



CONGAREE ELEMENTARY

1221 Ramblin Road
West Columbia, SC 29172

Grades	2-5 Elementary School	
Enrollment	402 Students	
Principal	Jeff Becker	803-755-7430
Superintendent	Venus J. holland, Ed.D.	803-739-4708
Board Chair	ElizaBeth Dickerson	803-791-6085

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Excellent
2009	Average	Average
2008	Below Average	Below Average
2007	Below 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

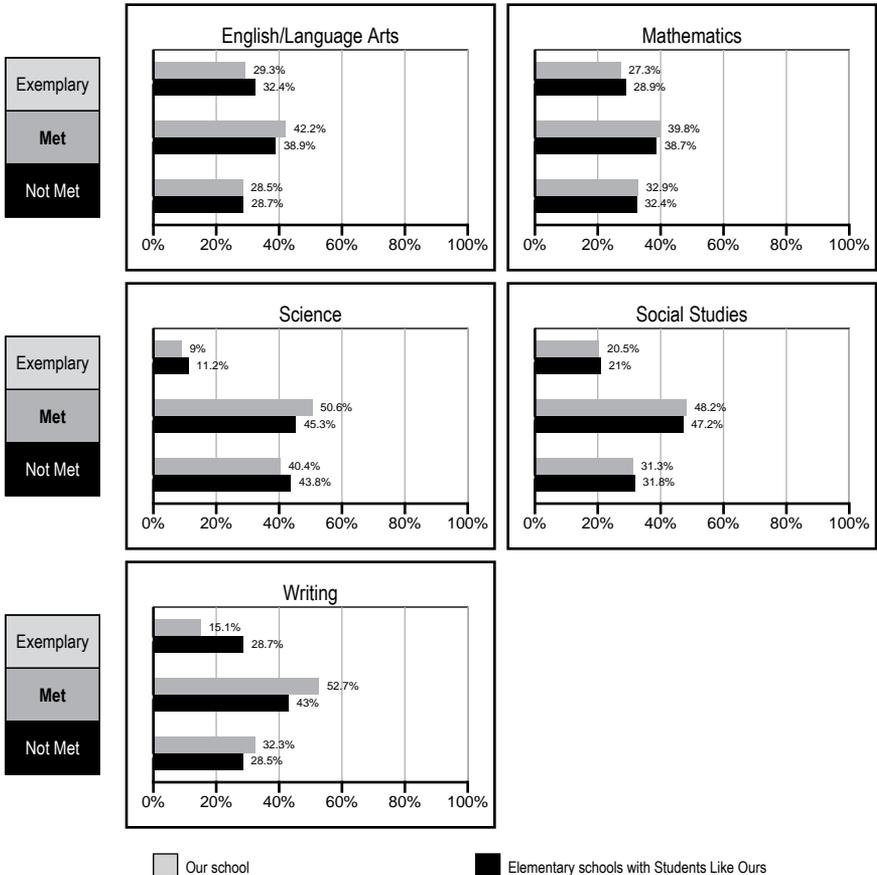
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	12	96	18	5

* 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=402)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.5%	1.1%
Attendance rate	96.5%	Up from 96.1%	95.9%	96.2%
Served by gifted and talented program	12.0%	Up from 10.3%	8.4%	13.4%
With disabilities other than speech	5.3%	Down from 10.8%	4.5%	4.1%
Older than usual for grade	0.0%	Down from 1.5%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	68.0%	Down from 71.4%	60.9%	62.5%
Continuing contract teachers	88.0%	Down from 92.9%	86.4%	88.2%
Teachers returning from previous year	85.9%	Down from 88.1%	86.3%	87.8%
Teacher attendance rate	94.6%	Up from 94.3%	95.1%	95.2%
Average teacher salary*	\$47,363	Down 2.0%	\$45,698	\$46,773
Professional development days/teacher	9.6 days	Down from 14.4 days	10.5 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 20.8 to 1	18.9 to 1	19.9 to 1
Prime instructional time	90.6%	Up from 88.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.8%	Down from 98.1%	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,540	Down 2.6%	\$7,662	\$7,447
Percent of expenditures for instruction**	69.4%	Down from 73.8%	67.2%	68.4%
Percent of expenditures for teacher salaries**	64.6%	Down from 67.7%	64.2%	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

Congaree Elementary School is a public, rural elementary school located southwest of the Columbia Metropolitan Airport in South Congaree, a community of approximately 2,500 residents. First opened in 1959, Congaree Elementary serves 390 students in the 2nd – 5th grades. Congaree Elementary School has been fully accredited through SACS since 1971. Our school motto shares the feeling one gets upon entering the building: At Congaree, our character always counts!"

New initiatives this school year include purchasing new books for the Media Center, expanding our literature library, adding to classroom libraries, and purchasing smartboards for each classroom. Students regularly work on Reading skills through Compass Learning and on math skills through First in Math, both in the classroom and the computer lab. Our Professional Learning Communities have emphasized "kid-watching" and small group instruction in classrooms with our Title I Tutors, and in our READ 120 room for 2nd and 3rd graders. An outside consultant provided staff development for improving core instruction with best practice. Our Response to Intervention began indentifying potentially at-risk students and discussed strategies for addressing individual needs.

Our School Improvement Council and Parent Teacher Organization actively support the teaching and learning at Congaree Elementary school through various projects. PTO purchased physical education equipment and playground equipment accessories. PTO purchased sound equipment for the stage in the cafeteria. PTO also sponsored a Family Fun Night, skating night, holiday shop and spring dance. PTO assisted in sponsoring field trips teachers' appreciation incentives. Our school raised funds for the Ronald McDonald House, \$1100 for the American Cancer Society, and \$1800 for Jump Rope for Heart. Our school participated in the pajamas for Japan program and sponsored food drives for Harvest Hope food bank and God's Helping Hands food pantry. To encourage parent participation and involvement we hosted a Family Literacy Night, Family Math, 2 book fairs, parenting classes, a Veteran's Day celebration, Grandparents' Week, and Author's Tea. Students earned quarterly awards for academics and attendance and monthly awards for character and citizenship. Yearly awards ceremonies are held at the end of the school year. Students participated in character education, Congaree Careers, after school drama club, after school Chorus, after school writing club, special needs awareness, and a before school walking club. Students engaged in literary conversations through the "One School, Two Books, Three Weeks" reading initiative and "Reading with a lady gamecocks" program.

We thank our parents and community volunteers for their support and time spent investing in the education of the children at Congaree Elementary School. We look forward to continued growth in the teaching and learning of our school community in the year to come.

Teresa Satterfield, SIC Chair
 Jeff Becker, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	98	61
Percent satisfied with learning environment	79.3%	84.7%	93.1%
Percent satisfied with social and physical environment	96.7%	80.6%	89.8%
Percent satisfied with school-home relations	86.7%	82.7%	86.2%

* 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 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

RP

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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	285	100	27.7	41	31.3	82.4	79.9	82.4	Yes	Yes
Gender										
Male	133	100	29.5	44.6	25.9	77.7	75.4	78.7	N/A	N/A
Female	152	100	26.4	38.2	35.4	86.1	84.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	194	100	26.3	39.4	34.3	84.6	87.3	88.9	Yes	Yes
African American	78	100	33.8	42.6	23.5	75	70.7	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.6	93	I/S	I/S
Hispanic	11	100	18.2	63.6	18.2	90.9	73.6	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85.2	83	I/S	I/S
Disability Status										
Disabled	59	100	50	26	24	60	48.1	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	70.2	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	211	100	30.6	42	27.5	80.8	73.9	75.4	Yes	Yes

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

All Students	285	100	32	39.1	28.9	77	79.2	81.9	No	Yes
Gender										
Male	133	100	28.6	46.4	25	79.5	76.6	79.9	N/A	N/A
Female	152	100	34.7	33.3	31.9	75	81.7	84.1	N/A	N/A
Racial/Ethnic Group										
White	194	100	28.6	39.4	32	81.1	88	88.9	Yes	Yes
African American	78	100	41.2	39.7	19.1	67.6	67.6	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.7	94.6	I/S	I/S
Hispanic	11	100	36.4	36.4	27.3	63.6	73.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85.2	84.4	I/S	I/S
Disability Status										
Disabled	59	100	56	22	22	52	47.6	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	211	100	34.7	39.4	25.9	74.6	73	74.9	No	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	185	100	39.1	49.1	11.8	60.9	64.9	68.6
Gender								
Male	94	100	34.2	56.6	9.2	65.8	64.6	68.3
Female	91	100	43.5	42.4	14.1	56.5	65.3	68.9
Racial/Ethnic Group								
White	120	100	37.1	51.4	11.4	62.9	78.2	80.7
African American	57	100	45.8	41.7	12.5	54.2	48	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.8	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	59.1	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	70.8
Disability Status								
Disabled	38	100	55.2	24.1	20.7	44.8	35.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	56	60.7
Socio-Economic Status								
Subsidized meals	129	100	42.1	48.2	9.6	57.9	55.5	57.3
Social Studies								
All Students	189	99.5	30.4	46.8	22.8	69.6	72.5	72.5
Gender								
Male	85	98.8	29.2	48.6	22.2	70.8	70.4	72
Female	104	100	31.3	45.5	23.2	68.7	74.5	73.1
Racial/Ethnic Group								
White	133	99.3	32.2	45.5	22.3	67.8	81.4	81
African American	50	100	29.5	50	20.5	70.5	61	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	88.2	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	63.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	73.5
Disability Status								
Disabled	37	100	42.4	36.4	21.2	57.6	40.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	58.2	69.7
Socio-Economic Status								
Subsidized meals	142	99.3	32.8	49.6	17.6	67.2	64.9	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	100	99	32.3	52.7	15.1	67.7	71.1	73.2	96.5	97.3
Gender										
Male	46	97.8	34.1	56.1	9.8	65.9	65.4	67.2	96.6	97.3
Female	54	100	30.8	50	19.2	69.2	76.9	79.4	96.3	97.4
Racial/Ethnic Group										
White	63	98.4	25.4	62.7	11.9	74.6	80.3	81.5	96.4	97.2
African American	30	100	48.1	33.3	18.5	51.9	58.9	61.3	96.6	97.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.5	87	98.1	97.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	65.7	66.7	96.2	97.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97.7	96.9
Disability Status										
Disabled	14	100	57.1	35.7	7.1	42.9	28.2	26	97.2	96.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	65.7	95.7	97.7
Socio-Economic Status										
Subsidized meals	79	100	37.8	48.6	13.5	62.2	62.9	63.2	96.3	97.1

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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	94	100	20.5	44.6	34.9	79.5
	4	91	100	30.6	41.2	28.2	69.4
	5	109	100	16.7	50	33.3	83.3
	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	99	100	24.7	30.3	44.9	75.3
	4	89	100	26.3	47.4	26.3	73.7
	5	97	100	31.9	46.2	22	68.1
	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
Mathematics							
2010	3	94	100	42.2	41	16.9	57.8
	4	91	100	32.9	41.2	25.9	67.1
	5	109	100	19.8	56.3	24	80.2
	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	99	100	37.1	31.5	31.5	62.9
	4	89	100	26.3	50	23.7	73.7
	5	97	100	31.9	37.4	30.8	68.1
	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	45	95.6	61.5	28.2	10.3	38.5
	4	91	100	38.8	52.9	8.2	61.2
	5	52	100	23.4	74.5	2.1	76.6
	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	48.8	29.3	22	51.2
	4	89	100	32.9	57.9	9.2	67.1
	5	49	100	40.9	52.3	6.8	59.1
	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

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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	49	95.9	18.2	47.7	34.1	81.8
	4	91	100	23.5	56.5	20	76.5
	5	57	96.5	30.6	55.1	14.3	69.4
	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	52	98.1	20.8	39.6	39.6	79.2
	4	89	100	30.3	51.3	18.4	69.7
	5	48	100	40.4	46.8	12.8	59.6
	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
Writing							
2010	3	94	94.7	35.9	42.3	21.8	64.1
	4	91	100	35.3	49.4	15.3	64.7
	5	108	98.2	16	51.1	33	84
	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	100	99	32.3	52.7	15.1	67.7
	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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