



L W CONDER ELEMENTARY

8040 Hunt Club Road
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	674 Students	
Principal	Shirley Watson	803-736-8720
Superintendent	Dr. Katie Brochu	803-787-1910
Board Chair	Bill Flemming, Jr., D.M.D.	803-261-1992

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	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

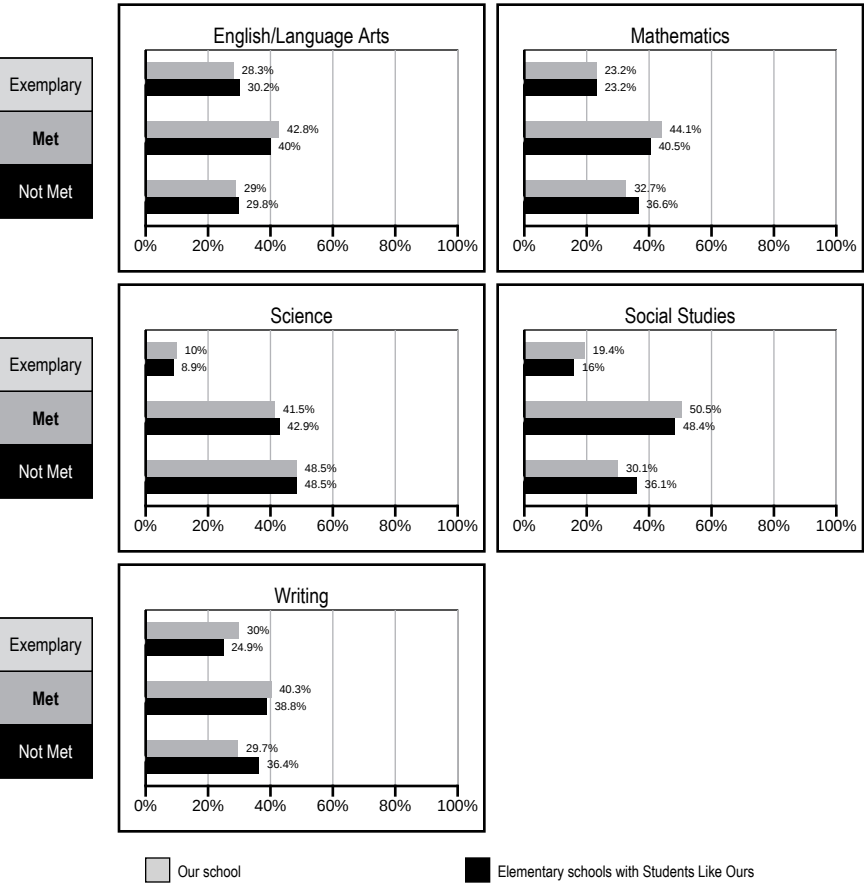
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	7	98	31	8

* Ratings are calculated with data available by 03/09/2011.

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=674)				
First graders who attended full-day kindergarten	85.9%	Down from 100.0%	100.0%	100.0%
Retention rate	0.6%	Down from 1.5%	1.6%	1.2%
Attendance rate	95.8%	Down from 95.9%	95.8%	96.1%
Eligible for gifted and talented	5.1%	Up from 3.4%	6.5%	11.7%
With disabilities other than speech	5.1%	Down from 6.2%	8.6%	8.0%
Older than usual for grade	0.2%	Down from 0.3%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	63.2%	Up from 57.1%	58.0%	60.5%
Continuing contract teachers	73.7%	Up from 60.3%	82.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	74.7%	Up from 74.2%	85.0%	87.0%
Teacher attendance rate	95.1%	Down from 95.7%	95.3%	95.4%
Average teacher salary*	\$45,006	Up 0.9%	\$46,062	\$47,288
Professional development days/teacher	9.0 days	Down from 10.2 days	11.0 days	10.5 days
School				
Principal's years at school	10.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 19.7 to 1	18.4 to 1	19.2 to 1
Prime instructional time	89.8%	Down from 90.6%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,013	Down 2.0%	\$7,908	\$7,548
Percent of expenditures for instruction**	74.5%	Down from 75.9%	68.1%	68.7%
Percent of expenditures for teacher salaries**	72.1%	Up from 71.8%	64.0%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Conder Elementary school continues a legacy of excellence and 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 in our fourth year of this partnership. Also in partnership with the South Carolina Arts Commission, Conder teachers participated in intensive and on-going 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 community /school relations. As a result of our efforts to achieve these goals, Conder was named PBIS Banner School of Recognition for 2010 and continues to be an Exemplary Writing School through the 2010 school year. In addition, Conder received Green Steps Award and recognition as the number one recycling school in the district. Also, Conder implemented a 21st Century Grant in partnership with USC. Students participated in swimming lessons, gardening, Girl Scouts and mentoring programs. Conder has new partnerships with Ft. Jackson, Russell and Jeffcoat Realtors, and the Piedmont and Low country Soil and water Conservation Districts. Students in grades one and two participated in Single Gender classes. The program will be expanded to third grade this year. Literacy coaches will continue to contribute to the school by providing coaching services for teachers in the content areas of literacy and reading. 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, Wee Deliver (In-School Post Office), and the Reading Counts 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	33	105	71
Percent satisfied with learning environment	90.9%	79.0%	92.9%
Percent satisfied with social and physical environment	93.9%	78.1%	90.0%
Percent satisfied with school-home relations	87.5%	84.8%	91.3%

* 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 YES

This school met 19 out of 19 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	2.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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	324	100	29	42.8	28.3	85.2	85.9	83.5	Yes	Yes
Gender										
Male	149	100	31.9	41.3	26.8	84.8	82.7	80.1	N/A	N/A
Female	175	100	26.4	44	29.6	85.5	89.3	87	N/A	N/A
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	94	89.6	I/S	I/S
African American	263	100	31.2	40.9	27.8	83.1	81.9	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94	92.7	I/S	I/S
Hispanic	48	100	22.9	54.2	22.9	91.7	80.3	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
Disability Status										
Disabled	32	100	64.3	28.6	7.1	71.4	52.7	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	39	100	21.4	57.1	21.4	88.1	83.4	79	Yes	I/S
Socio-Economic Status										
Subsidized meals	264	100	31	42.4	26.5	84.9	78.5	76.9	Yes	Yes

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

All Students	324	100	32.7	44.1	23.2	80.8	82.4	80.4	Yes	Yes
Gender										
Male	149	100	30.4	40.6	29	86.2	80	78.4	N/A	N/A
Female	175	100	34.6	47.2	18.2	76.1	84.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	93.2	87.8	I/S	I/S
African American	263	100	34.6	45.1	20.3	80.2	76.8	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.8	93.5	I/S	I/S
Hispanic	48	100	29.2	43.8	27.1	81.3	77.2	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	92.3	83.2	I/S	I/S
Disability Status										
Disabled	32	100	64.3	25	10.7	57.1	47.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	39	100	33.3	45.2	21.4	81	83.2	78.9	Yes	I/S
Socio-Economic Status										
Subsidized meals	264	100	34.3	44.9	20.8	80	73.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

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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
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Science

All Students	215	99.1	48.5	41.5	10	51.5	72.1	67.3
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Gender

Male	96	97.9	43.2	42	14.8	56.8	70.9	66.9
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Female	119	100	52.7	41.1	6.3	47.3	73.3	67.7
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Racial/Ethnic Group

White	8	I/S	I/S	I/S	I/S	I/S	89.6	79.6
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African American	173	98.8	50.3	41.5	8.2	49.7	63.1	49.7
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.2	84.4
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Hispanic	32	100	50	37.5	12.5	50	65.6	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
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Disability Status

Disabled	21	95.2	73.7	15.8	10.5	26.3	35	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
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English Proficiency

Limited English Proficient	27	100	53.6	35.7	10.7	46.4	70.5	58.6
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Socio-Economic Status

Subsidized meals	180	98.9	51.5	40.2	8.3	48.5	58.6	55.4
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Social Studies

All Students	214	99.5	30.1	50.5	19.4	69.9	77.1	70.9
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Gender

Male	96	100	31.1	41.1	27.8	68.9	75.3	70.1
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Female	118	99.2	29.2	58.5	12.3	70.8	79.1	71.7
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Racial/Ethnic Group

White	8	I/S	I/S	I/S	I/S	I/S	88.6	79.2
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African American	172	99.4	31.6	51.6	16.8	68.4	71.1	58.4
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Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91	86.8
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Hispanic	34	100	29.4	41.2	29.4	70.6	71.5	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status

Disabled	21	100	52.6	31.6	15.8	47.4	44.9	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
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English Proficiency

Limited English Proficient	25	100	25.9	48.1	25.9	74.1	78.1	68
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Socio-Economic Status

Subsidized meals	170	100	28.7	51	20.4	71.3	66.2	60.8
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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	326	99.4	29.2	40.6	30.2	70.8	76.7	72.1	95.8	97
Gender										
Male	152	99.3	33.8	43.2	23	66.2	70.2	65.2	95.8	96.9
Female	174	99.4	25.2	38.4	36.5	74.8	83.4	79.2	95.9	97.1
Racial/Ethnic Group										
White	11	100	I/S	I/S	I/S	I/S	87.9	80.8	94.6	97.1
African American	265	99.3	30.3	40.3	29.4	69.7	71.3	59.7	95.8	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.8	87	96.2	97.9
Hispanic	48	100	29.2	41.7	29.2	70.8	66.4	64.6	96.2	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.4	N/A	96.5
Disability Status										
Disabled	33	100	72.4	20.7	6.9	27.6	32	27.7	95.4	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
English Proficiency										
Limited English Proficient	39	100	31	42.9	26.2	69	71.7	63.7	96.3	97.2
Socio-Economic Status										
Subsidized meals	263	99.2	32.1	40.7	27.2	67.9	65.8	61.9	95.7	96.3

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	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	107	100	24.7	30.1	45.2	75.3
	4	105	100	33.3	45.5	21.2	66.7
	5	112	100	28.6	51.4	20	71.4
	6	0	N/A	N/A	N/A	N/A	N/A
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	107	100	41.9	26.9	31.2	58.1
	4	105	100	27.3	55.6	17.2	72.7
	5	112	100	29.5	48.6	21.9	70.5
	6	0	N/A	N/A	N/A	N/A	N/A
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	54	98.2	52	30	18	48
	4	105	100	46.5	46.5	7.1	53.5
	5	56	98.2	49	43.1	7.8	51
	6	0	N/A	N/A	N/A	N/A	N/A
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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							
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
2010	3	53	98.1	32.6	39.5	27.9	67.4
	4	105	100	32.3	56.6	11.1	67.7
	5	56	100	24.1	48.1	27.8	75.9
	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
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
2010	3	107	100	28.7	37.2	34	71.3
	4	106	100	33	42	25	67
	5	113	98.2	26	42.3	31.7	74
	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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