.7	8.3	75
	5	13	100	33.3	58.3	8.3	66.7
	6	20	100	18.8	50	31.3	81.3
	7	22	100	15	40	45	85
	8	17	100	14.3	50	35.7	85.7
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
2010	3	11	100	I/S	I/S	I/S	I/S
	4	15	93.3	41.7	50	8.3	58.3
	5	13	100	N/A	N/A	N/A	50
	6	20	100	50	37.5	12.5	50
	7	22	100	25	55	20	75
	8	17	100	57.1	35.7	7.1	42.9
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
2010	3	6	I/S	I/S	I/S	I/S	I/S
	4	15	100	N/A	N/A	N/A	41.7
	5	7	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	22	100	5	90	5	95
	8	9	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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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
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
2010	3	5	I/S	I/S	I/S	I/S	I/S
	4	15	100	16.7	66.7	16.7	83.3
	5	6	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	22	100	55	40	5	45
	8	8	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
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	15	100	41.7	50	8.3	58.3
	5	13	100	N/AV	N/AV	N/AV	50
	6	19	100	31.3	50	18.8	68.8
	7	23	100	47.6	38.1	14.3	52.4
	8	17	94.1	28.6	42.9	28.6	71.4

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