



## Aiken Elementary

2050 Pine Log Road  
Aiken, SC 29803

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	912 Students	
<b>Principal</b>	Sharon Foret Cagle	803-641-2740
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Sanders	803-663-1703

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Average</b>
2007	Good	Average
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

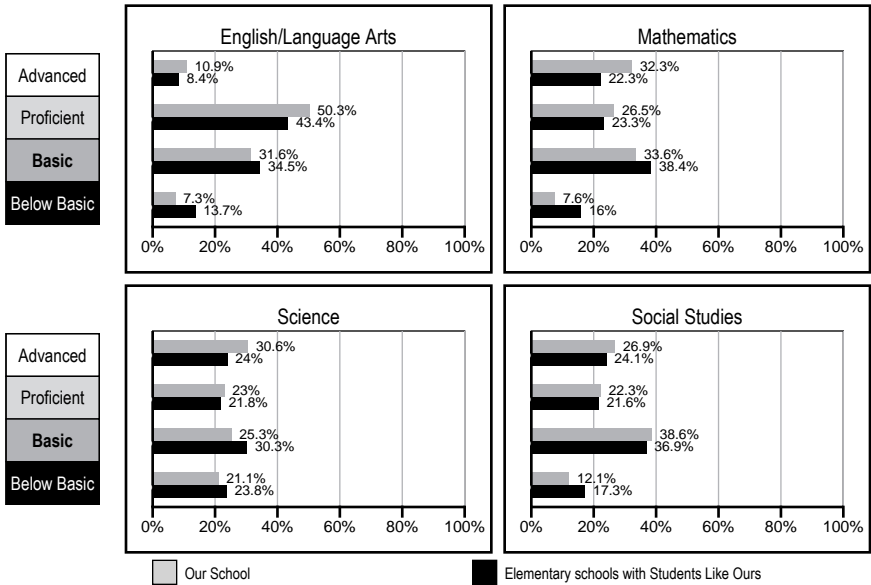
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.4%

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

Excellent	Good	Average	Below Average	At-Risk
4	33	55	3	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=912)</b>				
First graders who attended full-day kindergarten	89.7%	Down from 100.0%	100.0%	100.0%
Retention rate	3.0%	No Change	1.8%	2.3%
Attendance rate	96.8%	Up from 96.3%	96.5%	96.3%
Eligible for gifted and talented	22.5%	Down from 24.3%	17.0%	10.4%
With disabilities other than speech	4.7%	Up from 4.1%	6.6%	7.5%
Older than usual for grade	0.9%	Down from 1.1%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=57)</b>				
Teachers with advanced degrees	54.4%	Down from 58.2%	60.7%	56.7%
Continuing contract teachers	73.7%	Down from 85.5%	81.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.9%	Down from 90.0%	88.0%	86.4%
Teacher attendance rate	98.4%	Up from 95.7%	94.8%	94.9%
Average teacher salary	\$44,368	Up 0.8%	\$46,714	\$45,345
Professional development days/teacher	13.5 days	Up from 10.8 days	13.3 days	12.6 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 21.5 to 1	19.5 to 1	18.5 to 1
Prime instructional time	95.3%	Up from 91.9%	90.2%	89.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,132	Down 5.4%	\$6,578	\$7,052
Percent of expenditures for instruction*	74.7%	Up from 71.6%	69.9%	69.1%
Percent of expenditures for teacher salaries*	69.7%	Up from 66.6%	66.7%	64.2%

\* 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

This past school year has been marked by many significant events. We are extremely proud of the successes of our students, faculty and staff. Aiken Elementary is an award winning school recognized at both the state and national levels. In 2005, Aiken Elementary was named a "National Blue Ribbon School" by the United States Department of Education and named a Carolina First Palmetto's Finest School in 2008 having been a finalist for this prestigious award in 2007.

Our students exceeded the District and State PACT results in all areas tested and met the national NCLB standards for AYP (annual yearly progress).

Our Report Card absolute rating dropped from excellent to good. We are working diligently to make adjustments in our curriculum and instructional methodologies as "the bar" moves up higher and higher.

A few highlights of our year are as follows:

A fourth grade teacher was chosen Environmental Teacher of the Year; our teachers wrote and received grants totaling more than \$45,000; a 2nd grader won 3rd place in the Primary Division for video production in the State PTA Reflections Program; a 1st grade student's artwork graced the cover of a recent issue of Park Bench, a city publication; two 5th graders received honorable mention in the 2007 WSRC Safety Art Contest; a 5th grader was a national winner in the Arthur Ashe Essay Contest; awarded the 2007 SRS Safety Art Contest's most participation award for 1st and 2nd grade; a 4th grader was District winner for Red Ribbon Essay; two students earned awards at the CSRA Regional Science Fair; Knowledge Master Team scored 2nd in the state and 98th out of 398 participating schools.

Our school successes are based on excellent academic programs, data-driven decision making, excellent home-school relations, professional development programs, teacher collaboration and teamwork. Our continued goal is to ensure that each child is prepared academically, socially, and emotionally for the 21st century. We accept the challenge to strive for continued academic excellence and to meet the needs of our diverse student body.

Sharon Foret Cagle, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	113	79
Percent satisfied with learning environment	87.1%	85.8%	98.7%
Percent satisfied with social and physical environment	95.2%	82.6%	90.9%
Percent satisfied with school-home relations	95.1%	82.9%	85.9%

\* 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 17 out of 17 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. Sanction: Implement the restructuring plan.
DELAY	<b>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."</b>
HOLD	<b>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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	419	100	7.3	31.4	50	11.3	73.6	49.8	48.2	Yes	Yes
<b>Gender</b>											
Male	202	100	6.8	32.5	51.3	9.4	72.3	43.8	41.7	N/A	N/A
Female	217	100	7.7	30.4	48.8	13	74.9	56.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	249	100	2.5	23.5	58.4	15.6	84	59.8	60	Yes	Yes
African American	144	100	17.4	47	32.6	3	51.5	33.8	31.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	39.7	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
<b>Disability Status</b>											
Disabled	24	100	31.8	27.3	27.3	13.6	45.5	15.2	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	13	100	0	27.3	54.5	18.2	81.8	43	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	158	100	15.6	46.1	35.5	2.8	54.6	35.8	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	419	100	7.5	33.4	26.9	32.2	70.9	46.9	45.8	Yes	Yes
<b>Gender</b>											
Male	202	100	7.9	31.4	21.5	39.3	72.3	47.9	45.6	N/A	N/A
Female	217	100	7.2	35.3	31.9	25.6	69.6	45.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	249	100	2.1	22.2	31.3	44.4	84	57.2	59	Yes	Yes
African American	144	100	18.2	56.1	19.7	6.1	43.9	29.7	26.9	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	24	100	31.8	36.4	22.7	9.1	36.4	15.8	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	13	100	9.1	0	27.3	63.6	90.9	42.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	158	100	14.9	51.1	19.9	14.2	50.4	32.8	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	281	100	21	25.1	22.8	31.1	53.9	34.1	35.7	96.8	95.9
<b>Gender</b>											
Male	134	100	18.9	19.7	22	39.4	61.4	36.6	37.4	96.7	95.8
Female	147	100	22.9	30	23.6	23.6	47.1	31.3	33.8	96.9	96.1
<b>Racial/Ethnic Group</b>											
White	171	100	10.1	20.8	28	41.1	69	45.2	49.2	97	95.9
African American	90	100	47.6	32.9	14.6	4.9	19.5	16.4	17	96.5	95.9
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	98.5	97.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	96.7	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	96.9	95.8
<b>Disability Status</b>											
Disabled	17	100	43.8	25	18.8	12.5	31.3	12.8	14	96.1	94.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	28	24.4	97.1	96.5
<b>Socio-Economic Status</b>											
Subsided meals	103	100	40.7	33	14.3	12.1	26.4	20.4	21.1	96.1	95.2
<b>Social Studies</b>											
All Students	279	100	12.1	38.5	22.6	26.8	49.4	30.3	34	96.8	95.9
<b>Gender</b>											
Male	134	100	11.1	34.9	20.6	33.3	54	33.8	36.6	96.7	95.8
Female	145	100	12.9	41.7	24.5	20.9	45.3	26.5	31.3	96.9	96.1
<b>Racial/Ethnic Group</b>											
White	157	100	5.9	32.7	29.4	32	61.4	38.6	44.5	97	95.9
African American	102	100	24.2	48.4	15.8	11.6	27.4	17	19.1	96.5	95.9
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	98.5	97.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	96.7	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	96.9	95.8
<b>Disability Status</b>											
Disabled	18	100	37.5	37.5	12.5	12.5	25	10.7	14.4	96.1	94.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
<b>English Proficiency</b>											
Limited English Proficient	12	100	0	30	10	60	70	23.9	27.3	97.1	96.5
<b>Socio-Economic Status</b>											
Subsided meals	112	100	21.6	48	15.7	14.7	30.4	18.6	21	96.1	95.2

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	157	100	12.9	15	62.6	9.5	72.1	
	4	142	100	5.7	28.6	57.1	8.6	65.7	
	5	116	100	9.7	43.4	42.5	4.4	46.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	129	100	2.4	26.8	52	18.7	70.7	
	4	142	100	11.1	24.4	57.8	6.7	64.4	
	5	148	100	7.9	42.1	40.7	9.3	50	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Mathematics</b>									
<b>2007</b>	3	157	100	17.7	34.7	28.6	19	47.6	
	4	142	100	7.9	32.1	23.6	36.4	60	
	5	116	100	14.2	33.6	20.4	31.9	52.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	129	100	4.9	40.7	24.4	30.1	54.5	
	4	142	100	6.7	27.4	25.9	40	65.9	
	5	148	100	10.7	32.9	30	26.4	56.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Science</b>									
<b>2007</b>	3	79	100	23	32.4	27	17.6	44.6	
	4	142	100	22.9	25.7	22.1	29.3	51.4	
	5	58	100	27.6	25.9	17.2	29.3	46.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	65	100	21.3	27.9	32.8	18	50.8	
	4	142	100	16.3	23.7	24.4	35.6	60	
	5	74	100	29.6	25.4	11.3	33.8	45.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
<b>Social Studies</b>									
<b>2007</b>	3	78	100	9.6	38.4	27.4	24.7	52.1	
	4	142	100	12.1	38.6	20.7	28.6	49.3	
	5	58	100	14.5	36.4	20	29.1	49.1	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	64	100	9.7	51.6	17.7	21	38.7	
	4	141	100	14.9	40.3	21.6	23.1	44.8	
	5	74	100	8.7	23.2	29	39.1	68.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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