



MIDLANDS MATH & BUSINESS ACADEMY

2638 Two Notch Rd., Suite
Columbia, S. C. 29204

Grades	4-8 Elementary School	
Enrollment	115 Students	
Principal	Gerald Jenkins	803-799-5101
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	At-Risk
2009	Below Average	At-Risk
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	At-Risk	At-Risk

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

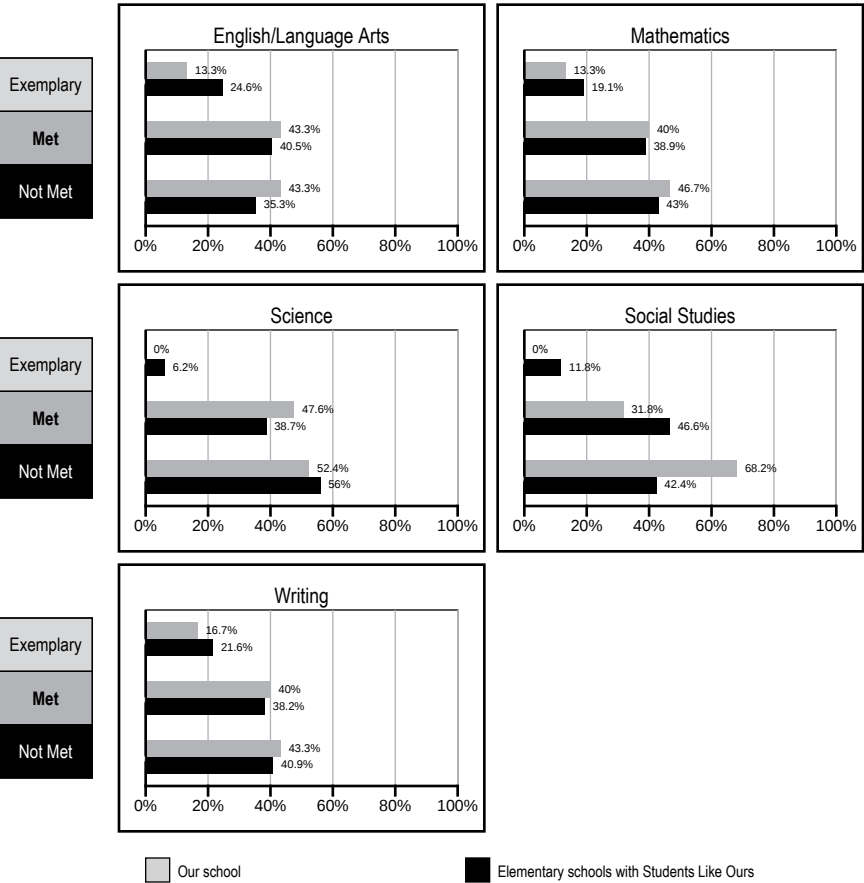
97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	70	54	23

* 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=115)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.9%	Down from 3.1%	1.5%	1.2%
Attendance rate	97.0%	No Change	95.9%	96.1%
Eligible for gifted and talented	0.0%	No Change	4.3%	11.7%
With disabilities other than speech	9.2%	Down from 12.6%	8.4%	8.0%
Older than usual for grade	1.7%	Down from 2.2%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.5%	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	72.7%	Down from 77.8%	60.0%	60.5%
Continuing contract teachers	54.5%	Down from 66.7%	78.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.3%	Up from 76.7%	83.0%	87.0%
Teacher attendance rate	95.4%	Down from 96.5%	95.4%	95.4%
Average teacher salary*	\$34,057	Up 3.5%	\$45,439	\$47,288
Professional development days/teacher	6.9 days	Down from 10.3 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	13.5 to 1	Down from 19.3 to 1	17.1 to 1	19.2 to 1
Prime instructional time	91.8%	Down from 93.1%	90.5%	90.8%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.0%	Down from 99.1%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,410	Up 3.0%	\$8,744	\$7,548
Percent of expenditures for instruction**	58.0%	Up from 54.0%	68.2%	68.7%
Percent of expenditures for teacher salaries**	53.4%	Up from 47.6%	62.4%	65.1%

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

** 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 not available.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	1	17	24
Percent satisfied with learning environment	I/S	76.5%	78.3%
Percent satisfied with social and physical environment	I/S	70.6%	83.3%
Percent satisfied with school-home relations	I/S	94.1%	86.4%

* Only students at the highest elementary 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 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	
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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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.7%	0.0%	No
Student attendance rate	97.0%	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	100	37.3	42.2	20.6	80.4	78.2	83.5	Yes	Yes
Gender										
Male	59	100	38.2	43.6	18.2	81.8	74.7	80.1	N/A	N/A
Female	47	100	36.2	40.4	23.4	78.7	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	93.3	89.6	I/S	I/S
African American	102	100	38.4	42.4	19.2	79.8	74.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	13	100	61.5	23.1	15.4	61.5	45.3	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	1	I/S	I/S	I/S	I/S	I/S	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	93	100	39.6	44	16.5	79.1	73.1	76.9	Yes	Yes

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

All Students	106	100	45.1	45.1	9.8	67.6	72	80.4	Yes	Yes
Gender										
Male	59	100	41.8	45.5	12.7	72.7	70.3	78.4	N/A	N/A
Female	47	100	48.9	44.7	6.4	61.7	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	90.2	87.8	I/S	I/S
African American	102	100	46.5	44.4	9.1	66.7	67	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	13	100	76.9	15.4	7.7	30.8	34.8	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	1	I/S	I/S	I/S	I/S	I/S	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	93	100	47.3	44	8.8	65.9	65.9	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

	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	100	40	52.9	7.1	60	56.5	67.3
Gender								
Male	38	100	30.6	61.1	8.3	69.4	56.1	66.9
Female	34	100	50	44.1	5.9	50	56.8	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	86.3	79.6
African American	68	100	41.8	52.2	6	58.2	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	23.9	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	1	I/S	I/S	I/S	I/S	I/S	62.7	58.6
Socio-Economic Status								
Subsidized meals	60	100	45	48.3	6.7	55	46.5	55.4

Social Studies

All Students	74	100	53.5	39.4	7	46.5	64	70.9
Gender								
Male	41	100	47.4	42.1	10.5	52.6	61.9	70.1
Female	33	100	60.6	36.4	3	39.4	66.1	71.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	86.9	79.2
African American	71	100	53.6	40.6	5.8	46.4	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.2	68
Socio-Economic Status								
Subsidized meals	68	100	54.5	40.9	4.5	45.5	56.5	60.8

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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	107	100	37.5	45.2	17.3	62.5	63.4	72.1	97	95.9
Gender										
Male	58	100	41.8	41.8	16.4	58.2	56.3	65.2	97	95.7
Female	49	100	32.7	49	18.4	67.3	70.4	79.2	97	96.1
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	80.8	81.6	96
African American	103	100	38.6	45.5	15.8	61.4	57.3	59.7	97.1	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	N/A	96.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	62.9	64.6	97.5	95.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	88.9	93.4
Disability Status										
Disabled	13	100	N/AV	N/AV	N/AV	23.1	21.1	27.7	96.5	95
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	1	I/S	I/S	I/S	I/S	I/S	60.7	63.7	97.5	96.3
Socio-Economic Status										
Subsidized meals	94	100	39.8	45.2	15.1	60.2	55.2	61.9	97	95.7

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	N/A	N/AV	N/A	N/A	N/A	N/A
	4	24	100	37.5	41.7	20.8	62.5
	5	22	100	38.1	38.1	23.8	61.9
	6	35	97.1	38.2	52.9	8.8	61.8
	7	23	100	56.5	26.1	17.4	43.5
	8	26	100	60	36	4	40
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	13	100	38.5	53.8	7.7	61.5
	5	17	100	47.1	35.3	17.6	52.9
	6	29	100	33.3	44.4	22.2	66.7
	7	27	100	23.1	46.2	30.8	76.9
	8	20	100	52.6	31.6	15.8	47.4
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	24	100	37.5	54.2	8.3	62.5
	5	22	100	52.4	42.9	4.8	47.6
	6	35	97.1	47.1	44.1	8.8	52.9
	7	23	100	56.5	26.1	17.4	43.5
	8	26	100	64	32	4	36
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	13	100	76.9	15.4	7.7	23.1
	5	17	100	23.5	58.8	17.6	76.5
	6	29	100	33.3	59.3	7.4	66.7
	7	27	100	42.3	46.2	11.5	57.7
	8	20	100	63.2	31.6	5.3	36.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	24	100	N/AV	N/AV	N/AV	54.2
	5	10	I/S	I/S	I/S	I/S	I/S
	6	16	100	N/AV	N/AV	N/AV	37.5
	7	23	95.7	45.5	40.9	13.6	54.5
	8	13	100	46.2	46.2	7.7	53.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	13	100	N/A	N/A	N/A	38.5
	5	8	I/S	I/S	I/S	I/S	I/S
	6	14	100	N/A	N/A	N/A	69.2
	7	27	100	30.8	50	19.2	69.2
	8	10	I/S	I/S	I/S	I/S	I/S

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
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	24	100	45.8	45.8	8.3	54.2
	5	12	100	58.3	33.3	8.3	41.7
	6	18	83.3	33.3	40	26.7	66.7
	7	23	100	60.9	30.4	8.7	39.1
	8	13	100	50	16.7	33.3	50
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	13	100	N/A	N/A	N/A	38.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	15	100	N/A	N/A	N/A	57.1
	7	27	100	46.2	38.5	15.4	53.8
	8	10	I/S	I/S	I/S	I/S	I/S
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	24	100	33.3	58.3	8.3	66.7
	5	22	95.5	N/AV	N/AV	N/AV	35
	6	35	97.1	55.9	38.2	5.9	44.1
	7	25	100	60	28	12	40
	8	26	100	48	44	8	52
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	13	100	46.2	30.8	23.1	53.8
	5	17	100	41.2	47.1	11.8	58.8
	6	31	100	31	44.8	24.1	69
	7	27	100	26.9	61.5	11.5	73.1
	8	19	100	52.6	31.6	15.8	47.4

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