



## Armstrong Elementary

8601 White Horse Road  
Greenville, SC 29617

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	499 Students	
<b>Principal</b>	Jackie Goggins	864-355-1100
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Below Average</b>
2008	Below Average	Good
2007	Average	Good
2006	Average	Good
2005	Average	Good

## 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**

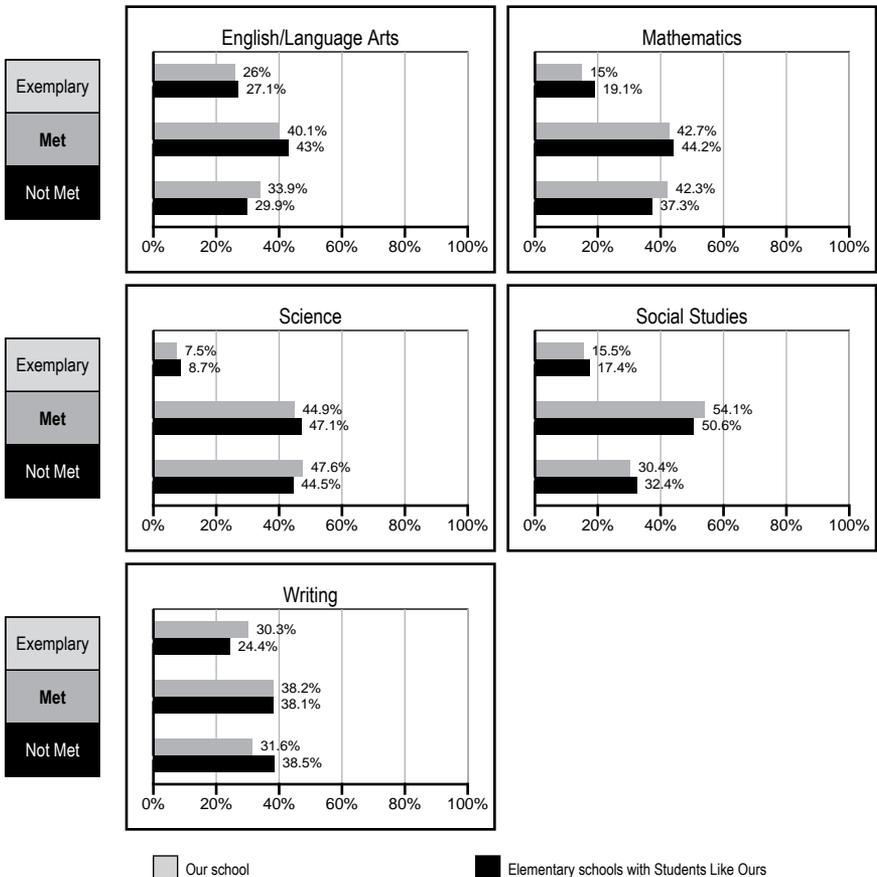
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

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

Excellent	Good	Average	Below Average	At-Risk
0	5	86	31	6

\* 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
<b>Students (n=499)</b>				
First graders who attended full-day kindergarten	95.8%	Up from 85.5%	100.0%	100.0%
Retention rate	2.1%	Up from 1.5%	2.5%	1.9%
Attendance rate	96.6%	Up from 96.5%	96.0%	96.3%
Eligible for gifted and talented	6.9%	Up from 6.8%	6.1%	10.0%
With disabilities other than speech	13.7%	Down from 14.2%	8.9%	7.7%
Older than usual for grade	0.5%	Up from 0.2%	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.4%	0.0%	0.0%
<b>Teachers (n=38)</b>				
Teachers with advanced degrees	52.6%	Up from 44.4%	57.1%	59.4%
Continuing contract teachers	76.3%	Down from 86.1%	76.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.2%	Down from 89.5%	84.9%	85.9%
Teacher attendance rate	93.8%	Down from 94.6%	95.1%	95.1%
Average teacher salary*	\$42,926	Up 1.0%	\$46,051	\$47,149
Professional development days/teacher	21.3 days	No Change	11.7 days	11.1 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 16.6 to 1	18.0 to 1	18.8 to 1
Prime instructional time	90.1%	Up from 88.5%	90.0%	90.4%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,828	Up 6.4%	\$7,754	\$7,458
Percent of expenditures for instruction**	68.0%	Down from 68.4%	67.6%	68.8%
Percent of expenditures for teacher salaries**	64.0%	Up from 63.4%	61.2%	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

Armstrong once again kept students as the center of all educational opportunities. It is our belief that each student is capable of success, and based on that belief, we continued to promote the goal of achievement for all students. Students experienced opportunities through classroom instruction, enrichment activities, tutoring programs, and a gifted and talented program. Academic assistance was provided to students by tutors from local universities and through a Saturday School and Breakfast Clubs. In addition to these programs, which supported the students' daily instruction at Armstrong, test preparation was provided for the PASS testing. Title 1 and EAA summer school programs provided continued assistance for students in grades K-5th. MAP testing was given to students in the months of September, December, and March. These tests provided instant feedback to teachers in order to adapt their instruction. Students also experienced enrichment activities through virtual field trips and off-campus field trips to The Roper Mountain Science Center and Downtown Greenville, which was funded through a grant. Title 1 provided reduced class sizes in grades 2, 3, 4, and 5. Also provided through Title 1 was a Math Coach, who provided essential support in the area of math, and a Computer Lab Manager, who provided computer education to support the general curriculum. Reduced class size for 1st grade was provided through a state initiative. The America Reads program, conducted by Furman tutors again this year, continued to promote strong reading skills. The Math Superstars Program promoted extra work in math and continued to motivate students.

Although Armstrong did not make AYP this year, we were awarded the Palmetto Silver Award for the fifth year. This award was based on test score improvement and closing the gap. This money was spent to provide technological assistance to students.

Professional Development for faculty members focused on lesson/unit planning, test score analysis, Math instruction, technology, and building parent/teacher partnerships.

As the next school year approaches, Armstrong will continue to keep student achievement as the center focus. Each program offered will provide students with the opportunity to grow academically, socially, and emotionally.

Bryan D. Little, SIC Chair  
Jackie Goggins, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	72	33
Percent satisfied with learning environment	82.5%	84.7%	68.8%
Percent satisfied with social and physical environment	90.0%	93.1%	75.8%
Percent satisfied with school-home relations	75.0%	84.7%	78.8%

\* 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 17 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

\* Or greater than last year

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

All Students	243	99.6	33.9	40.1	26	74	84	82.8	Yes	Yes
<b>Gender</b>										
Male	125	99.2	43.9	35.1	21.1	65.8	80.8	79.3	N/A	N/A
Female	118	100	23.9	45.1	31	82.3	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	127	100	23.6	43.9	32.5	84.6	89.5	89.5	Yes	Yes
African American	74	98.7	56.7	32.8	10.4	52.2	72.7	73.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	37	100	28.1	40.6	31.3	78.1	74.8	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	47	97.9	N/AV	N/AV	N/AV	23.3	52.5	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	35	100	31.3	37.5	31.3	75	74.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	184	99.5	40.8	37.9	21.3	69.2	74.4	75.5	Yes	Yes

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

All Students	243	99.6	42.3	42.7	15	68.7	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	125	99.2	47.4	35.1	17.5	60.5	79.6	77	N/A	N/A
Female	118	100	37.2	50.4	12.4	77	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	127	100	33.3	48.8	17.9	74.8	87	87.2	Yes	Yes
African American	74	98.7	62.7	28.4	9	49.3	66.3	66.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	37	100	34.4	53.1	12.5	84.4	75.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	47	97.9	N/AV	N/AV	N/AV	16.3	48.1	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	35	100	40.6	46.9	12.5	81.3	76.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	184	99.5	46.2	42	11.8	63.3	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	158	100	47.6	44.9	7.5	52.4	71.3	67.5
<b>Gender</b>								
Male	81	100	47.3	43.2	9.5	52.7	70.8	67
Female	77	100	47.9	46.6	5.5	52.1	71.8	68
<b>Racial/Ethnic Group</b>								
White	79	100	40.8	51.3	7.9	59.2	79.5	79.5
African American	48	100	66.7	28.9	4.4	33.3	53	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	28	100	39.1	47.8	13	60.9	61.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.4	71.2
<b>Disability Status</b>								
Disabled	29	100	N/AV	N/AV	N/AV	15.4	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	24	100	42.9	47.6	9.5	57.1	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	121	100	48.6	45.9	5.4	51.4	57.5	55.1
<b>Social Studies</b>								
All Students	158	100	30.4	54.1	15.5	69.6	75.7	72.3
<b>Gender</b>								
Male	81	100	38.4	38.4	23.3	61.6	75.1	71.5
Female	77	100	22.7	69.3	8	77.3	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	92	100	24.7	57.3	18	75.3	81.7	80.7
African American	44	100	43.6	43.6	12.8	56.4	61.5	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	19	100	29.4	58.8	11.8	70.6	69	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78	72.2
<b>Disability Status</b>								
Disabled	33	100	N/AV	N/AV	N/AV	36.7	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	19	100	33.3	55.6	11.1	66.7	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	116	100	35.5	53.3	11.2	64.5	63.9	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
<b>Writing</b>										
All Students	238	99.6	31.3	38.3	30.4	68.7	72.9	70.2	96.6	96.5
<b>Gender</b>										
Male	121	99.2	39.5	39.5	21.1	60.5	66.4	63.2	96.4	96.4
Female	117	100	23	37.2	39.8	77	79.7	77.5	96.8	96.5
<b>Racial/Ethnic Group</b>										
White	125	100	24.4	43.1	32.5	75.6	80.5	79.1	96.3	96.3
African American	72	98.6	46.3	26.9	26.9	53.7	57.1	57.6	96.8	96.5
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.3	86.2	96.5	97.6
Hispanic	36	100	21.9	46.9	31.3	78.1	61.3	62.6	97.2	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	71.8	68.7	92	95.2
<b>Disability Status</b>										
Disabled	45	100	86.4	11.4	2.3	13.6	28.4	26.1	95.4	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	35	100	28.1	43.8	28.1	71.9	60.5	61.2	97.4	97.2
<b>Socio-Economic Status</b>										
Subsided meals	179	100	37.1	38.8	24.1	62.9	58.8	58.9	96.4	95.8

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## 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>2009</b>	3	87	98.9	41.3	33.8	25	58.8
	4	74	100	23.5	45.6	30.9	76.5
	5	82	100	35.4	41.8	22.8	64.6
	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>2009</b>	3	87	98.9	56.3	27.5	16.3	43.8
	4	74	100	32.4	50	17.6	67.6
	5	82	100	36.7	51.9	11.4	63.3
	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
<b>Science</b>							
<b>2009</b>	3	43	100	59	35.9	5.1	41
	4	74	100	38.2	51.5	10.3	61.8
	5	41	100	52.5	42.5	5	47.5
	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
<b>Social Studies</b>							
<b>2009</b>	3	43	100	34.1	48.8	17.1	65.9
	4	74	100	14.7	69.1	16.2	85.3
	5	41	100	53.8	33.3	12.8	46.2
	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
<b>Writing</b>							
<b>2009</b>	3	85	100	35	32.5	32.5	65
	4	71	100	33.3	40.6	26.1	66.7
	5	82	98.8	25.6	42.3	32.1	74.4
	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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