

MIDLAND PARK PRIMARY

2415 Midland Park Road
North Charleston, SC

Grades	PK-1 Primary School	
Enrollment	397 Students	
Principal	Elizabeth McCraw	843-574-2183
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**N/A**	**N/A**
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

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

MIDLAND PARK PRIMARY 10/31/11-1001058

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	1	1	0	0

* Ratings are calculated with data available by 10/31/2011. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructinal time	92.9%
Student-teacher ratio in core subjects	18.1 to 1
Teachers with advanced degrees	51.7%
Teachers returning from previous year	N/A
Percent of parents attending conferences	95.9%
Days of professional development devoted exclusively to knowledge and skills working with childern less than eight years old	. days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
	South Carolina Department of Education
	Southern Association of Colleges and School
	American Montessori Society
	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=397)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	1.8%	N/A	4.2%	3.1%
Attendance rate	94.6%	N/A	95.1%	95.3%
With disabilities other than speech	0.0%	N/A	1.1%	0.8%
Older than usual for grade	0.0%	N/A	0.0%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	51.7%	N/A	55.8%	62.9%
Continuing contract teachers	72.4%	N/A	87.1%	90.5%
Teachers returning from previous year	N/A	N/A	89.2%	89.9%
Teacher attendance rate	98.4%	N/R	94.3%	95.0%
Average teacher salary*	$43,390	I/S	$43,396	$46,658
Professional development days/teacher	4.0 days	N/R	11.9 days	15.7 days
School				
Principal's years at school	1.0	N/R	4.5	6.0
Student-teacher ratio in core subjects	18.1 to 1	N/R	17.9 to 1	20.0 to 1
Prime instructional time	92.9%	N/R	88.1%	89.6%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	95.9%	N/R	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil**	$7,120	N/A	$7,327	$7,129
Percent of expenditures for instruction**	70.1%	N/A	69.9%	69.6%
Percent of expenditures for teacher salaries**	66.1%	N/A	65.6%	66.4%

* 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 of Principal and School Improvement Council

The 2011-2012 school year we opened Midland Park as a primary school for students in grades CD – 1st. Our primary focus is to actively engage students in order close the achievement gap and build a solid foundation to prepare students for on-time graduation. MPP is proud this year to have implemented First Grade Academy. We have two First Grade Academy teachers that worked with approximately 36 students in 1st grade. In addition, we focused on increasing parental involvement, increasing school to home interactions, and enhancing classroom instructional strategies through ongoing staff development. All of our classrooms are now equipped with integrated SMART boards and document cameras.

Teacher teams met weekly to discuss the Coherent Curriculum, Instructional Practices, and data gained from sources such as Common Assessments, Measures of Academic Progress, Dynamic Indicators of Basic Early Literacy Skills, established SMART goals, and refined Instructional Calendars. Our Core Team provided the guidance and framework for our Response to Interventions. Opportunities for parental involvement were established through the continuation of family nights, PTO events, Parent Literacy Events, Make and Take Workshops. Communications with parents were sent home in both English and Spanish to inform all parents of school activities. This was facilitated by our school translator. Our parents are always made to feel welcome and are often seen volunteering throughout the school. Our positive school climate allows our children to feel safe in a nurturing environment where they can reach their full potential. We continue to make daily decisions based on data. Our high expectations have resulted in exemplary performances from our teachers and our students. We are excited about our accomplishments and look forward to continued success at MPP where “Excellence is Our Standard.”

Elizabeth McCraw, Principal

Cheryl Wash, SIC Chairperson

Evaluations by Teachers

	Teachers
Number of surveys returned	32
Percent satisfied with learning environment	96.9%
Percent satisfied with social and physical environment	96.9%
Percent satisfied with school-home relations	90.0%

School Adequate Yearly Progress	YES

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.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.4%	0.0%	No
Student attendance rate	94.6%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample