



Congaree Elementary

1221 Ramblin Road
West Columbia, SC 29172

Grades	2-5 Elementary School	
Enrollment	404 Students	
Principal	Jeff Becker	803-755-7430
Superintendent	Venus J. Holland, Ed. D.	803-739-8399
Board Chair	Rick Shull	803-796-9172

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	Below Average
2007	Below Average	Below Average
2006	Average	Good
2005	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 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

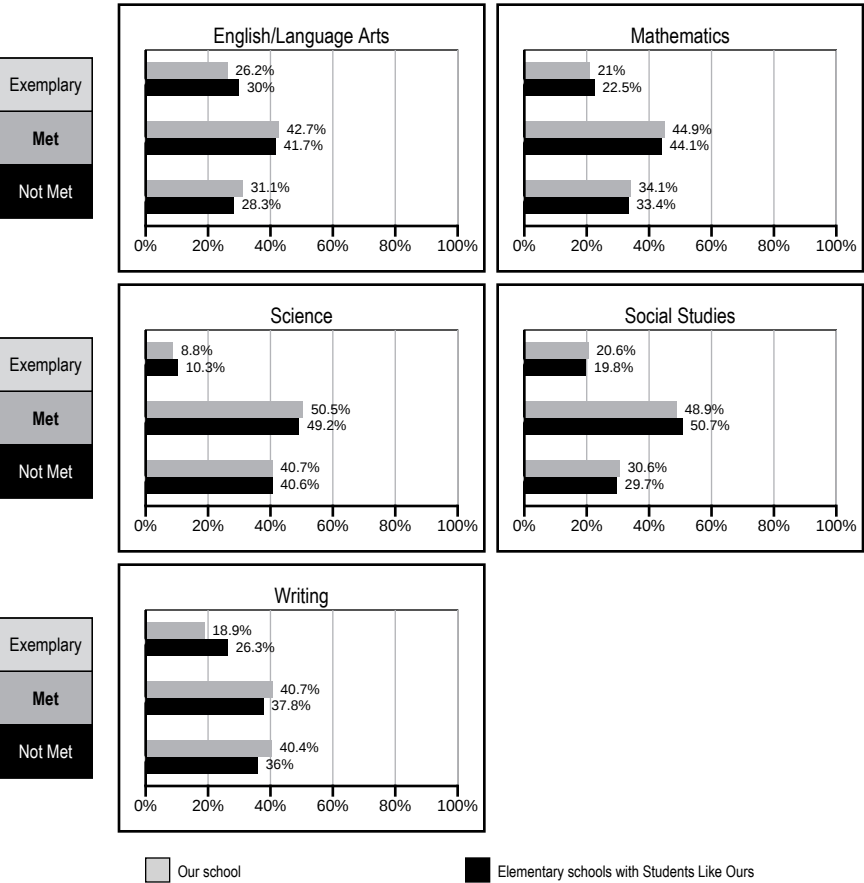
97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	9	93	19	1

* 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=404)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	0.5%	Down from 2.1%	2.4%	1.9%
Attendance rate	95.2%	Up from 95.0%	96.1%	96.3%
Eligible for gifted and talented	10.3%	Down from 11.3%	7.3%	10.0%
With disabilities other than speech	14.7%	No Change	9.1%	7.7%
Older than usual for grade	0.7%	Up from 0.5%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.7%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	70.0%	Up from 69.0%	57.7%	59.4%
Continuing contract teachers	90.0%	Up from 75.9%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.4%	Down from 87.4%	86.1%	85.9%
Teacher attendance rate	94.6%	Up from 94.0%	95.0%	95.1%
Average teacher salary*	\$47,937	Up 1.9%	\$46,531	\$47,149
Professional development days/teacher	16.7 days	Down from 25.2 days	11.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 18.9 to 1	18.5 to 1	18.8 to 1
Prime instructional time	87.1%	Down from 87.9%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.3%	Down from 98.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,330	Down 2.0%	\$7,539	\$7,458
Percent of expenditures for instruction**	70.9%	Down from 72.3%	68.1%	68.8%
Percent of expenditures for teacher salaries**	67.4%	Down from 70.1%	61.6%	63.2%

* 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 420 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 over 1000 new books for the Media Center, expanding our literature library, adding to classroom libraries, and purchasing LCD projectors and document cameras for nearly every classroom. Students regularly work on Reading and Math skills through Compass Learning, 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. Response to Intervention lowered our referrals for testing and engaged teachers in more effectively meeting individual needs in the classroom.

Our School Improvement Council and Parent Teacher Organization actively support the teaching and learning at Congaree Elementary school through various projects. PTO contributed toward the purchase of new playground equipment, including several pieces for our special needs students. PTO also sponsored a Family Fun Night, roller skating night, and spring dance. Our school raised funds for the Humane Society, American Cancer Society, the Ronald McDonald House, Hope House food bank, Helping Hands food pantry, and \$2600 for Jump Rope for Heart. To encourage parent participation and involvement we hosted a Family Literacy Night, Family Math & Science Night, several book fairs, parenting classes, a Veteran's Day celebration, May Day festivities, Grandparents' Week, Author's Tea, and quarterly Awards Assemblies. Students participated in character education, Congaree Careers, after school drama club, after school Chorus, after school writing club, before school Compass Club, and a before school walking club. Students engaged in literary conversations following our "One School, Two Books, Three Weeks."

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 improvements in teaching and learning in the year to come.

Todd Feaster, SIC Chair

Jeff Becker, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	77	52
Percent satisfied with learning environment	82.1%	93.5%	84.6%
Percent satisfied with social and physical environment	92.9%	89.5%	90.4%
Percent satisfied with school-home relations	75.0%	96.1%	88.5%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 18 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

CA

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	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.2%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	299	100	30.9	42.8	26.4	81.4	82.1	82.8	Yes	Yes
Gender										
Male	149	100	34.8	45.2	20	78.5	77.5	79.3	N/A	N/A
Female	150	100	26.9	40.3	32.8	84.3	86.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	220	100	25.4	44.8	29.9	85.1	89	89.5	Yes	Yes
African American	67	100	50.9	33.3	15.8	66.7	72.4	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.9	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	72.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	59	100	55.8	28.8	15.4	51.9	49.7	52	No	Yes
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	N/A	N/AV	N/A	N/A	N/A	N/A	69.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	212	100	33	44.8	22.2	79.4	74.7	75.5	Yes	Yes

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

All Students	299	100	33.8	45	21.2	75.8	79	78.9	Yes	Yes
Gender										
Male	149	100	34.1	46.7	19.3	75.6	76.5	77	N/A	N/A
Female	150	100	33.6	43.3	23.1	76.1	81.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	220	100	28.4	47.3	24.4	81.6	86.8	87.2	Yes	Yes
African American	67	100	52.6	36.8	10.5	56.1	66.4	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	97	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	59	100	59.6	32.7	7.7	51.9	44.7	45.5	No	Yes
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	N/A	N/AV	N/A	N/A	N/A	N/A	72.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	212	100	36.6	45.4	18	73.2	71.3	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	204	100	40.4	50.8	8.7	59.6	68	67.5
Gender								
Male	94	100	44.7	48.2	7.1	55.3	66.4	67
Female	110	100	36.7	53.1	10.2	63.3	69.7	68
Racial/Ethnic Group								
White	159	100	37	53.4	9.6	63	79.7	79.5
African American	37	100	51.7	44.8	3.4	48.3	49.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	59.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	36	100	40.6	50	9.4	59.4	37.1	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	N/A	N/AV	N/A	N/A	N/A	N/A	55.8	59.6
Socio-Economic Status								
Subsided meals	139	100	40.9	52.8	6.3	59.1	56.3	55.1

Social Studies

All Students	205	100	30.2	48.9	20.9	69.8	73.2	72.3
Gender								
Male	96	100	33	46.6	20.5	67	70.7	71.5
Female	109	100	27.7	51.1	21.3	72.3	75.7	73.2
Racial/Ethnic Group								
White	152	100	28.3	48.6	23.2	71.7	80.5	80.7
African American	47	100	33.3	53.8	12.8	66.7	61.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.2	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	69.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	43	100	48.6	43.2	8.1	51.4	41.2	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	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	67.9
Socio-Economic Status								
Subsided meals	148	100	31.1	51.9	17	68.9	65.2	62.1

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	297	99.3	40.4	40.7	18.9	59.6	68.3	70.2	95.2	95.8
Gender										
Male	151	98.7	48.2	37.2	14.6	51.8	59.9	63.2	95.3	95.8
Female	146	100	32.6	44.2	23.2	67.4	76.8	77.5	95	95.9
Racial/Ethnic Group										
White	213	99.5	35.6	43.6	20.8	64.4	76.1	79.1	95.3	95.6
African American	72	98.6	54.8	30.6	14.5	45.2	56.1	57.6	95.4	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.9	86.2	88.1	96.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	62.8	62.6	94.4	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	95.6
Disability Status										
Disabled	55	96.4	74.5	19.1	6.4	25.5	23	26.1	94.4	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.2
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	59.2	61.2	82.3	96.2
Socio-Economic Status										
Subsidized meals	217	99.5	42.8	38.3	18.9	57.2	58.8	58.9	94.7	95.4

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
English/Language Arts							
2009	3	101	100	38	39.1	22.8	62
	4	110	100	29.2	41.7	29.2	70.8
	5	88	100	24.7	48.1	27.2	75.3
	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	101	100	45.7	34.8	19.6	54.3
	4	110	100	30.2	52.1	17.7	69.8
	5	88	100	24.7	48.1	27.2	75.3
	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
Science							
2009	3	53	100	58.3	35.4	6.3	41.7
	4	110	100	36.5	57.3	6.3	63.5
	5	41	100	28.2	53.8	17.9	71.8
	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
Social Studies							
2009	3	48	100	25	40.9	34.1	75
	4	110	100	32.3	53.1	14.6	67.7
	5	47	100	31	47.6	21.4	69
	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	100	100	57	30.1	12.9	43
	4	107	99.1	32.7	50	17.3	67.3
	5	90	98.9	31	41.7	27.4	69
	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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