

SC Annual School Report Card Summary

L W Conder Elementary
Richland 2
Grades: PK-5 **Enrollment: 704**
Principal: Shirley Watson
Superintendent: Dr. Stephen Hefner
Board Chair: Melinda Anderson

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Average	Average	TBD	TBD	Met	N/A
2008	Below Average	At-Risk	N/A	N/A	Not Met	N/A
2007	Average	At-Risk	N/A	N/A	Not Met	N/A

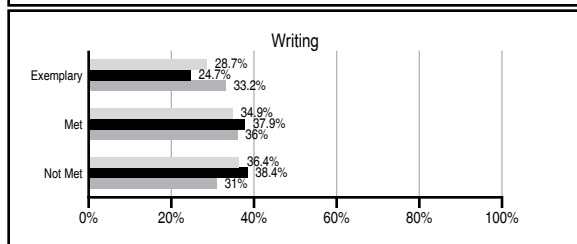
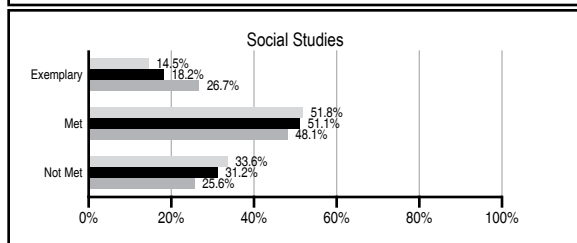
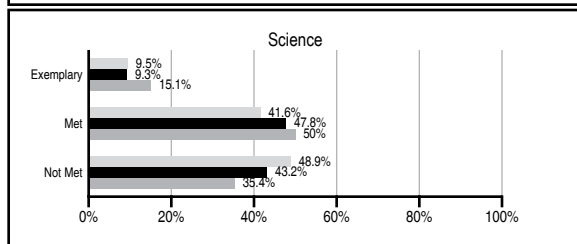
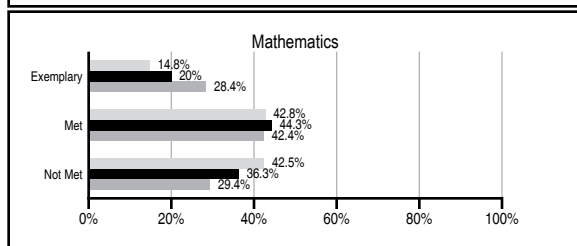
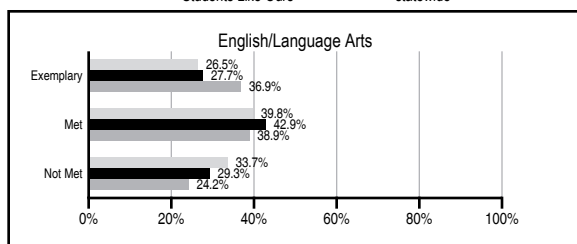
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	5	83	28	4

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 4 (2007)

South Carolina	41	33	20	5
Nation	34	34	24	7
% Below Basic % Basic, Proficient, and Advanced Below Basic Basic Proficient Advanced				

MATH – GRADE 4 (2007)

South Carolina	20	44	31	5
Nation	19	43	33	5
% Below Basic % Basic, Proficient, and Advanced Below Basic Basic Proficient Advanced				

SCIENCE – GRADE 4 (2005)

South Carolina	36	39	23	2
Nation	34	39	25	2
% Below Basic % Basic, Proficient, and Advanced Below Basic Basic Proficient Advanced				

SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

L W Conder Elementary [Richland 2]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=704)				
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
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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%
% of AYP objectives met	100.0%	Up from 76.2%	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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 Students Through the Arts Reach Success. 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.

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