

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mrs. Margaret B. Mitchum
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Midway Elementary School
(As it should appear in the official records)

School Mailing Address 180 Midway Road
(If address is P.O. Box, also include street address)

Lexington SC 29072-9313
City State Zip Code+4 (9 digits total)

Tel. (803) 951-8770 Fax (803) 951-2724

Website/URL www.lexington1.net/mes/meshp.htm E-mail mmitchum@lexington1.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date February 2, 2004

Name of Superintendent* Dr. Karen C. Woodward
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lexington School District One Tel. (803) 359-4178

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date February 2, 2004

Name of School Board
President/Chairperson Ms. Kay P. Coker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date February 2, 2004

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 11 Elementary schools
 4 Middle schools
 0 Junior high schools
 4 High schools
 2 Other (Briefly explain)
 (one alternative school and one technology center)
 21 TOTAL
2. District Per Pupil Expenditure: \$ 6,840.00
 Average State Per Pupil Expenditure: \$ 6,990.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 9 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	86	89	175	7	-	-	-
1	116	91	207	8	-	-	-
2	95	69	164	9	-	-	-
3	100	93	193	10	-	-	-
4	104	84	188	11	-	-	-
5	-	-	-	12	-	-	-
6	-	-	-	Other	-	-	-
TOTAL STUDENTS IN THE APPLYING SCHOOL →							927

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|-----------------------------|
| <u>90.2</u> | % White |
| <u>5.2</u> | % Black or African American |
| <u>1.6</u> | % Hispanic or Latino |
| <u>2.3</u> | % Asian/Pacific Islander |
| <u>.7</u> | % Other |
| 100 | % Total |

7. Student turnover, or mobility rate, during the past year: 6.2%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	26
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	56
(4)	Total number of students in the school as of October 1	908
(5)	Subtotal in row (3) divided by total in row (4)	.062
(6)	Amount in row (5) multiplied by 100	6.2

8. Limited English Proficient students in the school: 2%
21 Total Number Limited English Proficient

Number of languages represented: 7

Specify languages: Spanish, Chinese, Vietnamese, Filipino-Tagalog, French, Korean and Lao

9. Students eligible for free/reduced-priced meals: 9%

81 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 22%
201 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>4</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>6</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>62</u> Specific Learning Disability
<u>2</u> Hearing Impairment	<u>113</u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>4</u> Multiple Disabilities	<u>2</u> Visual Impairment Including Blindness
<u>4</u> Emotionally Disabled	

Students with IEPs by grade level:

<u>Kindergarten</u>	<u>1st Grade</u>	<u>2nd Grade</u>	<u>3rd Grade</u>	<u>4th Grade</u>
33	49	44	38	37

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u> </u>
Classroom teachers	<u>51</u>	<u>1</u>
Special resource teachers/specialists	<u>9</u>	<u>7</u>
Paraprofessionals	<u>18</u>	<u>3</u>
Support staff	<u>18</u>	<u>3</u>
Total number	<u>99</u>	<u>14</u>

12. Average school student-“classroom teacher” ratio: 22:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.5	97.1	95.0	97.2	96.6
Daily teacher attendance	94.8	94.8	95.2	94.2	94.7
Teacher turnover rate	8.3	13.3	12.2	14.3	NA
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

PART III – SUMMARY

A Snapshot of Midway Elementary School

Midway Elementary School is part of Lexington School District One, which is located in Lexington, South Carolina. Midway opened its doors in August 1994, serving approximately 990 students in 4-year-old kindergarten through 5th grade. It was constructed on 30 acres of land near Lake Murray. Due to rapid growth the school has experienced some changes since 1994. Our 4-year-old kindergarten and 5th grade students are being served at other schools in the district. In 1999 a new elementary school was built in our district and approximately 300 of our students were transferred to that school. Midway Elementary currently serves 927 students in grades K through 4. In order to meet the needs of these students, Midway Elementary employs 113 staff members, including a full-time registered nurse, an ESOL (English to Students of Other Languages) teacher, a technology integration specialist, a media specialist, a school psychologist, two guidance counselors, three instructional assistants, two art teachers, two music teachers, two physical education teachers, two French teachers, two computer lab assistants, two teachers of the gifted and talented, four speech therapists, five special education teachers, and three administrators.

Midway students are primarily from families that fall into the middle to upper socio-economic level. Approximately 9% of our students receive free and reduced meals. Forty-six percent of our students are female and 54% are male. Ninety percent of our students are Caucasian, 5.2% are African-American, and 4.6% are from other ethnic backgrounds. Eighty-six percent of our students live with both parents. Forty-seven percent of our students in grades 3 and 4 are served in our program for academically talented students (EAGLE), 3% of our students participate in an after-school Comprehensive Remediation Program, and 19.6 % are being served in our Academic Assistance Program during the school day.

The mission of Midway Elementary School is as follows:

The staff, parents, and community of Midway Elementary School are committed to nurturing the development of each child - academically, socially, emotionally, and physically - by providing challenging learning experiences through academics, the arts, and technology, in a safe and positive environment, in order to make a difference for every student.

Based on this mission, our school improvement plan integrates **high academic standards, reinforcement of life skills through related arts, service learning opportunities, and positive character traits**. Midway provides a challenging curriculum based on rigorous research-based national and state standards. Our teachers employ a wide variety of educational practices that are innovative, creative, and effective in promoting academic achievement. Our school has been awarded the Palmetto Gold Award for the past three years. This award is given to schools that exemplify high academic standards on school assessment tests given at the conclusion of each school year.

We have established many programs in our school that enable us to carry out our vision for all students. Our 37 mentors encourage and support at-risk students. Over 300 volunteers who log nearly 900 hours a month assist students and teachers in many areas of school life. Midway's Character Education Program helps students demonstrate character traits appropriate to school and social settings. Service Learning initiatives enable students to contribute to the community in which they live. Numerous business partners play an active role in supporting various projects, events, and programs at our school. We are proud to be a recipient of the South Carolina Red Carpet Award for being a family-friendly school, for achieving Flagship Status with the Schools of Promise Program, and being the first South Carolina School to receive the Governor's Reading Initiative Award.

This brief snapshot of Midway Elementary can only begin to show our dedication to our school's motto, ***Making a Difference for Every Student***. Students and their achievement are our focus and our mission.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The meaning of the school’s assessment results in English/Language Arts and mathematics.

The Education Accountability Act of 1998 required South Carolina to set higher standards for the state’s K-12 educational system. The act also required the state to review its improvement process. As a result, challenging state tests were developed and annual school report cards were created to report the results. The South Carolina Department of Education created the Palmetto Achievement Challenge Tests (PACT) as required by the Education Accountability Act of 1998. PACT requires the application of knowledge and is considered to be a rigorous test. It reflects the acquisition of skills identified in our state’s standards. South Carolina standards are comparable in difficulty to the actual NAEP standards.

Students with significant disabilities have the opportunity to participate in a PACT Alternative Assessment. Midway students that qualify for PACT-Alt are Profoundly Mentally Disabled. Midway students who have significant learning disabilities may take PACT Off Grade-level testing. The only other students that have been exempted from our testing in the past are our Limited English Proficient (LEP) students who had been in the United States less than three years. Because of the NCLB policy, the LEP exemption is no longer in effect for PACT testing.

The PACT tests are administered to students in grades 3 through 8 in mathematics, English language arts, science, and social studies.

PERFORMANCE LEVELS: Four performance levels have been established for the PACT – below basic, basic, proficient, and advanced. These levels indicate how an individual student is performing based on the curriculum standards assessed by the PACT.

BELOW BASIC: A student who performs at the BELOW BASIC level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is not prepared for work at the next grade.

BASIC: Performance at the BASIC level means a student has passed the test. A student who performs at the BASIC level on the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade.

PROFICIENT: A student who performs at the PROFICIENT level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The PROFICIENT level represents the long-term goal for student performance in South Carolina.

ADVANCED: A student who performs at the ADVANCED level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade.

USING THE RESULTS: The results provided for the PACT include state, district, and school level information. Demographic reports indicate how students in various groups (e.g., male and female) have performed. In addition to these results, Individual Student Reports are provided to schools and parents.

2. How Midway uses assessment data.

Midway Elementary School's Data Team, which consists of teachers and administrators, examines school data and sets clearly focused goals to improve student achievement. The team meets on a regular basis to analyze data, determine strategies, and assess progress. The Data Team leads and assists teachers in learning how to use test data to drive instruction.

Midway Elementary School administers Measures of Academic Process (MAP) that takes advantage of advances in computer technology and assessment to measure each student's academic growth from year to year in reading and mathematics. MAP is a computer-adaptive norm-referenced testing system that is given in the fall and spring. Midway's teachers relate MAP test scores to a set of curricular objectives, known as a Learning Continuum, to help them target instruction appropriately to the specific skills that their students are ready to learn.

At the beginning of each school year, teachers and administrators review PACT results to determine a plan for school-wide improvement. Teachers strive to move students from one performance level to the next performance level. Test results are also used to identify students who could benefit from additional academic interventions, both remedial and accelerated.

Teachers maintain a language arts profile on each student to monitor reading levels, learning styles, and writing progress. Writing samples are collected and scored using the PACT rubric throughout the year to analyze improvement in content, organization, audience awareness, and conventions. Our Student Intervention Team, comprised of teachers, parents, administrators, guidance counselors, and school psychologist, use assessment data to determine ways to help individual students. Achievement data is also used to determine staff development needs and to identify the weaknesses and strengths of our language arts and mathematics programs.

3. How Midway communicates student performance.

It is a priority at Midway Elementary that parents are involved in all aspects of their child's learning. The open-door policy at this school creates an atmosphere where parents feel they can ask questions, seek advice, and even challenge curriculum or events. This open communication with the community helped us to achieve our status as a South Carolina Red Carpet Award School for being a family-friendly school. The main priority, however, is to communicate to parents the importance of how their child learns, activities that can be done at home to reinforce strengths and weakness, and to give them a sense of assurance that they are connected to the school and their child's well-being. This is accomplished by:

- Parent orientations
- Curriculum nights
- Parent-Teacher conferences
- Student work sent home weekly
- Phone calls and notes sent home
- Grade level meetings with parents
- School web-site
- Media relations
- Development of academic plans as needed
- Parent handbook listing curriculum standards
- Regular letters from the principal
- Annual school/district report card
- Monthly newsletters
- Curriculum workshops for parents
- Progress reports every 4 ½ weeks
- PTA and SIC publications
- Parent workshops about test assessment data
- Daily communication logs as needed
- Individual teacher web-pages
- Large parent volunteer orientations
- Use of e-mail
- Student Intervention Team
- Parent & student surveys
- Home visits as needed

4. How Midway shares its successes with other schools.

Midway Elementary is proud to share its successes with community, parents, business partners, and other schools. Since the opening of our school ten years ago, we have been a site for other schools to visit and observe various programs and classrooms. Over the past few years, over 700 teachers from schools across South Carolina and bordering states have visited classrooms to observe language arts instruction, foreign language instruction, and the arts programs. Teachers are very open to visitors in their classroom. Due to our functional floor plan, our facility is often used as a visitation site for new schools being built. Teachers and administrators have been presenters at many conferences, workshops, and faculty meetings across South Carolina. They have also been invited to speak to college classes at the University of South Carolina and Columbia College. Through the use of technology, teachers connect with other colleagues utilizing shared folders to develop lesson plans together for creating learning units.

In an effort to promote the school's successes, a member of our staff serves as our school's public relations representative to submit pictures and information of important events, fun activities, and achievements to the media.

Each administrator has regularly scheduled district meetings where ideas and strategies are shared among other administrators. Throughout the school year, teachers share ideas, best practices, and effective assessments during district wide in-services. We share information about our school and our accomplishments on our school web page.

As a *No Child Left Behind* Blue Ribbon School, Midway Elementary will continue to share our successes with other schools. We will welcome visitors to our school, provide multi-media presentations, and share at workshops and conferences.

PART V – CURRICULUM AND INSTRUCTION

1. The curriculum for Midway Elementary School.

Midway Elementary School provides a challenging and comprehensive curriculum based on rigorous state and national standards, proven scientific methods, and brain research. In order to accelerate learning toward raising student achievement, our teachers have aligned their instructional practices with our standards based curriculum. Teachers utilize district pacing guides that provide core activities to ensure all standards are met in a timely manner. Based on DataWorks Educational Research, our teachers believe that improved instructional processes improve student learning which results in higher student achievement. As a result, teachers teach the content standards, use research-based focused instruction, and align assessment to match what is taught. Students are expected to take what is being taught, apply their knowledge, and implement self-assessment strategies.

Our core curriculum includes English/Language Arts, mathematics, science, social studies, and health. Other curriculum areas include art, French, music, computer technology, and physical education. It is a priority at Midway that these subject areas are aligned with high standards, are integrated across the curriculum, and meet the needs of each individual learner. It is also our goal to make learning meaningful and relevant to real-world situations, while providing developmentally appropriate instruction.

The **English/Language Arts** curriculum is based on a balanced literacy program. According to Brian Cambourne’s research, the balanced literacy model for effective teaching and learning incorporates demonstration, shared demonstration, guided practice, independent practice, response and feedback, and ongoing assessment. Our **mathematics** curriculum includes five goals established by the National Council of Mathematics: to value mathematics, solve problems, reason, communicate, and become confident in their ability to apply understanding in real-life problem-solving situations. The **science/health** program is based on the National Science Education Standards (NSES). Inquiry activities motivate students to engage in both basic and integrated science skills utilizing pedagogically appropriate units from FOSS, GEM, and STC programs. Our **social studies** program focuses on national standards and uses multi-disciplinary units comprised of government, history, economics, and geography. Since we believe that young children should begin to learn a second language, our curriculum includes **foreign language**. Our French curriculum, based on national standards, allows students to gain knowledge in communication, cultures, connections, comparisons, and communities. The **arts** (art, music, computer technology, and physical education) engage students in sequential activities designed to involve each child in participation, understanding, appreciation, enjoyment, creative expression, and evaluation.

We involve students through a variety of proven educational practices. Some of these include: independent practice, cooperative learning, research projects, creative expression, use of graphic organizers, use of hands-on manipulatives, experiments, presentations, technology integration, observation, investigation, use of higher order thinking skills, questioning techniques, real world applications, self-assessment, analogies, journal writing, math journals, drama, movement, role-playing, peer tutoring, book buddies, demonstrations, music, problem solving, and field studies.

Our students have opportunities to apply their knowledge and skills. They participate in service learning activities, our character education program, leadership activities (Principal’s Cabinet, safety patrols, flag helpers), the Schoolyard Habitat, and a cultural Art Museum.

Our integrated curriculum fulfills our school’s mission as it provides *challenging learning experiences through academics, the arts, and technology in a safe and positive environment, in order to make a difference for every student.*

2. Description of the reading curriculum.

To assure that all aspects of reading and writing receive appropriate emphasis and that contexts are used to help readers and writers become critical thinkers, independent problem solvers, self-monitors, self-evaluators, and goal setters, Midway chose a balanced literacy approach. We actively teach phonemic awareness, phonics, fluency, vocabulary, and comprehension. In keeping with current research in best practices in a language arts classroom, students are immersed in a literature-rich environment. Teachers are involved weekly in ongoing staff development to increase their knowledge of creating a balanced literacy classroom.

During reading workshop and writing workshop, demonstration, shared demonstration, guided practice, independent practice, response and feedback, and ongoing assessment are used. In the demonstration element, the teacher performs the relevant and purposeful task to the learner. During the shared demonstration component, the teacher works through the task interactively with the students, while leading and guiding the process. The teacher uses guided practice to provide support and encouragement while the learner attempts the task either in pairs or small groups. The learner then works independently on the task with the teacher close by for affirmation and support. The response and feedback component is a key element in which the teacher celebrates what has been done and analyzes what needs additional reinforcement. Ongoing assessment is used to guide the student regarding his or her progress.

Our media specialist supports our balanced literacy program by providing a flexible schedule, purchasing teacher requested books, and inviting guest authors. She also provides monthly “Media Center Moments” for teachers to share new literature, demonstrate current technologies, and encourage dialogue on current reading issues. A school wide literacy library is available and used by teachers to support our divergent levels of readers. Included in this library is a professional section for teachers to research current practices.

3. Description of one other curriculum area – arts.

The arts program exemplifies the mission of Midway Elementary School. Students incorporate academics, arts, and technology as they sing, recite poems, dance, write, perform dramatic presentations, research artists and composers, and create art using a variety of medium. As students are engaged in activities in the arts, they are involved academically, socially, emotionally, and physically.

Our goal is for students to reinforce necessary life skills, cultural appreciation, and creative expression needed for a quality life beyond the classroom. Our arts curriculum is based on national standards (NAEA, MENC, and NASPE) as well as state standards (South Carolina Visual and Performing Arts Framework). As students create, they are applying skills from all other curriculum areas. They learn to communicate effectively, solve problems, connect the past with the present, and to respect and understand cultural diversities.

As an example of a collaborative effort, the staff, parents, and community are actively involved in the creation of a cultural arts museum at our school, which showcases the yearlong efforts of our arts program. Business partners and volunteers play a vital role in the implementation and support of this major undertaking. The art museum is used as a teaching tool for Midway students and university students, is open for public viewing, and is enjoyed by various civic groups and senior citizen facilities.

Not only does our arts curriculum enrich student learning, it builds public advocacy, thus increasing support and solidifying the importance of arts education in our schools.

4. Different instructional methods that Midway uses to improve student learning.

Instructional minutes are valued at Midway Elementary School. We strive to protect our instructional time with our students. Time on task, alignment to standards, breadth of coverage of standards, and instructional effectiveness are important to every educator at our school. Improved student achievement is a direct result of improved instructional processes.

Our teachers put research into practice as they implement the essential components of an effective lesson. Our teachers routinely state the objective, provide review, explain, model, demonstrate, check for student understanding, provide guided practice, and bring closure to the lesson. Teachers also provide independent practice, feedback, and periodic review. Teachers continuously monitor student progress and adjust lessons appropriately. Assessment is used to obtain feedback, to set goals, and to target needed interventions.

Teachers use a variety of instructional methods to improve student learning. As all children learn in different ways, our teachers strive to incorporate varying learning modalities (visual, auditory, kinesthetic, etc.). Other strategies include cooperative learning, research, creative expression, use of graphic organizers, use of hands-on manipulatives, experiments, presentations, technology integration, observation, investigation, use of higher order thinking skills, questioning techniques, real world applications, self-assessment, analogies, journal writing, math journals, drama, movement, role-playing, peer tutoring, book buddies, demonstrations, music, problem solving, field studies, and student shared learning.

Our teachers are lifelong learners who are constantly seeking new and improved instructional practices that nurture the development of each child, thus modeling for our children a love for learning.

5. Midway's professional development program and its impact on improving student achievement.

Midway Elementary School has a Staff Development Team composed of teachers from each grade level/special area, administrators, and support staff personnel. Each year, the Staff Development Team surveys staff members, analyzes assessment data (PACT, MAP, and CogAt), and utilizes research to determine needs and/or topics for professional development. A yearly staff development plan is then developed.

During the 2002-2003 school year, we participated in Curriculum Calibration. As a follow-up, the Staff Development Team attended a conference in the fall of 2003 to determine a plan for the next phase of Curriculum Calibration. The team invited John Hollingsworth, founder of DataWorks, to present a daylong professional development session to Midway teachers in the spring of 2004. Each month during the 2003-2004 school year, teachers are focusing on one effective instructional practice and are sharing results with each other.

An in-depth professional book study is being conducted to assist in our balanced literacy program. Kindergarten through 2nd grade teachers are using the book Shaping Literate Minds (Dorn and Soffos) and 3rd and 4th grade teachers are studying Guiding Readers and Writers (Fountas and Pinnell).

Individual teachers, as well as grade level groups, have expressed a desire for more training in various topics. To meet these needs, a yearlong calendar of "mini" after school workshops (technology, AIMS, literacy, Fraction Island, projectors, and Alpha Smart labs) has been scheduled at our school. The school's professional development plan leads to increased student achievement because the plan focuses on helping teachers become more effective, and the professional development activities are relevant to the overall instructional program.

ASSESSMENT DATA- MIDWAY ELEMENTARY
3rd Grade English/Language Arts
Palmetto Achievement Challenge Test (PACT)
Publisher: South Carolina State Department of Education, 1999

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	94.7	96.2	98.5	96.6	94.9
% At or Above Proficient	79.4	77.3	83.5	77.8	67.6
% At Advanced	16.4	8.1	13.4	11.1	3.2
Total number of student in grade	192	186	203	209	216
Number of students tested	189	185	201	207	216
Percent of total students tested	98.4	99.5	99	99	100
Number of students excluded	3	1	2	2	0
Percent of students excluded	1.6	.5	1	1	0
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% At or Above Basic	100	88.9	88.9	76.9	60
% At or Above Proficient	72.7	55.6	33.3	23.1	30
% At Advanced	18.2	0	11.1	0	0
Number of Students tested	11	18	9	13	10
2. 3rd Grade IEP Students *					
% At or Above Basic	76.3	85.7	93.3	87.5	NA
% At or Above Proficient	50	42.9	70	57.5	NA
% At Advanced	10.5	3.6	10	2.5	NA
Number of students tested	38	28	30	40	NA
STATE SCORES					
% At or Above Basic	79.9	78.7	78.5	74	65
State Mean Score	NA	NA	NA	NA	NA
% At or Above Proficient	40.7	41.6	41.4	40	28
State Mean Score	NA	NA	NA	NA	NA
% At Advanced	4	3.4	3.4	4	2
State Mean Score	NA	NA	NA	NA	NA

* Includes students with any IEP.

NOTE: Although we do not have any subgroups with 40 or more students, we are reporting results for two subgroups (Free/Reduced Lunch and IEP Students).

Groups Excluded from PACT Testing 3rd Grade English/Language Arts

1998-1999

No testing exclusions.

1999-2000

Group: Profoundly Mentally Disabled
Reason: IEP requirements
How Assessed: PACT Alternative Assessment
Number: 1 student: .5%

Group: Emotionally Disabled
Reason: Absent during entire testing window
How Assessed: No assessment given
Number: 1 student: .5%

2000-2001

Group: Emotionally Disabled
Reason: IEP requirements
How Assessed: PACT Off Grade-level Assessment
Number: 1 student: .5%

Group: Student in Regular Classroom
Reason: IEP requirements
How Assessed: PACT Off Grade-level Assessment
Number: 1 student: .5%

2001-2002

Group: Limited English Proficient
Reason: Met specified conditions from the SC Department of Education
How Assessed: Portfolio Assessment
Number: 1 student: .5%

2002-2003

Group: Profoundly Mentally Disabled
Reason: IEP requirements
How Assessed: PACT Alternative Assessment
Number: 1 student: .5%

Group: Emotionally Disabled
Reason: IEP requirements
How Assessed: PACT Off Grade-level Assessment
Number: 2 students: 1.5%

Note: All test exclusions are explained in Part IV, question 1.

ASSESSMENT DATA- MIDWAY ELEMENTARY
3rd Grade Mathematics
Palmetto Achievement Challenge Test (PACT)
Publisher: South Carolina State Department of Education, 1999

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	96.8	94.1	97	93.7	89.8
% At or Above Proficient	64.6	65.9	74.2	59.4	46.7
% At Advanced	30.7	38.9	45.3	33.3	19.4
Total number of student in grade	192	186	203	209	216
Number of students tested	189	185	201	207	216
Percent of total students tested	98.4	99.5	99	99	100
Number of students excluded	3	1	2	2	0
Percent of students excluded	1.6	.5	1	1	0
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% At or Above Basic	100	88.9	77.8	61.5	30
% At or Above Proficient	63.7	44.5	33.3	15.4	10
% At Advanced	27.3	16.7	22.2	7.7	10
Number of Students tested	11	18	9	13	10
2. 3rd Grade IEP Students *					
% At or Above Basic	86.8	78.6	96.7	77.5	NA
% At or Above Proficient	52.6	50	53.3	50	NA
% At Advanced	26.3	25	33.3	20	NA
Number of students tested	38	28	30	40	NA
STATE SCORES					
% At or Above Basic	73.6	72.1	71.8	69	56
State Mean Score	NA	NA	NA	NA	NA
% At or Above Proficient	31.1	33.3	32.8	25	18
State Mean Score	NA	NA	NA	NA	NA
% At Advanced	12	16.4	16	9	5
State Mean Score	NA	NA	NA	NA	NA

* Includes students with any IEP.

NOTE: Although we do not have any subgroups with 40 or more students, we are reporting results for two subgroups (Free/Reduced Lunch and IEP Students).

Groups Excluded from PACT Testing 3rd Grade Mathematics

1998-1999

No testing exclusions.

1999-2000

Group: Profoundly Mentally Disabled
Reason: IEP requirements
How Assessed: PACT Alternative Assessment
Number: 1 student: .5%

Group: Emotionally Disabled
Reason: Absent during entire testing window
How Assessed: No assessment given
Number: 1 student: .5%

2000-2001

Group: Emotionally Disabled
Reason: IEP requirements
How Assessed: PACT Off Grade-level Assessment
Number: 1 student: .5%

Group: Student in Regular Classroom
Reason: IEP requirements
How Assessed: PACT Off Grade-level Assessment
Number: 1 student: .5%

2001-2002

Group: Limited English Proficient
Reason: Met specified conditions from the SC Department of Education
How Assessed: Portfolio Assessment
Number: 1 student: .5%

2002-2003

Group: Profoundly Mentally Disabled
Reason: IEP requirements
How Assessed: PACT Alternative Assessment
Number: 1 student: .5%

Group: Emotionally Disabled
Reason: IEP requirements
How Assessed: PACT Off Grade-level Assessment
Number: 2 students: 1.5%

Note: All test exclusions are explained in Part IV, question 1.

ASSESSMENT DATA- MIDWAY ELEMENTARY
4th Grade English/Language Arts
Palmetto Achievement Challenge Test (PACT)
Publisher: South Carolina State Department of Education, 1999

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	96.2	97.5	97.1	97.6	95.5
% At or Above Proficient	68.5	73.6	77.6	82.1	68.7
% At Advanced	13.6	11.4	10	12.5	14.4
Total number of student in grade	185	205	216	174	249
Number of students tested	184	201	210	168	243
Percent of total students tested	99.5	98	97	97	98
Number of students excluded	1	4	6	6	6
Percent of students excluded	.5	2	3	3	2
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% At or Above Basic	83.3	90	77.8	75	90
% At or Above Proficient	41.6	40	22.2	75	50
% At Advanced	8.3	0	0	0	0
Number of Students tested	12	10	9	8	10
2. 4th Grade IEP Students *					
% At or Above Basic	83.3	88	84.8	71.4	NA
% At or Above Proficient	41.6	44	39.4	57.2	NA
% At Advanced	8.3	4	12.1	14.3	NA
Number of students tested	24	25	33	14	NA
STATE SCORES					
% At or Above Basic	79.6	80	80.5	72	65
State Mean Score	NA	NA	NA	NA	NA
% At or Above Proficient	35.2	37.3	37.5	37	28
State Mean Score	NA	NA	NA	NA	NA
% At Advanced	2.2	2.1	2.1	4	2
State Mean Score	NA	NA	NA	NA	NA

* Includes students with any IEP.

NOTE: Although we do not have any subgroups with 40 or more students, we are reporting results for two subgroups (Free/Reduced Lunch and IEP Students).

**Groups Excluded from PACT Testing
4th Grade English/Language Arts**

1998-1999

Group: Profoundly Mentally Disabled
Reason: IEP requirements
How Assessed: PACT Alternative Assessment
Number: 6 students: 2.4%

1999-2000

Group: Profoundly Mentally Disabled
Reason: IEP requirements
How Assessed: PACT Alternative Assessment
Number: 5 students: 2%

Group: Emotionally Disabled/Autistic
Reason: IEP requirements
How Assessed: PACT Alternative Assessment
Number: 1 student: .4%

2000-2001

Group: Profoundly Mentally Disabled
Reason: IEP requirements
How Assessed: PACT Alternative Assessment
Number: 6 students: 2.8%

2001-2002

Group: Profoundly Mentally Disabled
Reason: IEP Requirements
How Assessed: PACT Alternative Assessment
Number: 3 students: 1.5%

Group: Limited English Proficient
Reason: Met conditions specified by the SC Department of Education
How Assessed: Portfolio Assessment
Number: 1 student: .5%

2002-2003

Group: Profoundly Mentally Disabled
Reason: IEP requirements
How Assessed: PACT Alternative Assessment
Number: 1 student: .5%

Note: All test exclusions are explained in Part IV, question 1.

ASSESSMENT DATA- MIDWAY ELEMENTARY
4th Grade Mathematics
Palmetto Achievement Challenge Test (PACT)
Publisher: South Carolina State Department of Education, 1999

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% At or Above Basic	97.3	96.5	94.3	95.2	93.9
% At or Above Proficient	71.2	69.6	57.2	73.8	57.8
% At Advanced	39.1	33.3	30.5	41.7	19.7
Total number of student in grade	185	205	216	174	249
Number of students tested	184	201	210	168	243
Percent of total students tested	99.5	98	97	97	98
Number of students excluded	1	4	6	6	6
Percent of students excluded	.5	2	3	3	2
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% At or Above Basic	83.3	80	66.7	75	72.7
% At or Above Proficient	41.6	50	11.1	37.5	18.2
% At Advanced	8.3	10	0	25	9.1
Number of Students tested	12	10	9	8	11
2. 4th Grade IEP Students *					
% At or Above Basic	87.5	88	72.7	64.3	NA
% At or Above Proficient	50	44	33.3	42.9	NA
% At Advanced	20.8	12	21.2	14.3	NA
Number of students tested	24	25	33	14	NA
STATE SCORES					
% At or Above Basic	74.3	67.1	67.3	62	55
State Mean Score	NA	NA	NA	NA	NA
% At or Above Proficient	35.6	26	25.9	24	18
State Mean Score	NA	NA	NA	NA	NA
% At Advanced	15.3	9.6	9.6	8	5
State Mean Score	NA	NA	NA	NA	NA

* Includes students with any IEP.

NOTE: Although we do not have any subgroups with 40 or more students, we are reporting results for two subgroups (Free/Reduced Lunch and IEP Students).

**Groups Excluded from PACT Testing
4th Grade Mathematics**

1998-1999

Group: Profoundly Mentally Disabled
Reason: IEP requirements
How Assessed: PACT Alternative Assessment
Number: 6 students: 2.4%

1999-2000

Group: Profoundly Mentally Disabled
Reason: IEP requirements
How Assessed: PACT Alternative Assessment
Number: 5 students: 2%

Group: Emotionally Disabled/Autistic
Reason: IEP requirements
How Assessed: PACT Alternative Assessment
Number: 1 student: .4%

2000-2001

Group: Profoundly Mentally Disabled
Reason: IEP requirements
How Assessed: PACT Alternative Assessment
Number: 6 students: 2.8%

2001-2002

Group: Profoundly Mentally Disabled
Reason: IEP Requirements
How Assessed: PACT Alternative Assessment
Number: 3 students: 1.5%

Group: Limited English Proficient
Reason: Met conditions specified by the SC Department of Education
How Assessed: Portfolio Assessment
Number: 1 student: .5%

2002-2003

Group: Profoundly Mentally Disabled
Reason: IEP requirements
How Assessed: PACT Alternative Assessment
Number: 1 student: .5%

Note: All test exclusions are explained in Part IV, question 1.