



L W Conder Elementary

8040 Hunt Club Road
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	704 Students	
Principal	Shirley Watson	803-736-8720
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Melinda Anderson	803-736-5530

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

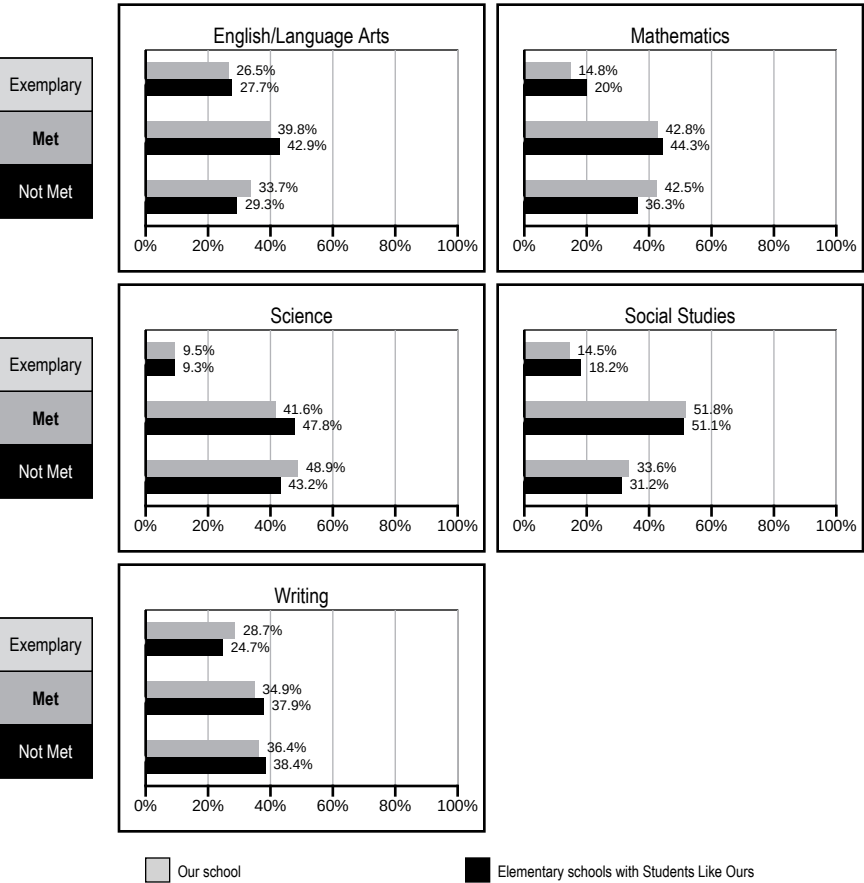
93.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	83	28	4

* Ratings are calculated with data available by 06/01/2010.

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=704)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	No Change	2.5%	1.9%
Attendance rate	95.9%	Down from 96.2%	96.0%	96.3%
Eligible for gifted and talented	3.4%	Down from 5.7%	6.2%	10.0%
With disabilities other than speech	6.2%	Up from 4.0%	9.0%	7.7%
Older than usual for grade	0.3%	No Change	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=63)				
Teachers with advanced degrees	57.1%	Up from 50.0%	57.1%	59.4%
Continuing contract teachers	60.3%	Up from 55.4%	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	74.2%	Down from 78.6%	84.7%	85.9%
Teacher attendance rate	95.7%	Down from 95.9%	95.0%	95.1%
Average teacher salary*	\$44,583	Up 3.2%	\$46,051	\$47,149
Professional development days/teacher	10.2 days	Up from 8.9 days	11.7 days	11.1 days
School				
Principal's years at school	10.0	Up from 0.8	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 16.3 to 1	18.0 to 1	18.8 to 1
Prime instructional time	90.6%	Down from 90.9%	89.9%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 90.2%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,175	Up 2.8%	\$7,754	\$7,458
Percent of expenditures for instruction**	75.9%	Down from 76.8%	68.1%	68.8%
Percent of expenditures for teacher salaries**	71.8%	Down from 72.4%	62.2%	63.2%

* 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

It has been another outstanding year at Conder Elementary Arts Integrated Magnet School. Conder continues to enjoy the distinction of being the only arts magnet school in Richland School District Two. Our mission statement is S.tudents T.hrough the A.rts R.each S.uccess. We are an Arts in Basic Curriculum (ABC) Advancement site, and are in our third year of this partnership. Also in partnership with the South Carolina Arts Commission, Conder teachers participated in intensive and ongoing professional development in arts integration. Teachers used arts-integration strategies in everyday classroom instruction. Teachers, students, and parents participated in on-site and off-site arts-related activities such as concerts, musical and dance productions, and art shows. Our primary goals are improving academics and strengthening parent/school relations. As a result of our efforts to achieve these goals, Conder was named a Red Carpet School and continues to be an Exemplary Writing School through the 2010 school year. In addition, our students participated in the Read to Feed Project, which is a service-learning opportunity that required students to read books to raise money that is used to provide livestock to families in other countries and aid them in their hunger crisis. The Read to Feed Project tied directly into our curriculum focus on literacy and learning opportunities for all students to become readers, writers, and thinkers. 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 who are on target to meet grade level standards, 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 in meeting grade-level standards. Additional opportunities for students to achieve greater academic success are provided in the following clubs: Chess Academy, Math Magic, Wee Deliver (In-School Post Office), and the Accelerated Reader Program. Conder also has a male and female mentoring program for fourth and fifth grade students—Star-Gents and A Plus Girls. Community is at the heart of Conder's programs. Parents, guest readers, speakers, and leaders from many businesses and professions 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 for more individual instruction. Additionally, many parents participate in conferences, volunteer in classrooms, chaperone field studies, read to students, and assist with special school events. Events such as the Father-Daughter Social, Mother-Daughter Tea, Mother-Son Social, Hispanic Family Night, and many more have become family favorites. Conder faculty and staff continue to work together to reach for the stars and meet or exceed the needs of our students, parents, and community.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	108	40
Percent satisfied with learning environment	91.5%	83.2%	100.0%
Percent satisfied with social and physical environment	93.6%	76.6%	95.0%
Percent satisfied with school-home relations	77.8%	84.9%	87.2%

* Only students at the highest elementary 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	YES
---------------------------------	-----

This school met 21 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	1.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	364	100	33.6	39.9	26.4	83.2	86	82.8	Yes	Yes
Gender										
Male	168	100	38.5	41.2	20.3	79.1	82.8	79.3	N/A	N/A
Female	196	100	29.7	38.9	31.4	86.5	89.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	17	100	18.8	56.3	25	87.5	94.5	89.5	I/S	I/S
African American	280	100	36.6	38.6	24.8	80.7	81.9	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.2	92.3	I/S	I/S
Hispanic	58	100	27.8	44.4	27.8	90.7	78.3	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	82.5	I/S	I/S
Disability Status										
Disabled	31	100	63	29.6	7.4	59.3	51.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	59	100	31.5	38.9	29.6	88.9	80.4	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	285	100	38	37.3	24.7	80.2	77.8	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	364	100	42.3	42.9	14.7	68.5	80.9	78.9	Yes	Yes
Gender										
Male	168	100	42.6	43.2	14.2	70.9	78.4	77	N/A	N/A
Female	196	100	42.2	42.7	15.1	66.5	83.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	17	100	25	56.3	18.8	81.3	93.2	87.2	I/S	I/S
African American	280	100	45.7	42.1	12.2	65.7	74.4	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	58	100	35.2	48.1	16.7	72.2	74.9	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	79.5	I/S	I/S
Disability Status										
Disabled	31	100	70.4	25.9	3.7	40.7	46.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	59	100	33.3	46.3	20.4	72.2	80.1	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	285	100	46.4	41.8	11.8	65.8	70.6	70.2	Yes	Yes

* 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

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	239	100	48.9	41.7	9.4	51.1	73.4	67.5
Gender								
Male	120	100	49.5	39.4	11	50.5	72.4	67
Female	119	100	48.2	43.9	7.9	51.8	74.5	68
Racial/Ethnic Group								
White	8	I/S	I/S	I/S	I/S	I/S	91.1	79.5
African American	186	100	53.8	38	8.2	46.2	64.1	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	88.2	84.3
Hispanic	37	100	38.9	52.8	8.3	61.1	67.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	71.2
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	25	41.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	41	100	37.5	50	12.5	62.5	69.4	59.6
Socio-Economic Status								
Subsided meals	184	100	52	39.9	8.1	48	59	55.1

Social Studies

All Students	242	99.2	33.2	51.8	15	66.8	79.1	72.3
Gender								
Male	110	99.1	36.5	50	13.5	63.5	77.8	71.5
Female	132	99.2	30.6	53.2	16.1	69.4	80.3	73.2
Racial/Ethnic Group								
White	12	100	27.3	45.5	27.3	72.7	90.6	80.7
African American	187	98.9	34.5	51.8	13.7	65.5	72.9	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.4	88.5
Hispanic	40	100	31.6	55.3	13.2	68.4	74.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	21	90.5	N/AV	N/AV	N/AV	33.3	50.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	37	100	35.3	47.1	17.6	64.7	77.9	67.9
Socio-Economic Status								
Subsided meals	192	99	35.8	50	14.2	64.2	68.6	62.1

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
Writing										
All Students	364	98.9	36	35.1	28.8	64	75.5	70.2	95.9	97.4
Gender										
Male	166	98.2	43.9	35.8	20.3	56.1	69	63.2	95.8	97.3
Female	198	99.5	29.7	34.6	35.7	70.3	82.3	77.5	96.1	97.5
Racial/Ethnic Group										
White	17	94.1	46.7	33.3	20	53.3	88.1	79.1	95	97.3
African American	275	98.9	37.1	35.1	27.9	62.9	68.9	57.6	95.9	97.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	90.6	86.2	96.7	98
Hispanic	61	100	32.1	41.1	26.8	67.9	67.1	62.6	96.4	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	68.7	N/A	97.1
Disability Status										
Disabled	34	100	75	15.6	9.4	25	29.4	26.1	95	96.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.9
English Proficiency										
Limited English Proficient	61	100	30.9	38.2	30.9	69.1	70.4	61.2	96.6	97.4
Socio-Economic Status										
Subsidized meals	287	99	37.8	38.2	24	62.2	62.3	58.9	95.8	96.8

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	127	100	32.5	34.2	33.3	67.5
	4	117	100	35.8	41.3	22.9	64.2
	5	120	100	32.7	44.5	22.7	67.3
	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							
2009	3	127	100	55.3	26.3	18.4	44.7
	4	117	100	29.4	52.3	18.3	70.6
	5	120	100	41.8	50.9	7.3	58.2
	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
Science							
2009	3	64	100	57.9	22.8	19.3	42.1
	4	117	100	50	44.5	5.5	50
	5	58	100	37.5	55.4	7.1	62.5
	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
Social Studies							
2009	3	63	96.8	39.3	41.1	19.6	60.7
	4	117	100	27.5	58.7	13.8	72.5
	5	62	100	38.2	49.1	12.7	61.8
	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
Writing							
2009	3	124	98.4	34.5	24.8	40.7	65.5
	4	119	98.3	31.2	45	23.9	68.8
	5	121	100	42.3	36	21.6	57.7
	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

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample