



Armstrong Elementary

8601 White Horse Road
Greenville, SC 29617

Grades	PK-5 Elementary School	
Enrollment	498 Students	
Principal	Jackie Goggins	864-355-1100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Good*
2007	Average	Good
2006	Average	Good
2005	Average	Good
2004	Average	Average

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

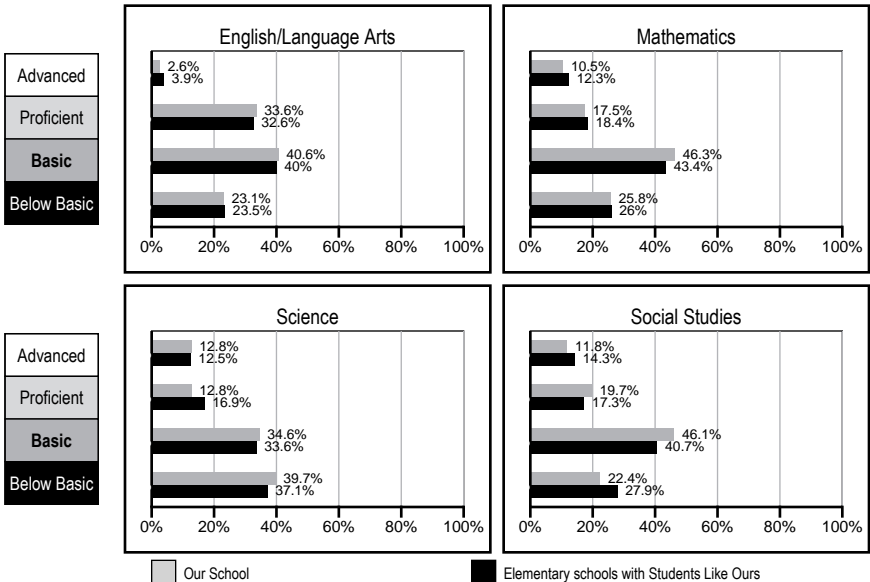
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	35	45	1

* 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
Students (n=498)				
First graders who attended full-day kindergarten	85.5%	Down from 88.9%	100.0%	100.0%
Retention rate	1.5%	Down from 3.4%	2.9%	2.3%
Attendance rate	96.5%	Up from 96.3%	96.1%	96.3%
Eligible for gifted and talented	6.8%	Up from 4.6%	8.2%	10.4%
With disabilities other than speech	14.2%	Up from 13.3%	9.0%	7.5%
Older than usual for grade	0.2%	Down from 1.7%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 0.8%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	44.4%	Up from 37.8%	54.8%	56.7%
Continuing contract teachers	86.1%	Up from 83.8%	78.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.5%	Down from 91.4%	86.5%	86.4%
Teacher attendance rate	94.6%	Up from 93.5%	94.7%	94.9%
Average teacher salary	\$42,486	Up 4.5%	\$45,059	\$45,345
Professional development days/teacher	21.3 days	Up from 17.2 days	13.0 days	12.6 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 15.0 to 1	18.4 to 1	18.5 to 1
Prime instructional time	88.5%	Up from 87.6%	89.0%	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	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$7,358	Up 10.3%	\$7,265	\$7,052
Percent of expenditures for instruction*	68.4%	Down from 68.5%	68.4%	69.1%
Percent of expenditures for teacher salaries*	63.4%	Down from 68.5%	62.7%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

As in years past, Armstrong continued to strive toward attaining and maintaining our goals this year. Our main goal is to address the needs of all students and to ensure their academic success. Daily academic challenges were provided to increase student performance through classroom instruction, a program for gifted and talented students, and tutorial programs for students not meeting state standards on standardized testing. Additional academic assistance was provided through programs that included ESOL tutoring, a Book Club, after school tutoring, a morning Computer Club, and Saturday School. These programs provided our students with extra PACT practice, as well as enriched their teachers' lessons and instruction. Academic assistance continued in the summer with a program for students in grades 3-5 that had academic plans and an enrichment program for students in grades K-2. MAP testing given in August, January, and March provided immediate feedback for teachers to adjust their planning and instruction. Enrichment opportunities included guest speakers, performances, and field trips for all grade levels. Title 1 funding provided funding for reduced class sizes in grades 2, 4, and 5 and for technology instruction by a certified teacher. In addition, these funds allowed us to employ a parent involvement facilitator that coordinated parent events and activities. A state initiative provided for small class sizes in grade 1. We were extremely happy with our Math Superstars program, which extended classroom lessons and brought many new volunteers to our school. Furman tutors continued to come and work with our students through the America Reads program.

Although we did not make AYP, we were once again awarded the Palmetto Silver Award for test score improvement. This money was used to purchase additional technology equipment. Also, our school's 2007 Improvement Rating was raised one level because of substantial improvement in the achievement of students that don't normally make gains. In 2008-2009, we will continue to provide opportunities to help our students to grow academically, socially, and emotionally. Our students will remain the center of our focus.

Jackie Goggins, Principal
Lisa Jo Hansen, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	79	56
Percent satisfied with learning environment	81.0%	89.7%	89.1%
Percent satisfied with social and physical environment	85.7%	89.9%	91.1%
Percent satisfied with school-home relations	73.8%	88.6%	85.5%

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

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 19 out of 23 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

Continuing School Improvement

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	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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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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	250	100	23.1	40.6	33.6	2.6	48	52.4	48.2	Yes	Yes
Gender											
Male	121	100	30.9	38.2	28.2	2.7	41.8	46.1	41.7	N/A	N/A
Female	129	100	16	42.9	38.7	2.5	53.8	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	136	100	19.8	40.5	37.4	2.3	53.4	62.3	60	Yes	Yes
African American	68	100	31	37.9	25.9	5.2	41.4	31.7	31.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	41	100	25	44.4	30.6	0	36.1	36.7	38.4	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	49	100	65.9	29.5	4.5	0	11.4	20.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	39	100	24.2	39.4	36.4	0	39.4	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	174	100	26.6	41.1	30.4	1.9	41.1	34.3	34	Yes	Yes

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

All Students	250	100	25.8	46.3	17.5	10.5	42.8	49.5	45.8	Yes	Yes
Gender											
Male	121	100	28.2	40.9	19.1	11.8	43.6	49.9	45.6	N/A	N/A
Female	129	100	23.5	51.3	16	9.2	42	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	136	100	20.6	45.8	21.4	12.2	51.1	59.4	59	Yes	Yes
African American	68	100	37.9	46.6	8.6	6.9	25.9	27.2	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	41	100	27.8	47.2	16.7	8.3	38.9	37.4	38.1	I/S	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	49	100	65.9	25	4.5	4.5	11.4	20.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	39	100	30.3	39.4	18.2	12.1	45.5	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	174	100	29.7	48.7	13.3	8.2	38	32.2	31.4	No	Yes

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

Abbreviations for Missing Data

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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*	School Attendance Rate	District Attendance Rate
Science											
All Students	167	100	39.7	34.6	12.8	12.8	25.6	39.3	35.7	96.5	96.5
Gender											
Male	79	100	45.9	27	10.8	16.2	27	41.6	37.4	96.4	96.4
Female	88	100	34.1	41.5	14.6	9.8	24.4	36.9	33.8	96.6	96.6
Racial/Ethnic Group											
White	90	100	27.6	36.8	19.5	16.1	35.6	49.7	49.2	96.4	96.4
African American	48	100	58.1	32.6	0	9.3	9.3	18.2	17	96.5	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	96.1	97.7
Hispanic	27	100	54.2	33.3	4.2	8.3	12.5	23.7	24.9	97.3	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	93.9	95.3
Disability Status											
Disabled	33	100	79.3	17.2	0	3.4	3.4	16.3	14	95.6	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	25	100	50	31.8	9.1	9.1	18.2	22.6	24.4	97.4	97.2
Socio-Economic Status											
Subsided meals	116	100	48.6	34.9	7.3	9.2	16.5	21.3	21.1	96.2	95.8
Social Studies											
All Students	165	100	22.4	46.1	19.7	11.8	31.6	38.1	34	96.5	96.5
Gender											
Male	79	100	22.2	44.4	13.9	19.4	33.3	41	36.6	96.4	96.4
Female	86	100	22.5	47.5	25	5	30	35	31.3	96.6	96.6
Racial/Ethnic Group											
White	88	100	17.6	47.1	20	15.3	35.3	46.1	44.5	96.4	96.4
African American	49	100	30.2	46.5	14	9.3	23.3	20.5	19.1	96.5	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	96.1	97.7
Hispanic	25	100	27.3	45.5	22.7	4.5	27.3	27.7	27.5	97.3	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	93.9	95.3
Disability Status											
Disabled	30	100	48.1	44.4	7.4	0	7.4	17.1	14.4	95.6	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	24	100	30	50	15	5	20	27.6	27.3	97.4	97.2
Socio-Economic Status											
Subsided meals	118	100	27.1	49.5	14	9.3	23.4	22.8	21	96.2	95.8

* 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*
English/Language Arts								
2007	3	78	100	31	35.2	32.4	1.4	33.8
	4	80	100	16.9	43.7	38	1.4	39.4
	5	74	100	25.4	45.1	29.6	0	29.6
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	86	100	20.5	32.1	42.3	5.1	47.4
	4	82	100	24.1	35.4	38	2.5	40.5
	5	82	100	25	55.6	19.4	0	19.4
	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
Mathematics								
2007	3	77	100	39.4	45.1	14.1	1.4	15.5
	4	80	100	22.5	40.8	23.9	12.7	36.6
	5	74	100	22.5	57.7	15.5	4.2	19.7
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	86	100	35.9	42.3	11.5	10.3	21.8
	4	82	100	22.8	45.6	21.5	10.1	31.6
	5	82	100	18.1	51.4	19.4	11.1	30.6
	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
Science								
2007	3	38	100	35.1	45.9	16.2	2.7	18.9
	4	80	100	32.4	33.8	22.5	11.3	33.8
	5	36	100	32.4	44.1	11.8	11.8	23.5
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	38.5	25.6	23.1	12.8	35.9
	4	82	100	36.7	43	8.9	11.4	20.3
	5	42	100	47.4	26.3	10.5	15.8	26.3
	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
Social Studies								
2007	3	39	100	35.3	52.9	8.8	2.9	11.8
	4	80	100	16.9	46.5	22.5	14.1	36.6
	5	38	100	35.1	32.4	8.1	24.3	32.4
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	17.9	46.2	23.1	12.8	35.9
	4	82	100	26.6	44.3	17.7	11.4	29.1
	5	40	100	17.6	50	20.6	11.8	32.4
	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

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