



CONWAY MIDDLE

1104 Elm Street
Conway, SC 29526

Grades	6-8 Middle School	
Enrollment	687 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Average	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

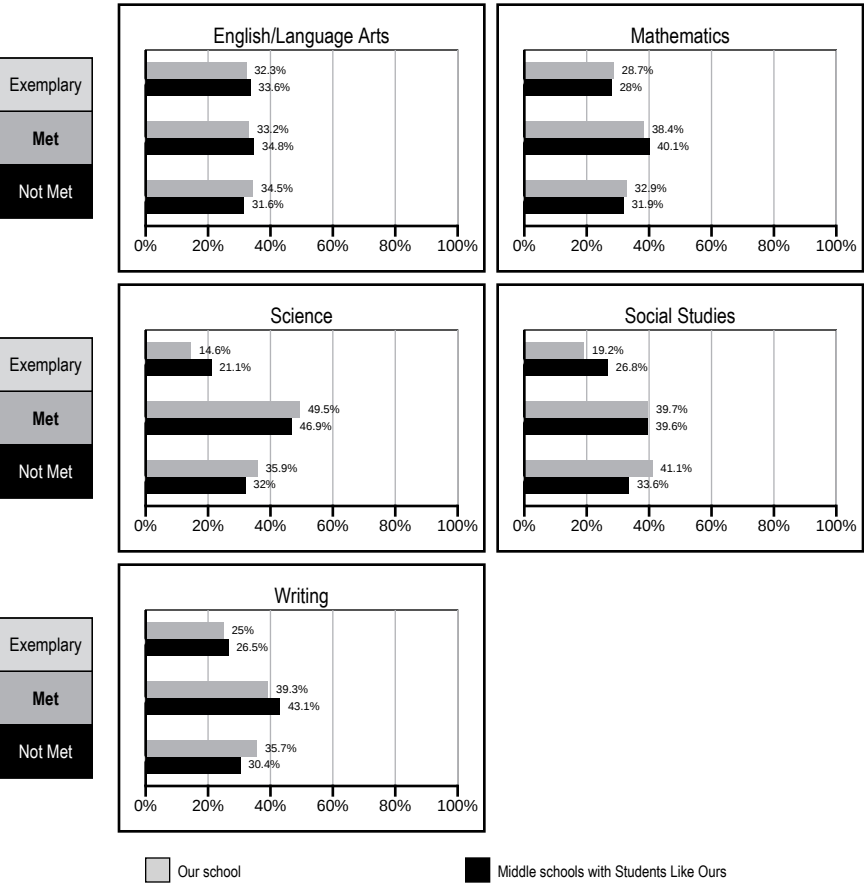
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	6	44	2	0

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

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	98.7%	96.6%
English 1	100.0%	97.8%
Physical Science	N/A	66.0%
US History and the Constitution	N/A	N/A
All Subjects	99.0%	96.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=687)				
Students enrolled in high school credit courses (grades 7 & 8)	24.8%	Down from 27.1%	24.8%	24.2%
Retention rate	0.7%	Up from 0.5%	0.7%	0.7%
Attendance rate	95.6%	Down from 95.7%	95.6%	95.9%
Eligible for gifted and talented	23.9%	Up from 20.6%	18.0%	16.4%
With disabilities other than speech	16.1%	Up from 15.2%	13.1%	12.0%
Older than usual for grade	1.5%	Up from 1.3%	2.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.8%	Up from 2.7%	0.7%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	44.2%	Down from 50.0%	57.1%	58.5%
Continuing contract teachers	69.8%	Up from 68.2%	81.1%	80.0%
Teachers with emergency or provisional certificates	7.9%	Up from 5.6%	3.0%	4.0%
Teachers returning from previous year	86.5%	Up from 82.9%	84.5%	84.6%
Teacher attendance rate	94.0%	Down from 94.4%	95.2%	95.4%
Average teacher salary*	\$49,174	Down 1.5%	\$45,911	\$46,561
Professional development days/teacher	14.4 days	Down from 18.0 days	10.1 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 22.6 to 1	21.3 to 1	21.1 to 1
Prime instructional time	87.8%	Down from 88.7%	90.2%	90.4%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Up from 95.1%	97.7%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,932	Up 8.9%	\$7,740	\$7,802
Percent of expenditures for instruction**	60.2%	Down from 63.0%	64.2%	63.8%
Percent of expenditures for teacher salaries**	55.6%	Up from 45.3%	60.4%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Dear Parents,

Conway Middle School achieved a number of successes during 2009-2010. While we have 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 perform at high levels on state assessments and narrow the achievement gap for at-risk learners.

To aid in our efforts, we focus on data from our school report card and MAP. We use this to drive classroom instruction and to plan for staff development. We are implementing literacy strategies in all classes to promote comprehension and vocabulary acquisition. We have focused on writing and reading during advisory throughout the year based on the needs of students. We utilize the results of the district benchmarks in science and social studies to guide our planning, pace, and to align curriculum. We are continuing with PBIS (Positive Behavior Intervention System) and include quarterly reward trips for students without office referrals and have created a system where students can receive daily tokens that can be used to "buy" things and opportunities throughout the year.

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, 2009-2010
Tommy Waddell, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	198	46
Percent satisfied with learning environment	93.5%	58.4%	80.4%
Percent satisfied with social and physical environment	93.5%	60.4%	76.1%
Percent satisfied with school-home relations	87.1%	80.7%	80.4%

* 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 18 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	0.0%	0.0%	Yes
Student attendance rate	95.6%	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	685	100	36.2	34.4	29.4	73.3	85.4	83.5	Yes	Yes
Gender										
Male	340	100	44.9	29.2	26	66.3	82	80.1	N/A	N/A
Female	345	100	27.7	39.6	32.7	80.1	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	425	100	28.8	33.5	37.7	77.7	89.5	89.6	Yes	Yes
African American	227	100	52.7	33.8	13.4	61.7	73.7	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	22	100	28.6	52.4	19	90.5	82.1	79.6	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	81.5	85.1	I/S	I/S
Disability Status										
Disabled	112	100	78.1	18.8	3.1	35.4	58.2	51.7	No	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	13	100	37.5	50	12.5	87.5	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	456	100	46.2	36.2	17.6	66.5	80.5	76.9	Yes	Yes

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

All Students	685	99.9	36.4	41	22.6	75	84.2	80.4	Yes	Yes
Gender										
Male	340	100	39.7	37.2	23.1	70.5	82.2	78.4	N/A	N/A
Female	345	99.7	33.1	44.7	22.2	79.4	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	425	100	27.3	43.9	28.8	83.6	89.5	87.8	Yes	Yes
African American	227	99.6	56	33.5	10.5	57.5	69.8	69.3	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	22	100	23.8	66.7	9.5	76.2	78.3	78.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
Disability Status										
Disabled	112	99.1	74.7	21.1	4.2	33.7	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	13	100	31.3	56.3	12.5	68.8	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	456	99.8	46.8	40.2	13	65.7	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

	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	449	100	35.9	49.5	14.6	64.1	71.8	67.3
Gender								
Male	229	100	38.2	45.4	16.4	61.8	71.7	66.9
Female	220	100	33.5	53.7	12.8	66.5	71.9	67.7
Racial/Ethnic Group								
White	275	100	27	54.7	18.4	73	80.4	79.6
African American	150	100	54.9	36.8	8.3	45.1	48.8	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	15	100	28.6	57.1	14.3	71.4	61.9	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	80	69.5
Disability Status								
Disabled	82	100	N/A	N/A	N/A	25	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	10	I/S	36.4	54.5	9.1	63.6	59.1	58.6
Socio-Economic Status								
Subsidized meals	300	100	47	47.4	5.6	53	63	55.4

Social Studies

All Students	440	99.8	41.1	39.7	19.2	58.9	75.3	70.9
Gender								
Male	227	99.6	46.7	31.4	21.9	53.3	74.2	70.1
Female	213	100	35.2	48.5	16.3	64.8	76.5	71.7
Racial/Ethnic Group								
White	273	100	37.5	39.4	23.2	62.5	80.5	79.2
African American	147	99.3	50.8	38.3	10.9	49.2	59.7	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.9	86.8
Hispanic	14	100	21.4	64.3	14.3	78.6	74	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	66	71.2
Disability Status								
Disabled	64	98.4	72.7	25.5	1.8	27.3	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	10	I/S	25	58.3	16.7	75	72.8	68
Socio-Economic Status								
Subsidized meals	296	99.7	46.6	41.7	11.7	53.4	68	60.8

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	682	98.8	35.3	39.5	25.2	64.7	76.8	72.1	95.6	95.8
Gender										
Male	341	98	48.3	34	17.8	51.7	69.9	65.2	95.3	95.7
Female	341	99.7	22.8	44.9	32.3	77.2	83.9	79.2	96	95.8
Racial/Ethnic Group										
White	426	99.5	26	42	31.9	74	83.2	80.8	95.4	95.5
African American	224	97.8	54.1	34.1	11.7	45.9	59.2	59.7	95.9	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.2	87	98.3	96.9
Hispanic	22	95.5	25	45	30	75	69.7	64.6	97.2	96.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	70.6	73.4	95.5	94.1
Disability Status										
Disabled	111	95.5	81.8	16.2	2	18.2	34.3	27.7	94.1	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	13	92.3	33.3	40	26.7	66.7	67.2	63.7	97.6	96.7
Socio-Economic Status										
Subsidized meals	448	98.4	46.5	38.9	14.6	53.5	68.9	61.9	95.2	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	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	258	100	34.7	38.1	27.2	65.3
	7	204	100	39.3	33.3	27.3	60.7
	8	223	100	35.1	31.3	33.6	64.9
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	258	99.6	31.9	39.1	29	68.1
	7	204	100	44.8	36.6	18.6	55.2
	8	223	100	34.1	46.9	19	65.9
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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	132	100	40.8	49.2	10	59.2
	7	204	100	33.9	50.3	15.8	66.1
	8	113	100	33.6	48.6	17.8	66.4

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	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	126	99.2	25.2	62.2	12.6	74.8
	7	204	100	58.5	25.7	15.8	41.5
	8	110	100	28.8	38.5	32.7	71.2
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
2010	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	258	97.7	37.5	35	27.5	62.5
	7	204	99.5	39.7	40.2	20.1	60.3
	8	220	99.6	28.9	44.1	27	71.1

Abbreviations for Missing Data

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