



Conway Elementary

1101 Snowhill Drive
Conway, SC 29526

Grades	PK-5 Elementary School	
Enrollment	794 Students	
Principal	Maquitta Davis	843-488-0696
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Good	Below Average
2005	Good	Below Average

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

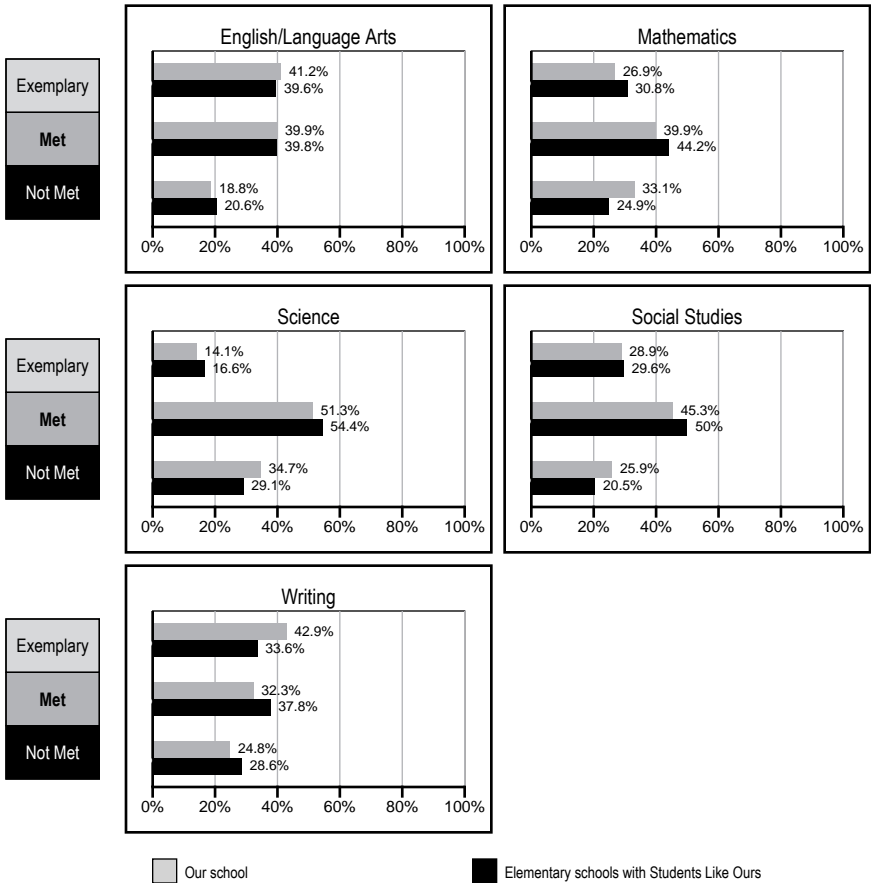
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	29	57	2	0

* Ratings are calculated with data available by 03/16/2010.

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 a 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=794)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 2.3%	1.9%	1.9%
Attendance rate	96.4%	Up from 96.3%	96.2%	96.3%
Eligible for gifted and talented	13.4%	Down from 14.2%	11.7%	10.0%
With disabilities other than speech	9.9%	Up from 9.4%	8.9%	7.7%
Older than usual for grade	0.0%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	44.0%	Down from 46.0%	58.8%	59.4%
Continuing contract teachers	72.0%	Up from 66.0%	83.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.8%	Down from 85.2%	86.1%	85.9%
Teacher attendance rate	94.7%	Up from 94.3%	95.3%	95.1%
Average teacher salary*	\$46,707	Up 0.9%	\$46,849	\$47,149
Professional development days/teacher	13.0 days	Up from 9.7 days	11.8 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 19.2 to 1	19.1 to 1	18.8 to 1
Prime instructional time	88.7%	Down from 89.8%	90.4%	90.4%
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**	\$6,637	Up 10.0%	\$7,175	\$7,458
Percent of expenditures for instruction**	66.7%	Up from 66.5%	68.2%	68.8%
Percent of expenditures for teacher salaries**	47.5%	Down from 60.8%	64.1%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

Conway Elementary School is a community school where students receive challenging and meaningful instruction from highly qualified faculty and staff. CES continues to provide instructional programs within the school to enhance instruction, such as Everyday Mathematics, literacy workstations, phonics, writing workshop, science, and social studies curriculum. Increasing reading comprehension and math skills is a daily priority for the instructional staff. As a result, teachers participated in ongoing professional development and weekly collaborative planning activities with our district learning specialists and school curriculum coach. The professional growth and common planning activities have focused on phonics, small group literacy workstations, and Math RIT groups in all grades. Students in grades 3-5 also received additional small group tutoring in reading and math instruction on their individual levels. The staff and Conway community share the mission to provide all children with opportunities to excel in academics and in personal and social areas. The school PTO has been dedicated to purchasing SMART Boards for each classroom to enhance instruction. They have also worked with the staff to provide workshops and activities such as a Fall Festival, Muffins for Moms, Doughnuts for Dads, and fundraisers to purchase instructional materials and supplies. Many of these individuals became volunteers. The partnership with Coastal Carolina University provided mentors for many fourth and fifth grade students. Other community and service learning activities included American Heart Association Jump Rope for Heart, American Red Cross blood drive, HTC recycling, Salvation Army food drive, Relay For Life, and Street Reach. The students enjoyed the arts through many activities such as chorus concerts, Wii Love Art Show, and field day activities. Santee Cooper has been a very important Business Education Partner and a huge supporter of our PBIS (Positive Behavior Interventions and Supports) program. It is the mission of the school to continue to strive for excellence and to assure that all students reach their academic potential. Maquitta J. Davis, Principal; Sandra Matthews, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	48	20
Percent satisfied with learning environment	96.9%	85.4%	85.0%
Percent satisfied with social and physical environment	93.8%	81.3%	80.0%
Percent satisfied with school-home relations	87.5%	91.7%	75.0%

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

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 Adequate Yearly Progress

YES

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

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	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	329	100	18.8	39.9	41.2	90.6	86.5	82.8	Yes	Yes
Gender										
Male	163	100	22.1	39	39	88.3	83.4	79.3	N/A	N/A
Female	166	100	15.6	40.9	43.5	92.9	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	170	100	9.1	32.7	58.2	93.3	91	89.5	Yes	Yes
African American	143	100	32.8	46.9	20.3	85.9	74.8	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	14	100	7.7	61.5	30.8	100	78.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
Disability Status										
Disabled	71	100	37.5	40.6	21.9	81.3	63.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	195	100	29.2	43.3	27.5	86	81.6	75.5	Yes	Yes

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

All Students	329	100	33.1	39.9	26.9	75.3	83.7	78.9	Yes	Yes
Gender										
Male	163	100	30.5	37	32.5	76	81.9	77	N/A	N/A
Female	166	100	35.7	42.9	21.4	74.7	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	170	100	20	41.2	38.8	87.3	89.2	87.2	Yes	Yes
African American	143	100	52.3	35.2	12.5	58.6	68	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	14	100	15.4	69.2	15.4	84.6	78.1	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
Disability Status										
Disabled	71	100	56.3	29.7	14.1	48.4	53.2	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	76	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	195	100	46.6	39.9	13.5	64.6	77.3	70.2	Yes	Yes

* 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

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	214	100	34.7	51.3	14.1	65.3	73.1	67.5
Gender								
Male	106	100	34.3	47.5	18.2	65.7	72.2	67
Female	108	100	35	55	10	65	73.9	68
Racial/Ethnic Group								
White	107	100	17.3	57.7	25	82.7	80.8	79.5
African American	99	100	55.7	42	2.3	44.3	51.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	60.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.9	71.2
Disability Status								
Disabled	51	100	62.2	31.1	6.7	37.8	40.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	57.3	59.6
Socio-Economic Status								
Subsided meals	130	100	50.8	43.2	5.9	49.2	64.3	55.1
Social Studies								
All Students	213	100	25.9	45.3	28.9	74.1	76.4	72.3
Gender								
Male	104	100	23.2	39.4	37.4	76.8	75.6	71.5
Female	109	100	28.4	51	20.6	71.6	77.3	73.2
Racial/Ethnic Group								
White	109	100	17.1	45.7	37.1	82.9	82.4	80.7
African American	93	100	39.5	43	17.4	60.5	59.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	9	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.5	72.2
Disability Status								
Disabled	42	100	46.2	43.6	10.3	53.8	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	68.3	67.9
Socio-Economic Status								
Subsided meals	127	100	35.6	46.6	17.8	64.4	68.7	62.1

Abbreviations for Missing Data

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

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	326	99.7	24.6	32.4	43	75.4	76.3	70.2	96.4	96
Gender										
Male	163	99.4	32.5	31.2	36.4	67.5	69.4	63.2	96.4	96
Female	163	100	16.8	33.5	49.7	83.2	83.3	77.5	96.4	96.1
Racial/Ethnic Group										
White	170	99.4	16.3	28.3	55.4	83.7	82.4	79.1	96.2	95.7
African American	140	100	38.3	36.7	25	61.7	59.4	57.6	96.6	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.1	86.2	97	97.2
Hispanic	14	100	N/AV	N/AV	N/AV	100	67.7	62.6	96.7	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.3	68.7	97.4	95.4
Disability Status										
Disabled	70	100	64.1	18.8	17.2	35.9	34.2	26.1	96.1	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	64.6	61.2	96.8	97.1
Socio-Economic Status										
Subsided meals	190	100	33.1	38.8	28.1	66.9	68.2	58.9	96.1	95.7

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	127	100	17.1	34.2	48.7	82.9
	4	98	100	20.7	43.5	35.9	79.3
	5	104	100	19.2	43.4	37.4	80.8
	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
Mathematics							
2009	3	127	100	32.5	35.9	31.6	67.5
	4	98	100	30.4	42.4	27.2	69.6
	5	104	100	36.4	42.4	21.2	63.6
	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
Science							
2009	3	64	100	33.3	47.4	19.3	66.7
	4	98	100	34.8	52.2	13	65.2
	5	52	100	36	54	10	64
	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
Social Studies							
2009	3	63	100	31.7	45	23.3	68.3
	4	98	100	25	43.5	31.5	75
	5	52	100	20.4	49	30.6	79.6
	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
Writing							
2009	3	123	100	23.1	23.1	53.8	76.9
	4	100	100	22.3	41.5	36.2	77.7
	5	103	99	28.6	34.7	36.7	71.4
	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

Abbreviations for Missing Data

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