



Armstrong Elementary School

8601 White Horse Rd.
Greenville, SC 29617

Grades	PK-5 Elementary School	
Enrollment	398 Students	
Principal	Debra R. Johnson	864-355-1100
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Below Average
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	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 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

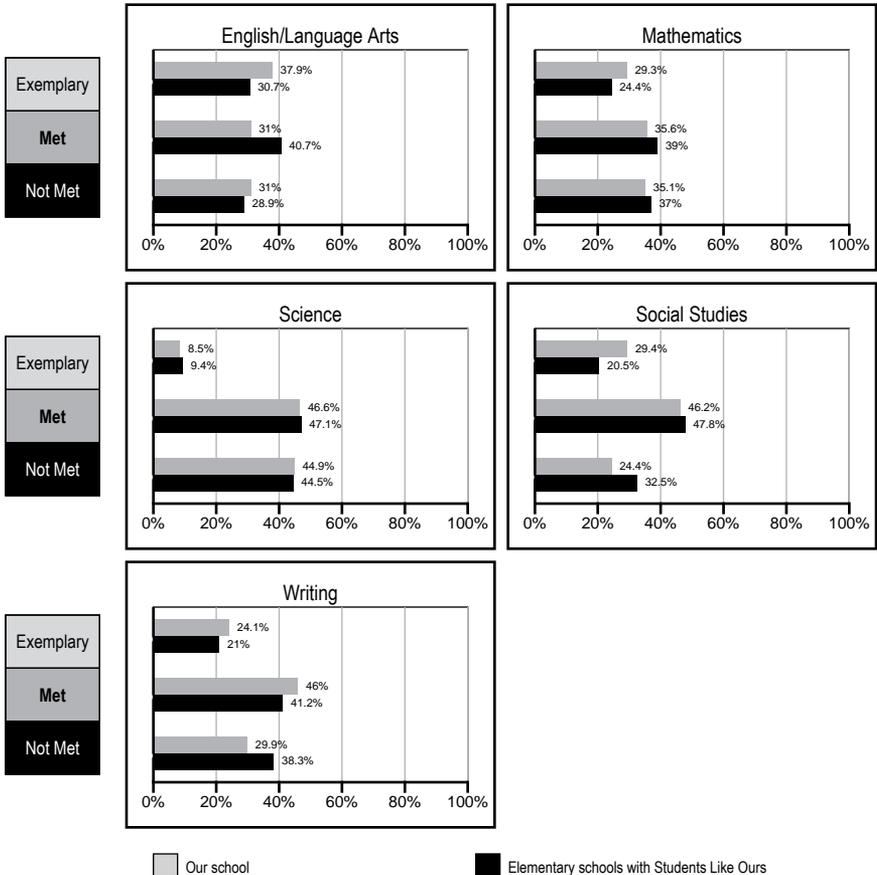
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	13	121	34	11

* Ratings are calculated with data available by 12/14/2013.

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=398)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Up from 1.5%	1.1%	0.9%
Attendance rate	96.3%	Down from 96.8%	96.0%	96.3%
Served by gifted and talented program	3.6%	N/A	3.6%	7.2%
With disabilities	15.1%	N/A	13.1%	12.4%
Older than usual for grade	3.3%	N/A	2.8%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	46.9%	Up from 41.2%	60.0%	62.5%
Continuing contract teachers	96.9%	Up from 85.3%	79.2%	83.3%
Teachers returning from previous year	89.5%	Up from 87.7%	85.2%	88.3%
Teacher attendance rate	94.7%	Up from 94.6%	94.9%	95.0%
Average teacher salary*	\$45,518	Up 2.9%	\$46,330	\$48,193
Professional development days/teacher	12.6 days	Down from 14.2 days	11.0 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 19.2 to 1	18.6 to 1	20.1 to 1
Prime instructional time	89.5%	Down from 90.6%	89.5%	90.0%
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**	\$7,868	Up 7.9%	\$7,944	\$7,364
Percent of expenditures for instruction**	66.0%	Down from 66.8%	68.0%	68.0%
Percent of expenditures for teacher salaries**	64.0%	Up from 63.6%	64.0%	66.0%

* 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 Elementary is a place where staff and students strive for excellence to achieve optimal academic growth and success. Armstrong Elementary School has made itself a partner in education in our community and prides itself in caring for students.

Through research, best practices, and targeted professional development, our school strives to improve student achievement. The faculty and staff participated in numerous professional developments throughout the year which included integrating technology, data analysis, balanced literacy, and best practices in writing.

Faculty/staff professional engagement, coupled with a continuation of data analysis and collaboration, will continue to drive our efforts. Results from assessments (district/school, MAP, PASS, ITBS, and CogAT) are used to analyze growth, improve teacher instruction and student learning.

Students are expected to be good citizens throughout the year by exhibiting 'Bull Pup Pride' - behave appropriately at all times, use time wisely, love learning, and listen during instruction. Armstrong Elementary School also teaches students that in order to become responsible individuals, we must reach out to others. To help others in our community and beyond, our students participate in many goodwill and fundraising activities such as: Goodies for Soldiers, Jump Rope for Heart, Pennies for Patients, Canned Food Drive, and Juvenile Diabetes. Armstrong faculty members have made donations to the United Way and sponsored canned food drives for local food pantries along with Toys for Tots during the holiday season.

Our PTA continues to enhance and support our school programs by sponsoring events and activities such as Meet the Teacher, Parent Homework Helper sessions, Teacher Appreciation Week, Multicultural Day, and Family Movie Nights.

As we continue to 'Strive for Excellence' in looking to the future, our challenge remains to meet the needs of each student, both academically and socially so that we do our part in preparing tomorrow's leaders and help them achieve their personal best. Each child is important and deserves the very best we have to offer.

Debra R. Johnson
Principal

Denise Ferrara
SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	55	25
Percent satisfied with learning environment	93.5%	78.2%	92%
Percent satisfied with social and physical environment	93.8%	76.4%	84%
Percent satisfied with school-home relations	87.5%	96.3%	88%

* 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 2013, 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.

Overall Weighted Points Total	83.7
Overall Grade Conversion	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

Armstrong Elementary School 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	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	648.9	638.8	605.4	636.1	100.0	100.0
Male	644.1	635.4	603.7	639.7	100.0	100.0
Female	653.9	642.4	607.4	632.4	100.0	100.0
White	654.3	646.4	612.7	641.1	100.0	100.0
African American	637.3	620.7	584.1	623.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	647.5	645.2	610.9	638.4	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	602.6	589.9	562.5	595.1	100.0	100.0
Limited English Proficient	651.3	646.6	618.1	645.8	100.0	100.0
Subsidized meals	645.5	634.5	600.1	634.7	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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							
2012	3	74	100	22.9	28.6	48.6	77.1
	4	60	96.7	25	48.1	26.9	75
	5	67	100	31.1	42.6	26.2	68.9
	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
2013	3	62	100	20	11.7	68.3	80
	4	71	100	33.3	44.4	22.2	66.7
	5	54	100	41.2	37.3	21.6	58.8
	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
Mathematics							
2012	3	74	100	31.4	35.7	32.9	68.6
	4	60	100	25.9	33.3	40.7	74.1
	5	67	100	26.2	55.7	18	73.8
	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
2013	3	62	100	31.7	25	43.3	68.3
	4	71	100	34.9	44.4	20.6	65.1
	5	54	100	39.2	37.3	23.5	60.8
	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
Science							
2012	3	38	100	51.4	37.1	11.4	48.6
	4	60	100	31.5	61.1	7.4	68.5
	5	33	100	26.7	66.7	6.7	73.3
	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
2013	3	30	100	31	48.3	20.7	69
	4	71	100	52.4	42.9	4.8	47.6
	5	27	100	42.3	53.8	3.8	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

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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							
2012	3	36	100	20	57.1	22.9	80
	4	60	100	22.2	64.8	13	77.8
	5	34	100	38.7	38.7	22.6	61.3
	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
2013	3	32	100	16.1	48.4	35.5	83.9
	4	71	100	25.4	49.2	25.4	74.6
	5	27	100	32	36	32	68
	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							
2012	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	66	98.5	25	45	30	75
	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
2013	3	63	98.4	25	38.3	36.7	75
	4	71	100	31.7	54	14.3	68.3
	5	56	100	33.3	45.1	21.6	66.7
	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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