



## L W Conder Elementary

8040 Hunt Club Road  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	677 Students	
<b>Principal</b>	Shirley Watson	803-736-8720
<b>Superintendent</b>	Dr. Stephen Hefner	803-787-1910
<b>Board Chair</b>	Stephen Shellenberg	803-736-5530

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	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**

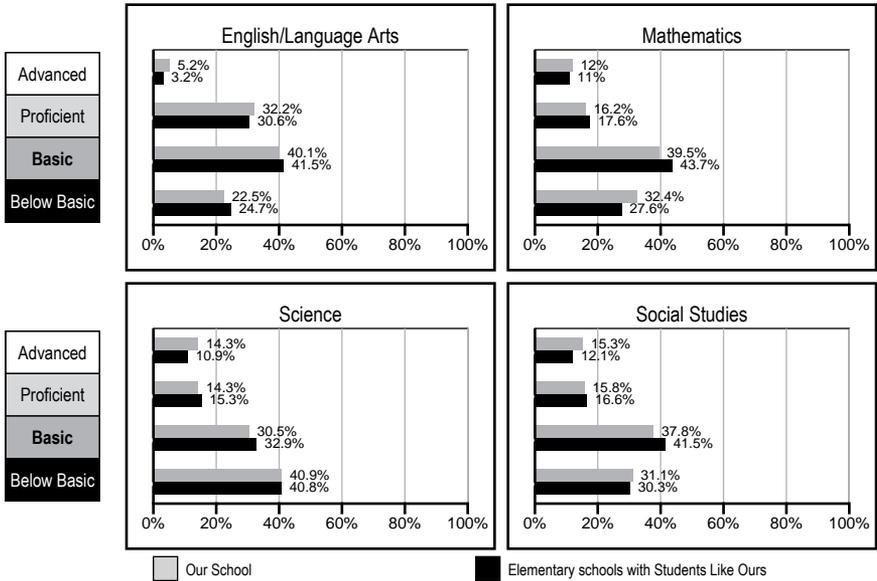
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	1	28	57	5

\* 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
<b>Students (n=677)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 86.4%	100.0%	100.0%
Retention rate	1.5%	Down from 3.0%	2.8%	2.3%
Attendance rate	96.2%	Down from 96.6%	96.0%	96.3%
Eligible for gifted and talented	5.7%	Down from 5.9%	6.5%	10.4%
With disabilities other than speech	4.0%	Down from 5.4%	9.0%	7.5%
Older than usual for grade	0.3%	Down from 1.5%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 2.7%	0.0%	0.0%
<b>Teachers (n=56)</b>				
Teachers with advanced degrees	50.0%	Down from 62.3%	54.3%	56.7%
Continuing contract teachers	55.4%	Down from 67.9%	75.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.6%	Down from 83.3%	85.7%	86.4%
Teacher attendance rate	95.9%	Down from 96.4%	94.9%	94.9%
Average teacher salary	\$43,202	Up 1.3%	\$44,459	\$45,345
Professional development days/teacher	8.9 days	Down from 9.3 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	0.8	Down from 7.0	3.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 17.7 to 1	18.0 to 1	18.5 to 1
Prime instructional time	90.9%	Down from 91.9%	89.1%	89.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.2%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$7,955	Down 1.1%	\$7,376	\$7,052
Percent of expenditures for instruction*	76.8%	Down from 77.3%	69.1%	69.1%
Percent of expenditures for teacher salaries*	72.4%	Up from 71.1%	64.1%	64.2%

\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

It has been another outstanding year at Conder Arts Integrated Magnet School. The school continues to enjoy the distinction of being the only arts magnet school in Richland School District Two. Conder has been selected as Arts in Basic Curriculum (ABC) Advancement Site for the second year. Through the South Carolina Arts Commission, Conder participated in intensive and on-going professional development in the arts for teachers and participating artists; the use of arts integration strategies in everyday classroom instruction; and opportunities for teachers, students, and/or parents to participate in on-site and off-site art related activities such as concerts, plays and ballets.

Our top goals are improving academics and strengthening parent/school relations. As a result of our efforts to achieve these goals, Conder was selected as an Exemplary Writing School for the 2007-08 School Year. The primary focus of the curriculum is literacy, and learning opportunities for all students to become readers, writers and thinkers is ongoing. The Conder PTA supported this effort by donating more than ten thousand dollars to the school to expand classroom libraries and increase the number of books in the media center.

The academic capacity of our school continues to increase. Through the State Department of Education initiative, Conder's math coach will continue to contribute to the school by providing coaching services for teachers in the content areas of mathematics and science. Reading specialists for the early grades assist in improving the reading of our early childhood students. Conder implements a Two-Tiered Model for Reading instruction. The Tier I model provides reading instruction to all K-5 students on target to meet grade level standards for their grade level, while the Tier II model provides an additional 30 minutes of small-group reading instruction for any K-3 student needing additional support to accelerate their progress toward meeting grade level standards. Enrichment clusters are offered in areas including reading, foreign language, chorus, strings, and technology. All Conder students learn Spanish and participate in dance and drumming. Additional opportunities for students to achieve greater academic success are provided in the following clubs: Chess Academy, Math Magic, Wee Deliver, Accelerated Reader program.

Community is at the heart of Conder's program. Parents, guest readers, speakers, and leaders from many interest and business fields across the community are frequent visitors. Students from Columbia College and the University of South Carolina's School of Education provide additional support in classrooms, allowing more individual instruction. Additionally, parents are invited to participate in conferences, volunteer in classrooms, chaperone field trips, read to students, and supervise special school events, such as the Father-Daughter Social, Mother-Daughter Tea, Family Hispanic Night, and many more.

Working together to reach for the stars helps faculty, staff, and families meet the needs of our students.

Dr. Shirley Watson, Principal      Dr. Lady Carr, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	27	99	62
Percent satisfied with learning environment	92.6%	77.8%	78.7%
Percent satisfied with social and physical environment	96.3%	76.8%	80.0%
Percent satisfied with school-home relations	81.5%	79.8%	77.0%

\* 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 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

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	<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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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	341	100	22.5	40.1	32.2	5.2	49.8	54.9	48.2	Yes	Yes
<b>Gender</b>											
Male	149	100	23.7	42.2	30.4	3.7	46.7	47.6	41.7	N/A	N/A
Female	192	100	21.5	38.4	33.7	6.4	52.3	62.6	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	23	100	10.5	36.8	47.4	5.3	63.2	75.1	60	I/S	I/S
African American	252	100	22.7	41.9	30.6	4.8	47.6	44.1	31.7	Yes	Yes
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	N/AV	N/AV	74.4	70.4	I/S	I/S
Hispanic	53	100	31.3	35.4	29.2	4.2	43.8	45.4	38.4	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	22	100	52.4	38.1	9.5	0	23.8	20.4	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	57	100	26.4	34	32.1	7.5	52.8	51.6	36.9	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	260	100	26.8	41	28.9	3.3	44.4	37.4	34	Yes	Yes

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

All Students	341	99.7	32	39.5	16.3	12.1	39.2	50	45.8	No	Yes
<b>Gender</b>											
Male	149	99.3	32.8	41	15.7	10.4	37.3	48.2	45.6	N/A	N/A
Female	192	100	31.4	38.4	16.9	13.4	40.7	51.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	23	100	15.8	31.6	26.3	26.3	73.7	73.9	59	I/S	I/S
African American	252	99.6	36	40.4	14.5	9.2	34.6	37	26.9	No	Yes
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	N/AV	N/AV	79.1	71.3	I/S	I/S
Hispanic	53	100	27.1	45.8	20.8	6.3	33.3	40.6	38.1	No	Yes
American Indian/Alaskan	1	I/S	46.2	I/S	I/S						
<b>Disability Status</b>											
Disabled	22	95.5	65	30	0	5	25	20.9	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	32.5	N/A	N/A						
<b>English Proficiency</b>											
Limited English Proficient	57	100	26.4	39.6	17	17	41.5	51.5	38.7	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	260	100	36.4	39.3	15.9	8.4	33.9	32.2	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
<b>Science</b>											
All Students	229	99.6	40	31	14.5	14.5	29	43	35.7	96.2	97.3
<b>Gender</b>											
Male	95	99	43.4	31.3	13.3	12	25.3	44.2	37.4	96.2	97.2
Female	134	100	37.6	30.8	15.4	16.2	31.6	41.8	33.8	96.2	97.5
<b>Racial/Ethnic Group</b>											
White	18	100	6.7	40	26.7	26.7	53.3	68.8	49.2	95.5	97.2
African American	169	99.4	47	30.9	11.4	10.7	22.1	29.1	17	96.1	97.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	97.1	98
Hispanic	32	100	32.1	25	25	17.9	42.9	37.1	24.9	96.8	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.7	96.5
<b>Disability Status</b>											
Disabled	16	93.8	71.4	0	28.6	0	28.6	18.6	14	95.8	96.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	37	100	24.2	30.3	21.2	24.2	45.5	43.8	24.4	97.1	97.2
<b>Socio-Economic Status</b>											
Subsided meals	174	100	46.8	29.5	10.9	12.8	23.7	24.7	21.1	96.1	96.8
<b>Social Studies</b>											
All Students	230	99.6	30.8	38	15.9	15.4	31.3	42.9	34	96.2	97.3
<b>Gender</b>											
Male	107	99.1	29.5	40	18.9	11.6	30.5	44.7	36.6	96.2	97.2
Female	123	100	31.9	36.3	13.3	18.6	31.9	40.9	31.3	96.2	97.5
<b>Racial/Ethnic Group</b>											
White	14	100	45.5	36.4	9.1	9.1	18.2	62.5	44.5	95.5	97.2
African American	169	99.4	30.3	38.1	16.8	14.8	31.6	31.9	19.1	96.1	97.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	67.9	58.9	97.1	98
Hispanic	39	100	33.3	44.4	13.9	8.3	22.2	37.4	27.5	96.8	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.7	96.5
<b>Disability Status</b>											
Disabled	16	100	56.3	31.3	12.5	0	12.5	21.3	14.4	95.8	96.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	99.4
<b>English Proficiency</b>											
Limited English Proficient	40	100	32.4	37.8	13.5	16.2	29.7	45.9	27.3	97.1	97.2
<b>Socio-Economic Status</b>											
Subsided meals	177	99.4	34.9	41	14.5	9.6	24.1	25.3	21	96.1	96.8

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	103	100	11.1	43.3	34.4	11.1	45.6
	4	97	100	19.5	50.6	24.1	5.7	29.9
	5	94	100	41.6	36	21.3	1.1	22.5
	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
<b>2008</b>	3	116	100	9.3	31.8	47.7	11.2	58.9
	4	118	100	32	37.9	30.1	0	30.1
	5	107	100	26.8	51.5	17.5	4.1	21.6
	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
<b>Mathematics</b>								
<b>2007</b>	3	103	100	34.4	44.4	13.3	7.8	21.1
	4	97	100	26.4	42.5	16.1	14.9	31
	5	94	100	34.8	44.9	13.5	6.7	20.2
	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
<b>2008</b>	3	116	100	27.1	39.3	15.9	17.8	33.6
	4	118	99.2	38.2	39.2	15.7	6.9	22.5
	5	107	100	30.9	40.2	17.5	11.3	28.9
	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
<b>Science</b>								
<b>2007</b>	3	52	100	52.2	23.9	10.9	13	23.9
	4	97	100	34.5	33.3	14.9	17.2	32.2
	5	46	100	62.8	20.9	7	9.3	16.3
	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
<b>2008</b>	3	58	100	37.3	27.5	15.7	19.6	35.3
	4	118	99.2	39.2	34.3	17.6	8.8	26.5
	5	53	100	44.7	27.7	6.4	21.3	27.7
	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
<b>Social Studies</b>								
<b>2007</b>	3	51	100	8.7	41.3	30.4	19.6	50
	4	97	99	24.1	46	19.5	10.3	29.9
	5	48	100	52.2	30.4	8.7	8.7	17.4
	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
<b>2008</b>	3	58	98.3	9.1	43.6	25.5	21.8	47.3
	4	118	100	35.9	37.9	12.6	13.6	26.2
	5	54	100	44	32	12	12	24
	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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