



Conway Middle

1104 Elm Street
Conway, SC 29526

Grades	6-8 Middle School	
Enrollment	652 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 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

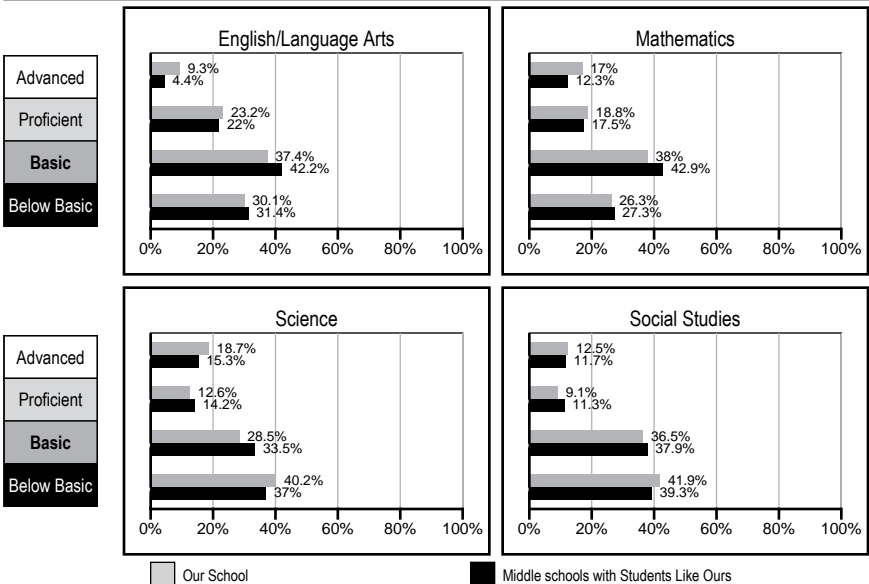
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	31	5

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

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

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	96.1	96.7
English 1	90.9	94.6
Physical Science	0	76.9
All Subjects	95.4	95.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=652)				
Students enrolled in high school credit courses (grades 7 & 8)	45.3%	Down from 50.5%	19.8%	19.4%
Retention rate	0.9%	Up from 0.5%	1.5%	1.8%
Attendance rate	98.9%	Down from 99.7%	95.9%	95.8%
Eligible for gifted and talented	21.2%	Down from 26.2%	16.9%	15.3%
With disabilities other than speech	15.6%	Up from 14.9%	14.2%	12.9%
Older than usual for grade	1.4%	Up from 0.9%	3.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.5%	Down from 8.1%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	52.5%	Down from 54.1%	53.3%	55.0%
Continuing contract teachers	65.0%	Down from 73.0%	73.5%	70.6%
Teachers with emergency or provisional certificates	3.1%	Down from 3.2%	5.3%	5.4%
Teachers returning from previous year	87.3%	Up from 83.3%	84.4%	83.4%
Teacher attendance rate	94.2%	Down from 96.1%	94.9%	94.9%
Average teacher salary	\$49,113	Up 4.2%	\$44,194	\$44,706
Professional development days/teacher	14.5 days	Down from 20.5 days	11.5 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	22.9 to 1	Up from 22.1 to 1	19.6 to 1	20.1 to 1
Prime instructional time	91.1%	Down from 94.4%	89.3%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.9%	Down from 94.8%	97.6%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$7,997	Up 14.7%	\$6,993	\$7,097
Percent of expenditures for instruction*	63.7%	Down from 64.8%	64.4%	64.4%
Percent of expenditures for teacher salaries*	59.4%	Down from 61.6%	60.0%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Conway Middle School achieved a number of successes during the 2007-2008 school year. A few of the many accomplishments follow. Seven students were recognized as Junior Scholars. Three students were recognized as Duke Tip Scholars. Twelve students were selected for All-County Chorus. Four students were chosen to participate in the Summer Arts Program at Coastal Carolina University. One student represented our school at the state level in the Geography Bee. One student received the Governor's Citizenship Award. One student was a district winner for the Horry County Soil and Water Essay Contest. Our chorus and Builders club raised over \$1,500 for the March of Dimes. Our chorus sang at the Carolina Opry in Myrtle Beach in November. One student was recognized at the state level as the SC Recycling Student of the Year. One teacher was recognized at the state level as the SC Recycling Teacher of the Year. Six students placed at the state level in the stock market games sponsored by the South Carolina Economics Council.

Although Conway Middle had a number of successes, we still face challenges. We must continue to strive to increase levels of student achievement. We must try to increase the number of students who meet proficiency standards and continue to 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 the instruction in our classrooms as well as to plan for staff development. We implemented Literacy First Strategies to promote comprehension to include basic signal words, explicit vocabulary instruction, questioning strategies, and monitored independent reading. We developed benchmark assessments and used the information to help us align our curriculum.

We continued our implementation of PBIS (Positive Behavior Intervention System) at our school. We developed quarterly reward field trips for students without referrals and we continued to give out incentives on a daily basis so that students could collect them to enter drawings or "buy" privileges available in classrooms and across the school.

Conway Middle School continues to enjoy the support of an active 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, 2007-2008
Terri Butler, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	192	75
Percent satisfied with learning environment	60.5%	56.0%	60.8%
Percent satisfied with social and physical environment	63.2%	63.9%	55.4%
Percent satisfied with school-home relations	63.2%	72.8%	63.5%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 14 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	6.2%	0.0%	No
Student attendance rate	98.9%	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	636	99.8	30.2	37.3	23.1	9.3	43.9	57.2	48.2	No	Yes
Gender											
Male	314	99.7	36.8	41.3	16.3	5.6	35.8	50.3	41.7	N/A	N/A
Female	322	100	24	33.6	29.6	12.8	51.6	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	384	100	19.6	37.5	30.3	12.6	55.5	65.4	60	Yes	Yes
African American	217	100	45.4	38.2	13.5	2.9	25.1	34.7	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	27	96.3	50	35	5	10	35	43.1	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	103	100	76.9	18.7	2.2	2.2	6.6	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	20	95	57.1	28.6	7.1	7.1	28.6	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	407	99.8	40.5	40.5	14.1	4.9	30.8	44.9	34	No	Yes

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

All Students	636	100	26.5	38.9	18.4	16.2	45.8	56.4	45.8	Yes	Yes
Gender											
Male	314	100	29.2	37.2	18.4	15.3	44.4	55.9	45.6	N/A	N/A
Female	322	100	24	40.5	18.4	17.1	47	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	384	100	17.4	38.9	21.8	21.8	54.6	65.2	59	Yes	Yes
African American	217	100	39.6	40.6	13	6.8	30.9	31.6	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	27	100	45	25	20	10	50	42.6	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	103	100	60.4	27.5	8.8	3.3	14.3	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	20	100	50	21.4	21.4	7.1	50	41	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	407	100	34.6	40.8	14.6	10	34.3	43.9	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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*	School Attendance Rate	District Attendance Rate
Science											
All Students	430	100	39.5	28.5	12.8	19.1	32	41.4	35.7	98.9	96.3
Gender											
Male	217	100	36.9	26.3	13.1	23.7	36.9	43.8	37.4	98.8	96.2
Female	213	100	42.2	30.7	12.6	14.6	27.1	39	33.8	99.1	96.4
Racial/Ethnic Group											
White	255	100	28.4	30.9	15.3	25.4	40.7	50.4	49.2	99	96.1
African American	149	100	57.7	26.8	8.5	7	15.5	16.7	17	98.8	96.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	99.9	97.4
Hispanic	18	100	36.4	9.1	18.2	36.4	54.5	26.2	24.9	98.4	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	99.9	95.5
Disability Status											
Disabled	71	100	77.4	8.1	9.7	4.8	14.5	15.2	14	98.4	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	14	100	50	12.5	0	37.5	37.5	22.7	24.4	98.5	97
Socio-Economic Status											
Subsidized meals	283	100	49.2	28.7	12.6	9.4	22	28.8	21.1	98.7	96
Social Studies											
All Students	417	99.8	41.6	36.7	9.3	12.4	21.7	41.6	34	98.9	96.3
Gender											
Male	210	99.5	41.1	32.1	11.1	15.8	26.8	45.3	36.6	98.8	96.2
Female	207	100	42.1	41.1	7.6	9.1	16.8	37.8	31.3	99.1	96.4
Racial/Ethnic Group											
White	252	100	32.5	38.5	11.5	17.5	29.1	48.6	44.5	99	96.1
African American	138	100	54.5	35.6	6.1	3.8	9.8	20.7	19.1	98.8	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	99.9	97.4
Hispanic	22	95.5	56.3	25	6.3	12.5	18.8	33.9	27.5	98.4	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	99.9	95.5
Disability Status											
Disabled	72	100	79.4	19	1.6	0	1.6	17.1	14.4	98.4	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	19	94.7	53.8	30.8	0	15.4	15.4	30.8	27.3	98.5	97
Socio-Economic Status											
Subsidized meals	263	99.6	51.5	36.8	5	6.7	11.7	29.8	21	98.7	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	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	192	100	26.8	37.2	22.4	13.7	36.1
	7	200	100	35.5	38.7	22.6	3.2	25.8
	8	178	98.9	35.8	35.8	22.6	5.7	28.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	218	100	19.5	35.2	30.5	14.8	45.2
	7	211	99.5	35.4	35.9	20.8	7.8	28.6
	8	207	100	36.8	41.1	17.4	4.7	22.1
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	192	100	22.4	31.1	25.7	20.8	46.4
	7	200	100	23.7	38.2	20.4	17.7	38.2
	8	177	99.4	34.6	47.2	10.7	7.5	18.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	218	100	19.5	31	21.4	28.1	49.5
	7	211	100	26.6	39.6	19.8	14.1	33.9
	8	207	100	34.2	46.8	13.7	5.3	18.9
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	97	100	45.6	28.9	12.2	13.3	25.6
	7	200	100	29.3	34.2	20.1	16.3	36.4
	8	92	98.9	40.3	35.1	13	11.7	24.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	111	100	47.2	27.8	13	12	25
	7	211	100	34.4	29.2	11.5	25	36.5
	8	108	100	41.2	27.8	15.5	15.5	30.9
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	97	100	26.4	52.7	13.2	7.7	20.9
	7	200	100	46.2	38.6	11.4	3.8	15.2
	8	87	100	48.8	42.5	6.3	2.5	8.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	107	100	23.5	52	14.7	9.8	24.5
	7	211	99.5	52.1	23.4	5.2	19.3	24.5
	8	99	100	39.8	47.3	11.8	1.1	12.9

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