



Midway Elementary

180 Midway Road
Lexington, SC 29072

Grades	K-5 Elementary School	
Enrollment	800 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 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	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://www.eoc.sc.gov>

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

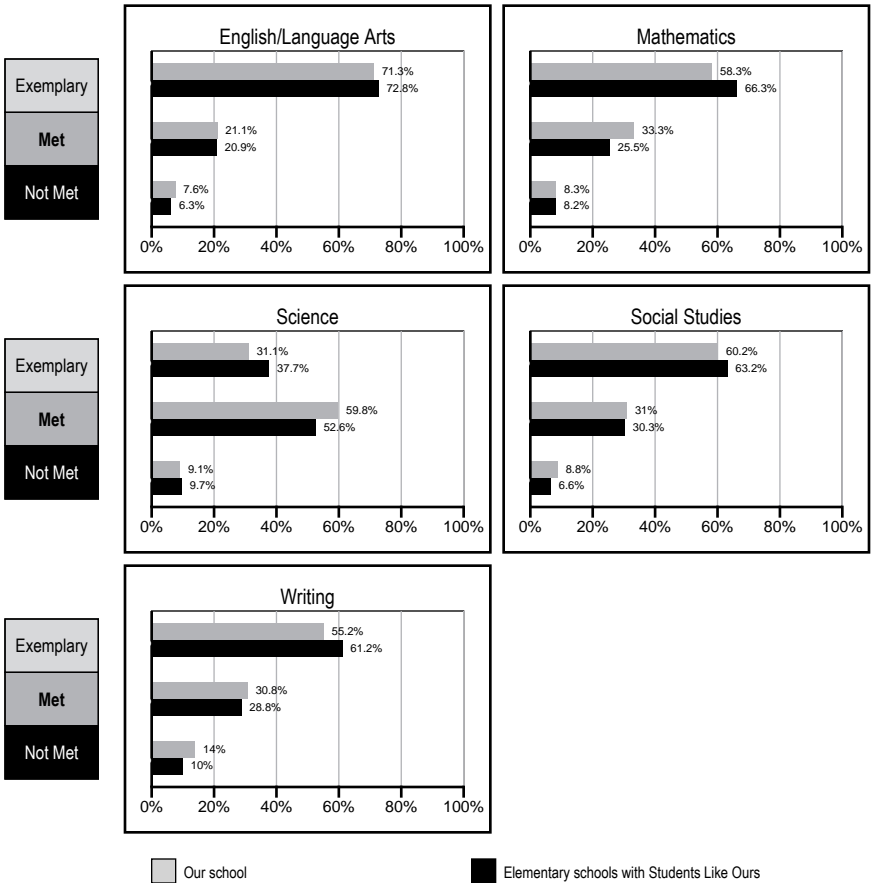
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
15	0	0	0	0

* Ratings are calculated with data available by 11/07/2012.

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=800)				
First graders who attended full-day kindergarten	97.6%	Down from 100.0%	100.0%	100.0%
Retention rate	1.0%	Up from 0.9%	0.7%	1.0%
Attendance rate	97.0%	Up from 96.4%	97.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	70.4%	Down from 71.6%	68.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	85.5%	Down from 87.7%	89.1%	88.7%
Teacher attendance rate	94.8%	Down from 96.1%	94.8%	95.1%
Average teacher salary*	\$49,917	Down 2.0%	\$50,033	\$47,210
Professional development days/teacher	16.8 days	Up from 16.7 days	9.0 days	10.5 days
School				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 21.8 to 1	21.5 to 1	20.0 to 1
Prime instructional time	91.4%	Down from 91.8%	90.7%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 95.3%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,463	Down 1.0%	\$6,968	\$7,247
Percent of expenditures for instruction**	70.6%	Down from 71.5%	70.6%	68.2%
Percent of expenditures for teacher salaries**	69.4%	Down from 70.1%	69.6%	65.7%

* 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 2011-2012 school year was a fast-paced and exciting year. The playground for our special needs students and additional equipment on our large playground were installed, made possible by our SIC and PTA. Our very first class of students in our French Partial-Immersion Program, which begins in kindergarten, advanced to middle school. The transition to Spanish in grades 3 through 5 for students in our KITE-LL program went smoothly, adding another language and cultural study. We are challenged with designing a structure to extend this opportunity to our primary students.

Our guidance counselors continued to implement classroom instruction on bullying, using survey results to support students and teachers. Students continued to experience leadership opportunities, i.e., School Store Managers, Peace Patrol and Morning Show Crew. Our first Jump Rope for Heart was a great success. Approximately 100 students participated in the Governor's Cup Run while our Girls on the Run continued to promote fitness by participating in the Lake Murray Dam Run. Mustangs in Motion, another fitness event, invited family members to join students on our walking track. With parent support, our PE teachers began a morning walk/run program, giving students the opportunity to get fit prior to the start of the day.

Throughout the school year, our teachers had staff development in areas such as movement in the classroom, Six-Trait Writing, Socratic Seminar, and professional book studies of "Better Learning Through Structured Teaching" and "The Leader in Me." This ongoing staff development is essential as we are challenged with finding the right strategies and resources to move our high-achieving students to the next level.

Our technology capabilities expanded several ways, including further development of the STEM Lab with a Personal Response System, a Weather Station and a mobile laptop cart for teacher checkout to extend instruction. Also purchased this year were 20 iPads to add to our Learning Commons for teacher- and student-enriched learning. One teacher wrote and won a \$10,000 technology grant to support students.

The MES PTA continued to provide funding so that every child could participate in grade-level field studies while our SIC began the process of cafeteria renovations by purchasing and installing a new sound system for student productions. Our SIC also developed an online survey to gain more input from parents for future improvements.

True to high expectations, MES received the Palmetto Gold Award for academic achievement for the 11th consecutive year. We have 15 National Board Certified teachers. Production of the school newsletter was increased to twice a month and furnished to the community electronically. It is our desire to continue the development of relationships and our culture of excellence.

Other challenges continue to be time and funding as we work to stay abreast of 21st century learning so that our Mustangs soar as citizens. "Making a Difference for Every Student" is essential as we embrace the vision of LexLeads, LexLearns and LexLives.

Principal Jan Fickling and SIC Chair Lara Matthews

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	139	101
Percent satisfied with learning environment	94.7%	88.5%	91.0%
Percent satisfied with social and physical environment	98.2%	83.9%	94.9%
Percent satisfied with school-home relations	96.5%	92.1%	96.9%

* 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 2012, 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	98.3
Overall Grade Conversion	A

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 state's expectations

Accountability Indicator for Title I Schools

Midway Elementary 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 student 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.
- 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	0.4%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.9%	0.0%	No
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	696.2	683.7	651.8	672.2	100.0	100.0
Male	685.1	677.9	649.6	670.5	100.0	100.0
Female	706.7	689.2	653.9	673.9	100.0	100.0
White	699.0	686.2	651.9	673.6	100.0	100.0
African American	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
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	641.1	632.6	614.0	619.4	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	664.2	649.6	628.7	644.5	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
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
2012	3	150	100	8.8	9.5	81.8	91.2
	4	122	100	5.1	22	72.9	94.9
	5	153	100	10.1	32.9	57	89.9
	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
Mathematics							
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
2012	3	150	100	13.5	33.1	53.4	86.5
	4	122	100	4.2	33.9	61.9	95.8
	5	153	100	10.7	31.5	57.7	89.3
	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
Science							
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
2012	3	75	100	16.2	45.9	37.8	83.8
	4	122	100	7.6	73.7	18.6	92.4
	5	80	100	11.5	47.4	41	88.5
	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

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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							
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	N/A
2012	3	75	100	12.2	31.1	56.8	87.8
	4	122	100	4.2	30.5	65.3	95.8
	5	76	100	17.6	31.1	51.4	82.4
	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
Writing							
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	N/A
2012	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	152	96.1	14	30.8	55.2	86
	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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