



Midway Elementary

1221 Harriett Circle
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	885 Students	
Principal	Gary Bruhjell	864-716-3800
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Excellent
2004	Excellent	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District 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

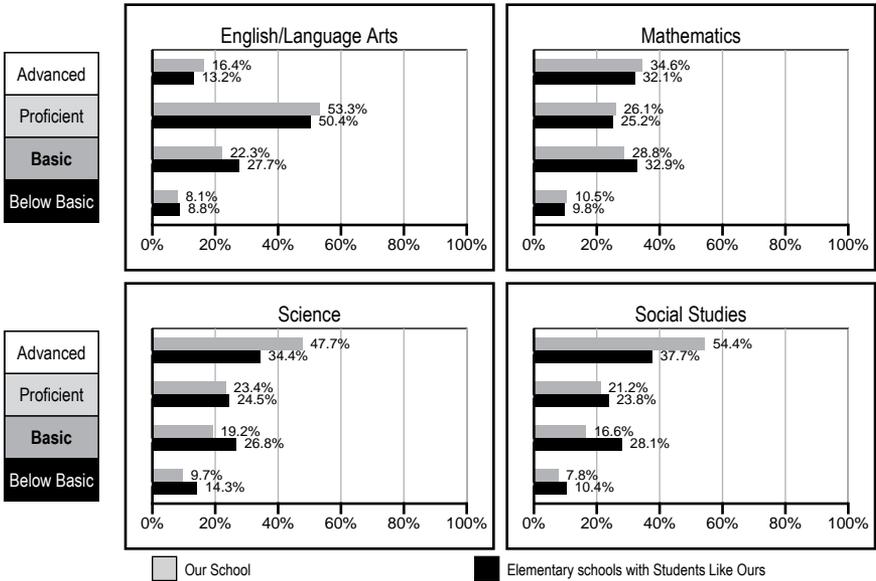
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	16	2	0	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 the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	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

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=885)				
First graders who attended full-day kindergarten	93.8%	Down from 94.9%	100.0%	100.0%
Retention rate	0.6%	Down from 2.2%	1.0%	2.3%
Attendance rate	96.6%	Down from 96.8%	96.9%	96.3%
Eligible for gifted and talented	20.4%	Down from 22.2%	25.9%	10.4%
With disabilities other than speech	9.3%	Up from 8.5%	6.2%	7.5%
Older than usual for grade	0.7%	Down from 0.8%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=69)				
Teachers with advanced degrees	44.9%	Down from 53.0%	59.0%	56.7%
Continuing contract teachers	73.9%	Down from 83.3%	83.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.4%	Up from 88.9%	88.7%	86.4%
Teacher attendance rate	94.7%	Down from 95.7%	95.2%	94.9%
Average teacher salary	\$44,679	Up 2.0%	\$46,707	\$45,345
Professional development days/teacher	10.0 days	Down from 13.3 days	12.6 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	3.3	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 18.2 to 1	19.4 to 1	18.5 to 1
Prime instructional time	90.0%	Down from 90.8%	90.6%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,274	Down 9.3%	\$6,784	\$7,052
Percent of expenditures for instruction*	76.3%	Up from 74.5%	72.0%	69.1%
Percent of expenditures for teacher salaries*	71.4%	Up from 68.3%	67.9%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Midway Elementary has had another outstanding year! Our community has built a tradition of educational excellence in the Anderson area. At Midway, children are held accountable to high standards of achievement; parents and other visitors are always welcome; teachers and staff truly care about the children; students know how to help others by "doing the right thing;" and learning is fun and exciting.

This past year, the school and its faculty have been honored for their many contributions and efforts. Most importantly, Midway received a Palmetto Gold Incentive Award from the South Carolina Department of Education for outstanding student achievement. In addition, the school was a recipient of the state's "Exemplary Writing Award" for its model writing program in grades K-5. Mrs. Sissy Madden was selected as "Teacher of the Year," representing all the remarkable teachers at Midway.

Furthermore, the school implemented a new model for gifted and talented education in grades 3-5. Students participated in daily ELA instruction through the Junior Great Books program, were challenged with inquiry lessons in the Science lab, and learned innovative ways to solve Math and Logic problems. By restructuring the gifted and talented program, the school was better able to serve the needs of all children.

Also, Midway continued its journey towards becoming an International Education Theme School by offering a Spanish language program in grades 3-5. Students participated in daily interactive activities through a combination of video and live lessons. The children learned a foreign language naturally, through conversation and immersion, rather than using a textbook. Most importantly, they gained a better understanding and appreciation for other cultures and traditions around the world.

In addition, many extracurricular programs and activities were planned throughout the year for students and families in an effort to enhance a strong standards-based curriculum. Some of these include the Running Club, Science Clubs, Karate Club, Creative Arts Club, Lego-Robotics Club, Newspaper Club, After-School Enrichment Center, PTA Open House Nights, Doughnuts with Santa, Disco Night, Fall Festival, Stinger Singers Chorus, Grandparents' Luncheon, Skate Nights, and "Coffee with the Principal" meetings. These clubs, programs, and events help define the school and its niche in Anderson School District Five.

Finally, Midway Elementary School benefited from an excellent PTA and School Improvement Council as well as dedicated business partners. The PTA provided books for the classrooms, sponsored student recognition programs, offered field trip scholarships to needy families, and much more. Business partners provided incentives for students and served as mentors and tutors.

Midway is a school with capable students, a wonderful faculty and staff, caring and involved parents, and a supportive community

Gary Bruhjell, Principal
Julie Roberts, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	65	132	86
Percent satisfied with learning environment	98.5%	93.9%	91.8%
Percent satisfied with social and physical environment	100.0%	95.5%	90.7%
Percent satisfied with school-home relations	100.0%	94.7%	92.9%

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

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School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or 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.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	474	100	8	22.3	53	16.7	78.1	55	48.2	Yes	Yes
Gender											
Male	241	100	11.3	25.9	52.7	10	73.2	48.5	41.7	N/A	N/A
Female	233	100	4.5	18.4	53.4	23.8	83.4	61.8	55	N/A	N/A
Racial/Ethnic Group											
White	392	100	4.4	21.3	55.8	18.4	83.6	66.4	60	Yes	Yes
African American	64	100	30.6	24.2	41.9	3.2	48.4	36.8	31.7	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	71.4	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	65	100	42.9	33.3	17.5	6.3	27	13.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	20	100	17.6	29.4	47.1	5.9	58.8	43.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	97	100	25.8	31.2	37.6	5.4	47.3	39.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	474	100	10.4	28.4	26.8	34.4	74	54	45.8	Yes	Yes
Gender											
Male	241	100	11.3	27.2	28	33.5	73.2	53.2	45.6	N/A	N/A
Female	233	100	9.4	29.6	25.6	35.4	74.9	54.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	392	100	5.7	29.1	26.8	38.4	79	66.3	59	Yes	Yes
African American	64	100	41.9	22.6	27.4	8.1	43.5	33.4	26.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	80.5	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	65	100	57.1	23.8	12.7	6.3	25.4	16.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	20	100	11.8	29.4	35.3	23.5	64.7	54.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	97	100	35.5	28	24.7	11.8	47.3	37.6	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st 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
Science											
All Students	321	100	9.6	18.9	23.7	47.8	71.5	51.9	35.7	96.6	95.6
Gender											
Male	161	100	13.7	13	21.7	51.6	73.3	53.7	37.4	96.6	95.5
Female	160	100	5.3	25.2	25.8	43.7	69.5	50.1	33.8	96.6	95.8
Racial/Ethnic Group											
White	259	100	4.7	18.5	23.2	53.5	76.8	65.4	49.2	96.6	95.5
African American	47	100	35.6	24.4	24.4	15.6	40	30.6	17	96.2	95.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	70.4	58	97.3	96.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	53.1	24.9	96.5	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	98.5
Disability Status											
Disabled	43	100	43.9	26.8	12.2	17.1	29.3	15.8	14	95.5	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	98.3
English Proficiency											
Limited English Proficient	14	100	8.3	8.3	33.3	50	83.3	55.9	24.4	96.7	96.5
Socio-Economic Status											
Subsided meals	65	100	30.6	19.4	25.8	24.2	50	35.9	21.1	95.4	94.9
Social Studies											
All Students	320	100	7.7	16.8	21.3	54.2	75.5	46.8	34	96.6	95.6
Gender											
Male	164	100	9.3	14.8	19.8	56.2	75.9	48.6	36.6	96.6	95.5
Female	156	100	6.1	18.9	23	52	75	44.8	31.3	96.6	95.8
Racial/Ethnic Group											
White	268	100	4.6	16	21.7	57.8	79.5	56.8	44.5	96.6	95.5
African American	42	100	30	22.5	20	27.5	47.5	28.7	19.1	96.2	95.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	73.1	58.9	97.3	96.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	50	27.5	96.5	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	98.5
Disability Status											
Disabled	42	100	48.8	26.8	12.2	12.2	24.4	15.4	14.4	95.5	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	98.3
English Proficiency											
Limited English Proficient	15	100	16.7	8.3	16.7	58.3	75	54.5	27.3	96.7	96.5
Socio-Economic Status											
Subsided meals	63	100	30	26.7	13.3	30	43.3	31.4	21	95.4	94.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	160	100	3.3	11.2	62.5	23	85.5	
	4	140	100	5.8	32.6	55.1	6.5	61.6	
	5	162	100	9.6	32.7	52.6	5.1	57.7	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	157	100	5.8	17.4	50.3	26.5	76.8	
	4	165	100	5.7	19	61.4	13.9	75.3	
	5	152	100	12.8	30.9	47	9.4	56.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	160	100	4.6	32.2	41.4	21.7	63.2	
	4	140	100	10.9	31.2	32.6	25.4	58	
	5	162	100	8.3	34	20.5	37.2	57.7	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	157	100	14.8	31	23.2	31	54.2	
	4	165	100	4.4	24.1	31	40.5	71.5	
	5	152	100	12.1	30.2	26.2	31.5	57.7	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	79	100	2.8	28.2	36.6	32.4	69	
	4	140	100	13.1	25.5	26.3	35	61.3	
	5	81	100	10.4	23.4	11.7	54.5	66.2	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	80	100	5.1	20.3	22.8	51.9	74.7	
	4	165	100	6.3	19	24.1	50.6	74.7	
	5	76	100	21.3	17.3	24	37.3	61.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	83	100	5.1	12.8	46.2	35.9	82.1	
	4	140	100	8	22.6	29.2	40.1	69.3	
	5	81	100	15.2	30.4	21.5	32.9	54.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	79	100	7.7	15.4	20.5	56.4	76.9	
	4	165	100	5.7	14.6	22.2	57.6	79.7	
	5	76	100	12.2	23	20.3	44.6	64.9	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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