

MIDWAY ELEMENTARY

180 Midway Road
Lexington, South Carolina

Grades	PK-5 Elementary School	
Enrollment	1,039 Students	
Principal	Janet M. Fickling	803-821-0300
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	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 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

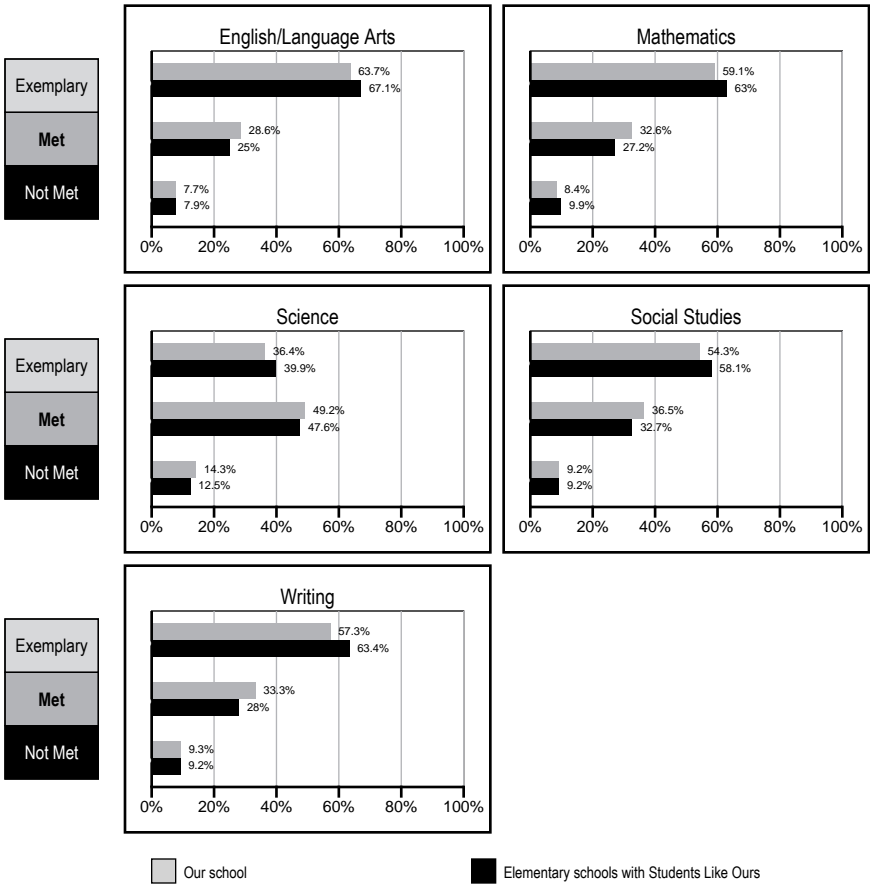
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
14	1	0	0	0

* 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=1,039)				
First graders who attended full-day kindergarten	100.0%	Up from 92.6%	100.0%	100.0%
Retention rate	0.9%	Down from 1.6%	0.5%	1.1%
Attendance rate	96.4%	Down from 99.7%	96.7%	96.2%
Served by gifted and talented program	35.4%	Up from 29.4%	32.8%	13.4%
With disabilities other than speech	2.4%	Down from 5.5%	2.8%	4.1%
Older than usual for grade	0.4%	Down from 0.9%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	No Change	0.0%	0.0%
Teachers (n=67)				
Teachers with advanced degrees	71.6%	Down from 72.4%	64.5%	62.5%
Continuing contract teachers	88.1%	Up from 87.9%	88.1%	88.2%
Teachers returning from previous year	87.7%	Up from 87.5%	88.4%	87.8%
Teacher attendance rate	96.1%	Up from 95.7%	95.5%	95.2%
Average teacher salary*	\$50,959	Down 1.1%	\$47,874	\$46,773
Professional development days/teacher	16.7 days	Down from 23.2 days	8.4 days	10.5 days
School				
Principal's years at school	1.0	Down from 5.0	5.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 17.1 to 1	21.8 to 1	19.9 to 1
Prime instructional time	91.8%	Down from 94.4%	91.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.3%	Down from 100.0%	99.7%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,529	Down 5.3%	\$6,567	\$7,447
Percent of expenditures for instruction**	71.5%	Down from 72.1%	67.9%	68.4%
Percent of expenditures for teacher salaries**	70.1%	Down from 70.8%	68.1%	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 was filled with excitement and change for Midway Elementary. With the addition of fifth grade, Midway became an elementary school serving 5-year-old kindergarten through fifth grade. Adding this grade level gave us the pleasure of an additional year of leadership by our older students. Another change can be found in our Partial Immersion French Program. We proudly celebrated the advancement of this program into fourth grade. Each year these students have been our leaders in developing this program and its vision.

The school year began with Cheryl Fralick as the principal of MES. After she was named principal of our district's newest elementary school, Meadow Glen, I was named interim principal. The faculty, staff and school community then, very patiently and with great flexibility throughout the school year, worked through the process of staffing and rezoning for sharing both staff members and students with neighboring Meadow Glen. This process, while difficult, was a celebration as we grew to recognize and appreciate the strengths of each school community member.

Throughout the school year, our teachers experienced numerous staff development activities in areas such as common assessments, differentiating instruction and Everyday Mathematics. Our guidance department continued to expand the Mentor Program and the Community Outreach Program for at-risk children. Students experienced special opportunities such as an Internet safety program and a fitness program, Girls on the Run. We continued to expand our instructional technology capabilities with the addition of Flip video cameras for each grade level.

The MES PTA provided funding so that every child could participate in grade-level field studies. They also sponsored the Second Annual "Mustangs on the Move" fitness walk for students, parents and staff. Our School Improvement Council used funds raised from the Silent Auction to purchase new playground equipment. Plans are under way to establish a playground for our special needs class.

True to high expectations, the MES school community received several awards. Faculty and staff were recognized for raising the highest dollar amount in the United Way Campaign. The School Improvement Council was named as one of 12 School Improvement Councils on the S.C. State SIC Honor Roll. MES's Teacher of the Year was a District Teacher of the Year Finalist. We received the Palmetto Gold Award for academic achievement for the 10th consecutive year. MES continues to have 15 National Board Certified teachers.

As our new principal takes the reins, our challenges for next year will include continuing to raise the bar of learning and staying abreast of 21st century learning so that our Mustangs and their potential are maximized. The faculty and staff look forward to "Making a Difference for Every Student" as we work with our school community members to provide a high-quality learning environment for our children.

Ruth Rish, Interim Principal

Lara Matthews, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	150	102
Percent satisfied with learning environment	96.8%	96.7%	94.9%
Percent satisfied with social and physical environment	98.4%	93.3%	94.9%
Percent satisfied with school-home relations	98.4%	96.6%	92.2%

* 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 18 out of 19 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	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.5%	0.0%	No
Student attendance rate	96.4%	94.0%**	Yes

* Or greater than last year

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

All Students	508	99.8	8.8	28.2	63	95.7	88	82.4	Yes	Yes
Gender										
Male	248	99.6	11.2	32	56.8	94.6	84.9	78.7	N/A	N/A
Female	260	100	6.5	24.5	69	96.7	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	418	100	6.9	29.1	64	96.6	90	88.9	Yes	Yes
African American	44	100	34.2	34.2	31.6	84.2	74.6	72.9	I/S	Yes
Asian/Pacific Islander	24	100	N/AV	N/AV	N/AV	100	94.6	93	I/S	I/S
Hispanic	18	94.4	14.3	14.3	71.4	92.9	81.2	79.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	92	83	I/S	I/S
Disability Status										
Disabled	65	98.5	40.3	25.8	33.9	75.8	51.1	48.1	No	Yes
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	19	100	10.5	31.6	57.9	94.7	80.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	82	100	25.3	30.7	44	82.7	78.6	75.4	Yes	Yes

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

All Students	508	99.8	9.7	32.1	58.2	94.4	88	81.9	Yes	Yes
Gender										
Male	248	99.6	10.4	32	57.7	92.1	86.5	79.9	N/A	N/A
Female	260	100	9	32.2	58.8	96.7	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	418	100	7.9	32.3	59.9	96.3	89.8	88.9	Yes	Yes
African American	44	100	34.2	42.1	23.7	71.1	75.3	71.4	I/S	Yes
Asian/Pacific Islander	24	100	N/AV	N/AV	N/AV	100	95.4	94.6	I/S	I/S
Hispanic	18	94.4	14.3	14.3	71.4	92.9	82	81.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
Disability Status										
Disabled	65	98.5	32.3	45.2	22.6	74.2	52.3	47.3	Yes	Yes
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	19	100	10.5	21.1	68.4	94.7	83.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	82	100	21.3	38.7	40	84	78.1	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	342	100	15.6	48.5	35.9	84.4	80.1	68.6
Gender								
Male	167	100	15.5	50.3	34.2	84.5	79.7	68.3
Female	175	100	15.8	46.7	37.6	84.2	80.5	68.9
Racial/Ethnic Group								
White	284	100	12	50	38	88	82.8	80.7
African American	31	100	63	33.3	3.7	37	60.6	51.4
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	89.8	85.3
Hispanic	11	100	I/S	I/S	I/S	I/S	70.5	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	88.6	70.8
Disability Status								
Disabled	51	100	40.8	42.9	16.3	59.2	45.3	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	14	100	7.7	69.2	23.1	92.3	70.6	60.7
Socio-Economic Status								
Subsidized meals	55	100	38	44	18	62	66.5	57.3
Social Studies								
All Students	344	99.7	10.3	36	53.8	89.7	82.8	72.5
Gender								
Male	162	99.4	13.4	34.4	52.2	86.6	82.5	72
Female	182	100	7.5	37.4	55.2	92.5	83	73.1
Racial/Ethnic Group								
White	278	100	9.2	34.4	56.4	90.8	84.7	81
African American	31	100	26.9	50	23.1	73.1	69.4	60
Asian/Pacific Islander	19	100	N/AV	N/AV	N/AV	100	92.1	89
Hispanic	13	92.3	I/S	I/S	I/S	I/S	74.5	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.9	73.5
Disability Status								
Disabled	37	97.3	37.1	42.9	20	62.9	49.9	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	13	100	21.4	28.6	50	78.6	76	69.7
Socio-Economic Status								
Subsidized meals	55	100	24	44	32	76	70.3	62.9

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	163	95.7	9.3	33.3	57.3	90.7	79.6	73.2	96.4	95.7
Gender										
Male	82	92.7	13.3	34.7	52	86.7	74.1	67.2	96.2	95.7
Female	81	98.8	5.3	32	62.7	94.7	85.3	79.4	96.6	95.8
Racial/Ethnic Group										
White	130	97.7	11.4	32.5	56.1	88.6	81.6	81.5	96.6	95.7
African American	16	81.3	N/AV	N/AV	N/AV	100	65.3	61.3	95.5	96
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93	87	96.3	96.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	68.2	66.7	95.2	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.9	72.2	92.3	94.9
Disability Status										
Disabled	15	53.3	I/S	I/S	I/S	I/S	30.7	26	95	94.7
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	3	I/S	I/S	I/S	I/S	I/S	69.7	65.7	96.5	96.3
Socio-Economic Status										
Subsidized meals	29	93.1	4.2	50	45.8	95.8	67.4	63.2	95.3	94.8

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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	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
2011	3	169	100	6.7	16	77.3	93.3
	4	176	100	8.9	33.3	57.7	91.1
	5	163	99.4	11	35.5	53.5	89
	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	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
2011	3	169	100	11.7	33.7	54.6	88.3
	4	176	100	4.2	26.8	69	95.8
	5	163	99.4	13.5	36.1	50.3	86.5
	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	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
2011	3	84	100	18.8	33.8	47.5	81.3
	4	176	100	10.1	55.4	34.5	89.9
	5	82	100	24.4	48.7	26.9	75.6
	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	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
	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	85	100	2.4	33.3	64.3	97.6
	4	176	100	11.3	34.5	54.2	88.7
	5	83	98.8	16.5	41.8	41.8	83.5
	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	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
	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	163	95.7	9.3	33.3	57.3	90.7
	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

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