



Midway Elementary

180 Midway Road
Lexington, SC 29072

Grades	K-5 Elementary School	
Enrollment	760 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 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Excellent
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	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 2012-13 whose 2011-12 test scores were located

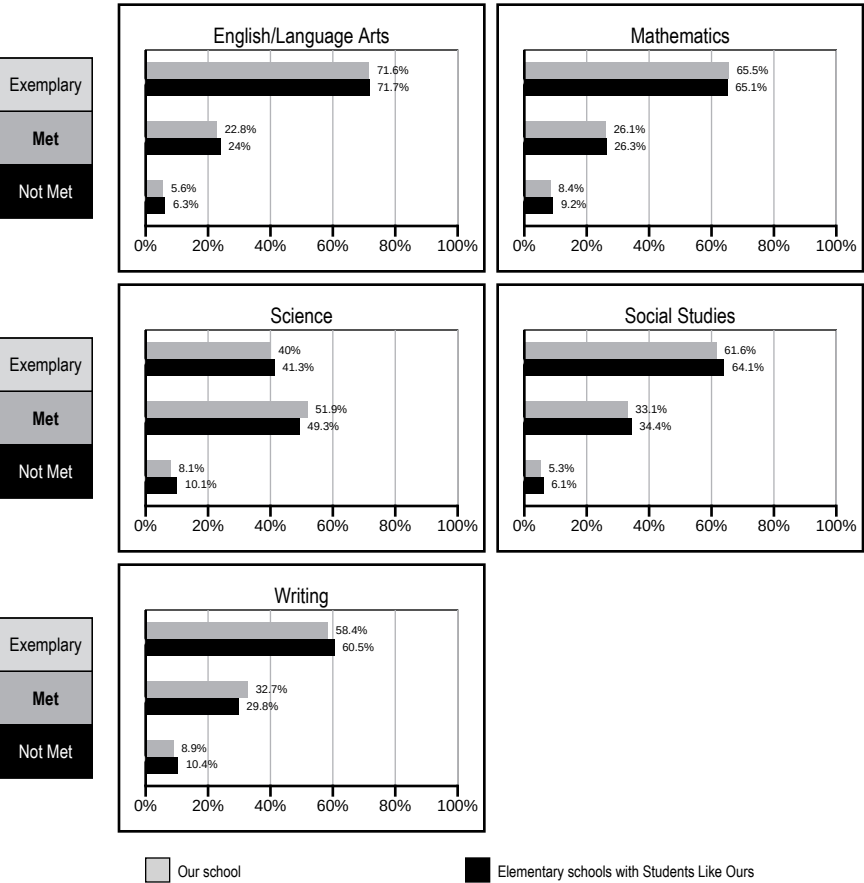
96.9%

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 12/14/2013.

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

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I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=760)				
First graders who attended full-day kindergarten	100.0%	Up from 97.6%	99.2%	100.0%
Retention rate	0.8%	Down from 1.0%	0.4%	0.9%
Attendance rate	96.8%	Down from 97.0%	97.2%	96.3%
Served by gifted and talented program	21.5%	N/A	18.2%	7.2%
With disabilities	14.9%	N/A	10.9%	12.4%
Older than usual for grade	1.3%	N/A	0.7%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	66.7%	Down from 70.4%	66.7%	62.5%
Continuing contract teachers	75.9%	Down from 87.0%	92.7%	83.3%
Teachers returning from previous year	78.1%	Down from 85.5%	91.5%	88.3%
Teacher attendance rate	95.0%	Up from 94.8%	95.2%	95.0%
Average teacher salary*	\$47,544	Down 4.8%	\$50,266	\$48,193
Professional development days/teacher	25.7 days	Up from 16.8 days	9.2 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 20.0 to 1	20.4 to 1	20.1 to 1
Prime instructional time	91.4%	No Change	91.4%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,370	Up 14.0%	\$7,370	\$7,364
Percent of expenditures for instruction**	70.0%	Down from 70.6%	73.0%	68.0%
Percent of expenditures for teacher salaries**	69.0%	Down from 69.4%	71.0%	66.0%

* 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

During the 2012-2013 school year, we continued our focus for professional development on best practices and developing 21st century learners.

Midway Elementary School's PTO funded professional development that focused on restructuring our learning environments in order to decrease student distractions and increase student focus on learning. Professional development continued to explore and teach new strategies for movement and engagement of learners, while adding 21st Century Skills for Global Citizens. Professional development also allowed our teachers the opportunity to explore Common Core State Standards' depth of questioning as we prepare for transitioning to those standards.

Our PTO continued to fund student field trips, while the SIC continued our work on improving the cafeteria. The improvements included an additional control panel for the sound system and new risers for performances. Through the support of our SIC and PTO, our special needs playground received a shade structure over the equipment so that students can safely spend more time outside.

We continued to focus on developing student leaders with programs such as our Recycling Team and A.M. Show Crew. In addition, we sponsored our first Student Council with members elected by students. This group of students organized and led our student body in activities such as Hat Day to raise donations for the student-selected service project of Relay For Life for the American Cancer Society.

MES's technological capabilities continued to grow, as the district provided each grade level with a set of 15 iPads which, along with our computer labs, wireless laptop cart and iPad class set in the Learning Commons, made technology more accessible and visible. Our goals continue to focus on developing technology with students honing their technological skills while doing relevant and meaningful work. The challenge with technology will continue to be the funding as well as the training in the ever-changing world of electronics. Complementing our technology is the development of our Science, Technology, Engineering and Mathematics (STEM) instruction with the addition of two STEM labs. These labs also assist us in our academic focus of increasing the number of students who score "Exemplary" on our Science state assessment.

Our Partial-Immersion French program continues to flourish and is well established in each grade level. This stability allows us to refine and develop curriculum structured to deepen students' experiences. The lack of translated resources is an ongoing barrier in providing readily available instructional materials for students.

Communication with our community continues to grow. We now send home weekly school/class newsletters as well as multiple school messages through our automated telephone/email system. With this strong sense of community comes celebration. For the 12th year, MES received a Palmetto Gold Award for academic achievement and, for the first time, the Palmetto Silver Award for closing the achievement gap.

Principal Jan Fickling and SIC Chair Nelson Bermas

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	115	87
Percent satisfied with learning environment	100%	91.3%	96.5%
Percent satisfied with social and physical environment	100%	92.2%	95.5%
Percent satisfied with school-home relations	100%	94.8%	94.4%

* 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	99.9
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%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	694.7	683.7	657.0	682.6	99.8	99.8
Male	686.6	679.9	653.6	680.5	99.5	99.5
Female	702.9	687.6	660.5	684.8	100.0	100.0
White	697.9	686.4	659.7	686.5	99.7	99.7
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	660.5	647.9	630.5	650.3	98.3	98.3
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	666.1	658.0	634.5	646.5	98.2	98.2
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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
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English/Language Arts

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
2013	3	141	100	6.5	13.7	79.9	93.5
	4	144	98.6	6.8	24.1	69.2	93.2
	5	128	100	7.3	30.6	62.1	92.7
	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

Mathematics

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
2013	3	141	100	13.7	28.8	57.6	86.3
	4	144	98.6	3.8	16.5	79.7	96.2
	5	128	100	11.3	32.3	56.5	88.7
	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

Science

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
2013	3	70	100	10.1	56.5	33.3	89.9
	4	144	98.6	6	47.8	46.3	94
	5	64	100	17.5	52.4	30.2	82.5
	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							
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
2013	3	71	100	5.7	51.4	42.9	94.3
	4	143	98.6	5.2	21.6	73.1	94.8
	5	66	100	9.5	36.5	54	90.5
	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
Writing							
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
2013	3	142	98.6	8	24.8	67.2	92
	4	143	97.2	5.4	33.8	60.8	94.6
	5	129	96.9	10.7	41.3	47.9	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

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