

## Midland Elementary

3011 Nichols Hwy.  
Galivants Ferry, S.C. 29544

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	496 Students	
<b>Principal</b>	Deb Colliver	843-358-3036
<b>Superintendent</b>	Dr. Bobby Nalley	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2007 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
2007	Good	Good*
2006	Good	Good
2005	Good	Unsatisfactory
2004	Excellent	Good
2003	Good	Average

\* The school's 2007 Improvement Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Improvement Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2006–07 whose 2005–06 test scores were located.

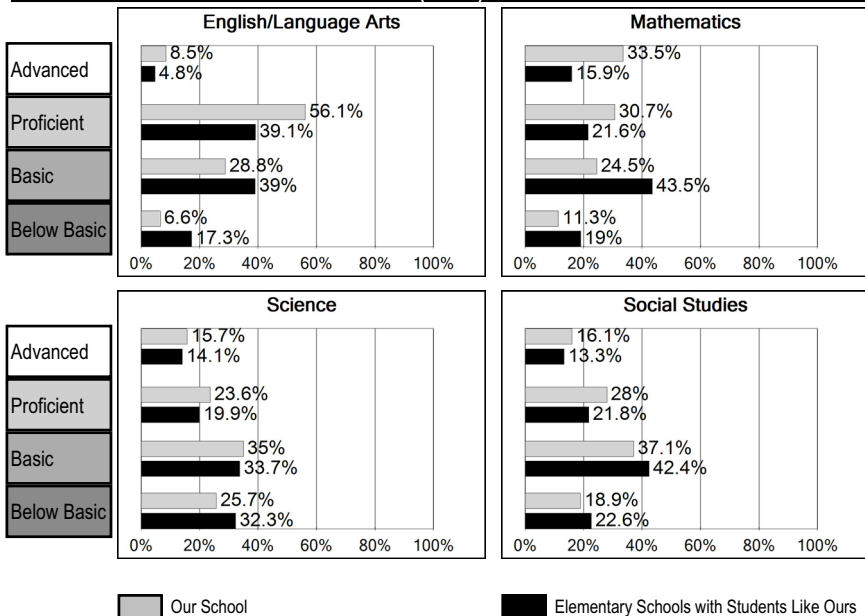
96.5%

**ABSOLUTE RATING OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	Unsatisfactory
0	18	73	5	0

\* Ratings are calculated with data available by September 30.

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**



\* Elementary Schools with Students Like Ours are elementary schools with Poverty Indices of no more than 5% above or below the index for this school.

**DEFINITION OF CRITICAL TERMS**

<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
<b>Proficient</b>	Well prepared to work at next grade level; met expectations
<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**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**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 496)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.4%	Up from 1.2%	2.6%	2.6%
Attendance rate	96.3%	Up from 95.6%	96.3%	96.2%
Eligible for gifted and talented	16.1%	Down from 22.3%	12.5%	10.4%
With disabilities other than speech	4.7%	Up from 4.6%	7.4%	7.1%
Older than usual for grade	1.1%	Up from 0.7%	1.1%	1.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n= 31)</b>				
Teachers with advanced degrees	64.5%	Up from 53.3%	55.1%	56.3%
Continuing contract teachers	83.9%		81.8%	79.8%
Teachers with emergency or provisional certificates	0.0%	Down from 10.3%	0.0%	0.0%
Teachers returning from previous year	94.2%	Up from 89.6%	87.5%	86.7%
Teacher attendance rate	95.8%	Up from 94.8%	95.5%	95.1%
Average teacher salary	\$45,691	Up 4.1%	\$43,676	\$43,872
Prof. development days/teacher	12.8 days	Up from 11.7 days	12.8 days	13.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 11.0	3.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 20.2 to 1	18.9 to 1	18.5 to 1
Prime instructional time	91.4%	Up from 89.3%	90.3%	89.8%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$6,107	Down 9.0%	\$6,390	\$6,753
Percent of expenditures for teacher salaries*	66.0%	Up from 58.8%	64.4%	65.3%
Percent of expenditures for instruction*	70.6%	Up from 63.9%	69.1%	69.3%

\* Prior year audited financial data are reported.

**Abbreviations for Missing Data**

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## REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2006-2007 school year was one of change, success, and excitement for Midland Elementary and the community. The Educational Oversight Committee recognized Midland for the fourth year in a row for Closing the Gap between historically at-risk subgroups and majority students. Midland Elementary continued to meet Adequate Yearly Progress and received the Gold Award for that accomplishment. Cathy Vaughn, one of our second grade teachers, was named Horry County Teacher of the Year for Horry County Schools. She will represent Horry County Schools in this upcoming year on the state level. Also, Caren Jenerette, one of our Child Development teachers became National Board Certified, and five other staff members are currently seeking certification.

Our students participated in chorus (two students were selected for All-State Jr. Chorus), student council, Lt. Governor's Writing, District Spelling Bee, HTC Reel Kids, Time-Warner Hero Highlights, Recycling, Pre-algebra, HeadSprout, and much more.

Our focus and number one priority continues to be on students and the academic acceleration for each and every child. With the continual use of Measures of Academic Progress (MAP), we are able to differentiate instruction to meet the needs of each student, our goal being that every child leaves third grade an independent reader and thinker.

The Parent Teacher Organization (PTO) provided many different additional resources for our staff and students. This included areas of school beautification, teacher resources, decorations for programs, playground equipment and sand, sound equipment, Fine Arts Day, Field Day, Teacher Appreciation Week, and many other visible improvements.

The biggest area of staff development for our staff included the laptop initiative. We had eleven teachers receive laptops and LCD projectors to use during instruction. Other staff development included various technology areas and early literacy interventions.

Please know that we are committed to doing what is right for all children. We are very proud of our school, community, and accomplishments. Thank you for your support, efforts, and partnership in putting children first!!

Deb Colliver, Principal

Caren Jenerette, Student Improvement Council Chairperson

## EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	75	39
Percent satisfied with learning environment	96.9%	88.0%	97.4%
Percent satisfied with social and physical environment	96.9%	93.3%	97.4%
Percent satisfied with school-home relations	96.9%	90.7%	97.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.

# NO CHILD LEFT BEHIND

## SCHOOL ADEQUATE YEARLY PROGRESS

**YES**

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate, 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.

## TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	4.4%	9.0%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance	96.3%	94.0%	Yes

\*or greater than last year

### Abbreviations for Missing Data

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**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced (Adj)*	District % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>											
All Students	222	100.0	6.6	28.8	56.1	8.5	72.2	56.2	46.8	Yes	Yes
<b>Gender</b>											
Male	122	100.0	9.4	32.5	50.4	7.7	66.7	49.1	40.1	N/A	N/A
Female	100	100.0	3.2	24.2	63.2	9.5	78.9	63.5	53.8	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	196	100.0	5.9	27.3	57.2	9.6	74.9	64.2	58.7	Yes	Yes
African American	21	100.0	14.3	38.1	47.6	0.0	52.4	34.2	30.3	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	71.0	69.0	I/S	I/S
Hispanic	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	41.5	35.7	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	55.4	45.8	I/S	I/S
<b>Disability Status</b>											
Disabled	27	100.0	44.4	40.7	14.8	0.0	14.8	22.0	15.9	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	35.1	33.1	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	128	100.0	11.8	37.0	48.7	2.5	59.7	44.1	32.3	Yes	Yes
<b>Mathematics – State Performance Objective = 36.7%</b>											
All Students	222	100.0	11.3	24.5	30.7	33.5	73.1	56.6	45.8	Yes	Yes
<b>Gender</b>											
Male	122	100.0	14.5	21.4	29.1	35.0	70.1	56.2	45.1	N/A	N/A
Female	100	100.0	7.4	28.4	32.6	31.6	76.8	57.1	46.6	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	196	100.0	8.6	24.6	32.1	34.8	75.4	65.5	59.2	Yes	Yes
African American	21	100.0	33.3	28.6	14.3	23.8	52.4	31.7	26.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	71.0	71.6	I/S	I/S
Hispanic	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	44.9	37.6	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	50.0	45.7	I/S	I/S
<b>Disability Status</b>											
Disabled	27	100.0	59.3	25.9	11.1	3.7	22.2	22.6	17.2	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	26.8	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	37.1	37.0	I/S	I/S
<b>Socio-Economic Status</b>											
Subsidized meals	128	100.0	18.5	29.4	31.9	20.2	61.3	44.5	31.3	Yes	Yes

\* Adj – Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced	District % Proficient and Advanced	State % Proficient and Advanced	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	147	100.0	25.7	35.0	23.6	15.7	39.3	37.0	33.0	96.3	95.9
<b>Gender</b>											
Male	85	100.0	26.8	34.1	22.0	17.1	39.0	39.0	34.0	96.3	95.9
Female	62	100.0	24.1	36.2	25.9	13.8	39.7	34.0	31.0	96.3	96.0
<b>Racial/Ethnic Group</b>											
White	129	100.0	22.8	36.6	24.4	16.3	40.7	45.0	45.0	96.2	95.7
African American	16	100.0	43.8	25.0	18.8	12.5	31.3	15.0	15.0	96.8	96.5
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	61.0	55.0	N/A	96.8
Hispanic	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	21.0	22.0	N/A	96.3
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	25.0	33.0	N/A	94.9
<b>Disability Status</b>											
Disabled	20	100.0	65.0	35.0	0.0	0.0	0.0	42.0	36.0	96.5	96.0
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	11.0	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	15.0	21.0	N/A	96.3
<b>Socio-Economic Status</b>											
Subsidized meals	84	100.0	39.7	33.3	19.2	7.7	26.9	25.0	19.0	95.8	95.6
<b>Social Studies</b>											
All Students	151	100.0	18.9	37.1	28.0	16.1	44.1	34.0	30.0	96.3	95.9
<b>Gender</b>											
Male	81	100.0	19.5	29.9	29.9	20.8	50.6	37.0	32.0	96.3	95.9
Female	70	100.0	18.2	45.5	25.8	10.6	36.4	31.0	28.0	96.3	96.0
<b>Racial/Ethnic Group</b>											
White	137	100.0	17.8	36.4	28.7	17.1	45.7	41.0	40.0	96.2	95.7
African American	11	100.0	36.4	36.4	27.3	0.0	27.3	15.0	16.0	96.8	96.5
Asian/Pacific Islander	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	58.0	54.0	N/A	96.8
Hispanic	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	27.0	23.0	N/A	96.3
American Indian/Alaskan	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	38.0	31.0	N/A	94.9
<b>Disability Status</b>											
Disabled	20	100.0	55.0	30.0	15.0	0.0	15.0	14.0	14.0	95.4	95.5
<b>Migrant Status</b>											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	16.0	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	22.0	23.0	N/A	96.3
<b>Socio-Economic Status</b>											
Subsidized meals	90	100.0	27.7	36.1	27.7	8.4	36.1	24.0	18.0	95.8	95.6

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
<b>English/Language Arts</b>								
<b>2006</b>	3	74	100.0	7.2	30.4	43.5	18.8	62.3
	4	64	100.0	6.8	37.3	52.5	3.4	55.9
	5	71	100.0	13.0	43.5	39.1	4.3	43.5
	6	N/A	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	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	73	100.0	4.2	16.9	60.6	18.3	78.9
	4	76	100.0	11.3	33.8	47.9	7.0	54.9
	5	73	100.0	4.3	35.7	60.0	0.0	60.0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>Mathematics</b>								
<b>2006</b>	3	74	100.0	13.0	39.1	26.1	21.7	47.8
	4	64	100.0	6.8	30.5	40.7	22.0	62.7
	5	71	100.0	10.1	37.7	20.3	31.9	52.2
	6	N/A	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	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	73	100.0	11.3	19.7	38.0	31.0	69.0
	4	76	100.0	15.5	26.8	25.4	32.4	57.7
	5	73	100.0	7.1	27.1	28.6	37.1	65.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>Science</b>								
<b>2006</b>	3	74	100.0	27.5	47.8	18.8	5.8	24.6
	4	64	100.0	15.3	47.5	25.4	11.9	37.3
	5	71	100.0	29.0	37.7	14.5	18.8	33.3
	6	N/A	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	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	35	100.0	29.4	35.3	32.4	2.9	35.3
	4	76	100.0	23.9	29.6	21.1	25.4	46.5
	5	36	100.0	25.7	45.7	20.0	8.6	28.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>Social Studies</b>								
<b>2006</b>	3	74	100.0	18.8	43.5	34.8	2.9	37.7
	4	64	100.0	18.6	42.4	23.7	15.3	39.0
	5	71	100.0	31.9	39.1	14.5	14.5	29.0
	6	N/A	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	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2007</b>	3	38	100.0	8.1	35.1	37.8	18.9	56.8
	4	76	100.0	23.9	36.6	31.0	8.5	39.4
	5	37	100.0	20.0	40.0	11.4	28.6	40.0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

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