



Midway Elementary School of Science and Engineering

1221 Harriett Circle
Anderson, SC 29621

Grades	K-5 Elementary School	
Enrollment	782 Students	
Principal	Brenda Kelley	864-716-3800
Superintendent	Betty Bagley	864-260-5000
Board Chair	Rick Bradshaw	864-224-5502

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

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

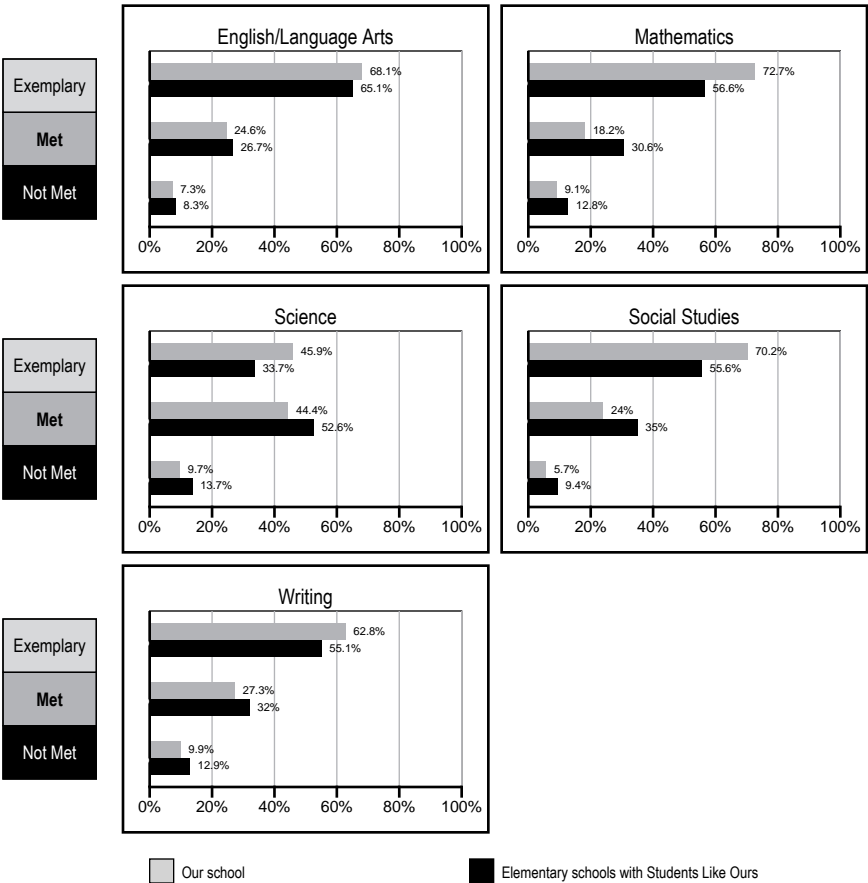
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
26	1	1	0	0

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected 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=782)				
First graders who attended full-day kindergarten	99.2%	Down from 100.0%	100.0%	100.0%
Retention rate	1.0%	Up from 0.6%	0.7%	0.9%
Attendance rate	96.5%	Down from 96.9%	96.8%	96.3%
Served by gifted and talented program	14.7%	N/A	14.4%	7.2%
With disabilities	16.3%	N/A	9.4%	12.4%
Older than usual for grade	1.0%	N/A	0.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	70.4%	Up from 67.9%	67.0%	62.5%
Continuing contract teachers	75.9%	Down from 91.1%	83.2%	83.3%
Teachers returning from previous year	85.1%	Down from 87.8%	90.4%	88.3%
Teacher attendance rate	94.5%	N/R	95.1%	95.0%
Average teacher salary*	\$47,101	Up 0.6%	\$49,508	\$48,193
Professional development days/teacher	14.0 days	Up from 10.0 days	10.7 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	4.5	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 21.1 to 1	20.6 to 1	20.1 to 1
Prime instructional time	90.4%	N/R	90.8%	90.0%
Opportunities in the arts	Good	No Change	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**	\$5,776	Down 1.1%	\$6,853	\$7,364
Percent of expenditures for instruction**	75.0%	Up from 74.4%	70.0%	68.0%
Percent of expenditures for teacher salaries**	75.0%	Up from 74.1%	69.0%	66.0%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Midway Elementary School of Science and Engineering continues to experience success! 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 "always do their best" and know how to help others by doing "the right thing."

This school year Midway received an absolute rating and growth 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 addition to receiving the Palmetto Gold Incentive Award, the South Carolina Department of Education awarded us the Silver Award for closing the achievement gap and recognized us for substantially exceeding expectations. Midway Elementary School of Science and Engineering has earned an "Excellent" rating each year since opening its doors to the community in 2003.

Midway Elementary School of Science and Engineering continues to carry on its tradition of academic excellence and innovative programs as a magnet school dedicated to STEM (Science, Technology, Engineering and Mathematics) education. As the first STEM school in Anderson School District Five, Midway provides a seamless transition to the district's middle and high school engineering programs. Partnerships with Clemson University and Tri-County Technical College afford authentic STEM learning opportunities for our students. Representatives from these partnerships are an integral part of our school community and School Improvement Council. Together we are creating a learning community of problem solvers and critical thinkers.

Opportunities for inventiveness, imagination and innovation abound in our school. Midway teachers participate in professional development to increase their knowledge of STEM teaching practices. A STEM after-school program, LEGO Robotics team, and a summer camp introduce students to computer programming and robot design. Coffee with the Principal Sessions focus on literacy based engineering activities and team students with their parents in problem solving situations. Third through Fifth grade students receive instruction from the nationally recognized "Project Lead the Way" curriculum bi-weekly. Fifth grade students participate in the regional Invention Convention sponsored by Duke Energy. This year our students were awarded 1st, 2nd and 3rd place. Engineering programs such as "Engineering by Design", "Children's Engineering", and "Engineering is Elementary" are integrated into the kindergarten through fifth grade core curriculum to teach students the skills necessary to compete in the 21st Century. At Midway, we are "Investing in Today and Inventing Tomorrow!"

Brenda S. Kelley, Principal
 Kristy Scarborough, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	55	116	72
Percent satisfied with learning environment	98.2%	92.2%	97.2%
Percent satisfied with social and physical environment	100%	93.1%	93.2%
Percent satisfied with school-home relations	100%	92.3%	89%

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

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	93.4
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Midway Elementary School of Science and Engineering school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	692.4	692.5	658.5	688.7	100.0	100.0
Male	687.8	687.8	656.5	691.3	100.0	100.0
Female	697.2	697.5	660.8	686.3	100.0	100.0
White	698.1	699.2	665.2	694.7	100.0	100.0
African American	655.4	650.2	624.1	648.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	634.8	624.0	593.0	631.6	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	664.9	663.9	634.0	653.5	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	154	99.4	6.1	14.3	79.6	93.9
	4	146	100	8.5	23.4	68.1	91.5
	5	168	100	12.5	32.5	55	87.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	156	100	6.7	10.7	82.7	93.3
	4	134	100	11.5	26.2	62.3	88.5
	5	131	100	5.5	40.6	53.9	94.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	154	99.4	8.8	25.2	66	91.2
	4	146	100	6.4	31.9	61.7	93.6
	5	168	100	9.4	25	65.6	90.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	156	100	13.3	20	66.7	86.7
	4	134	100	10	23.1	66.9	90
	5	131	100	5.5	13.3	81.3	94.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	79	100	22.4	36.8	40.8	77.6
	4	146	100	8.5	63.1	28.4	91.5
	5	84	100	11	56.1	32.9	89
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	78	100	8	34.7	57.3	92
	4	134	99.3	13.1	43.1	43.8	86.9
	5	64	100	6.5	54.8	38.7	93.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	75	98.7	2.8	18.1	79.2	97.2
	4	144	100	4.3	32.4	63.3	95.7
	5	85	100	12.3	32.1	55.6	87.7
	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
2013	3	80	100	2.6	22.1	75.3	97.4
	4	132	100	10.1	24.8	65.1	89.9
	5	67	100	7.6	25.8	66.7	92.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	169	96.5	12.2	34	53.8	87.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	154	94.8	9.2	16.2	74.6	90.8
	4	131	96.2	12	27.2	60.8	88
	5	131	97.7	7.1	40.5	52.4	92.9
	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

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