



Midway Elementary

180 Midway Road
Lexington, South Carolina

Grades	PK-4 Elementary School	
Enrollment	875 Students	
Principal	Cheryl H. Fralick	803-821-0300
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Excellent
2006	Excellent	Excellent
2005	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 2008-09 whose 2007-08 test scores were located

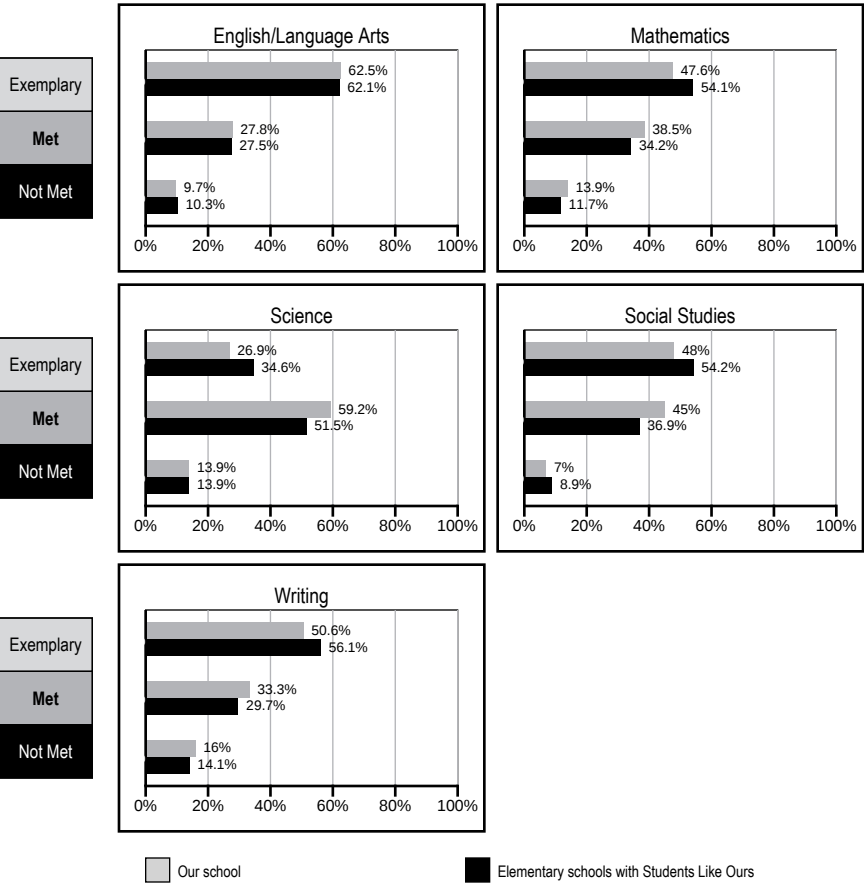
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	0	0	0	0

* Ratings are calculated with data available by 06/01/2010.

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=875)				
First graders who attended full-day kindergarten	93.1%	Down from 96.7%	97.9%	100.0%
Retention rate	2.9%	Up from 2.8%	0.9%	1.9%
Attendance rate	96.4%	Down from 96.6%	96.7%	96.3%
Eligible for gifted and talented	24.2%	Down from 28.0%	27.3%	10.0%
With disabilities other than speech	5.0%	Down from 5.6%	5.7%	7.7%
Older than usual for grade	0.4%	Down from 0.6%	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	74.1%	Up from 72.1%	66.7%	59.4%
Continuing contract teachers	87.9%	Up from 76.5%	84.6%	80.0%
Teachers with emergency or provisional certificates	1.8%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	81.7%	Down from 83.4%	86.5%	85.9%
Teacher attendance rate	94.9%	Down from 95.5%	94.9%	95.1%
Average teacher salary*	\$50,147	Up 3.5%	\$50,147	\$47,149
Professional development days/teacher	21.3 days	Up from 17.0 days	10.7 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.5	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.8 to 1	21.1 to 1	18.8 to 1
Prime instructional time	90.5%	Down from 91.2%	91.0%	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 98.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,178	Down 1.9%	\$6,589	\$7,458
Percent of expenditures for instruction**	75.4%	Up from 74.2%	68.6%	68.8%
Percent of expenditures for teacher salaries**	56.5%	Down from 72.6%	64.3%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

If the Midway family could sum up our successes in one short sentence, it would be "We keep children in the center of all things." Our school motto, "Making a Difference for Every Student," is illustrated on a daily basis by our devoted staff, supportive parents, active PTA, involved SIC and dedicated community.

We currently serve 885 students in kindergarten through fourth grade. For the eighth year we were awarded the Palmetto Gold Award in recognition of our students' academic success. We have been invited to participate in the Palmetto Gold and Silver Awards Showcase for the past four years. MES was selected from all other Lexington One schools to receive the Lexington County Fire Drill Safety Award for fire safety and evacuation procedures.

We have created a high-performance learning culture for our children, teachers and parents. Our teachers participated in regularly scheduled collaborative planning sessions to develop common assessments, analyze test data to identify common areas of weaknesses and to plan lessons. Our Instructional Team, which consisted of administrators, interventionist, literacy coach, math coach and technology integration specialist, met once a month to discuss instructional practices and plan professional development activities. Our parents come in large numbers to participate in academic and family night activities. We implemented a school-wide behavioral system called "Great Expectations." Our school developed clear expectations for every area of our school (hallways, cafeteria, classrooms, restrooms). Throughout the year we used "bucket slips" and the book "Have You Filled a Bucket Today?" by Carol McCloud to remind our students of the importance of treating others with respect. Our Response to Intervention team met once a week to plan strategic interventions for children at risk. Every classroom is now equipped with an LCD projector, SMART Board™ interactive whiteboard and an audio enhancement system. Our new technology goal is to put document cameras in every classroom. Our SIC spearheaded playground improvements. We installed a walking track and planted shade trees. This year our partial French Immersion Program expanded to second grade and the KITELL Language Program expanded to grades three and four. These programs continue to open the gateway for our students to be fluent in a second language.

Among the challenges facing MES are the current economy and the upcoming budget for the next school year. We will not be able to use our instructional coaches in the same way they were used this year. Ongoing student population growth and the increase in class sizes will also present some major challenges for next year.

Even with our budget challenges and continued student growth, our dedicated administrators, staff, parents and community will join forces to ensure that each student at MES succeeds. We will work together to continue our efforts in "making a difference for every student."

Cheryl H. Fralick, Principal
Beth Rivers, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	136	63
Percent satisfied with learning environment	100.0%	92.6%	92.1%
Percent satisfied with social and physical environment	100.0%	89.7%	93.5%
Percent satisfied with school-home relations	100.0%	94.9%	95.2%

* 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 17 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

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	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	96.4%	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	332	99.7	10.1	28.8	61.1	93.4	88.8	82.8	Yes	Yes
Gender										
Male	169	100	11.6	34.8	53.7	93.3	86.3	79.3	N/A	N/A
Female	163	99.4	8.6	22.4	69.1	93.4	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	274	99.6	6.8	27.9	65.3	95.5	90.3	89.5	Yes	Yes
African American	25	100	38.1	33.3	28.6	66.7	77.7	73.7	I/S	I/S
Asian/Pacific Islander	13	100	9.1	18.2	72.7	100	95.4	92.3	I/S	I/S
Hispanic	15	100	33.3	33.3	33.3	86.7	81.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	82.5	I/S	I/S
Disability Status										
Disabled	46	97.8	30	40	30	72.5	54.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	26.3	26.3	47.4	89.5	82.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	63	100	27.8	31.5	40.7	85.2	79.9	75.5	Yes	Yes

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

All Students	332	99.7	14.2	39.2	46.5	93	85.7	78.9	Yes	Yes
Gender										
Male	169	100	17.1	36.6	46.3	93.3	85.1	77	N/A	N/A
Female	163	99.4	11.2	42.1	46.7	92.8	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	274	99.6	10.9	38.9	50.2	94.7	87.8	87.2	Yes	Yes
African American	25	100	57.1	28.6	14.3	66.7	69.9	66.7	I/S	I/S
Asian/Pacific Islander	13	100	9.1	18.2	72.7	100	93.2	93	I/S	I/S
Hispanic	15	100	13.3	73.3	13.3	93.3	78.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	79.5	I/S	I/S
Disability Status										
Disabled	46	97.8	37.5	32.5	30	70	53.2	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	10.5	57.9	31.6	94.7	80.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	63	100	31.5	40.7	27.8	85.2	74.2	70.2	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	243	99.6	15.6	58.4	26	84.4	80	67.5
Gender								
Male	123	100	16.9	60.2	22.9	83.1	80.3	67
Female	120	99.2	14.2	56.6	29.2	85.8	79.7	68
Racial/Ethnic Group								
White	206	99.5	13.6	58.8	27.6	86.4	82.7	79.5
African American	14	100	I/S	I/S	I/S	I/S	58.8	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	89.9	84.3
Hispanic	12	100	16.7	75	8.3	83.3	72.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.2	71.2
Disability Status								
Disabled	36	97.2	40	50	10	60	46.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	17	100	16.7	61.1	22.2	83.3	73.7	59.6
Socio-Economic Status								
Subsided meals	40	100	24.2	66.7	9.1	75.8	65.2	55.1

Social Studies

All Students	242	99.6	8.5	44.4	47	91.5	82.4	72.3
Gender								
Male	124	100	8.1	43.9	48	91.9	82.3	71.5
Female	118	99.2	9	45	45.9	91	82.5	73.2
Racial/Ethnic Group								
White	197	99.5	3.7	44	52.4	96.3	83.8	80.7
African American	19	100	41.2	41.2	17.6	58.8	71	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	92.2	88.5
Hispanic	12	100	33.3	41.7	25	66.7	76.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	72.2
Disability Status								
Disabled	27	96.3	34.8	34.8	30.4	65.2	55.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	15	100	18.8	43.8	37.5	81.3	75.2	67.9
Socio-Economic Status								
Subsided meals	49	100	22.7	38.6	38.6	77.3	70.2	62.1

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	330	97.3	15.8	33.4	50.8	84.2	77.3	70.2	96.4	96.1
Gender										
Male	168	96.4	21.3	40.6	38.1	78.8	71.1	63.2	96.4	96.1
Female	162	98.2	9.9	25.8	64.2	90.1	83.8	77.5	96.4	96.2
Racial/Ethnic Group										
White	273	97.4	11.9	34.5	53.6	88.1	79.7	79.1	96.5	96.1
African American	23	95.7	55	25	20	45	61	57.6	95.8	96.3
Asian/Pacific Islander	13	100	9.1	27.3	63.6	90.9	88.6	86.2	97.1	97.4
Hispanic	16	93.8	33.3	33.3	33.3	66.7	64.5	62.6	96	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.6	68.7	95.6	95
Disability Status										
Disabled	51	86.3	34.1	51.2	14.6	65.9	34.3	26.1	95.4	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	21	100	30	25	45	70	64.7	61.2	96.4	96.6
Socio-Economic Status										
Subsidized meals	61	95.1	38.5	26.9	34.6	61.5	62	58.9	95.3	94.9

Abbreviations for Missing Data

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
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
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
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
	8	N/A	N/AV	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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