



Arden Elementary

1300 Ashley Street
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	352 Students	
Principal	Dr. Peggie A. Grant	803-735-3400
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	At-Risk	Average
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below 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

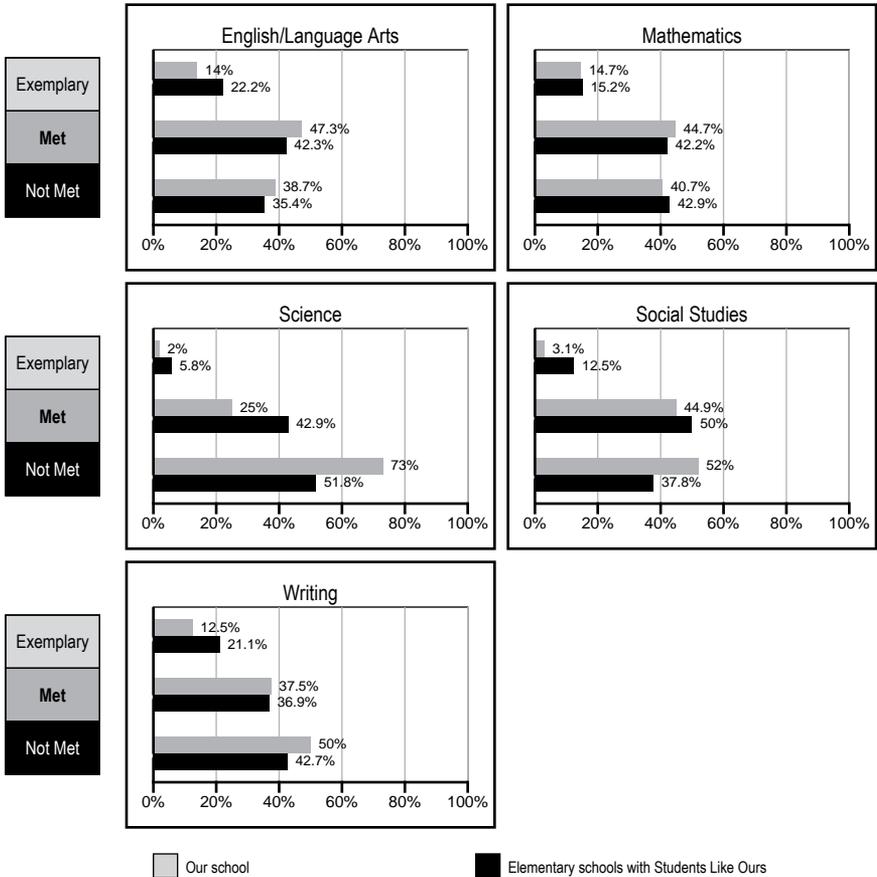
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	72	64	32

* 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=352)				
First graders who attended full-day kindergarten	100.0%	Up from 96.2%	100.0%	100.0%
Retention rate	5.6%	Up from 3.1%	2.5%	1.9%
Attendance rate	95.0%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	1.7%	Down from 4.1%	3.3%	10.0%
With disabilities other than speech	5.8%	Down from 6.9%	7.6%	7.7%
Older than usual for grade	2.1%	Up from 1.9%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	48.4%	Down from 65.5%	57.1%	59.4%
Continuing contract teachers	71.0%	Down from 75.9%	71.4%	80.0%
Teachers with emergency or provisional certificates	11.5%	Up from 7.4%	0.0%	0.0%
Teachers returning from previous year	84.6%	Down from 87.8%	82.1%	85.9%
Teacher attendance rate	96.0%	Up from 93.3%	95.2%	95.1%
Average teacher salary*	\$47,599	Down 2.4%	\$45,725	\$47,149
Professional development days/teacher	10.5 days	Down from 11.7 days	10.8 days	11.1 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 18.9 to 1	16.8 to 1	18.8 to 1
Prime instructional time	90.0%	Up from 87.3%	90.1%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.9%	Down from 99.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,294	Up 13.7%	\$8,624	\$7,458
Percent of expenditures for instruction**	76.9%	Down from 79.2%	68.2%	68.8%
Percent of expenditures for teacher salaries**	73.2%	Down from 74.5%	62.0%	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

Arden Elementary School has experienced considerable development throughout the 2008-2009 school year. Literacy has continued to be the focal point of instruction, with the aim of all students reading and writing proficiently by the end of grade 3. There has also been an increased focus on math. Our School Improvement Council played an active role in supporting literacy and math-based activities during the school year. Professional development activities focused on Target Teach strategies and effective teaching practices designed to improve literacy.

Several methods were enforced with literacy in mind. Smart Matters meetings, events targeting parents of children in Pre-K, kindergarten, and grade 1, concentrated on literacy skills that parents could work on with their children in the home. The Books and Breakfast program was implemented in order to provide strategies for parents to use while reading to their children. Students in all grades were placed in small homogeneous groups for 30 minutes of SIPPS reading instruction daily. Non-homeroom teachers and instructional assistants helped with the instruction. Two teachers were hired for grades 4 and 5 to better meet the needs of the students. Three retired teachers served as daytime tutors to work with 3rd- thru 5th-grade children in ELA and math. A math coach was added to the school staff in order to encourage best practices and to help raise student achievement in mathematics. Seventeen tutors, sponsored by the United Way, monitored and tutored students two days per week. Our 21st Century grant partnership with Columbia College provided after-school tutoring to students in grades 1-3. The Boys and Girls Club also offers after-school activities to our students, including tutoring and character education.

Staff members participated in a variety of staff development activities in an effort to improve our students' literacy skills. Target Teach strategies training, SIPPS training, and workshops on collaborative team planning helped teachers address individual student needs. Daily monitoring of instruction through classroom walk-throughs provided data that informed the entire staff of the need to implement strategies that had the greatest impact on student achievement.

The initiatives we began this year related to reading and math will be continued next year. We will continue to explore ways in which to meet the needs of all of our students to ensure that they are proficient readers and writers by the end of grade 3. Our goal is to move students from the Below Basic and Basic tiers to Proficient and Advanced in all areas, thereby meeting Adequate Yearly Progress and obtaining an Average or Good rating.

Raquel Dobbs, SIC Chairperson
Peggie A. Grant, Principal, Ed.D

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	60	59
Percent satisfied with learning environment	93.8%	86.4%	81.4%
Percent satisfied with social and physical environment	90.6%	86.7%	82.8%
Percent satisfied with school-home relations	51.6%	86.4%	86.0%

* 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 15 out of 15 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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

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

All Students	171	100	39.1	47.4	13.5	76.3	78.6	82.8	Yes	Yes
Gender										
Male	93	100	48.8	42.9	8.3	70.2	74.4	79.3	N/A	N/A
Female	78	100	27.8	52.8	19.4	83.3	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	134	100	38.5	49.2	12.3	76.2	74.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	31	100	40	43.3	16.7	76.7	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	40	100	64.1	33.3	2.6	56.4	51.2	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	41.9	41.9	16.1	77.4	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	162	100	38.9	48.3	12.8	76.5	74.1	75.5	Yes	Yes

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

All Students	171	100	41	44.9	14.1	66.7	70.3	78.9	Yes	Yes
Gender										
Male	93	100	47.6	39.3	13.1	60.7	67.8	77	N/A	N/A
Female	78	100	33.3	51.4	15.3	73.6	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	134	100	41.8	43.4	14.8	64.8	64.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	31	100	40	53.3	6.7	73.3	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	40	100	N/AV	N/AV	N/AV	35.9	36.5	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	38.7	51.6	9.7	74.2	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	162	100	41.6	45	13.4	66.4	64	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	115	99.1	73.8	24.3	1.9	26.2	58.1	67.5
Gender								
Male	58	100	N/AV	N/AV	N/AV	28	57	67
Female	57	98.3	75.5	20.8	3.8	24.5	59.1	68
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	97	99	74.4	24.4	1.2	25.6	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	16	100	N/AV	N/AV	N/AV	20	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	29	96.6	N/AV	N/AV	N/AV	7.4	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	16	100	N/AV	N/AV	N/AV	25	53.2	59.6
Socio-Economic Status								
Subsided meals	106	100	74.2	23.7	2.1	25.8	49.1	55.1
Social Studies								
All Students	111	100	52.4	44.7	2.9	47.6	65.2	72.3
Gender								
Male	62	100	52.6	45.6	1.8	47.4	63.1	71.5
Female	49	100	52.2	43.5	4.3	47.8	67.2	73.2
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	84	100	50	46.1	3.9	50	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	22	100	N/AV	N/AV	N/AV	36.4	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	27	100	N/AV	N/AV	N/AV	33.3	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	25	100	N/AV	N/AV	N/AV	36	63.6	67.9
Socio-Economic Status								
Subsided meals	107	100	54	43	3	46	58	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	169	96.5	50	37.5	12.5	50	63.9	70.2	95	95.9
Gender										
Male	92	97.8	61	29.3	9.8	39	55.8	63.2	95	95.7
Female	77	94.8	37.1	47.1	15.7	62.9	71.9	77.5	95	96.2
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	86.2	79.1	94.1	96
African American	132	96.2	50	38.1	11.9	50	58	57.6	95	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	86.2	99.9	96.4
Hispanic	31	96.8	50	36.7	13.3	50	63.8	62.6	95	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	31	80.7	N/AV	N/AV	N/AV	16.7	22.3	26.1	93.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	33	100	51.6	35.5	12.9	48.4	61.2	61.2	94.9	96.2
Socio-Economic Status										
Subsided meals	128	96.1	50.9	37.9	11.2	49.1	56.7	58.9	95	95.7

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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	51	100	34	42.6	23.4	66
	4	55	100	32.7	55.1	12.2	67.3
	5	65	100	48.3	45	6.7	51.7
	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
Mathematics							
2009	3	51	100	42.6	53.2	4.3	57.4
	4	55	100	34.7	42.9	22.4	65.3
	5	65	100	45	40	15	55
	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	27	96.3	N/AV	N/AV	N/AV	29.2
	4	55	100	69.4	28.6	2	30.6
	5	33	100	83.3	13.3	3.3	16.7
	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
Social Studies							
2009	3	24	100	N/AV	N/AV	N/AV	17.4
	4	55	100	38.8	55.1	6.1	61.2
	5	32	100	N/AV	N/AV	N/AV	48.4
	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
Writing							
2009	3	50	96	43.5	43.5	13	56.5
	4	53	98.1	58.3	27.1	14.6	41.7
	5	66	95.5	48.3	41.4	10.3	51.7
	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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