



MIDWAY ELEMENTARY SCHOOL OF SCIENCE AND ENGINEER

1221 Harriett Circle
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	938 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

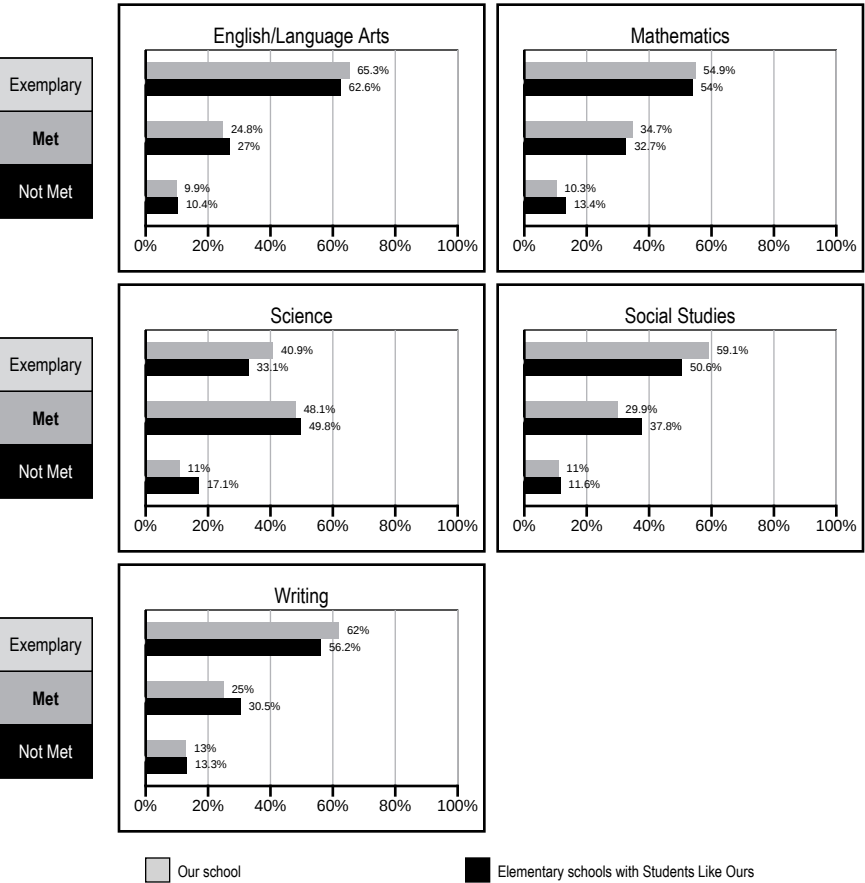
96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
21	1	0	0	0

* Ratings are calculated with data available by 03/09/2011.

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=938)				
First graders who attended full-day kindergarten	93.5%	Down from 96.0%	99.6%	100.0%
Retention rate	0.6%	Down from 0.8%	0.5%	1.2%
Attendance rate	99.9%	Up from 96.6%	96.8%	96.1%
Eligible for gifted and talented	32.5%	Up from 26.1%	30.2%	11.7%
With disabilities other than speech	11.1%	Up from 9.2%	6.8%	8.0%
Older than usual for grade	0.3%	Up from 0.1%	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=63)				
Teachers with advanced degrees	57.1%	Up from 48.5%	67.1%	60.5%
Continuing contract teachers	85.7%	Up from 79.4%	89.8%	84.6%
Teachers with emergency or provisional certificates	1.8%	Up from 1.6%	0.0%	0.0%
Teachers returning from previous year	87.8%	Up from 86.8%	88.9%	87.0%
Teacher attendance rate	95.9%	Down from 97.2%	95.1%	95.4%
Average teacher salary*	\$45,341	Up 1.7%	\$49,381	\$47,288
Professional development days/teacher	8.8 days	Down from 9.1 days	10.1 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	6.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 18.9 to 1	20.7 to 1	19.2 to 1
Prime instructional time	95.7%	Up from 93.4%	91.9%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,536	Down 0.8%	\$6,864	\$7,548
Percent of expenditures for instruction**	74.1%	Down from 76.5%	69.6%	68.7%
Percent of expenditures for teacher salaries**	68.1%	Down from 70.7%	67.0%	65.1%

* 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. Furthermore, the school was only one of six elementary schools in the state to be named a Palmetto’s Finest Finalist, the most prestigious honor a school can receive in South Carolina.

To carry on its tradition of academic excellence and innovative programs, Midway opened its doors this year as “Midway Elementary School of Science and Engineering,” 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. Partnerships with McCants Middle School, T.L. Hanna High School, Hanna-Westside Extension Campus, Tri-County Technical College, and MAD Science of Clemson, along with nationally recognized engineering programs such as “Project Lead the Way,” “Engineering by Design,” and “Children’s Engineering,” became an integral part of the Midway culture.

Finally, opportunities for students to use innovation, inventiveness, and imagination in their studies of engineering concepts abound. For the second year in a row, students in the gifted and talented program participated in “Engineering by Design” lessons, and a STEM After-School Club allowed third through fifth grade students to study computer programming and robot design. “Coffee with the Principal” sessions focused on literacy-based engineering activities and teamed students with their parents in problem solving situations. For the first time this year, all fifth grade students were involved in “Project Lead the Way” elementary lessons once a week. All Midway teachers completed a “Children’s Engineering” book study which helped them to integrate engineering design lessons into their current curriculum and to encourage students to creatively find solutions to engineering design problems. Lastly, a summer robotics camp was held to introduce students to computer programming and robot design.

Gary Bruhjell, Principal
Kristy Scarborough, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	147	100
Percent satisfied with learning environment	100.0%	95.2%	91.9%
Percent satisfied with social and physical environment	100.0%	95.2%	89.0%
Percent satisfied with school-home relations	100.0%	95.9%	84.8%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 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	
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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	0.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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 = 58.8% (Met or Exemplary)

All Students	504	100	9.9	24.7	65.3	94.3	86.4	83.5	Yes	Yes
Gender										
Male	250	100	11.9	24.6	63.5	93	83.4	80.1	N/A	N/A
Female	254	100	8	24.9	67.1	95.6	89.7	87	N/A	N/A
Racial/Ethnic Group										
White	406	100	6.8	22.8	70.5	96.8	91.6	89.6	Yes	Yes
African American	68	100	27.3	31.8	40.9	80.3	78.6	74.6	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.8	92.7	I/S	I/S
Hispanic	18	100	20	40	40	93.3	87.5	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	83	100	37.5	23.8	38.8	72.5	55	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	20.8	50	29.2	91.7	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	112	100	25.9	40.7	33.3	83.3	80.3	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	504	100	10.3	35.1	54.6	93.7	84.4	80.4	Yes	Yes
Gender										
Male	250	100	11.1	33.6	55.3	93.4	82.1	78.4	N/A	N/A
Female	254	100	9.6	36.5	53.8	94	87	82.5	N/A	N/A
Racial/Ethnic Group										
White	406	100	7	34.3	58.8	96.5	90.7	87.8	Yes	Yes
African American	68	100	30.3	37.9	31.8	75.8	74.1	69.3	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	18	100	20	33.3	46.7	93.3	90.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	83	100	42.5	32.5	25	67.5	49.3	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	16.7	50	33.3	91.7	89.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	112	100	30.6	46.3	23.1	78.7	76.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	337	99.7	11.2	46.1	42.7	88.8	77	67.3
Gender								
Male	167	100	12.1	41.8	46.1	87.9	75.5	66.9
Female	170	99.4	10.3	50.3	39.4	89.7	78.4	67.7
Racial/Ethnic Group								
White	269	99.6	7.9	47.5	44.5	92.1	86.3	79.6
African American	46	100	31.8	43.2	25	68.2	62.9	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.7	84.4
Hispanic	14	100	15.4	38.5	46.2	84.6	75.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	55	98.2	37.7	32.1	30.2	62.3	41.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	15	100	12.5	56.3	31.3	87.5	73.3	58.6
Socio-Economic Status								
Subsidized meals	75	100	24.3	56.8	18.9	75.7	67.5	55.4

Social Studies								
All Students	336	99.7	11.3	30.2	58.5	88.7	80.1	70.9
Gender								
Male	172	99.4	10.2	27.5	62.3	89.8	78.6	70.1
Female	164	100	12.4	32.9	54.7	87.6	81.7	71.7
Racial/Ethnic Group								
White	275	99.6	7.8	30.9	61.3	92.2	85.8	79.2
African American	44	100	30.2	25.6	44.2	69.8	71.2	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.1	86.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	59	98.3	43.6	25.5	30.9	56.4	49.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	16	100	29.4	35.3	35.3	70.6	77	68
Socio-Economic Status								
Subsidized meals	78	100	31.1	36.5	32.4	68.9	71.4	60.8

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	501	96.8	13.2	24.9	61.8	86.8	75.7	72.1	99.9	99.9
Gender										
Male	249	96	17	28.9	54	83	69.5	65.2	99.9	99.9
Female	252	97.6	9.5	21.1	69.4	90.5	82.3	79.2	99.9	99.9
Racial/Ethnic Group										
White	407	98.3	9.4	23.6	67	90.6	84	80.8	99.9	99.9
African American	65	90.8	33.3	31.6	35.1	66.7	63.6	59.7	99.9	99.9
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	85.7	87	99.9	99.9
Hispanic	17	88.2	33.3	20	46.7	66.7	69.6	64.6	99.9	99.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	99.9
Disability Status										
Disabled	87	81.6	50	29.4	20.6	50	30.4	27.7	99.9	99.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	23	91.3	37.5	41.7	20.8	62.5	68.2	63.7	99.9	99.9
Socio-Economic Status										
Subsidized meals	109	91.7	40.2	35.1	24.7	59.8	65.9	61.9	99.9	99.9

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
English/Language Arts							
2009	3	160	100	6.6	17.2	76.2	93.4
	4	162	100	11.3	36.3	52.5	88.8
	5	170	100	6.7	27.4	65.9	93.3
	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
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
Mathematics							
2009	3	160	100	11.9	33.8	54.3	88.1
	4	162	100	11.9	38.8	49.4	88.1
	5	170	100	5.5	29.3	65.2	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
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
Science							
2009	3	84	100	10.3	42.3	47.4	89.7
	4	161	100	13.2	45.9	40.9	86.8
	5	86	100	9.5	46.4	44	90.5
	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
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

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							
2009	3	79	100	3.9	26.3	69.7	96.1
	4	161	100	5.7	29.6	64.8	94.3
	5	84	100	2.5	33.3	64.2	97.5
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	159	96.2	13	15.8	71.2	87
	4	162	98.8	12.7	32.9	54.4	87.3
	5	169	99.4	9.1	23.8	67.1	90.9
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	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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