

## CONWAY MIDDLE

1104 Elm Street  
Conway, SC 29526

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	670 Students	
<b>Principal</b>	Margaret B. Sordian	843-488-6040
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	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
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Below Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk

## 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

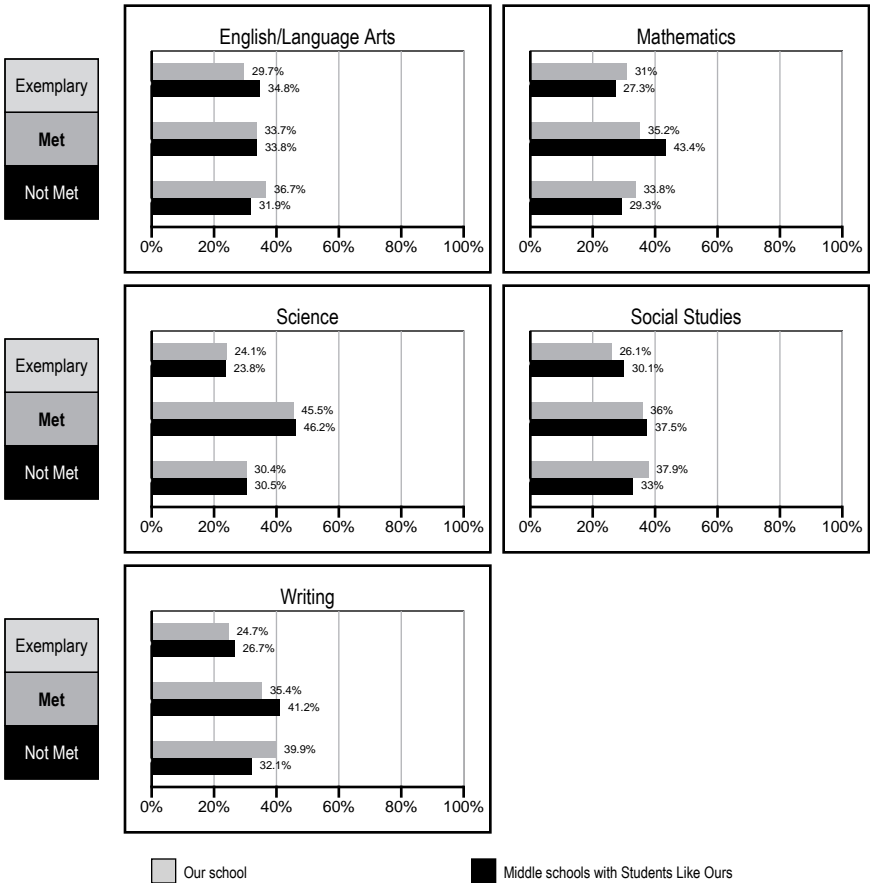
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	12	43	3	0

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

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%	96.8%
English 1	100.0%	96.7%
Biology 1/Applied Biology 2	N/A	86.3%
Physical Science	N/A	99.5%
US History and the Constitution	N/A	N/A
All Subjects	99.0%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=670)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	20.2%	Down from 24.8%	24.8%	24.5%
Retention rate	0.9%	Up from 0.7%	0.9%	0.7%
Attendance rate	95.8%	Up from 95.6%	95.7%	95.9%
Served by gifted and talented program	23.1%	Down from 23.9%	18.7%	17.8%
With disabilities other than speech	13.0%	Down from 16.1%	10.1%	9.2%
Older than usual for grade	1.1%	Down from 1.5%	2.0%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.1%	Up from 2.8%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	46.7%	Up from 44.2%	60.8%	60.0%
Continuing contract teachers	71.1%	Up from 69.8%	88.5%	82.6%
Teachers returning from previous year	86.6%	Up from 86.5%	86.3%	85.6%
Teacher attendance rate	94.4%	Up from 94.0%	95.1%	95.3%
Average teacher salary*	\$48,770	Down 0.8%	\$46,203	\$46,300
Professional development days/teacher	21.0 days	Up from 14.4 days	9.7 days	9.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	4.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 23.1 to 1	21.5 to 1	21.5 to 1
Prime instructional time	88.8%	Up from 87.8%	89.7%	90.1%
Opportunities in the arts	Excellent	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.4%	97.8%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$8,594	Down 3.8%	\$7,461	\$7,634
Percent of expenditures for instruction**	61.1%	Up from 60.2%	64.1%	64.0%
Percent of expenditures for teacher salaries**	57.4%	Up from 55.6%	61.7%	61.2%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

### Report of Principal and School Improvement Council

Conway Middle School provides a positive academic experience for all students in an encouraging, supportive, and safe environment. Conway Middle School offers a continuum of rigorous programs allowing students opportunities to work on individual needs through a variety of standardized, diagnostic, curriculum-based, and teacher generated assessments. We monitor individual progress to ensure that students' academic, social, and emotional needs are met. Additional time has been built into each school day for monitored independent reading (Tiger Time) in order to promote a love for reading and to reach our goals for literacy.

Our faculty and staff regularly participate in professional development trainings offered at the school, district, state, and national levels. Two of our teachers achieved distinction as National Board Certified Teachers this year.

Many of our students have achieved recognition for academic achievements and performing arts. This year's accomplishments include: fourteen S.C. Junior Scholars/two Duke TIP Scholars, twelve Explore Scholars, seventy-five National Junior Beta students, Horry-Georgetown County Fire Chief's Association Essay Competition-District Winner, sixteen students selected for Superintendent's Reading Award, three students awarded full scholarships for the Summer Arts Program at Coastal Carolina University, nine students All County Chorus, one student All State Chorus and five students earned medals at the Special Olympics Competition.

Conway Middle School continues to be a school where students learn, grow, mature, and succeed! Our students, faculty, staff, parents, PTO, School Improvement Council members and community members are committed to promoting academic achievement. We will continue to work together to provide an optimum learning environment for our students.

Margaret B. Sordian, Principal  
John Dennis, School Improvement Council Chairman 2010-2011

### Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	168	42
Percent satisfied with learning environment	76.7%	63.1%	68.3%
Percent satisfied with social and physical environment	90.7%	70.5%	64.3%
Percent satisfied with school-home relations	69.8%	79.4%	64.3%

\* Only students at the highest middle 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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	95.8%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	653	99.7	36.3	33.8	29.9	73.3	85.5	82.4	No	Yes
<b>Gender</b>										
Male	356	99.4	40.4	30.3	29.4	69.7	82.5	78.7	N/A	N/A
Female	297	100	31.5	38	30.4	77.5	88.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	408	100	28.1	34.2	37.7	79.8	90.1	88.9	Yes	Yes
African American	207	99	55.4	28.5	16.1	58	73.6	72.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.2	93	I/S	I/S
Hispanic	28	100	19.2	53.8	26.9	88.5	81.3	79.3	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	86.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	114	99.1	72.1	19.2	8.7	38.5	55.8	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	22.2	55.6	22.2	88.9	80.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	436	99.5	45.4	33.7	20.9	64.3	80.6	75.4	No	Yes

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

All Students	653	99.9	33.9	35.1	31	78	86	81.9	Yes	Yes
<b>Gender</b>										
Male	356	99.7	34.8	33.2	32	77.1	84.1	79.9	N/A	N/A
Female	297	100	33	37.3	29.7	79	88.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	408	100	23.6	37.1	39.3	85.7	90.8	88.9	Yes	Yes
African American	207	99.5	54.6	29.9	15.5	62.4	73.1	71.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.9	94.6	I/S	I/S
Hispanic	28	100	26.9	38.5	34.6	84.6	83.2	81.1	I/S	I/S
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	87	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	114	100	70.5	22.9	6.7	40	55.6	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	14	100	33.3	50	16.7	77.8	82.9	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	436	99.8	43.8	34.6	21.6	71	81.4	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	448	100	30.4	45.3	24.3	69.6	74.8	68.6
<b>Gender</b>								
Male	243	100	29.3	43.6	27.1	70.7	74.4	68.3
Female	205	100	31.6	47.4	21.1	68.4	75.2	68.9
<b>Racial/Ethnic Group</b>								
White	283	100	22.6	45.6	31.8	77.4	83	80.7
African American	139	100	48.5	40.2	11.4	51.5	53.8	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85	85.3
Hispanic	17	100	6.3	81.3	12.5	93.8	66.2	61.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	78	70.8
<b>Disability Status</b>								
Disabled	76	100	63.8	29	7.2	36.2	41.7	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	8.3	83.3	8.3	91.7	65.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	295	100	38.6	44.9	16.5	61.4	66.8	57.3
<b>Social Studies</b>								
All Students	448	99.8	37.9	36.2	25.9	62.1	77.8	72.5
<b>Gender</b>								
Male	239	99.6	35.5	32.7	31.8	64.5	77.5	72
Female	209	100	40.6	40.1	19.3	59.4	78.1	73.1
<b>Racial/Ethnic Group</b>								
White	286	100	31.6	36.1	32.3	68.4	83.7	81
African American	135	99.3	54.4	32.8	12.8	45.6	61.1	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.6	89
Hispanic	22	100	25	50	25	75	75.4	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.6	73.5
<b>Disability Status</b>								
Disabled	83	100	67.1	28.9	3.9	32.9	46	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	30.8	38.5	30.8	69.2	75.3	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	297	99.7	46.3	38.4	15.3	53.7	71	62.9

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
<b>Writing</b>										
All Students	191	99.5	39.9	35.4	24.7	60.1	76.6	73.2	95.8	95.8
<b>Gender</b>										
Male	110	99.1	46.5	31.7	21.8	53.5	71.3	67.2	95.4	95.8
Female	81	100	31.2	40.3	28.6	68.8	82.2	79.4	96.2	95.8
<b>Racial/Ethnic Group</b>										
White	118	100	30	37.3	32.7	70	82.2	81.5	95.4	95.5
African American	63	98.4	57.6	30.5	11.9	42.4	61	61.3	96.4	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88	87	95.2	96.7
Hispanic	6	I/S	I/S	I/S	I/S	I/S	71.7	66.7	96.3	96.4
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	81	72.2	95.9	94.4
<b>Disability Status</b>										
Disabled	30	96.7	85.7	10.7	3.6	14.3	32.7	26	94.7	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.8
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	69.4	65.7	97.5	96.6
<b>Socio-Economic Status</b>										
Subsidized meals	127	100	53	34.8	12.2	47	69.2	63.2	95.4	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
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	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	218	99.5	35.4	32.3	32.3	64.6
	7	243	100	31.1	39.5	29.4	68.9
	8	192	99.5	44.1	28.2	27.7	55.9
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	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	218	100	31.2	28.6	40.2	68.8
	7	243	100	31.6	34.2	34.2	68.4
	8	192	99.5	40.1	43.5	16.4	59.9
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	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	111	100	40.4	48.5	11.1	59.6
	7	243	100	25	48.7	26.3	75
	8	94	100	33	33	34.1	67

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
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	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	107	100	31	33	36	69
	7	243	100	38.2	39.5	22.4	61.8
	8	98	99	44.9	31.5	23.6	55.1
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	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	191	99.5	39.9	35.4	24.7	60.1

Abbreviations for Missing Data

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