



Conway Middle

1104 Elm Street
Conway, SC 29526

Grades	6-8 Middle School	
Enrollment	629 Students	
Principal	Mary Clark	843-488-6040
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	Below Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	At-Risk

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

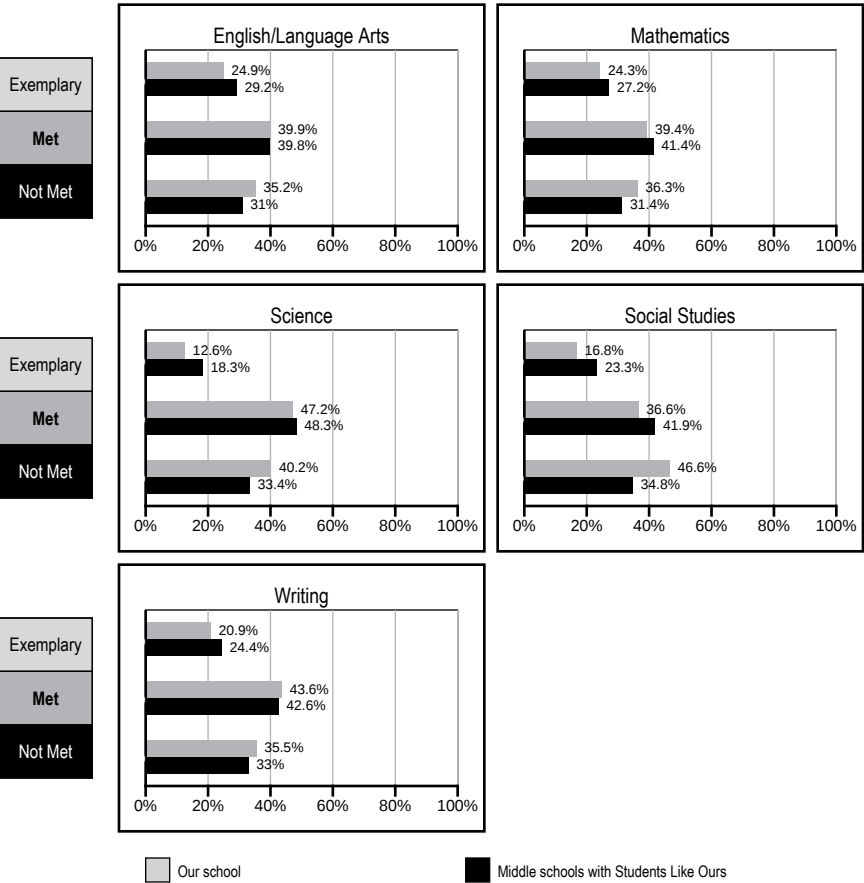
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	46	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	96.7%	97.1%
English 1	100.0%	94.7%
Physical Science	N/A	76.5%
US History and the Constitution	N/A	N/A
All Subjects	97.4%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=629)				
Students enrolled in high school credit courses (grades 7 & 8)	27.1%	Down from 45.3%	21.6%	21.6%
Retention rate	0.5%	Down from 0.9%	1.4%	1.2%
Attendance rate	95.7%	Down from 98.9%	95.7%	95.9%
Eligible for gifted and talented	20.6%	Down from 21.2%	15.7%	14.8%
With disabilities other than speech	15.2%	Down from 15.6%	14.1%	12.6%
Older than usual for grade	1.3%	Down from 1.4%	2.4%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.7%	Down from 3.5%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	50.0%	Down from 52.5%	55.6%	56.9%
Continuing contract teachers	68.2%	Up from 65.0%	76.7%	72.7%
Teachers with emergency or provisional certificates	5.6%	Up from 3.1%	3.6%	5.3%
Teachers returning from previous year	82.9%	Down from 87.3%	84.4%	82.9%
Teacher attendance rate	94.4%	Up from 94.2%	95.4%	95.2%
Average teacher salary*	\$49,932	Up 1.7%	\$46,636	\$46,599
Professional development days/teacher	18.0 days	Up from 14.5 days	11.1 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	3.0
Student-teacher ratio in core subjects	22.6 to 1	Down from 22.9 to 1	20.7 to 1	20.1 to 1
Prime instructional time	88.7%	Down from 91.1%	90.0%	89.9%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.1%	Up from 91.9%	97.6%	97.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,199	Up 2.5%	\$7,599	\$7,645
Percent of expenditures for instruction**	63.0%	Down from 63.7%	63.9%	63.4%
Percent of expenditures for teacher salaries**	45.3%	Down from 59.4%	59.0%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Conway Middle School achieved a number of successes during 2008-09. A few of the many accomplishments are as follows: 21 students were Junior Scholars; two students were Duke Tip Scholars; 13 students were Explore Scholars; 10 students made All-County Chorus; one student was selected for All-County Orchestra; 10 students participated in the Summer Arts Program at Coastal Carolina University; one student attended S.C. Governor's School Residential Program for Music; one student represented our school at the State Geography Bee; one student received the Governor's Citizenship Award; two students participated in the S. C. Young Writers' Conference; our chorus, Builders Club, and Beta Club raised over \$1200 for the March of Dimes; all 7th graders participated in service learning by hosting a blood drive where their goal for the number of donors was exceeded; and one teacher received "The Sun News Educational Foundation Most Influential Teacher" Award. While we had a number of successes, we still face challenges. We must continue striving to increase levels of student achievement. We must increase the number of students who are proficient on state assessments and narrow the achievement gap for at-risk students. To aid in our efforts, we focused on data from our school report card and MAP. We used this to drive classroom instruction and to plan for staff development. We implemented literacy strategies to promote comprehension including basic signal words, explicit vocabulary instruction, questioning strategies, and independent and guided reading. We developed benchmark assessments and used the information to help us align our curriculum. We used results from school-wide writing assessments to guide our instruction. We continued PBIS (Positive Behavior Intervention System) at our school. We developed quarterly reward field trips for students without referrals and gave out daily incentives so that students could enter drawings or "buy" privileges. Conway Middle School continues to enjoy the support of our PTO and School Improvement Council. Teachers, administrators, parents, and community members will continue to work together to ensure the best learning environment possible for our students. Mary Parler Clark, Principal; Lisa Todd, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	187	87
Percent satisfied with learning environment	88.1%	64.2%	85.5%
Percent satisfied with social and physical environment	93.0%	68.6%	75.9%
Percent satisfied with school-home relations	85.7%	81.6%	84.3%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 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	12.7%	0.0%	No
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

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	628	99.5	36.1	40.9	22.9	74.8	86.5	82.8	Yes	Yes
Gender										
Male	312	99	43.4	35.4	21.2	68.1	83.4	79.3	N/A	N/A
Female	316	100	29.1	46.3	24.7	81.4	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	387	100	29	42	29	81.5	91	89.5	Yes	Yes
African American	208	98.6	47.6	39.8	12.6	64.4	74.8	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	22	100	47.6	38.1	14.3	57.1	78.4	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
Disability Status										
Disabled	99	100	78.7	20.2	1.1	36	63.1	52	No	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	19	100	47.4	36.8	15.8	57.9	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	403	99.3	46.3	40.2	13.5	68	81.6	75.5	Yes	Yes

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

All Students	627	99.7	36.8	40.2	22.9	74	83.7	78.9	Yes	Yes
Gender										
Male	311	99.4	40.3	36.5	23.3	69.1	81.9	77	N/A	N/A
Female	316	100	33.4	43.9	22.6	78.7	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	387	100	26.8	43.4	29.8	80.9	89.2	87.2	Yes	Yes
African American	207	99	56	32.5	11.5	60.7	68	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	22	100	33.3	57.1	9.5	81	78.1	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
Disability Status										
Disabled	99	100	73	23.6	3.4	36	53.2	45.5	No	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	19	100	31.6	57.9	10.5	84.2	76	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	402	99.5	48.2	40.8	11	66.1	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	422	99.8	39.7	47.6	12.7	60.3	73.1	67.5
Gender								
Male	199	100	43.8	39.5	16.8	56.2	72.2	67
Female	223	99.6	36.2	54.8	9	63.8	73.9	68
Racial/Ethnic Group								
White	272	99.6	32.7	49.2	18.1	67.3	80.8	79.5
African American	131	100	55.7	41.8	2.5	44.3	51.8	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.1	84.3
Hispanic	14	100	35.7	57.1	7.1	64.3	60.9	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.9	71.2
Disability Status								
Disabled	64	100	71.4	25	3.6	28.6	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	11	100	33.3	58.3	8.3	66.7	57.3	59.6
Socio-Economic Status								
Subsided meals	272	99.6	50.6	44.9	4.5	49.4	64.3	55.1

Social Studies								
All Students	423	99.3	46.2	36.9	16.9	53.8	76.4	72.3
Gender								
Male	200	98.5	46.2	32.1	21.7	53.8	75.6	71.5
Female	223	100	46.1	41.3	12.6	53.9	77.3	73.2
Racial/Ethnic Group								
White	255	100	38.8	41.8	19.4	61.2	82.4	80.7
African American	147	98.6	59.3	29.6	11.1	40.7	59.2	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	13	100	41.7	33.3	25	58.3	71.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.5	72.2
Disability Status								
Disabled	69	98.6	85.2	13.1	1.6	14.8	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	10	I/S	I/S	I/S	I/S	I/S	68.3	67.9
Socio-Economic Status								
Subsided meals	267	98.9	56.3	33.6	10.1	43.7	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	630	98.9	35	44	21.1	65	76.3	70.2	95.7	96
Gender										
Male	312	98.4	47.8	35.7	16.5	52.2	69.4	63.2	95.2	96
Female	318	99.4	22.5	52	25.5	77.5	83.3	77.5	96.1	96.1
Racial/Ethnic Group										
White	390	99.5	26	47	27	74	82.4	79.1	95.4	95.7
African American	209	98.6	51	37.1	11.9	49	59.4	57.6	95.8	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	83.1	86.2	98.8	97.2
Hispanic	21	90.5	N/AV	N/AV	N/AV	57.9	67.7	62.6	97.7	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.3	68.7	94.3	95.4
Disability Status										
Disabled	99	96	84.9	14	1.2	15.1	34.2	26.1	94	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	18	88.9	N/AV	N/AV	N/AV	58.8	64.6	61.2	97.8	97.1
Socio-Economic Status										
Subsidized meals	404	98.3	47.3	41.8	10.9	52.7	68.2	58.9	95	95.7

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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	196	100	40.2	40.8	19	59.8
	7	220	99.1	34	43.3	22.7	66
	8	212	99.5	34.7	38.6	26.7	65.3
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	196	100	31.3	37.4	31.3	68.7
	7	220	99.1	31	41.9	27.1	69
	8	211	100	47.5	41.1	11.4	52.5
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	100	99	51.6	38.5	9.9	48.4
	7	218	100	35.5	55.2	9.4	64.5
	8	104	100	37.6	40.6	21.8	62.4
Social Studies							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	96	100	36.8	44.8	18.4	63.2
	7	220	99.1	58.6	31	10.3	41.4
	8	107	99.1	29	42	29	71
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	195	100	38.7	40.9	20.4	61.3
	7	221	99.1	28	48.3	23.7	72
	8	214	97.7	38.8	42.3	18.9	61.2

Abbreviations for Missing Data

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