



MIDWAY ELEMENTARY

1892 Highway 1 North
Cassatt, SC 29032

Grades	PK-5 Elementary School	
Enrollment	386 Students	
Principal	Dell Brabham	803-432-6122
Superintendent	Dr. Frank E. Morgan	803-432-8416
Board Chair	Joseph Dorton, Jr.	803-408-2433

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Below Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	Good

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

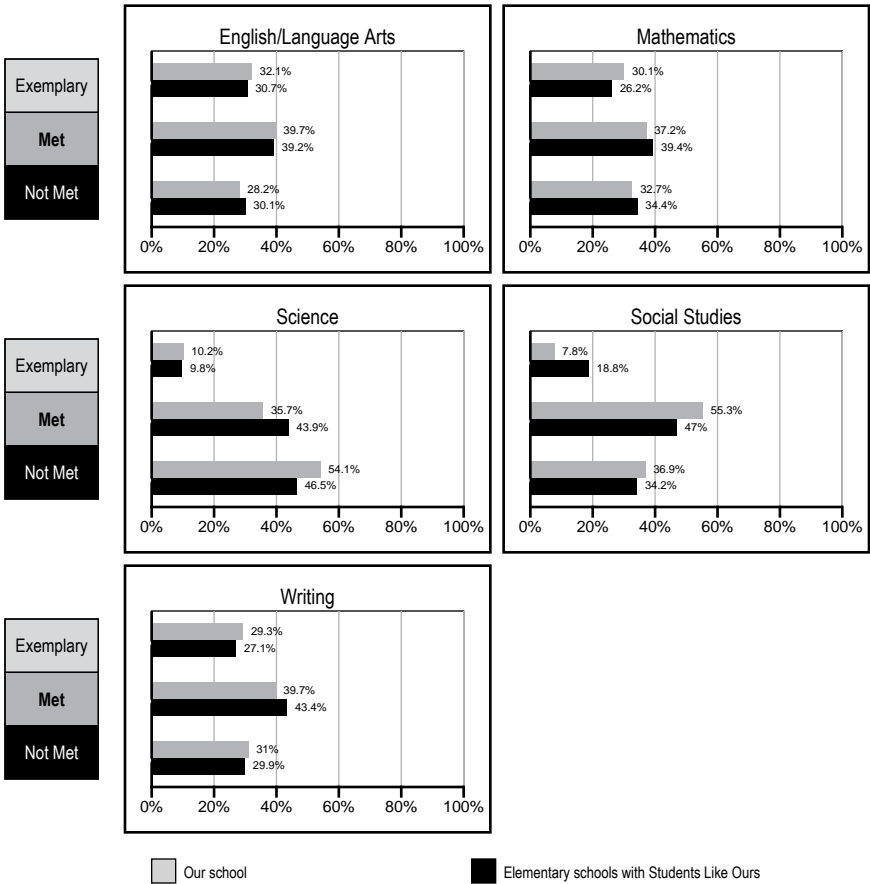
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	12	97	28	7

* Ratings are calculated with data available by 11/09/2011.

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=386)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 2.1%	1.5%	1.1%
Attendance rate	95.6%	Down from 96.4%	95.9%	96.2%
Served by gifted and talented program	12.7%	Up from 12.4%	8.2%	13.4%
With disabilities other than speech	3.6%	Down from 8.5%	4.5%	4.1%
Older than usual for grade	0.0%	No Change	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	52.4%	Down from 53.8%	61.8%	62.5%
Continuing contract teachers	95.2%	Up from 92.3%	85.4%	88.2%
Teachers returning from previous year	87.6%	Down from 89.5%	86.5%	87.8%
Teacher attendance rate	94.2%	Down from 95.5%	95.1%	95.2%
Average teacher salary*	\$52,809	Up 2.5%	\$45,734	\$46,773
Professional development days/teacher	5.7 days	Down from 10.3 days	10.4 days	10.5 days
School				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 19.1 to 1	18.4 to 1	19.9 to 1
Prime instructional time	89.1%	Down from 91.1%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,049	Down 10.1%	\$7,789	\$7,447
Percent of expenditures for instruction**	70.1%	Up from 69.5%	68.0%	68.4%
Percent of expenditures for teacher salaries**	68.6%	Up from 65.6%	65.1%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2010 – 2011 school year at Midway Elementary can be characterized by a “burst” of positive energy that transformed our school into a place of warm, family-like atmosphere for students, parents and staff to experience success in a safe, nurturing environment.

Although the school made an administrative transition in the middle of the year, it was evident by the commitment of the staff, students and parents to continue building a stronger academic foundation. Therefore, the staff engaged in half-day instructional planning designed to encourage and support data driven decision-making, continuous integration of instructional technology and ways to promote an increase in parental involvement.

Our students accepted the challenge to put forth much energy to becoming more active participants in the learning process by viewing assignments in the highest levels of learning such as analyzing, evaluating and creating. They continued monitoring their own academic progress during the year with goal setting aligned to MAP (Measures of Academic Progress) data.

Midway parents continue to be very supportive of school activities. They are involved by participating in Child Study Team meetings, parent teacher conferences, and academic awards programs, Donuts for Dad/Muffins for Mom, Authors’ Tea, Dad/Daughter Valentine’s Dance, Chili’s Night, and school family nights.

Finally, our School Improvement Council have been very supportive by surveying staff, students and parents to ascertain pertinent information to help the school make appropriate decisions for our school family. They opened meetings to parents and sponsored a community forum with Sheriff Jim Matthews. Our school is truly “bursting” with positive energy!

Theodore Jackson, Interim Principal

Brandy Jordan, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	52	34
Percent satisfied with learning environment	93.3%	76.9%	83.3%
Percent satisfied with social and physical environment	100.0%	78.8%	75.0%
Percent satisfied with school-home relations	78.6%	84.6%	78.1%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 out of 17 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

CSI-HOLD

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	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.7%	0.0%	No
Student attendance rate	95.6%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	164	99.4	27.7	40	32.3	77.4	85.2	82.4	Yes	Yes
Gender										
Male	78	100	36.5	31.1	32.4	70.3	82.3	78.7	N/A	N/A
Female	86	98.8	19.8	48.1	32.1	84	88.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	105	99.1	22.4	39.8	37.8	81.6	89.1	88.9	Yes	Yes
African American	45	100	37.2	39.5	23.3	69.8	76.3	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	12	100	33.3	50	16.7	66.7	84.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	83	I/S	I/S
Disability Status										
Disabled	36	97.2	65.7	20	14.3	37.1	51.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	25	50	25	83.3	81.7	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	99.2	31.2	46.4	22.4	74.4	79.2	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	164	99.4	32.3	37.4	30.3	80.6	84.2	81.9	Yes	Yes
Gender										
Male	78	100	36.5	35.1	28.4	77	82.3	79.9	N/A	N/A
Female	86	98.8	28.4	39.5	32.1	84	86.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	105	99.1	32.7	34.7	32.7	79.6	88.9	88.9	Yes	Yes
African American	45	100	32.6	44.2	23.3	79.1	72.9	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.7	94.6	I/S	I/S
Hispanic	12	100	33.3	33.3	33.3	91.7	87.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	84.4	I/S	I/S
Disability Status										
Disabled	36	97.2	74.3	20	5.7	40	51.2	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	16.7	41.7	41.7	100	85.2	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	99.2	37.6	37.6	24.8	77.6	77.8	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	105	100	54.1	35.7	10.2	45.9	72.3	68.6
Gender								
Male	59	100	56.4	30.9	12.7	43.6	72.5	68.3
Female	46	100	51.2	41.9	7	48.8	72	68.9
Racial/Ethnic Group								
White	69	100	48.4	40.6	10.9	51.6	81.3	80.7
African American	29	100	63	25.9	11.1	37	52.9	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.3	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	22	100	N/AV	N/AV	N/AV	31.8	39.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	59.6	60.7
Socio-Economic Status								
Subsidized meals	84	100	64.6	27.8	7.6	35.4	61.4	57.3
Social Studies								
All Students	110	99.1	36.3	55.9	7.8	63.7	72.8	72.5
Gender								
Male	48	100	36.4	59.1	4.5	63.6	72.2	72
Female	62	98.4	36.2	53.4	10.3	63.8	73.5	73.1
Racial/Ethnic Group								
White	71	98.6	35.4	55.4	9.2	64.6	78	81
African American	28	100	46.2	50	3.8	53.8	60.3	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.1	89
Hispanic	9	I/S	I/S	I/S	I/S	I/S	76.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	26	96.2	N/AV	N/AV	N/AV	32	45.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	71.4	69.7
Socio-Economic Status								
Subsidized meals	88	98.9	43.9	48.8	7.3	56.1	63.3	62.9

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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	60	96.7	28.6	41.1	30.4	71.4	77.8	73.2	95.6	95.9
Gender										
Male	21	95.2	35	40	25	65	73.2	67.2	95.8	95.8
Female	39	97.4	25	41.7	33.3	75	82.8	79.4	95.4	96
Racial/Ethnic Group										
White	38	94.7	20.6	50	29.4	79.4	84	81.5	95.2	95.6
African American	16	100	43.8	25	31.3	56.3	66.1	61.3	96	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	96.5	96.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	60.3	66.7	97.2	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.3
Disability Status										
Disabled	14	85.7	N/AV	N/AV	N/AV	16.7	27.4	26	95.9	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	60.8	65.7	97	97
Socio-Economic Status										
Subsidized meals	50	96	32.6	41.3	26.1	67.4	67.1	63.2	95.5	95.5

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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							
2010	3	51	100	28	36	36	72
	4	58	100	41.8	27.3	30.9	58.2
	5	60	100	25	37.5	37.5	75
	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
2011	3	53	100	24.5	28.3	47.2	75.5
	4	51	100	33.3	46.7	20	66.7
	5	60	98.3	26.3	45.6	28.1	73.7
	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
Mathematics							
2010	3	51	100	30	40	30	70
	4	58	100	41.8	32.7	25.5	58.2
	5	60	100	39.3	42.9	17.9	60.7
	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
2011	3	53	100	32.1	30.2	37.7	67.9
	4	51	100	28.9	42.2	28.9	71.1
	5	60	98.3	35.1	40.4	24.6	64.9
	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
Science							
2010	3	26	100	52	32	16	48
	4	58	100	56.4	41.8	1.8	43.6
	5	29	100	57.1	35.7	7.1	42.9
	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
2011	3	25	100	40	36	24	60
	4	51	100	57.8	40	2.2	42.2
	5	29	100	60.7	28.6	10.7	39.3
	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

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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							
2010	3	25	100	52	40	8	48
	4	58	100	32.7	56.4	10.9	67.3
	5	31	100	39.3	50	10.7	60.7
	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
2011	3	28	100	25	60.7	14.3	75
	4	51	100	N/AV	N/AV	N/AV	62.2
	5	31	96.8	44.8	41.4	13.8	55.2
	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
Writing							
2010	3	51	100	50	36	14	50
	4	56	98.2	33.3	44.4	22.2	66.7
	5	59	100	22.8	43.9	33.3	77.2
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	60	96.7	28.6	41.1	30.4	71.4
	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

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