

MIDWAY ELEMENTARY SCHOOL OF SCIENCE AND ENGINEER

1221 Harriett Circle
Anderson, South Carolina

Grades	PK-5 Elementary School	
Enrollment	924 Students	
Principal	Gary Bruhjell	864-716-3800
Superintendent	Betty T Bagley	864-260-5000
Board Chair	Mr. Al Norris Jr.	864-260-5042

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good

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://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

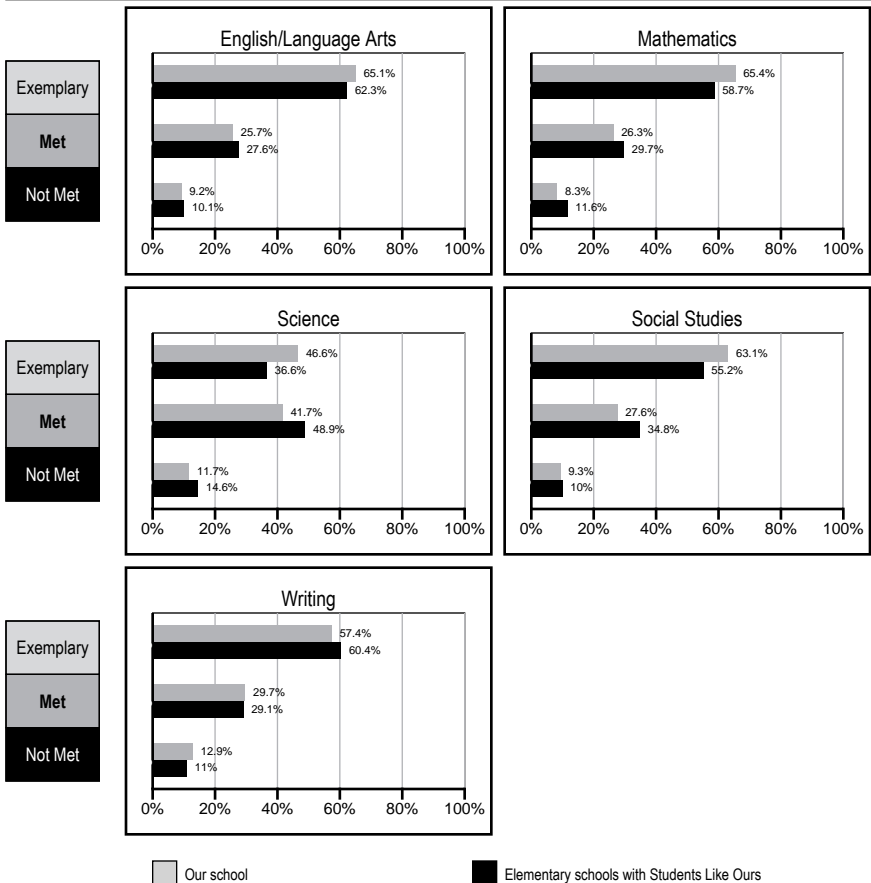
97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	2	0	0	0

* Ratings are calculated with data available by 11/09/2011.

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=924)				
First graders who attended full-day kindergarten	87.5%	Down from 93.5%	100.0%	100.0%
Retention rate	0.8%	Up from 0.6%	0.5%	1.1%
Attendance rate	96.7%	Down from 99.9%	96.7%	96.2%
Served by gifted and talented program	36.7%	Up from 32.5%	32.0%	13.4%
With disabilities other than speech	2.5%	Down from 11.1%	2.8%	4.1%
Older than usual for grade	0.0%	Down from 0.3%	0.0%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=60)				
Teachers with advanced degrees	65.0%	Up from 57.1%	68.2%	62.5%
Continuing contract teachers	98.3%	Up from 85.7%	92.3%	88.2%
Teachers returning from previous year	89.6%	Up from 87.8%	89.8%	87.8%
Teacher attendance rate	95.2%	Down from 95.9%	95.2%	95.2%
Average teacher salary*	\$44,365	Down 2.2%	\$49,098	\$46,773
Professional development days/teacher	7.5 days	Down from 8.8 days	10.8 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.0 to 1	21.3 to 1	19.9 to 1
Prime instructional time	91.1%	Down from 95.7%	91.2%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,967	Down 8.7%	\$6,655	\$7,447
Percent of expenditures for instruction**	75.4%	Up from 74.1%	70.4%	68.4%
Percent of expenditures for teacher salaries**	74.7%	Up from 68.1%	69.5%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Midway Elementary School of Science and Engineering 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, and students know how to help others by "doing the right thing."

This school year, Midway received an absolute rating of "Excellent" for outstanding student achievement on the annual school report card issued by the state and received a Palmetto Gold Incentive Award from the South Carolina Department of Education. In turn, the school met all federal "No Child Left Behind" Adequate Yearly Progress (AYP) goals.

Midway Elementary School of Science and Engineering continued to carry on its tradition of excellence and innovation as a theme school dedicated to STEM (Science, Technology, Engineering, and Math) education. As the first STEM school in Anderson School District Five, Midway provided a seamless transition to the district's middle and high school engineering programs. Newly formed partnerships with Clemson University, Duke Energy, and Tri-County Technical College supported and guided our efforts to create a learning community of problem solvers and critical thinkers. Programs such as "Project Lead the Way," "Engineering by Design," "Children's Engineering," and "Engineering is Elementary" were used as a foundation to teach students the skills necessary to compete in the 21st Century.

Opportunities for students to use innovation, inventiveness, and imagination abounded in our school. Students in the gifted and talented program participated in engineering lessons twice a week. A STEM after-school program and a Lego summer camp exposed third through fifth grade students to computer programming and robot design activities. "Coffee with the Principal" sessions focused on literacy-based engineering activities and teamed students with their parents in problem solving situations. Fourth and fifth grade students received instruction from the nationally recognized "Project Lead the Way" curriculum once a week. The school was recognized this year by the PLTW organization and received the "Best Practices Award." In addition, fifth grade students participated in the regional Invention Convention sponsored by Bi-Lo. Midway students were honored with first and second place overall projects. Finally, teachers participated in book studies to build their knowledge for STEM teaching practices.

Gary Bruhjell, Principal
Ritch Simmons, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	148	85
Percent satisfied with learning environment	95.1%	89.1%	97.6%
Percent satisfied with social and physical environment	98.3%	89.0%	98.8%
Percent satisfied with school-home relations	98.4%	92.5%	94.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%**	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	473	100	9.7	25.8	64.5	94.4	85.7	82.4	Yes	Yes
Gender										
Male	235	100	11.3	30	58.7	94.8	82.5	78.7	N/A	N/A
Female	238	100	8.2	21.6	70.3	94	89	86.2	N/A	N/A
Racial/Ethnic Group										
White	379	100	6.2	24.5	69.3	97	91	88.9	Yes	Yes
African American	64	100	31.7	25.4	42.9	77.8	77.4	72.9	Yes	Yes
Asian/Pacific Islander	14	100	8.3	25	66.7	91.7	94.4	93	I/S	I/S
Hispanic	16	100	6.3	56.3	37.5	100	86.1	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	67	100	47	27.3	25.8	65.2	51.3	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	8.7	47.8	43.5	100	85	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	94	100	27.2	35.9	37	81.5	78.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	473	100	8.7	26.6	64.7	93.5	85	81.9	Yes	Yes
Gender										
Male	235	100	9.1	27.4	63.5	93.9	83.6	79.9	N/A	N/A
Female	238	100	8.2	25.9	65.9	93.1	86.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	379	100	5.4	23.7	70.9	96.2	90.6	88.9	Yes	Yes
African American	64	100	30.2	36.5	33.3	74.6	75.7	71.4	No	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	96.7	94.6	I/S	I/S
Hispanic	16	100	6.3	37.5	56.3	100	91.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	67	100	47	24.2	28.8	62.1	49.3	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	4.3	39.1	56.5	100	91.2	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	94	100	21.7	39.1	39.1	80.4	77.7	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	320	100	12.3	41.6	46.1	87.7	77.8	68.6
Gender								
Male	160	100	10.9	42.3	46.8	89.1	77.6	68.3
Female	160	100	13.6	40.9	45.5	86.4	78	68.9
Racial/Ethnic Group								
White	251	100	9	38.5	52.5	91	85.8	80.7
African American	44	100	34.9	53.5	11.6	65.1	65.1	51.4
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	95.1	85.3
Hispanic	13	100	7.7	61.5	30.8	92.3	78	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	44	100	46.5	32.6	20.9	53.5	41.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	18	100	11.8	52.9	35.3	88.2	77.3	60.7
Socio-Economic Status								
Subsidized meals	63	100	29.5	45.9	24.6	70.5	67.9	57.3
Social Studies								
All Students	321	100	9.8	27.8	62.3	90.2	80.6	72.5
Gender								
Male	159	100	8.4	23.9	67.7	91.6	78.3	72
Female	162	100	11.2	31.7	57.1	88.8	83.1	73.1
Racial/Ethnic Group								
White	259	100	6.3	25.1	68.6	93.7	87.4	81
African American	44	100	27.9	41.9	30.2	72.1	70.2	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93	89
Hispanic	12	100	16.7	41.7	41.7	83.3	83.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	47	100	43.5	26.1	30.4	56.5	46.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	13	100	14.3	42.9	42.9	85.7	85	69.7
Socio-Economic Status								
Subsidized meals	64	100	27.4	43.5	29	72.6	71.7	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	159	98.7	12.9	29.7	57.4	87.1	76.3	73.2	96.7	96
Gender										
Male	84	98.8	14.5	31.3	54.2	85.5	70.7	67.2	96.7	95.9
Female	75	98.7	11.1	27.8	61.1	88.9	81.6	79.4	96.6	96
Racial/Ethnic Group										
White	137	98.5	7.5	29.3	63.2	92.5	83.4	81.5	96.7	95.7
African American	16	100	43.8	31.3	25	56.3	65.4	61.3	96.8	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	78.3	87	96.7	97.1
Hispanic	4	I/S	I/S	I/S	I/S	I/S	75.4	66.7	96	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.8
Disability Status										
Disabled	23	91.3	66.7	14.3	19	33.3	28.8	26	96	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	71.6	65.7	96.1	96.7
Socio-Economic Status										
Subsidized meals	29	100	41.4	34.5	24.1	58.6	64.9	63.2	96.1	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	165	100	8.8	10	81.3	91.3
	4	169	100	10.2	31.3	58.4	89.8
	5	167	100	11	32.9	56.1	89
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	144	100	7.2	12.2	80.6	92.8
	4	170	100	12.7	28.3	59	87.3
	5	159	100	8.9	35	56.1	91.1
	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							
2010	3	165	100	8.1	36.9	55	91.9
	4	169	100	10.2	35.5	54.2	89.8
	5	167	100	12.8	32.9	54.3	87.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	144	100	7.2	20.1	72.7	92.8
	4	170	100	9.6	35.5	54.8	90.4
	5	159	100	8.9	22.9	68.2	91.1
	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							
2010	3	84	98.8	12.3	34.6	53.1	87.7
	4	169	100	8.4	53	38.6	91.6
	5	83	100	15.9	43.9	40.2	84.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	71	100	7.5	22.4	70.1	92.5
	4	169	100	15.2	50.9	33.9	84.8
	5	80	100	10.3	38.5	51.3	89.7
	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

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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							
2010	3	84	98.8	11.3	26.3	62.5	88.8
	4	166	100	9.8	27.6	62.6	90.2
	5	84	100	14.5	38.6	47	85.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	73	100	4.2	20.8	75	95.8
	4	169	100	12.1	29.1	58.8	87.9
	5	79	100	10.1	31.6	58.2	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
Writing							
2010	3	163	95.7	9.8	25.5	64.7	90.2
	4	171	96.5	13	30.2	56.8	87
	5	167	98.2	16.7	19.1	64.2	83.3
	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
2011	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	159	98.7	12.9	29.7	57.4	87.1
	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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