



MIDWAY ELEMENTARY

180 Midway Road
Lexington, South Carolina

Grades	PK-4 Elementary School	
Enrollment	909 Students	
Principal	Cheryl H. Fralick	803-821-0300
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Excellent
2006	Excellent	Excellent

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

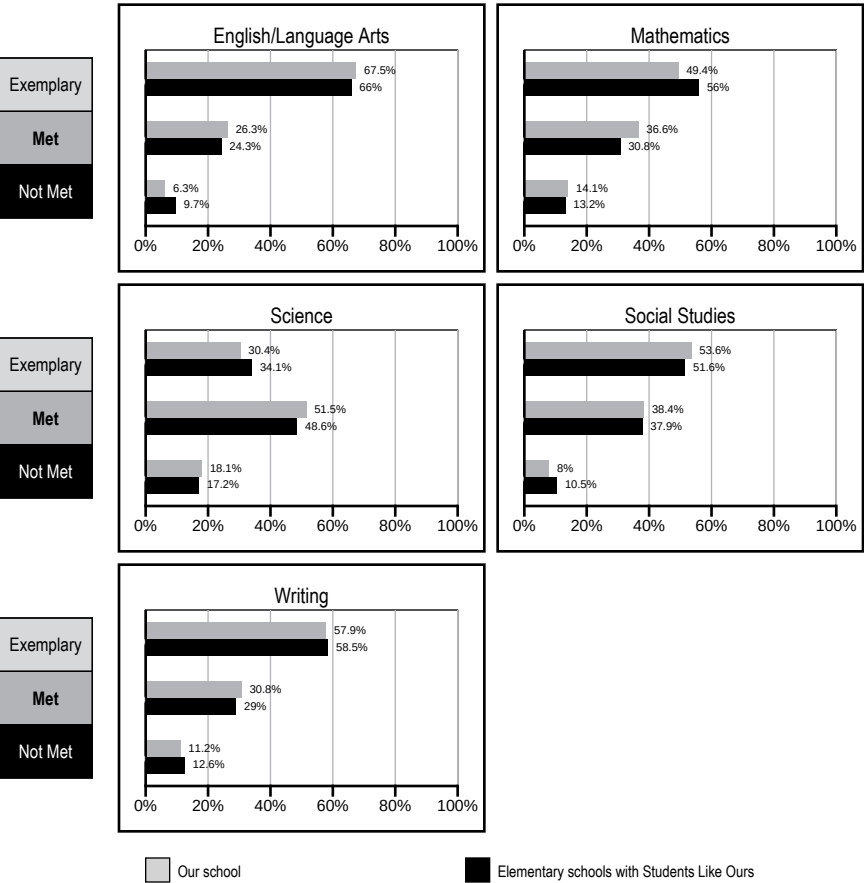
94.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	1	0	0	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=909)				
First graders who attended full-day kindergarten	92.6%	Down from 93.1%	99.7%	100.0%
Retention rate	1.6%	Down from 2.9%	0.4%	1.2%
Attendance rate	99.7%	Up from 96.4%	96.9%	96.1%
Eligible for gifted and talented	29.4%	Up from 24.2%	28.7%	11.7%
With disabilities other than speech	5.5%	Up from 5.0%	6.1%	8.0%
Older than usual for grade	0.9%	Up from 0.4%	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	72.4%	Down from 74.1%	65.4%	60.5%
Continuing contract teachers	87.9%	No Change	83.6%	84.6%
Teachers with emergency or provisional certificates	1.9%	Up from 1.8%	0.0%	0.0%
Teachers returning from previous year	87.5%	Up from 81.7%	87.2%	87.0%
Teacher attendance rate	95.7%	Up from 94.9%	95.8%	95.4%
Average teacher salary*	\$51,514	Up 2.7%	\$49,812	\$47,288
Professional development days/teacher	23.2 days	Up from 21.3 days	9.2 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	4.5	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 20.5 to 1	20.4 to 1	19.2 to 1
Prime instructional time	94.4%	Up from 90.5%	91.9%	90.8%
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	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,891	Up 11.5%	\$7,014	\$7,548
Percent of expenditures for instruction**	72.1%	Down from 75.4%	68.9%	68.7%
Percent of expenditures for teacher salaries**	70.8%	Up from 56.5%	66.1%	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

The 2009–2010 school year was extremely busy at Midway Elementary School.

Our school currently serves 915 students and has 15 National Board Certified Teachers on staff.

Some proud moments for Midway this year include receiving the Palmetto Gold Award for the ninth consecutive year, being invited to participate in the Palmetto Gold Showcase, and receiving four teacher-instructional grants and one recycling school grant.

Our School Improvement Council initiatives included making playground improvements, sponsoring a voter registration drive, and hosting a political forum for the S.C. House of Representatives District 69 seat. Our SIC raised more than \$10,000 at our annual silent auction for playground improvements.

The MES Parent Teacher Association sponsored field studies for all grade levels, provided professional development opportunities for teachers, hosted monthly family events, and organized our annual Mustang Fest Carnival. The PTA also established our first Mustang on the Move Fitness Walk. Approximately 2,000 students, teachers, and parents participated in the walk.

A main focus for MES was extensive professional development for teachers. Differentiated instruction, common assessments, Everyday Mathematics, Writer's Workshop, and Reader's Workshop were targeted areas of study. We offered six professional book studies throughout the year.

We advanced the Partial Immersion French program to third grade. Our guidance department extended the Mentoring Program and created a Community Outreach Program for at-risk students. All grades implemented the newly adopted Everyday Mathematics curriculum. In partnership with our PTA, three academic nights included: Everyday Mathematics Night, Acting Right Behavior Strategies Night, and Internet Safety Night. In addition, MES added new technology, including document cameras, to every classroom.

Midway will face several new challenges during the 2010–2011 school year as we will have fifth-grade students for the first time in more than 10 years. As a result, we will focus on the challenges of increased enrollment on facilities. We will help new staff, continue our professional learning culture, and join forces with our administrators, staff, parents, and community to ensure that each student moves forward academically.

Cheryl Fralick, Principal
Brent Mackie, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	67	140	91
Percent satisfied with learning environment	98.5%	94.3%	95.6%
Percent satisfied with social and physical environment	100.0%	95.0%	98.9%
Percent satisfied with school-home relations	100.0%	95.0%	94.4%

* 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

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. 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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	99.7%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	336	99.7	6.4	27	66.6	96.3	89	83.5	Yes	Yes
Gender										
Male	166	100	10.7	30.2	59.1	93.1	86.2	80.1	N/A	N/A
Female	170	99.4	2.4	24	73.7	99.4	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	277	99.6	5.2	24.9	69.9	97.4	90.7	89.6	Yes	Yes
African American	23	100	18.2	54.5	27.3	86.4	76.9	74.6	I/S	I/S
Asian/Pacific Islander	17	100	N/A	N/A	N/A	100	95.4	92.7	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	82.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.3	85.1	I/S	I/S
Disability Status										
Disabled	37	100	37.1	31.4	31.4	74.3	53.9	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	8.3	25	66.7	100	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	61	100	19.3	35.1	45.6	86	80.1	76.9	Yes	Yes

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

All Students	336	100	15	36.7	48.3	92.4	86.2	80.4	Yes	Yes
Gender										
Male	166	100	17	34.6	48.4	89.9	84.9	78.4	N/A	N/A
Female	170	100	13.1	38.7	48.2	94.6	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	277	100	11.9	37.4	50.7	94.4	88.2	87.8	Yes	Yes
African American	23	100	54.5	31.8	13.6	72.7	72	69.3	I/S	I/S
Asian/Pacific Islander	17	100	5.9	35.3	58.8	100	93.9	93.5	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	78.2	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	37	100	57.1	31.4	11.4	60	52.7	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	16.7	33.3	50	83.3	81.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	61	100	33.3	42.1	24.6	73.7	76.1	72.8	Yes	Yes

* 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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	248	98.8	17.6	51.7	30.7	82.4	80.7	67.3
Gender								
Male	120	97.5	17	55.4	27.7	83	80.2	66.9
Female	128	100	18.3	48.4	33.3	81.7	81.2	67.7
Racial/Ethnic Group								
White	207	99	14.5	55	30.5	85.5	83.4	79.6
African American	15	93.3	53.8	30.8	15.4	46.2	59.9	49.7
Asian/Pacific Islander	14	100	14.3	35.7	50	85.7	90.4	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	70	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	25	88	47.6	38.1	14.3	52.4	46.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	69.9	58.6
Socio-Economic Status								
Subsidized meals	40	97.5	33.3	50	16.7	66.7	68	55.4

Social Studies								
All Students	248	99.6	8.8	38.3	52.9	91.3	81.5	70.9
Gender								
Male	127	99.2	10	35.8	54.2	90	81.5	70.1
Female	121	100	7.5	40.8	51.7	92.5	81.4	71.7
Racial/Ethnic Group								
White	202	100	6.6	38.1	55.3	93.4	82.9	79.2
African American	19	94.7	35.3	47.1	17.6	64.7	68.5	58.4
Asian/Pacific Islander	12	100	N/A	N/A	N/A	100	91.3	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.9	71.2
Disability Status								
Disabled	23	95.7	57.1	23.8	19	42.9	49.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	79.2	68
Socio-Economic Status								
Subsidized meals	51	98	19.1	55.3	25.5	80.9	69.1	60.8

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	336	97.9	11.2	30.8	57.9	88.8	79.4	72.1	99.7	97.1
Gender										
Male	165	96.4	16.9	37.7	45.5	83.1	73.4	65.2	99.5	97.1
Female	171	99.4	6	24.6	69.5	94	85.6	79.2	99.8	97.2
Racial/Ethnic Group										
White	276	98.9	9.7	30.7	59.6	90.3	81.6	80.8	99.8	97.1
African American	22	86.4	26.3	47.4	26.3	73.7	65.2	59.7	98.5	97.3
Asian/Pacific Islander	17	100	5.9	17.6	76.5	94.1	87.7	87	99.6	97.9
Hispanic	13	92.3	I/S	I/S	I/S	I/S	66.3	64.6	98.7	97.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.8	73.4	99.9	96.3
Disability Status										
Disabled	43	86.1	44.4	33.3	22.2	55.6	35.6	27.7	98.4	96.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	15.4	7.7	76.9	84.6	67.1	63.7	99.8	97.8
Socio-Economic Status										
Subsidized meals	61	95.1	27.3	36.4	36.4	72.7	66.5	61.9	99.3	96.3

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	178	100	10.1	28.6	61.3	89.9
	4	154	99.4	10.1	29.1	60.8	89.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	170	99.4	8.5	12.1	79.4	91.5
	4	166	100	4.3	42.2	53.4	95.7
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	178	100	20.2	33.3	46.4	79.8
	4	154	99.4	7.4	45.9	46.6	92.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	170	100	18.7	28.3	53	81.3
	4	166	100	11.2	45.3	43.5	88.8
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	89	100	22.9	39.8	37.3	77.1
	4	154	99.4	11.5	68.9	19.6	88.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	85	98.8	25.6	40.2	34.1	74.4
	4	163	98.8	13.5	57.7	28.8	86.5
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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
Social Studies							
2009	3	90	100	10.2	42	47.7	89.8
	4	152	99.3	7.5	45.9	46.6	92.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	85	100	9.6	32.5	57.8	90.4
	4	163	99.4	8.3	41.4	50.3	91.7
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	178	98.3	20.2	29.8	50	79.8
	4	152	96.1	10.5	37.8	51.7	89.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	171	100	12	22.8	65.3	88
	4	165	95.8	10.4	39.6	50	89.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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