



Meadow Glen Elementary

510 Ginny Lane
Lexington, SC 29072

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 561 Students | |
| Principal | Cheryl Fralick | 803-821-0400 |
| 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 | Average |
| 2011 | N/A | N/A |
| 2010 | N/A | N/A |
| 2009 | N/A | N/A |
| 2008 | 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://www.eoc.sc.gov>

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

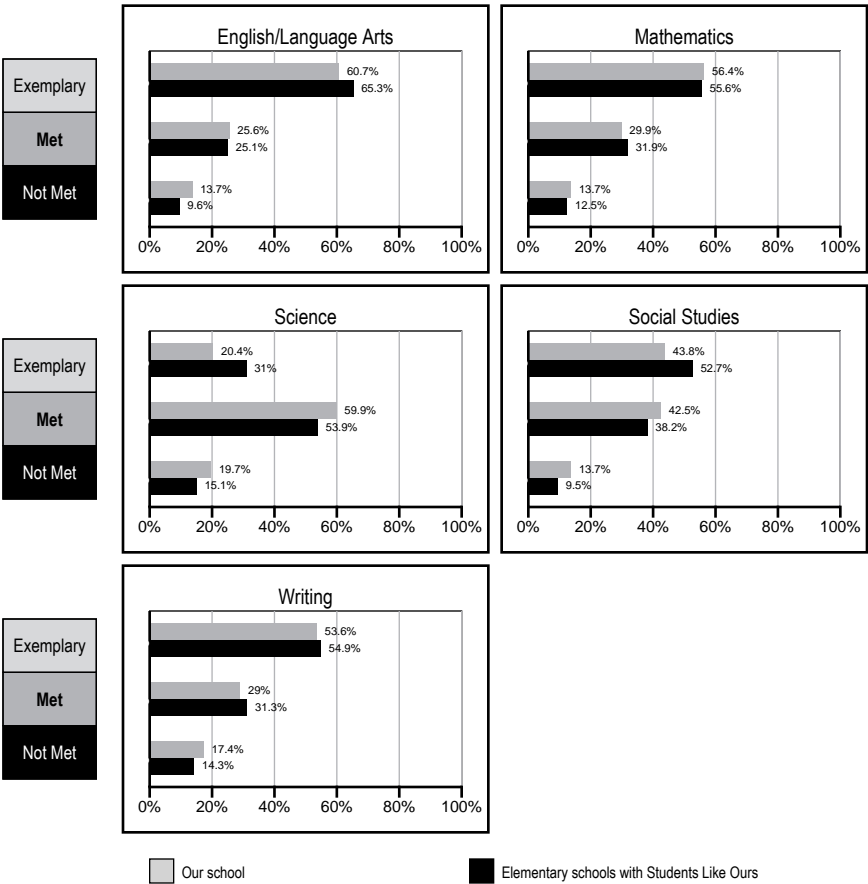
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 90.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 24 | 1 | 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=561) | | | | |
| First graders who attended full-day kindergarten | 97.9% | N/R | 100.0% | 100.0% |
| Retention rate | 0.0% | N/A | 0.7% | 1.0% |
| Attendance rate | 96.8% | N/A | 97.0% | 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% | N/R | 0.0% | 0.0% |
| Teachers (n=37) | | | | |
| Teachers with advanced degrees | 81.1% | N/A | 62.5% | 63.0% |
| Continuing contract teachers | N/AV | N/AV | N/AV | N/AV |
| Teachers returning from previous year | N/A | N/A | 91.2% | 88.7% |
| Teacher attendance rate | 96.8% | N/R | 95.9% | 95.1% |
| Average teacher salary* | \$48,590 | I/S | \$48,750 | \$47,210 |
| Professional development days/teacher | 22.1 days | N/R | 10.0 days | 10.5 days |
| School | | | | |
| Principal's years at school | 1.0 | N/R | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.6 to 1 | N/R | 21.3 to 1 | 20.0 to 1 |
| Prime instructional time | 92.8% | N/R | 91.9% | 90.5% |
| Opportunities in the arts | Good | N/R | Good | Good |
| SACS accreditation | Yes | N/R | Yes | Yes |
| Parents attending conferences | 100.0% | N/R | 100.0% | 100.0% |
| Character development program | Excellent | N/R | Excellent | Excellent |
| Dollars spent per pupil** | N/A | N/A | \$6,428 | \$7,247 |
| Percent of expenditures for instruction** | N/A | N/A | 70.1% | 68.2% |
| Percent of expenditures for teacher salaries** | N/A | N/A | 69.2% | 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

Meadow Glen Elementary School, "Home of the Explorers," is the newest elementary school in Lexington County School District One. The doors opened to the public for the first time on Sunday, August 14, 2011, for an open house. The first student body of 565 began classes on August 17, 2011. Glen Owl, the Explorer, is our mascot. The school's 81 faculty and staff members serve students in kindergarten through fifth grade. MGES also serves 3- and 4-year-old students with developmental delays as well as students with emotional disabilities. MGES houses the district's first Chinese (Mandarin) Partial-Immersion Program.

The school was designed and constructed using Leadership in Energy and Environmental Design (LEED) strategies geared toward energy savings, water efficiency, improved indoor environmental quality and stewardship of resources. There are three large collaborative classrooms to provide space for innovative learning, small productions and grade-level activities. The Learning Commons is the hub of project-based and hands-on learning, and consists of a STEM Lab (Science, Technology, Engineering, Mathematics), Media/Technology/Production Center and a fully equipped Computer Lab.

Our teachers and staff began meeting together in April 2011. As our MGES family continued to grow, we planned activities designed to build a sense of community. Our teachers committed to meeting one day each week during the summer to plan for the opening of MGES. Our staff participated in many professional development activities including book studies ("Simplifying the Challenge" by Dr. Henry Cloud, "The Leader in Me" by Stephen Covey, and "Better Learning Through Structured Teaching" by Douglas Fisher and Nancy Frey) and activities such as Data Analysis, Creating Teacher Leaders, "6+1 Traits of Writing," Common Core State Standards, Word Study, Gradual Release of Responsibility, Creating High-Performance Learning Cultures and Positive Behavior Support Systems.

The Executive Board of our first Parent Teacher Organization (PTO), established during the summer of 2011, created many opportunities for families to gather and socialize. The PTO also sponsored two fundraisers to help establish a budget to fund a field study for every grade level, as well as to provide for classroom and school needs. Our first School Improvement Council, created in the early fall of 2011, sponsored two events, which included an Internet Safety Night and a litter clean-up day.

As a new school, we do not have year-to-year data to track student progress. Our current test results from Measures of Academic Progress (MAP), Dominic running records and Dibels Now reading screening, however, indicate that we have sub-groups of students who need differentiated interventions to help them close gaps in achievement. Large class sizes due to increasing enrollment, training all staff in the new Common Core State Standards and providing challenging curricula for students already above grade level might also impact student achievement.

Our first year has been successful due to the dedication of a highly qualified staff, involved parents and a wonderfully diverse student body.

Principal Cheryl Fralick and SIC Chair Suzanne English

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 47 | 70 | 35 |
| Percent satisfied with learning environment | 97.9% | 84.3% | 100.0% |
| Percent satisfied with social and physical environment | 100.0% | 82.6% | 91.4% |
| Percent satisfied with school-home relations | 100.0% | 94.3% | 94.1% |

* 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 | 97.5 |
| 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

Meadow Glen 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 | 2.3% | 0.0% | No |
| Student attendance rate | 96.8% | 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 | 680.5 | 678.6 | 638.0 | 654.1 | 99.6 | 100.0 |
| Male | 670.7 | 679.2 | 640.2 | 657.2 | 100.0 | 100.0 |
| Female | 692.3 | 678.0 | 635.5 | 650.2 | 99.1 | 100.0 |
| White | 691.4 | 686.2 | 644.0 | 661.7 | 99.4 | 100.0 |
| African American | N/A | N/A | N/A | N/A | 100.0 | 100.0 |
| 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 | 648.8 | 638.9 | 607.4 | 631.4 | 97.0 | 100.0 |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A |
| Subsidized meals | 644.5 | 640.8 | 605.6 | 625.1 | 100.0 | 100.0 |
| Annual Measurable Objective (AMO) | 630.0 | 630.0 | 630.0 | 630.0 | 95.0 | 95.0 |

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

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| English/Language Arts | | | | | | | |
| 2011 | 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2012 | 3 | 98 | 99 | 10.2 | 17 | 72.7 | 89.8 |
| | 4 | 79 | 100 | 11.8 | 31.6 | 56.6 | 88.2 |
| | 5 | 75 | 100 | 18.8 | 30.4 | 50.7 | 81.2 |
| | 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 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2012 | 3 | 98 | 100 | 16.9 | 29.2 | 53.9 | 83.1 |
| | 4 | 79 | 100 | 11.8 | 27.6 | 60.5 | 88.2 |
| | 5 | 75 | 100 | 11.6 | 33.3 | 55.1 | 88.4 |
| | 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 |
| Science | | | | | | | |
| 2011 | 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2012 | 3 | 51 | 100 | 19.6 | 52.2 | 28.3 | 80.4 |
| | 4 | 79 | 100 | 18.4 | 65.8 | 15.8 | 81.6 |
| | 5 | 38 | 97.4 | 20.6 | 58.8 | 20.6 | 79.4 |
| | 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 |

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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 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A |
| 2012 | 3 | 47 | 100 | 18.2 | 34.1 | 47.7 | 81.8 |
| | 4 | 79 | 100 | 9.2 | 48.7 | 42.1 | 90.8 |
| | 5 | 37 | 100 | 17.1 | 40 | 42.9 | 82.9 |
| | 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 |
| Writing | | | | | | | |
| 2011 | 3 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | 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 | 75 | 100 | 17.4 | 29 | 53.6 | 82.6 |
| | 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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