



Conway Elementary

1101 Snowhill Drive
Conway, SC 29526

Grades	PK-5 Elementary School	
Enrollment	771 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 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	Below Average
2006	Good	Below Average
2005	Good	Below Average
2004	Good	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

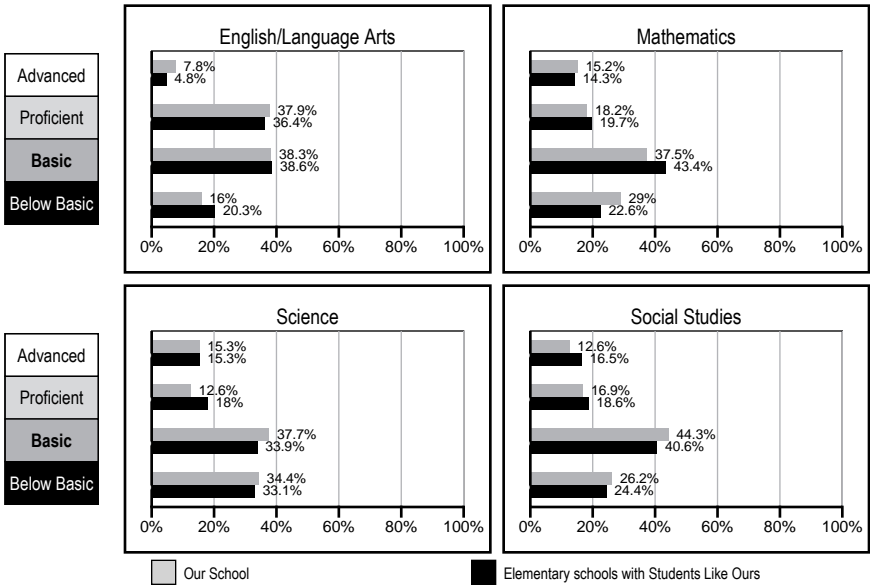
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	55	30	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=771)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Up from 1.1%	2.4%	2.3%
Attendance rate	96.3%	Up from 96.2%	96.3%	96.3%
Eligible for gifted and talented	14.2%	Down from 21.3%	10.6%	10.4%
With disabilities other than speech	9.4%	Up from 6.6%	8.5%	7.5%
Older than usual for grade	0.0%	Down from 0.4%	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=50)				
Teachers with advanced degrees	46.0%	Up from 43.6%	57.6%	56.7%
Continuing contract teachers	66.0%	Up from 63.6%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	0.0%	0.0%
Teachers returning from previous year	85.2%	Down from 86.3%	87.8%	86.4%
Teacher attendance rate	94.3%	Down from 94.6%	95.0%	94.9%
Average teacher salary	\$46,310	Up 3.7%	\$45,347	\$45,345
Professional development days/teacher	9.7 days	Up from 8.8 days	12.6 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 19.4 to 1	18.5 to 1	18.5 to 1
Prime instructional time	89.8%	Up from 89.4%	89.8%	89.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,033	Up 5.8%	\$6,855	\$7,052
Percent of expenditures for instruction*	66.5%	Down from 72.7%	68.9%	69.1%
Percent of expenditures for teacher salaries*	60.8%	Down from 69.7%	65.0%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Conway Elementary School is located in the heart of town and serves as a community school where students in kindergarten through fifth grade receive challenging and meaningful instruction from highly qualified teachers. CES has implemented several programs within the school this year to enhance instruction, such as Smart Board technology and PBIS (Positive Behavior Intervention and Support). Santee Cooper has been a very important Business Education Partner to Conway Elementary and a huge supporter for our PBIS program.

The instructional staff determined increasing reading comprehension and math skills was an instructional priority. As a result of this, teachers participated in professional growth and collaborative planning activities with a focus on guided reading and math RIT groups in all grades. An Everyday Math consultant also did monthly workshops with teachers. The continuation of an early reading intervention program in kindergarten and first grade was reinforced with a tutorial component. Students in 3-5 received reading and math instruction on their individual levels through differentiated instruction. Title 1 and local funds continue to support training for staff and instructional materials for the teachers and children.

The staff and Conway community share the mission to provide all children opportunities to excel in academics and in personal and social areas. The PTO worked collaboratively with the staff to provide workshops and activities such as Muffins for Mom, Doughnuts for Dads, Super Tuesday, Fall Festival, and community yard sale. These activities brought numerous parents, grandparents, and community members to our school. Many of these individuals became volunteers. The partnership between Conway Elementary and Coastal Carolina University 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 Jump Rope for Heart, American Red Cross Blood Drive, HTC recycling, Coins for Computers, CAPS food drive, Relay for Life, Street Reach, and Box Tops for Education. CES students are fortunate to participate in activities sponsored by the Conway Recreation Department, which is often housed in the Conway Elementary gymnasium. The students enjoyed enrichment of the arts through many activities such as chorus, field day activities for K-5 students, and Career Day.

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 Davis, Principal 2007-08

Renee Beverly, School Improvement Council Chairperson, 2007-08

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	51	35
Percent satisfied with learning environment	86.1%	94.0%	85.3%
Percent satisfied with social and physical environment	88.6%	90.0%	72.7%
Percent satisfied with school-home relations	85.3%	92.2%	77.4%

* 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

NO

This school met 15 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. Sanction: Implement the restructuring plan.
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	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	288	99.7	15.7	38.4	38.1	7.8	56.3	57.2	48.2	Yes	Yes
Gender											
Male	152	99.3	18	44.6	30.2	7.2	48.9	50.3	41.7	N/A	N/A
Female	136	100	13.2	31.8	46.5	8.5	64.3	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	153	100	7.5	34	45.6	12.9	68.7	65.4	60	Yes	Yes
African American	125	99.2	27	46.8	24.3	1.8	37.8	34.7	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	43.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	60	98.3	30.9	61.8	7.3	0	23.6	21.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	176	99.4	22.5	43.1	31.3	3.1	44.4	44.9	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	288	100	29	37.5	18.2	15.2	43.1	56.4	45.8	No	Yes
Gender											
Male	152	100	31.4	33.6	20	15	45	55.9	45.6	N/A	N/A
Female	136	100	26.4	41.9	16.3	15.5	41.1	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	153	100	15.6	36.7	23.1	24.5	58.5	65.2	59	Yes	Yes
African American	125	100	47.3	36.6	12.5	3.6	24.1	31.6	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	42.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	60	100	62.5	19.6	14.3	3.6	21.4	20.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	41	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	176	100	38.5	42.2	14.3	5	29.2	43.9	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	195	100	34.4	37.7	12.6	15.3	27.9	41.4	35.7	96.3	96.3
Gender											
Male	101	100	36.8	30.5	14.7	17.9	32.6	43.8	37.4	96.5	96.2
Female	94	100	31.8	45.5	10.2	12.5	22.7	39	33.8	96.1	96.4
Racial/Ethnic Group											
White	109	100	18.4	39.8	16.5	25.2	41.7	50.4	49.2	96.1	96.1
African American	79	100	58.9	31.5	8.2	1.4	9.6	16.7	17	96.6	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	97.4	97.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	96.6	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	N/A	95.5
Disability Status											
Disabled	37	100	54.3	34.3	11.4	0	11.4	15.2	14	95.9	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	22.7	24.4	97	97
Socio-Economic Status											
Subsidized meals	112	100	45.6	42.7	8.7	2.9	11.7	28.8	21.1	96.1	96
Social Studies											
All Students	194	99.5	25.8	44.5	17	12.6	29.7	41.6	34	96.3	96.3
Gender											
Male	102	99	25.8	40.9	20.4	12.9	33.3	45.3	36.6	96.5	96.2
Female	92	100	25.8	48.3	13.5	12.4	25.8	37.8	31.3	96.1	96.4
Racial/Ethnic Group											
White	109	100	13.2	47.2	19.8	19.8	39.6	48.6	44.5	96.1	96.1
African American	77	98.7	47.1	38.2	11.8	2.9	14.7	20.7	19.1	96.6	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	97.4	97.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	33.9	27.5	96.6	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	N/A	95.5
Disability Status											
Disabled	47	97.9	44.2	37.2	11.6	7	18.6	17.1	14.4	95.9	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	30.8	27.3	97	97
Socio-Economic Status											
Subsidized meals	120	99.2	35.1	44.1	18	2.7	20.7	29.8	21	96.1	96

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	102	99	5.3	36.8	41.1	16.8	57.9
	4	92	100	14.9	41.4	40.2	3.4	43.7
	5	101	100	12.2	48	35.7	4.1	39.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	96	100	7.6	34.8	46.7	10.9	57.6
	4	101	99	15.6	39.6	36.5	8.3	44.8
	5	91	100	25	41.3	30	3.8	33.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	102	100	22.9	49	18.8	9.4	28.1
	4	92	100	17.2	37.9	20.7	24.1	44.8
	5	101	100	13.3	35.7	22.4	28.6	51
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	96	100	32.6	47.8	15.2	4.3	19.6
	4	101	100	27.8	30.9	21.6	19.6	41.2
	5	91	100	26.3	33.8	17.5	22.5	40
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	51	100	55.1	24.5	16.3	4.1	20.4
	4	92	100	34.5	34.5	19.5	11.5	31
	5	51	100	32	44	14	10	24
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	48	100	32.6	39.1	17.4	10.9	28.3
	4	101	100	30.9	39.2	13.4	16.5	29.9
	5	46	100	45	32.5	5	17.5	22.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	51	100	25.5	46.8	25.5	2.1	27.7
	4	92	100	24.1	43.7	17.2	14.9	32.2
	5	50	100	25	45.8	20.8	8.3	29.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	48	100	19.6	63	13	4.3	17.4
	4	101	99	22.9	37.5	20.8	18.8	39.6
	5	45	100	40	40	12.5	7.5	20
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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