



SOUTH CONWAY ELEMENTARY

3001 Fourth Avenue
Conway, SC 29527

Grades	PK-5 Elementary School	
Enrollment	601 Students	
Principal	Leon Hayes	843-488-0272
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	Excellent*
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

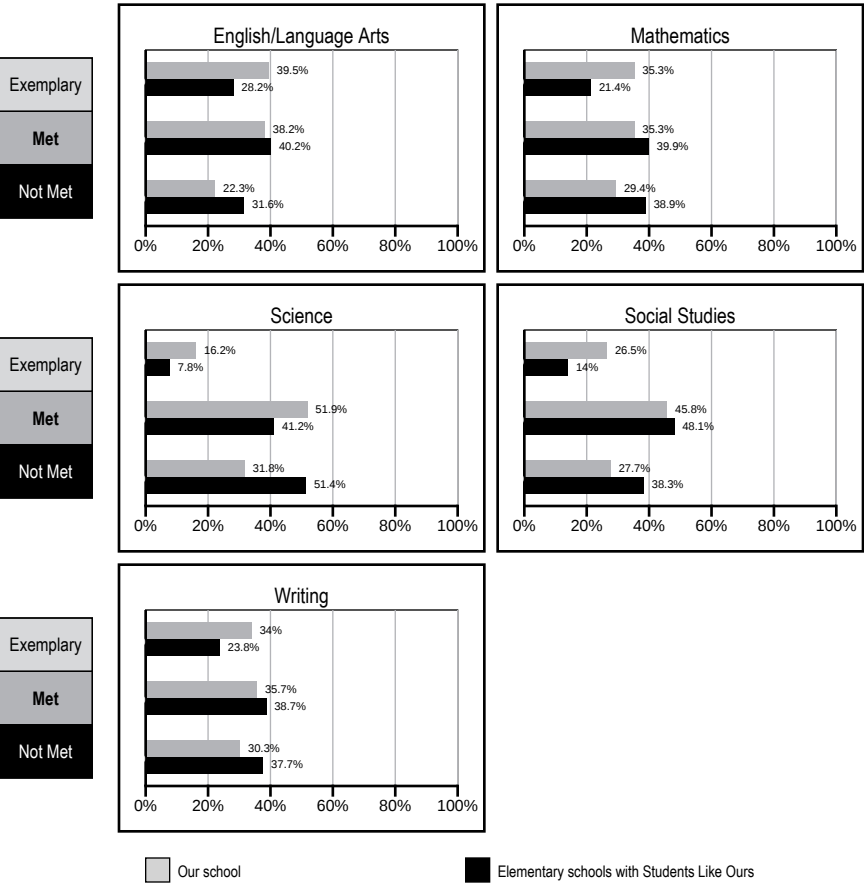
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	102	37	17

* 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=601)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	No Change	1.6%	1.2%
Attendance rate	95.4%	Down from 95.6%	95.8%	96.1%
Eligible for gifted and talented	11.0%	Up from 8.5%	5.5%	11.7%
With disabilities other than speech	17.1%	Up from 17.0%	8.5%	8.0%
Older than usual for grade	0.0%	Down from 0.6%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.0%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	50.0%	Up from 39.1%	58.5%	60.5%
Continuing contract teachers	84.8%	Up from 76.1%	80.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.8%	Up from 83.1%	84.9%	87.0%
Teacher attendance rate	94.7%	Up from 93.7%	95.2%	95.4%
Average teacher salary*	\$48,953	Up 0.2%	\$45,700	\$47,288
Professional development days/teacher	18.8 days	Down from 20.8 days	11.1 days	10.5 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 19.9 to 1	18.0 to 1	19.2 to 1
Prime instructional time	88.4%	Up from 85.5%	90.1%	90.8%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,226	Up 4.8%	\$8,361	\$7,548
Percent of expenditures for instruction**	67.8%	Down from 70.1%	67.9%	68.7%
Percent of expenditures for teacher salaries**	62.6%	Up from 49.8%	62.8%	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

South Conway Elementary School had an excellent 2009-2010 school year. Our school provided opportunities for students to participate in service-learning projects such as the American Cancer Society's Relay for Life, the Salvation Army's canned food drive, and the American Heart Association's Jump Rope for Heart. We implemented a 21st Century Learning Grant for the second year providing students in grades 3-5 free after-school programs in dance, drama, technology, hands-on science instruction, horseback riding, and homework assistance. Incentives and recognition programs were established to encourage students to do their personal best in all academic and character areas.

An RTI model was implemented that provided students with interventions based upon their academic needs. Our Reading Recovery program discontinued 37 first grade students at an 88% discontinuation rate. Teacher/student and parent conferences were held throughout the year to discuss student achievement goals and the progress made toward those goals.

Our PTO sponsored successful fundraising activities and student-led programs to encourage parent involvement and also provided all classrooms with supplies. Our Title I budget supported additional technology including computers and SmartBoards, a Reading Recovery teacher, a Family School Coordinator, parent workshops, and an additional fourth grade teacher to lower teacher to student ratios. Many local businesses provided awards and incentives for student achievements. We continued to partner with Coastal Carolina University to sponsor mentors for students and to provide practicum and intern opportunities for future students. South Conway Elementary is proud of this year's many successes.

Leon Hayes, Principal
Lora Hucks, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	90	68
Percent satisfied with learning environment	93.3%	93.3%	89.6%
Percent satisfied with social and physical environment	93.3%	80.7%	86.6%
Percent satisfied with school-home relations	84.1%	83.3%	80.9%

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

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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	RP-DELAY
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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	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	0.0%	0.0%	Yes
Student attendance rate	95.4%	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	268	100	22.3	39.3	38.5	89.5	85.4	83.5	Yes	Yes
Gender										
Male	129	100	26.9	36.1	37	84.9	82	80.1	N/A	N/A
Female	139	100	18	42.2	39.8	93.8	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	148	100	14.1	34.1	51.9	94.1	89.5	89.6	Yes	Yes
African American	108	100	33.3	45.1	21.6	84.3	73.7	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	82.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.5	85.1	I/S	I/S
Disability Status										
Disabled	72	100	47.8	37.3	14.9	71.6	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	3	I/S	I/S	I/S	I/S	I/S	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	218	100	25.1	39.2	35.7	88.4	80.5	76.9	Yes	Yes

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

All Students	268	100	30	36	34	82.6	84.2	80.4	Yes	Yes
Gender										
Male	129	100	31.9	33.6	34.5	77.3	82.2	78.4	N/A	N/A
Female	139	100	28.1	38.3	33.6	87.5	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	148	100	20	33.3	46.7	91.9	89.5	87.8	Yes	Yes
African American	108	100	43.1	39.2	17.6	71.6	69.8	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
Disability Status										
Disabled	72	100	53.7	32.8	13.4	64.2	53.9	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	3	I/S	I/S	I/S	I/S	I/S	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	218	100	33.2	36.7	30.2	80.4	78.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	176	98.9	31.6	51.3	17.1	68.4	71.8	67.3
Gender								
Male	83	98.8	30.7	53.3	16	69.3	71.7	66.9
Female	93	98.9	32.5	49.4	18.1	67.5	71.9	67.7
Racial/Ethnic Group								
White	97	97.9	19.8	57	23.3	80.2	80.4	79.6
African American	70	100	48.4	40.6	10.9	51.6	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	1	I/S	I/S	I/S	I/S	I/S	80	69.5
Disability Status								
Disabled	46	95.7	50	42.5	7.5	50	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	3	I/S	I/S	I/S	I/S	I/S	59.1	58.6
Socio-Economic Status								
Subsidized meals	138	99.3	34.1	54.5	11.4	65.9	63	55.4

Social Studies								
All Students	174	98.9	28.8	45.6	25.6	71.3	75.3	70.9
Gender								
Male	85	100	26.6	48.1	25.3	73.4	74.2	70.1
Female	89	97.8	30.9	43.2	25.9	69.1	76.5	71.7
Racial/Ethnic Group								
White	90	98.9	28.4	35.8	35.8	71.6	80.5	79.2
African American	76	98.7	28.8	57.5	13.7	71.2	59.7	58.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	89.9	86.8
Hispanic	6	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	48	95.8	48.8	37.2	14	51.2	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	2	I/S	I/S	I/S	I/S	I/S	72.8	68
Socio-Economic Status								
Subsidized meals	146	98.6	29.3	49.6	21.1	70.7	68	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	267	96.3	30	35.8	34.2	70	76.8	72.1	95.4	95.8
Gender										
Male	128	96.9	36.8	33.3	29.9	63.2	69.9	65.2	95.3	95.7
Female	139	95.7	23.6	38.2	38.2	76.4	83.9	79.2	95.5	95.8
Racial/Ethnic Group										
White	149	95.3	20.6	39.7	39.7	79.4	83.2	80.8	94.6	95.5
African American	107	97.2	42.4	31.3	26.3	57.6	59.2	59.7	96.2	96.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.2	87	95.4	96.9
Hispanic	8	I/S	I/S	I/S	I/S	I/S	69.7	64.6	95.5	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70.6	73.4	96.9	94.1
Disability Status										
Disabled	75	88	61.7	35	3.3	38.3	34.3	27.7	95.3	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	3	I/S	I/S	I/S	I/S	I/S	67.2	63.7	95.8	96.7
Socio-Economic Status										
Subsidized meals	216	96.3	32.3	34.9	32.8	67.7	68.9	61.9	95.5	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	86	100	36.4	36.4	27.3	63.6
	4	104	99	23.5	45.9	30.6	76.5
	5	89	98.9	22.5	55	22.5	77.5
	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	81	100	29.2	23.6	47.2	70.8
	4	82	100	24	50.7	25.3	76
	5	105	100	16	42	42	84
	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	86	98.8	46.1	43.4	10.5	53.9
	4	104	99	19.4	51	29.6	80.6
	5	89	98.9	47.5	35	17.5	52.5
	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	81	100	33.3	30.6	36.1	66.7
	4	82	100	20	49.3	30.7	80
	5	105	100	35	30	35	65
	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	45	97.8	46.2	38.5	15.4	53.8
	4	104	100	31.6	58.2	10.2	68.4
	5	45	97.8	38.5	51.3	10.3	61.5
	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	41	95.1	51.5	27.3	21.2	48.5
	4	82	100	24	58.7	17.3	76
	5	53	100	30	56	14	70
	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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N/AV–Not Available

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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
Social Studies							
2009	3	41	97.6	47.2	36.1	16.7	52.8
	4	104	100	15.3	53.1	31.6	84.7
	5	43	95.4	34.2	42.1	23.7	65.8
	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	40	95	22.9	37.1	40	77.1
	4	82	100	24	53.3	22.7	76
	5	52	100	40	40	20	60
	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	86	89.5	26.8	32.4	40.8	73.2
	4	104	95.2	33	42.6	24.5	67
	5	88	95.5	32.5	35.1	32.5	67.5
	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	81	95.1	34.8	27.5	37.7	65.2
	4	82	93.9	33.3	37.5	29.2	66.7
	5	104	99	24.2	40.4	35.4	75.8
	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

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