

Midland Valley Preparatory School

2432 Jefferson Davis Highway
Graniteville, SC 29829

Grades	K-8 Elementary School	
Enrollment	192 Students	
Principal	Patricia M. Strom	803-594-1000
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Mrs. Rosemary B. English	803-648-1128

THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Good	Average
2013	Average	At-Risk
2012	Average	Average
2011	Below Average	Below Average
2010	Average	Below 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 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://www.eoc.sc.gov>

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

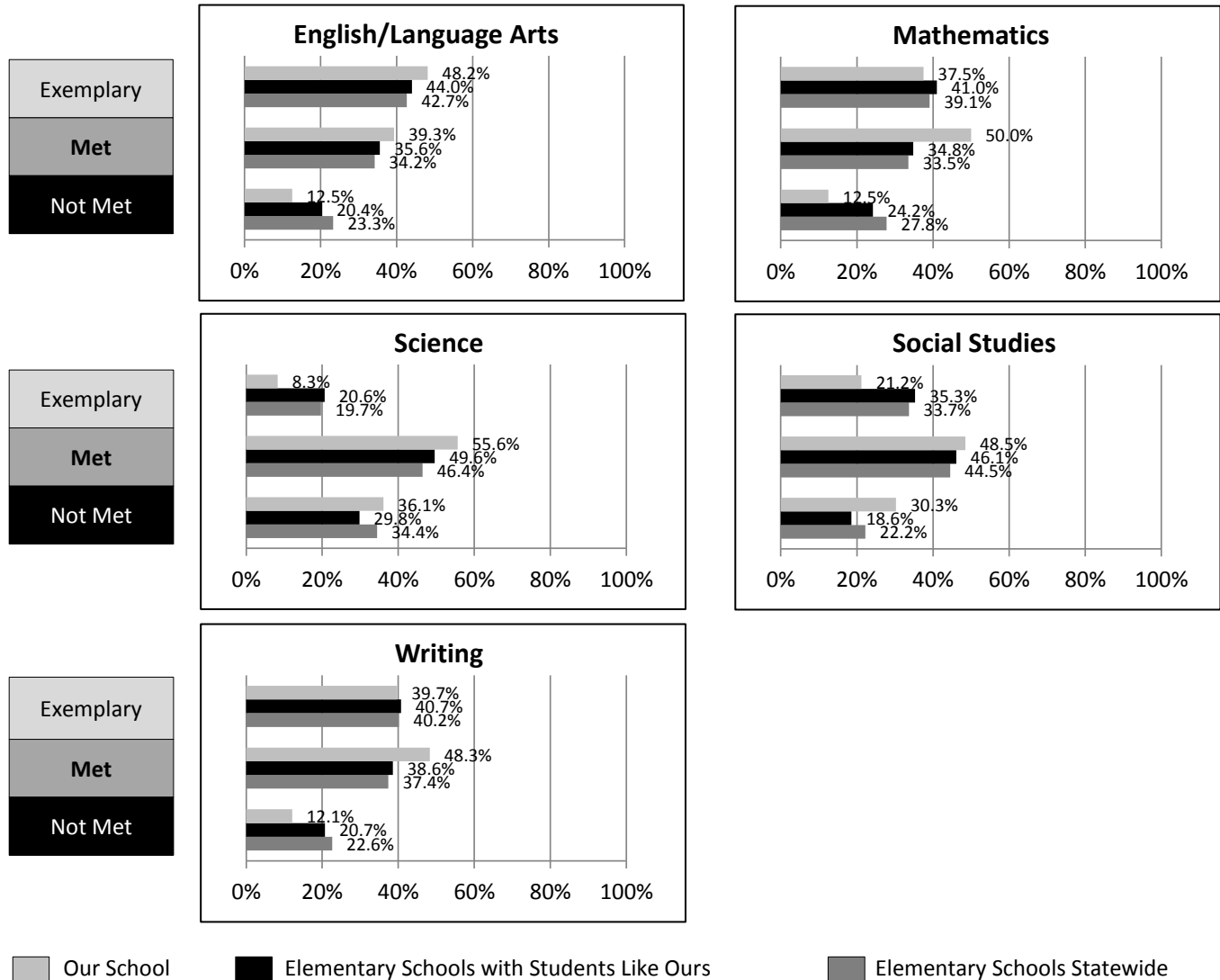
Percent of students tested in 2013-14 whose 2012-13 test scores were located 98.0%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
33	51	33	2	0

* Ratings are calculated with data available by 04/27/2015.

South Carolina Palmetto Assessment of State Standards (SC 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 student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means 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 = 192)				
1st graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention Rate	3.2%	Down from 4.0%	1.1%	1.0%
Attendance Rate	96.6%	Up from 96.4%	96.4%	96.5%
Served by gifted and talented program	10.0%	Up from 5.2%	8.0%	7.3%
With disabilities	13.7%	Down from 17.2%	13.3%	12.5%
Older than usual for grade	5.8%	Down from 6.9%	2.1%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.6%	0.0%	0.0%
Teachers (n = 13)				
Teachers with advanced degrees	38.5%	Up from 33.3%	60.0%	62.3%
Continuing contract teachers	69.2%	Down from 83.3%	83.9%	81.2%
Teachers returning from previous year	86.5%	Down from 94.9%	89.6%	88.4%
Teacher attendance rate	93.2%	Down from 95.8%	95.4%	95.3%
Average teacher salary*	\$37,622	Down 0.2%	\$48,238	\$47,902
Professional development days/teacher	16.6 days	Up from 8.5 days	10.4 days	10.9 days
School				
Principal's years at school	1.0	Down from 3.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.9 to 1	20.3 to 1	19.9 to 1
Prime instructional time	87.9%	Down from 91.2%	90.5%	90.7%
Opportunities in the arts	Poor	No change	Good	Good
SACS accreditation	No	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Excellent	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$7,288	Up 1.2%	\$7,390	\$7,680
Percent of expenditures for instruction**	66.0%	No change	67.5%	66.8%
Percent of expenditures for teacher salaries**	59.9%	Down from 61.0%	66.5%	66.0%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The school’s mission is to create a learning environment that will empower students with the knowledge they need to become lifelong learners through strategies of project based learning, print rich environments, and confident decision making abilities and to maintain a strong foundation in order to become productive and active members of society through the sharing of the knowledge with which they are empowered.

The school has developed an academic environment that encourages risk taking as a desired action for learning. The School is always in the process of developing and researching best practices. It is a fundamental belief of the entire faculty that as our learning evolves so do our classrooms and thus the learning of the students. Some programs in place currently are: Gifted and Talented Program (grades 3-8); Modified Daily Five instructional practices , Service Learning Projects, Math Interventions, Reading Interventions, Inclusive Special Education Program , Response to Intervention, Ability Grouping for Team Teaching Models, Differentiated Instruction, Project-Based Curriculum, Consistent Progress Monitoring for targeted areas of improvement.

The school’s charter inclusively employs the idea that education should be an ever evolving ever changing dynamic because the world is an ever changing place. We feel that in order to sustain our ability to keep up with the demands of an ever changing world, as educators we must continue our education and be innovators of curriculum so our students become productive members of society. This belief drives the school to provide professional development opportunities for its teaching staff in order to promote horizontal integration of lessons across grade levels, as well as vertical integration of overarching academic topics up the grade level ladder. One of the key drivers to this entire academic approach is the renewed commitment for pushing more resources to the classroom.

This school year, 2013-2014, brought

1. Implementation of Measures of Academic Progress to progress monitor student’s progress. This is a computer based assessment tool used 3 times yearly for progress monitoring. The tool assists the teachers target their teaching for the students they teach.
2. Implementation of Standards. The school believes that through innovative initiatives with respect to curriculum offered by teachers that the goals provided by any standards are achievable and if Statewide testing is based on certain goals then we would be irresponsible not to offer that goal to our teachers and students. The school will approach the goal of any standard with the same positive attitude.
3. Hire of an (RTI) Response to Intervention teacher. This teacher helped teachers interpret data and target their instruction and moved from classroom to classroom to meet the individual student needs.
4. Development of a Data Team to assist teachers in reading data and to the correct target and intervention so that a response to and intervention should be clear.
5. Changed the model that Special Education is delivered to the students.. An examination of the program surfaced a need for a more a progressive approach to offering our Special Education to our students. An inclusive model of instruction with Co- teaching opportunities was implemented so that students were in their regular education classroom for the core subject areas.
6. The training of two teachers to become Gifted and Talented endorsed through the State Department of Education.
7. A lot more technology with internet capability throughout the entire building. We added 25 computers, which outfitted each classroom and gave enough computers for each classroom to have one.
8. Purchased the Accelerated Reader Program to encourage volume of literature read by students.
9. Constructed a library through community sponsored books. We are well on our way!
10. Constructed a website for parent communication
11. Built a united e-mail for communication with teachers.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	82.2
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the states' expectations.

Accountability Indicator (Title I Schools)

Midland Valley Preparatory School has been designated as a:

	Title I Reward School for Performance - among the highest performing Title I schools in a given year.
	Title I Reward School for Progress - one of the schools with substantial progress in school subgroups.
	Title I Focus School - one of the schools with the highest average performance gap between subgroups.
	Title I Priority School - one of the 5% lowest performing Title I schools.
X	Title I School - does not qualify as Reward, Focus or Priority School.
	Non-Title I School - therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	1.3	3.2%	
Classes in high poverty schools not taught by highly qualified teachers	0	7.3%	
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	36.0%	0.0%	No
Student attendance rate	96.6%	94.0%*	Yes
		State	
Professional qualifications of all elementary and secondary teachers in the State (Advanced Degrees)		61.9%	
Percentage of all elementary and secondary teachers in the State with emergency or provisional credentials		0.0%	

* Or greater than last year

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SC PASS Performance By Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean*	ELA % Tested	Math % Tested	Science % Tested
Grades 3-5							
All Students	647.4	642.9	613.0	628.1	100.0	100.0	100.0
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	648.0	640.2	N/A	N/A	100.0	100.0	N/A
White	652.0	646.8	613.6	N/A	100.0	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized Meals	635.6	640.8	N/A	N/A	100.0	100.0	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

Two Year Elementary and Middle School Grades Trend Data

2013	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	16	628.3	100.0	16	610.5	100.0
4	18	637.2	100.0	18	610.9	100.0	
5	22	615.3	100.0	22	593.7	100.0	
6	21	598.3	100.0	21	587.8	100.0	
7	21	612.0	100.0	21	596.7	100.0	
8	18	588.4	100.0	18	587.1	100.0	
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
3	8	I/S	I/S	8	I/S	I/S	
4	18	609.6	100.0	18	638.8	100.0	
5	11	610.2	100.0	11	604.8	100.0	
6	11	594.0	100.0	10	594.7	I/S	
7	21	605.4	100.0	21	594.4	100.0	
8	9	I/S	I/S	9	I/S	I/S	

2014	Grade	SCPASS ELA			SCPASS Math		
		N	Mean	% Tested	N	Mean	% Tested
	3	22	649.3	100.0	22	652.0	100.0
4	14	647.7	100.0	14	642.5	100.0	
5	24	645.4	100.0	24	634.5	100.0	
6	25	627.8	100.0	25	623.9	100.0	
7	22	602.0	100.0	22	598.3	100.0	
8	21	623.5	100.0	21	588.3	100.0	
		SCPASS Science			SCPASS Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
3	11	606.8	100.0	11	643.4	100.0	
4	14	628.2	100.0	14	635.2	100.0	
5	12	602.3	100.0	12	603.4	100.0	
6	13	624.3	100.0	12	622.2	100.0	
7	22	594.4	100.0	22	592.0	100.0	
8	11	614.8	100.0	10	622.1	100.0	

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

NOTE: Results include the SC-ALT test.

Abbreviations for Missing Data

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Performance by Group - ESEA/Federal Accountability (District) 4/27/2015 0201602

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/ History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	638.8	636.1	614.1	632.5	99.7	99.8	99.5	N/A
Male	634.3	635.8	614.3	634.2	99.7	99.8	99.6	N/A
Female	643.6	636.3	613.9	630.6	99.8	99.7	99.4	N/A
White	651.8	648.9	628.0	641.9	99.8	99.8	99.4	N/A
African American	619.2	616.1	593.3	616.6	99.6	99.6	99.6	N/A
Asian/Pacific Islander	659.6	671.3	640.6	656.4	100.0	100.0	100.0	N/A
Hispanic	627.7	625.3	602.5	628.7	100.0	100.0	99.7	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	588.9	585.0	573.3	594.3	98.8	98.8	99.4	N/A
Limited English Proficient	624.0	626.3	600.7	628.6	99.8	100.0	99.6	N/A
Subsidized Meals	624.9	621.2	600.7	620.8	99.7	99.7	99.4	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	623.1	622.4	624.6	623.6	99.5	99.5	99.6	N/A
Male	616.4	621.5	624.6	626.2	99.4	99.4	99.4	N/A
Female	630.7	623.4	624.7	620.9	99.6	99.7	99.8	N/A
White	637.1	634.3	640.3	634.7	99.5	99.5	99.5	N/A
African American	602.8	605.0	602.0	605.9	99.5	99.6	99.7	N/A
Asian/Pacific Islander	650.3	662.9	644.3	665.7	100.0	100.0	100.0	N/A
Hispanic	617.5	615.6	617.2	624.7	99.8	99.8	99.3	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	96.8	96.8	N/A	N/A
With Disabilities	571.8	579.8	581.5	585.5	98.6	98.7	98.8	N/A
Limited English Proficient	611.1	615.8	615.3	625.5	100.0	100.0	99.6	N/A
Subsidized Meals	606.9	607.9	609.8	609.9	99.3	99.3	99.4	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.9	224.0	82.4	74.1	99.0	99.2	100.0	82.8
Male	226.8	224.8	82.6	75.9	98.8	98.9	100.0	78.2
Female	233.3	223.1	82.4	72.5	99.3	99.6	100.0	87.8
White	236.3	231.1	86.5	77.5	99.0	99.2	100.0	87.9
African American	219.8	211.7	76.5	68.4	98.8	99.3	100.0	75.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	90.0
Hispanic	224.8	220.0	78.0	73.3	100.0	100.0	100.0	79.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
With Disabilities	202.6	196.2	66.6	65.3	97.2	97.2	100.0	38.3
Limited English Proficient	216.7	216.2	75.8	68.8	100.0	98.5	100.0	68.1
Subsidized Meals	220.9	213.5	77.0	70.0	98.8	99.3	100.0	74.1
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

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N/R-Not Reported

I/S-Insufficient Sample

Performance by Group - ESEA/Federal Accountability (State)

4/27/2015

0201602

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies* / History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	587.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data

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*Performance reported for SC and nation, data not available at school level.



Key	
NSLP	National school lunch program
SD	Student with disabilities
ELL	English language learner
NAEP	National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

	Our School
Number of recently arrived ELL students exempted from ELA in state assessments	0

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