

CONWAY ELEMENTARY

1101 Snowhill Drive
Conway, SC 29526

Grades	PK-5 Elementary School	
Enrollment	813 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	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 2009-10 whose 2008-09 test scores were located

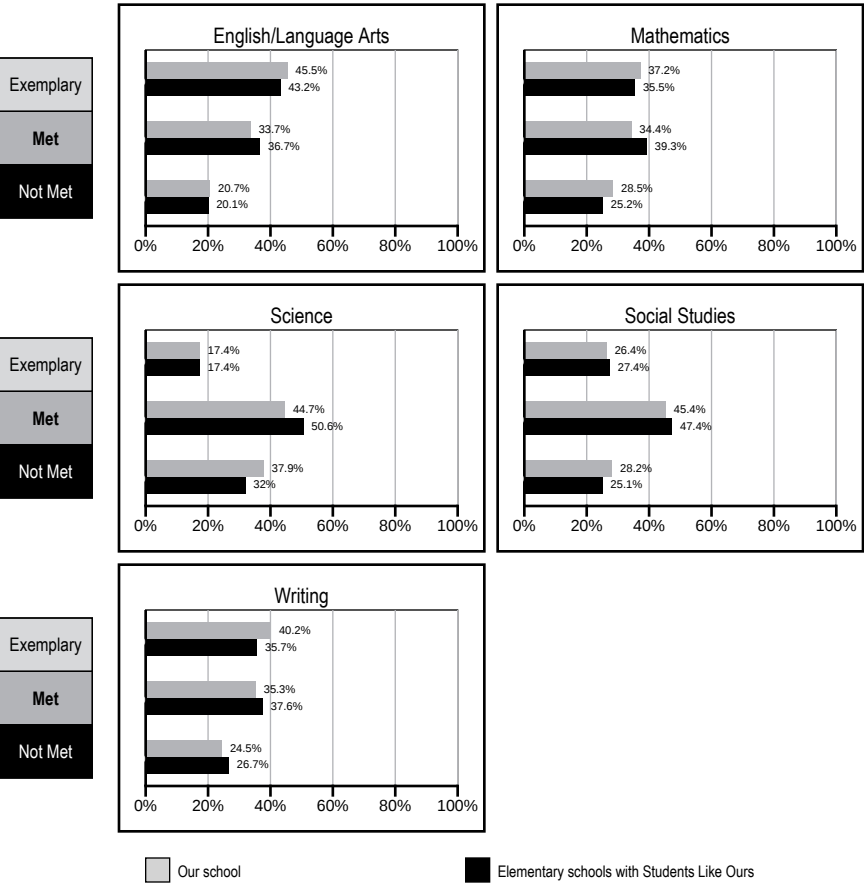
98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	32	52	1	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=813)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 1.1%	1.2%	1.2%
Attendance rate	96.1%	Down from 96.4%	96.1%	96.1%
Eligible for gifted and talented	16.3%	Up from 13.4%	13.5%	11.7%
With disabilities other than speech	8.4%	Down from 9.9%	8.5%	8.0%
Older than usual for grade	0.0%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	50.0%	Up from 44.0%	57.8%	60.5%
Continuing contract teachers	100.0%	Up from 72.0%	85.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.9%	Down from 82.8%	86.9%	87.0%
Teacher attendance rate	93.8%	Down from 94.7%	95.6%	95.4%
Average teacher salary*	\$50,040	Up 7.1%	\$47,303	\$47,288
Professional development days/teacher	16.5 days	Up from 13.0 days	10.1 days	10.5 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 19.6 to 1	19.6 to 1	19.2 to 1
Prime instructional time	88.7%	No Change	91.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,308	Down 5.0%	\$7,117	\$7,548
Percent of expenditures for instruction**	64.2%	Down from 66.7%	68.5%	68.7%
Percent of expenditures for teacher salaries**	58.2%	Up from 47.5%	65.0%	65.1%

* 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 in kindergarten through fifth grade 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, Imagine It Phonics, Burst / Voyager ELA intervention programs, Writing Workshop, Science, and Social Studies curriculum.

Increasing reading comprehension and math skills is a daily instructional priority for the instructional staff. As a result, teachers participated in ongoing professional development and weekly common planning with the school curriculum coach. The professional growth and common planning activities have focused on phonics, small group literacy workstations, Math RIT groups in all grades and implementation of the Imagine It Reading Program for grades K-2. Students in grades 3-5 also received additional small group assistance 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 fundraising in order to purchase smart boards, document cameras, Inter-write Pads, Kindles, and personal response systems for classrooms to enhance instruction. They have also worked collaboratively with the staff to provide activities such as Muffins for Moms, Doughnuts for Dads, "Star Ball" and staff appreciation activities. Many activities have brought numerous parents, grandparents, and community members to our school. The partnership between Conway Elementary and Coastal Carolina University continues to grow and provided mentors for identified fourth and fifth grade students. The CCU mentors met weekly with the mentees and also planned events with them at the University to expose the students to college life and show the importance of education. Other community and service learning activities included Fun Fridays, Kid's Night Out, CES Yard Sale Technology Fundraiser, Jump Rope for Heart, American Red Cross Blood Drive, recycling w/ Solid Waste Authority, Relay for Life, Street Reach, and Box Tops for Education. CES students are also fortunate to participate in activities sponsored by the City of Conway Recreation Department. Again, Santee Cooper has been a very important Business Education Partner to Conway Elementary and a huge supporter of our PBIS (Positive Behavior Interventions and Supports) program.

The vast majority of Conway Elementary parents, staff, and students feel this is a safe school where every child is challenged academically and appreciated personally. 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

Marybeth Penna, School Improvement Council Chairperson, 2009-10

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	85	47
Percent satisfied with learning environment	93.9%	91.8%	95.7%
Percent satisfied with social and physical environment	100.0%	94.0%	91.5%
Percent satisfied with school-home relations	84.8%	92.9%	85.1%

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

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 20 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	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.6%	0.0%	No
Student attendance rate	96.1%	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	333	99.1	20.7	33.7	45.5	87	85.4	83.5	Yes	Yes
Gender										
Male	170	98.8	25.6	34.8	39.6	84.8	82	80.1	N/A	N/A
Female	163	99.4	15.7	32.7	51.6	89.3	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	166	100	10.9	24.2	64.8	94.5	89.5	89.6	Yes	Yes
African American	151	98	32.6	43.8	23.6	77.8	73.7	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	82.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.5	85.1	I/S	I/S
Disability Status										
Disabled	62	96.8	53.3	38.3	8.3	60	58.2	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	5	I/S	I/S	I/S	I/S	I/S	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	212	99.1	28.8	42	29.3	82	80.5	76.9	Yes	Yes

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

All Students	333	99.4	28.5	34.4	37.2	79.9	84.2	80.4	Yes	Yes
Gender										
Male	170	99.4	28.7	29.3	42.1	79.3	82.2	78.4	N/A	N/A
Female	163	99.4	28.3	39.6	32.1	80.5	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	166	100	17	27.9	55.2	90.3	89.5	87.8	Yes	Yes
African American	151	98.7	44.4	40.3	15.3	66	69.8	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.7	83.2	I/S	I/S
Disability Status										
Disabled	62	98.4	68.3	20	11.7	48.3	53.9	46.1	No	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	5	I/S	I/S	I/S	I/S	I/S	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	212	99.5	38.5	38.5	22.9	71.7	78.5	72.8	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

	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	222	100	37.9	44.7	17.4	62.1	71.8	67.3
Gender								
Male	116	100	37.7	44.7	17.5	62.3	71.7	66.9
Female	106	100	38.1	44.8	17.1	61.9	71.9	67.7
Racial/Ethnic Group								
White	111	100	21.6	51.4	27	78.4	80.4	79.6
African American	101	100	57.1	35.7	7.1	42.9	48.8	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	61.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	80	69.5
Disability Status								
Disabled	36	100	64.7	26.5	8.8	35.3	37.2	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	4	I/S	I/S	I/S	I/S	I/S	59.1	58.6
Socio-Economic Status								
Subsidized meals	143	100	49.6	41.1	9.2	50.4	63	55.4

Social Studies

All Students	224	100	28.2	45.4	26.4	71.8	75.3	70.9
Gender								
Male	111	100	31.8	42.1	26.2	68.2	74.2	70.1
Female	113	100	24.8	48.6	26.6	75.2	76.5	71.7
Racial/Ethnic Group								
White	112	100	10.8	46.8	42.3	89.2	80.5	79.2
African American	101	100	49	41.7	9.4	51	59.7	58.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	89.9	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	74	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66	71.2
Disability Status								
Disabled	50	100	65.3	32.7	2	34.7	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	72.8	68
Socio-Economic Status								
Subsidized meals	142	100	40.4	46.3	13.2	59.6	68	60.8

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	332	99.7	24.3	35.4	40.3	75.7	76.8	72.1	96.1	95.8
Gender										
Male	168	99.4	29.9	36.6	33.5	70.1	69.9	65.2	96.2	95.7
Female	164	100	18.6	34.2	47.2	81.4	83.9	79.2	95.9	95.8
Racial/Ethnic Group										
White	167	100	11.4	30.7	57.8	88.6	83.2	80.8	95.9	95.5
African American	150	99.3	40.7	40	19.3	59.3	59.2	59.7	96.3	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.2	87	97.4	96.9
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69.7	64.6	95.8	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	73.4	N/A	94.1
Disability Status										
Disabled	62	100	67.2	24.6	8.2	32.8	34.3	27.7	95.9	95.3
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	5	I/S	I/S	I/S	I/S	I/S	67.2	63.7	95.7	96.7
Socio-Economic Status										
Subsidized meals	211	99.5	35	40.3	24.8	65	68.9	61.9	95.9	95.5

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	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
2010	3	119	100	13.2	30.7	56.1	86.8
	4	115	97.4	25	33.9	41.1	75
	5	99	100	24.7	37.1	38.1	75.3
	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	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
2010	3	119	100	31.6	29.8	38.6	68.4
	4	115	98.3	23.2	33	43.8	76.8
	5	99	100	30.9	41.2	27.8	69.1
	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
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
2010	3	58	100	45.6	26.3	28.1	54.4
	4	114	100	35.7	50	14.3	64.3
	5	50	100	34	54	12	66
	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	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
2010	3	61	100	24.6	47.4	28.1	75.4
	4	114	100	24.1	46.4	29.5	75.9
	5	49	100	42.6	40.4	17	57.4
	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
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
2010	3	118	99.2	26.5	25.7	47.8	73.5
	4	114	100	26.3	39.5	34.2	73.7
	5	100	100	19.4	41.8	38.8	80.6
	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

Abbreviations for Missing Data