



CONWAY ELEMENTARY

1101 Snowhill Drive
Conway, SC 29526

Grades	PK-5 Elementary School	
Enrollment	708 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 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Good
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

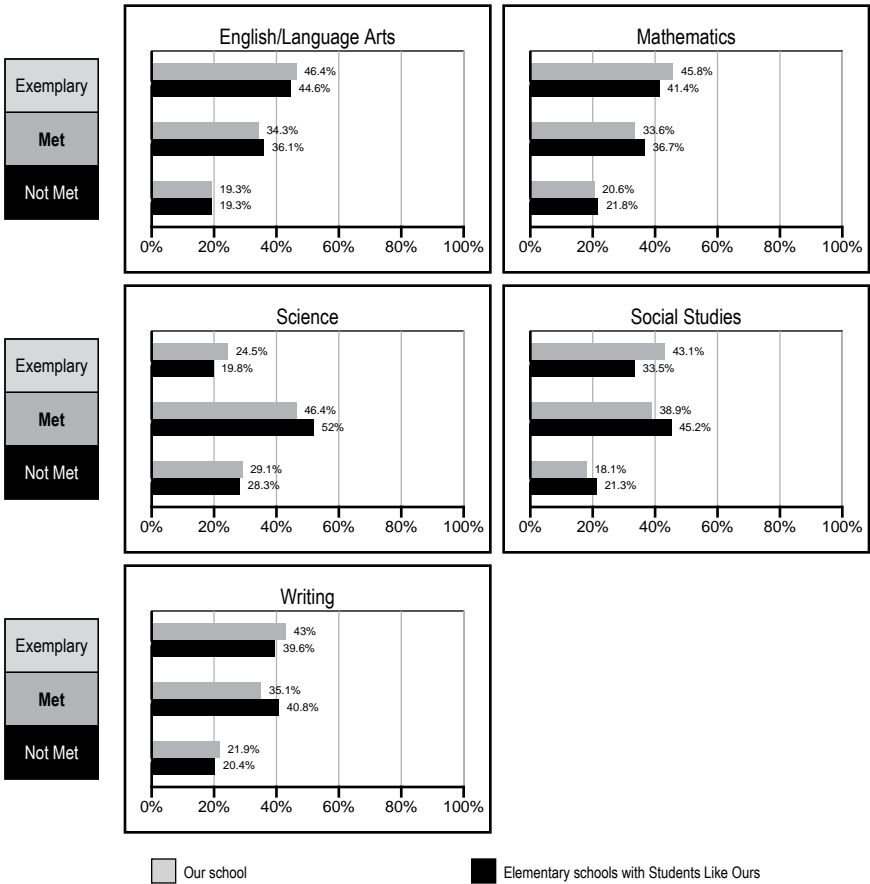
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	39	39	0	0

* Ratings are calculated with data available by 11/09/2011.

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=708)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 0.6%	1.1%	1.1%
Attendance rate	95.5%	Down from 96.1%	96.1%	96.2%
Served by gifted and talented program	20.8%	Up from 16.3%	16.5%	13.4%
With disabilities other than speech	5.0%	Down from 8.4%	4.5%	4.1%
Older than usual for grade	0.4%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	50.0%	No Change	61.3%	62.5%
Continuing contract teachers	92.5%	Down from 100.0%	90.3%	88.2%
Teachers returning from previous year	83.0%	Up from 79.9%	88.5%	87.8%
Teacher attendance rate	95.3%	Up from 93.8%	95.4%	95.2%
Average teacher salary*	\$48,198	Down 3.7%	\$46,907	\$46,773
Professional development days/teacher	19.3 days	Up from 16.5 days	10.6 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Up from 18.7 to 1	20.7 to 1	19.9 to 1
Prime instructional time	87.8%	Down from 88.7%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.0%	Down from 99.8%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,456	Up 2.3%	\$6,864	\$7,447
Percent of expenditures for instruction**	63.6%	Down from 64.2%	68.8%	68.4%
Percent of expenditures for teacher salaries**	59.1%	Up from 58.2%	66.1%	65.8%

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

** Prior year audited financial data are reported.

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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!(Reading & Phonics program) for grades K-4, Intervention programs (Passport, Number Worlds), 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 and district learning specialist. 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-4. 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 Leadership Team, PTO, community and business partners have 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, Jump Rope for Heart, recycling w/ Solid Waste Authority, Relay for Life, Street Reach, Box Tops for Education, and Spirit Nights sponsored by Burger King, Chick-Fil-A and Sonic. 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 and Employee Appreciation Week.

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
 Sandra Matthews, School Improvement Council Chair, 2010-11

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	103	61
Percent satisfied with learning environment	84.8%	87.4%	93.4%
Percent satisfied with social and physical environment	90.9%	90.2%	91.8%
Percent satisfied with school-home relations	81.8%	90.3%	90.0%

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

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No Child Left Behind

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	4.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	340	99.7	19.3	34.3	46.4	86.6	85.5	82.4	Yes	Yes
Gender										
Male	185	99.5	22.1	39	39	84.3	82.5	78.7	N/A	N/A
Female	155	100	16.1	28.9	55	89.3	88.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	165	99.4	7.5	25.8	66.7	93.1	90.1	88.9	Yes	Yes
African American	149	100	32.4	43	24.6	78.2	73.6	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	17	100	23.1	38.5	38.5	100	81.3	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.2	83	I/S	I/S
Disability Status										
Disabled	55	100	59.3	29.6	11.1	55.6	55.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	80.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	222	99.6	27.2	40.8	32	82	80.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	340	99.7	20.6	33.6	45.8	86.9	86	81.9	Yes	Yes
Gender										
Male	185	99.5	23.8	33.1	43	84.9	84.1	79.9	N/A	N/A
Female	155	100	16.8	34.2	49	89.3	88.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	165	99.4	10.7	24.5	64.8	95	90.8	88.9	Yes	Yes
African American	149	100	33.1	41.5	25.4	77.5	73.1	71.4	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	17	100	15.4	38.5	46.2	84.6	83.2	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	87	84.4	I/S	I/S
Disability Status										
Disabled	55	100	59.3	31.5	9.3	57.4	55.6	47.3	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	82.9	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	222	99.6	26.7	42.7	30.6	82.5	81.4	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	233	100	29.1	46.4	24.5	70.9	74.8	68.6
Gender								
Male	128	100	30	45.8	24.2	70	74.4	68.3
Female	105	100	28	47	25	72	75.2	68.9
Racial/Ethnic Group								
White	111	100	12.1	45.8	42.1	87.9	83	80.7
African American	105	100	49	43	8	51	53.8	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	66.2	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78	70.8
Disability Status								
Disabled	35	100	64.7	29.4	5.9	35.3	41.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	65.2	60.7
Socio-Economic Status								
Subsidized meals	142	100	41.7	47.7	10.6	58.3	66.8	57.3
Social Studies								
All Students	229	100	18.1	38.9	43.1	81.9	77.8	72.5
Gender								
Male	124	100	20.9	40	39.1	79.1	77.5	72
Female	105	100	14.9	37.6	47.5	85.1	78.1	73.1
Racial/Ethnic Group								
White	110	100	9.3	28	62.6	90.7	83.7	81
African American	96	100	28.3	50	21.7	71.7	61.1	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	15	100	18.2	45.5	36.4	81.8	75.4	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.6	73.5
Disability Status								
Disabled	40	100	48.7	41	10.3	51.3	46	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75.3	69.7
Socio-Economic Status								
Subsidized meals	151	100	25	47.1	27.9	75	71	62.9

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	119	99.2	21.2	35.4	43.4	78.8	76.6	73.2	95.5	95.8
Gender										
Male	64	98.4	22.4	39.7	37.9	77.6	71.3	67.2	95.8	95.8
Female	55	100	20	30.9	49.1	80	82.2	79.4	95.2	95.8
Racial/Ethnic Group										
White	61	100	11.9	25.4	62.7	88.1	82.2	81.5	95.4	95.5
African American	51	98	34	44.7	21.3	66	61	61.3	95.8	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88	87	91.8	96.7
Hispanic	5	I/S	I/S	I/S	I/S	I/S	71.7	66.7	96.1	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81	72.2	95.6	94.4
Disability Status										
Disabled	19	94.7	72.2	22.2	5.6	27.8	32.7	26	95.4	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	69.4	65.7	96.1	96.6
Socio-Economic Status										
Subsidized meals	77	98.7	26.4	45.8	27.8	73.6	69.2	63.2	95.3	95.5

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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							
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
2011	3	97	99	18.5	26.1	55.4	81.5
	4	123	100	15.7	37.4	47	84.3
	5	120	100	23.7	37.7	38.6	76.3
	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
Mathematics							
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
2011	3	97	99	25	31.5	43.5	75
	4	123	100	15.7	33.9	50.4	84.3
	5	120	100	21.9	35.1	43	78.1
	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
Science							
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
2011	3	49	100	36.2	42.6	21.3	63.8
	4	123	100	20	52.2	27.8	80
	5	61	100	41.4	37.9	20.7	58.6
	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

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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							
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
2011	3	47	100	22.2	40	37.8	77.8
	4	123	100	12.2	38.3	49.6	87.8
	5	59	100	26.8	39.3	33.9	73.2
	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
Writing							
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
2011	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	119	99.2	21.2	35.4	43.4	78.8
	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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