



## LW Conder Elementary

8040 Hunt Club Road  
Columbia, SC 29223

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 734 Students           |              |
| <b>Principal</b>      | Shirley Watson         | 803-736-8720 |
| <b>Superintendent</b> | Katie Brochu           | 803-787-1910 |
| <b>Board Chair</b>    | The Honorable Calvin   | 803-736-3111 |

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2012</b> | <b>Average</b>  | <b>Average</b> |
| 2011        | Average         | Average        |
| 2010        | Average         | Average        |
| 2009        | Average         | Average        |
| 2008        | Below 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 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://www.eoc.sc.gov>

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

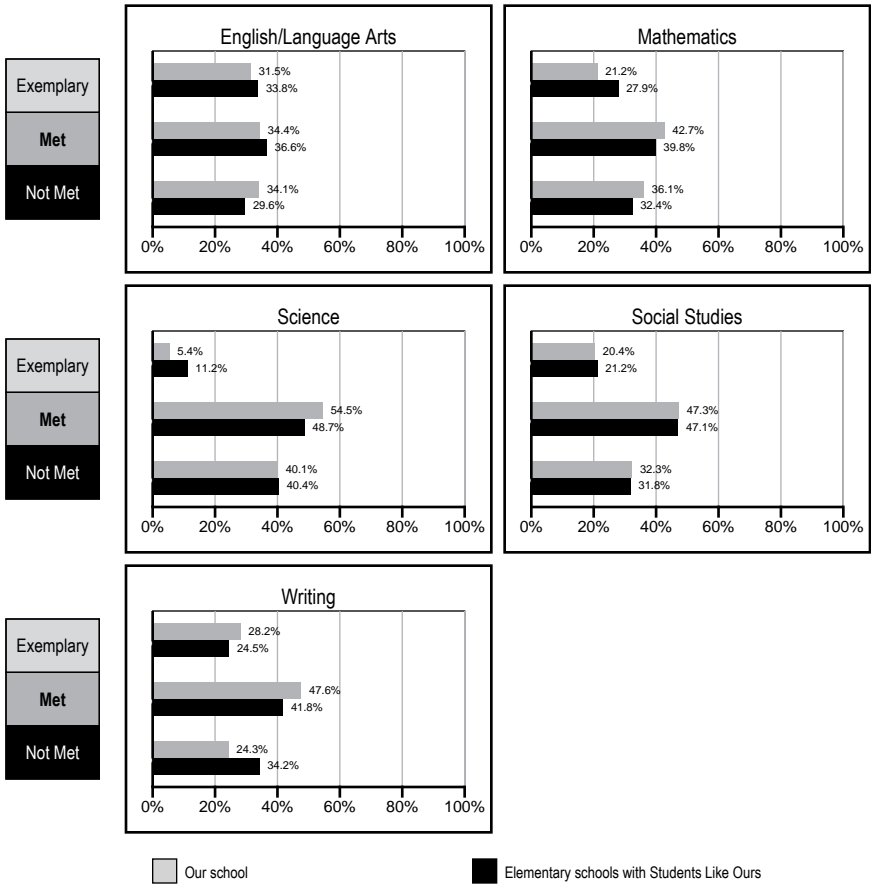
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 9         | 19   | 96      | 21            | 5       |

\* Ratings are calculated with data available by 11/07/2012.

**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 |
|--|------------|-----------------------|--|--------------------------|
| <b>Students (n=734)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 98.2%      | Up from 92.2%         | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.6%       | Up from 0.5%          | 1.3%                                       | 1.0%                     |
| Attendance rate  | 96.7%      | Up from 96.5%         | 96.3%                                      | 96.6%                    |
| Served by gifted and talented program  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| With disabilities other than speech  | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Older than usual for grade   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=54)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 61.1%      | Down from 63.5%       | 61.1%                                      | 63.0%                    |
| Continuing contract teachers   | N/AV       | N/AV                  | N/AV                                       | N/AV                     |
| Teachers returning from previous year  | 82.9%      | Up from 81.5%         | 87.8%                                      | 88.7%                    |
| Teacher attendance rate  | 95.3%      | Up from 93.3%         | 94.9%                                      | 95.1%                    |
| Average teacher salary*  | \$46,669   | Up 3.0%               | \$46,105                                   | \$47,210                 |
| Professional development days/teacher  | 12.1 days  | Up from 8.8 days      | 10.7 days                                  | 10.5 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 12.0       | Up from 11.0          | 4.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 20.3 to 1  | Up from 19.8 to 1     | 19.1 to 1                                  | 20.0 to 1                |
| Prime instructional time   | N/R        | N/R                   | 90.1%                                      | 90.5%                    |
| Opportunities in the arts  | Excellent  | 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  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$7,681    | Down 9.8%             | \$7,559                                    | \$7,247                  |
| Percent of expenditures for instruction**                                    | 73.7%      | Down from 76.9%       | 67.3%                                      | 68.2%                    |
| Percent of expenditures for teacher salaries**                               | 70.5%      | Down from 73.1%       | 63.8%                                      | 65.7%                    |

\* 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**

Conder Elementary Arts Integrated Magnet School's seventh year as a school of the arts has been outstanding for students, teachers, and for the community. We hold the distinction of being the only elementary arts magnet school in Richland School District Two.

At Conder, we believe that "Students Through the Arts Reach Success." This belief motivates core teachers and our arts team to design challenging, arts infused academic lessons that engage students intellectually and creatively. In Conder's sixth year as an Arts in Basic Curriculum (ABC) Advancement site, we have cultivated a productive partnership with the South Carolina Arts Commission. As a result of this partnership, teachers participate in intensive, on-going professional development to strengthen arts integration strategies that have a direct impact on student achievement. Our students proudly demonstrate their attainment of artistic skills through a variety of venues such as on and offsite concerts, musicals, dance productions, and art shows.

Conder was honored to take part in a live interview by the State Department of Education and ETV that highlighted a successful South Carolina arts program. As a model arts magnet school, we emphasize academic achievement and building strong character traits that foster student success. Conder was recognized for accomplishments in both of these areas.

Our school received the Palmetto Silver Award for General Performance and for Closing the Achievement Gap for historically underperforming students from the State Department of Education. We were also selected as a South Carolina School of Character by the Palmetto Character Council because of our high quality citizenship, guidance, and mentoring programs. One exemplary program, Conder's A+ Girls (All Positive Girls mentoring program), was selected as the 2012 Promising Practices Award winner and will be recognized in Washington D.C. this fall. This program is a model for other schools to possibly replicate and integrate into their character education initiatives.

Additional opportunities for students to achieve greater academic success are provided through the Reading Counts program and in the following clubs: Chess Academy, Star Ambassadors, Star Gents, and the Green Team Recyclers. The dedicated Green Team is another model program and their efforts led to Conder's designation as one of the two certified Green Steps Schools in South Carolina. Because of our strong parent-friendly policies and civic alliances, Conder continues to be a Red Carpet School. Family activities have included Hispanic Family Night, Movie Night, Arts Concerts, the annual Mother-Daughter Tea, and other family favorites. Conder's faculty and staff continue to reach for the stars to meet or exceed the needs of our students, parents, and community.

Dr. Shirley Watson - Principal  
SIC Chair

**Evaluations by Teachers, Students and Parents**

|  | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--|-----------------|------------------|-----------------|
| Number of surveys returned                             | 40              | 109              | 78              |
| Percent satisfied with learning environment            | 92.5%           | 90.8%            | 90.4%           |
| Percent satisfied with social and physical environment | 89.7%           | 87.2%            | 90.9%           |
| Percent satisfied with school-home relations           | 75.0%           | 87.2%            | 88.0%           |

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

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## ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

|                                      |             |
|--------------------------------------|-------------|
| <b>Overall Weighted Points Total</b> | <b>91.9</b> |
| <b>Overall Grade Conversion</b>      | <b>A</b>    |

| Index Score  | Grade | Description   |
|--------------|-------|---|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

## Accountability Indicator for Title I Schools

LW Conder Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 3.5%         | 2.6%  |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0%         | 5.1%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 96.7%      | 94.0%*          | Yes                 |

\* Or greater than last year

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## Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| <b>Grades 3-5</b>                 |          |           |              |                     |              |               |
| All Students                      | 645.6    | 634.3     | 608.5        | 623.9               | 97.5         | 100.0         |
| Male                              | 646.5    | 636.2     | 609.2        | 629.4               | 96.6         | 100.0         |
| Female                            | 644.9    | 632.7     | 607.8        | 619.4               | 98.3         | 100.0         |
| White                             | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| African American                  | 642.8    | 633.6     | 606.0        | 619.9               | 98.4         | 100.0         |
| Asian/Pacific Islander            | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Hispanic                          | 648.5    | 633.6     | 619.4        | 631.6               | 94.1         | 100.0         |
| American Indian/Alaskan           | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Disabled                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Limited English Proficient        | 646.6    | 633.9     | 619.6        | 627.0               | 93.8         | 100.0         |
| Subsidized meals                  | 645.2    | 634.4     | 609.0        | 621.3               | 97.5         | 100.0         |
| Annual Measurable Objective (AMO) | 630.0    | 630.0     | 630.0        | 630.0               | 95.0         | 95.0          |

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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 3     | 123                           | 100      | 27.4      | 34.9  | 37.7        | 72.6               |
|                              | 4     | 105                           | 100      | 26        | 46.9  | 27.1        | 74                 |
|                              | 5     | 112                           | 100      | 24        | 56    | 20          | 76                 |
|                              | 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                |
| <b>2012</b>                  | 3     | 105                           | 95.2     | 28        | 19.4  | 52.7        | 72                 |
|                              | 4     | 107                           | 97.2     | 33.7      | 43.9  | 22.4        | 66.3               |
|                              | 5     | 111                           | 100      | 35        | 41.7  | 23.3        | 65                 |
|                              | 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                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 3     | 123                           | 99.2     | 41.9      | 23.8  | 34.3        | 58.1               |
|                              | 4     | 105                           | 100      | 32.3      | 46.9  | 20.8        | 67.7               |
|                              | 5     | 112                           | 100      | 27        | 47    | 26          | 73                 |
|                              | 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                |
| <b>2012</b>                  | 3     | 105                           | 100      | 39.8      | 30.6  | 29.6        | 60.2               |
|                              | 4     | 107                           | 100      | 40.6      | 52.5  | 6.9         | 59.4               |
|                              | 5     | 111                           | 100      | 28.2      | 44.7  | 27.2        | 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                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2011</b>                  | 3     | 59                            | 100      | 60        | 36    | 4           | 40                 |
|                              | 4     | 105                           | 100      | 39.6      | 56.3  | 4.2         | 60.4               |
|                              | 5     | 56                            | 100      | 44        | 50    | 6           | 56                 |
|                              | 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                |
| <b>2012</b>                  | 3     | 54                            | 100      | 55.1      | 40.8  | 4.1         | 44.9               |
|                              | 4     | 107                           | 100      | 38.6      | 56.4  | 5           | 61.4               |
|                              | 5     | 55                            | 100      | 30.2      | 62.3  | 7.5         | 69.8               |
|                              | 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                |

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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2011</b>           | 3     | 64                            | 96.9     | 30.4      | 32.1  | 37.5        | 69.6               |
|                       | 4     | 105                           | 100      | 31.3      | 59.4  | 9.4         | 68.8               |
|                       | 5     | 56                            | 100      | 30        | 44    | 26          | 70                 |
|                       | 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                |
| <b>2012</b>           | 3     | 51                            | 100      | 28        | 58    | 14          | 72                 |
|                       | 4     | 107                           | 100      | 35.6      | 47.5  | 16.8        | 64.4               |
|                       | 5     | 56                            | 98.2     | 30        | 36    | 34          | 70                 |
|                       | 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                |
| <b>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2011</b>           | 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     | 110                           | 100      | 27        | 47    | 26          | 73                 |
|                       | 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                |
| <b>2012</b>           | 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     | 110                           | 100      | 24.3      | 47.6  | 28.2        | 75.7               |
|                       | 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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