



ARDEN ELEMENTARY

1300 Ashley Street
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	327 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	Average
2007	Below Average	Below Average
2006	Below Average	At-Risk

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

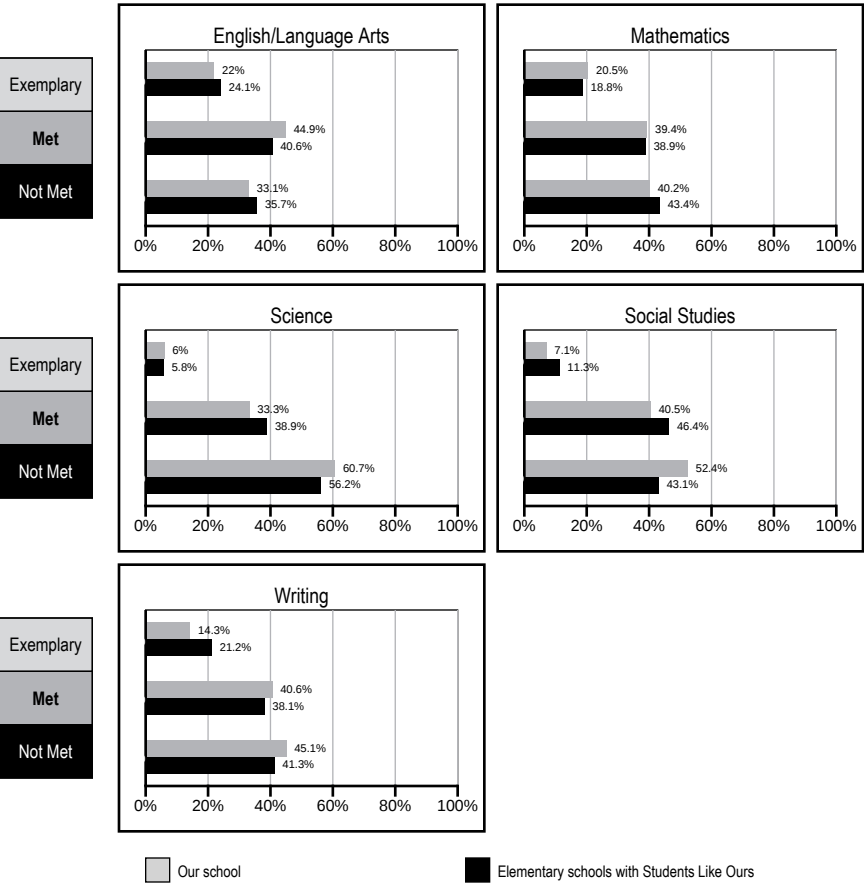
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	62	49	21

* Ratings are calculated with data available by 03/09/2011.

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=327)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Down from 5.6%	1.5%	1.2%
Attendance rate	95.6%	Up from 95.0%	95.9%	96.1%
Eligible for gifted and talented	4.1%	Up from 1.7%	4.1%	11.7%
With disabilities other than speech	11.9%	Up from 5.8%	8.5%	8.0%
Older than usual for grade	0.8%	Down from 2.1%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.6%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	45.2%	Down from 48.4%	59.4%	60.5%
Continuing contract teachers	74.2%	Up from 71.0%	78.5%	84.6%
Teachers with emergency or provisional certificates	8.0%	Down from 11.5%	0.0%	0.0%
Teachers returning from previous year	82.5%	Down from 84.6%	82.5%	87.0%
Teacher attendance rate	95.6%	Down from 96.0%	95.4%	95.4%
Average teacher salary*	\$44,196	Down 7.1%	\$45,256	\$47,288
Professional development days/teacher	6.6 days	Down from 10.5 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 17.4 to 1	17.1 to 1	19.2 to 1
Prime instructional time	90.4%	Up from 90.0%	90.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Up from 96.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,799	Up 5.4%	\$8,888	\$7,548
Percent of expenditures for instruction**	78.3%	Up from 76.9%	68.0%	68.7%
Percent of expenditures for teacher salaries**	70.8%	Down from 73.2%	62.3%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Arden Elementary School has made noted progress during the 2009/2010. Literacy across the curriculum has continued to be the focal point of instruction with the aim that all students reading and writing proficiently by the third grade. There has also been an increased focus on mathematics. Utilizing data from common assessments has allowed teachers to provide instruction in order to meet the needs of students. Arden Elementary is working towards providing more instructional strategies through collaborative team planning that will challenge students' thinking. As a result, we are proud to say that we made Adequate Yearly Progress (AYP) as required by the No Child Left Behind Act of 2001. The Arden Elementary news team was also recognized, winning 1st place (elementary category) in the District's Photo Story contest.

Several methods were enforced with literacy and mathematics in mind. The School Improvement Council initiated our Real Men Read night, which provided strategies and encouraged men to read with their children daily. Monthly Books and Breakfast meetings concentrated on literacy skills that parents could work on with their children in the home. Students in all grades were placed in small homogeneous groups for 30 minutes of SIPPS reading instruction daily. 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 through 5th grade children in ELA and math. A Reading Teacher was added to the school staff in order to encourage best practices and to help raise student achievement in reading. Forty volunteers sponsored by United Way and United Union Methodist Church tutored our K-2nd grade students, providing reading and math support in efforts to bridge the achievement gap. Our 21st Century grant partnership with Columbia College provided after-school tutoring to students in grades 1-3.

Staff members participated in a variety of staff development activities in an effort to improve our students' academic skills. Teachers were engaged in "book talks," which allowed them to implement strategies that work in the classroom in order to better meet the needs of the students. Teachers participated in several professional development activities to strengthen their instructional strategies and effective resources in all subject areas. In addition, 100% of our teachers completed professional development in technology, as provided through the District. Consultants worked closely with teachers giving immediate feedback on instructional strategies and resources that were implemented to help our students gain academic success. Daily observation of instruction through classroom walkthroughs provided data that informed the entire staff of the need to implement strategies having the greatest impact on student achievement. Three of our teachers are currently working toward their National Board Certification, one teacher entered the Ph.D. program at the University of Phoenix and another at Walden University.

Our goal for the 2010/2011 school year is to continue our progress in raising student achievement. Our strategic method will be aligned to, and detail, best practices in order to effectively implement research-based instructional strategies, thereby meeting Adequately Yearly Progress and obtaining an Average rating.

Raquel Dobbs, SIC Chairperson

Peggie A. Grant, Principal, Ed.D

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	43	28
Percent satisfied with learning environment	85.3%	76.7%	96.4%
Percent satisfied with social and physical environment	79.4%	78.6%	92.9%
Percent satisfied with school-home relations	47.1%	81.4%	100.0%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 13 out of 13 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	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

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

All Students	137	100	33.1	44.9	22	81.1	78.2	83.5	Yes	Yes
Gender										
Male	77	100	40.3	40.3	19.4	79.2	74.7	80.1	N/A	N/A
Female	60	100	23.6	50.9	25.5	83.6	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	93.3	89.6	I/S	I/S
African American	106	100	33	46.4	20.6	81.4	74.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	28	100	29.6	44.4	25.9	85.2	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	31	100	77.4	19.4	3.2	45.2	45.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	32.1	42.9	25	82.1	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	124	100	34.8	46.1	19.1	80	73.1	76.9	Yes	Yes

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

All Students	137	100	40.2	39.4	20.5	77.2	72	80.4	Yes	Yes
Gender										
Male	77	100	43.1	37.5	19.4	76.4	70.3	78.4	N/A	N/A
Female	60	100	36.4	41.8	21.8	78.2	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	3	I/S	I/S	I/S	I/S	I/S	90.2	87.8	I/S	I/S
African American	106	100	42.3	40.2	17.5	76.3	67	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	28	100	33.3	33.3	33.3	77.8	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	31	100	N/A	N/A	N/A	48.4	34.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	35.7	32.1	32.1	78.6	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	124	100	40.9	40.9	18.3	77.4	65.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	93	100	60.7	33.3	6	39.3	56.5	67.3
Gender								
Male	58	100	61.1	33.3	5.6	38.9	56.1	66.9
Female	35	100	60	33.3	6.7	40	56.8	67.7
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	86.3	79.6
African American	74	100	65.2	30.3	4.5	34.8	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	17	100	43.8	43.8	12.5	56.3	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	20	100	N/A	N/A	N/A	15	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	18	100	47.1	41.2	11.8	52.9	62.7	58.6
Socio-Economic Status								
Subsidized meals	83	100	65.3	32	2.7	34.7	46.5	55.4

Social Studies

All Students	89	100	52.4	40.5	7.1	47.6	64	70.9
Gender								
Male	46	100	56.8	38.6	4.5	43.2	61.9	70.1
Female	43	100	47.5	42.5	10	52.5	66.1	71.7
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	64	100	55	38.3	6.7	45	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	22	100	47.6	42.9	9.5	52.4	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	21	100	N/A	N/A	N/A	38.1	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	23	100	50	40.9	9.1	50	65.2	68
Socio-Economic Status								
Subsidized meals	82	100	53.2	40.3	6.5	46.8	56.5	60.8

Abbreviations for Missing Data

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

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	140	100	45.1	40.6	14.3	54.9	63.4	72.1	95.6	95.9
Gender										
Male	80	100	52.6	39.5	7.9	47.4	56.3	65.2	95.4	95.7
Female	60	100	35.1	42.1	22.8	64.9	70.4	79.2	95.7	96.1
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	86.2	80.8	92.8	96
African American	109	100	45.1	39.2	15.7	54.9	57.3	59.7	95.4	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	N/A	96.2
Hispanic	27	100	40.7	48.1	11.1	59.3	62.9	64.6	96.4	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
Disability Status										
Disabled	31	100	77.4	19.4	3.2	22.6	21.1	27.7	94.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	28	100	42.9	46.4	10.7	57.1	60.7	63.7	96.5	96.3
Socio-Economic Status										
Subsidized meals	126	100	47.5	40.8	11.7	52.5	55.2	61.9	95.6	95.7

Abbreviations for Missing Data

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

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
2010	3	50	100	26.1	32.6	41.3	73.9
	4	45	100	41.5	48.8	9.8	58.5
	5	42	100	32.5	55	12.5	67.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	50	100	32.6	34.8	32.6	67.4
	4	45	100	36.6	43.9	19.5	63.4
	5	42	100	52.5	40	7.5	47.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	26	100	52.2	26.1	21.7	47.8
	4	45	100	N/A	N/A	N/A	41.5
	5	22	100	N/A	N/A	N/A	25
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	24	100	69.6	17.4	13	30.4
	4	45	100	48.8	48.8	2.4	51.2
	5	20	100	40	50	10	60
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
2010	3	51	100	47.9	29.2	22.9	52.1
	4	46	100	44.2	51.2	4.7	55.8
	5	43	100	42.9	42.9	14.3	57.1
	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

Abbreviations for Missing Data

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