



ARDEN ELEMENTARY

1300 Ashley Street
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	310 Students	
Principal	Dr. Peggie A. Grant	803-735-3400
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	Average
2007	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 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://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

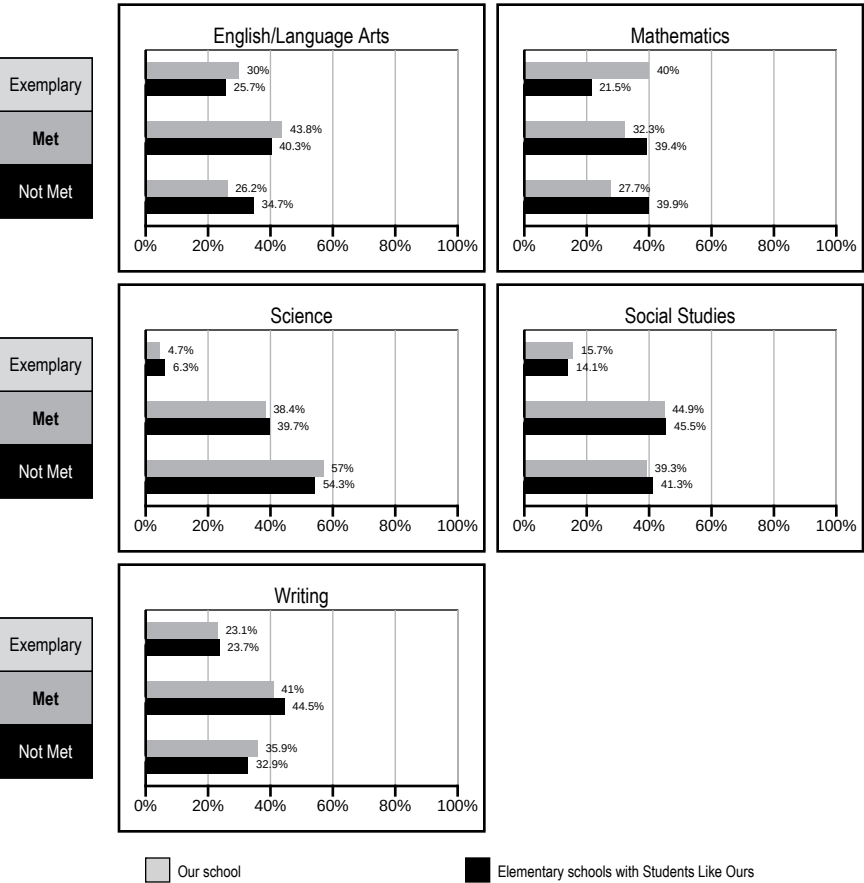
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	65	44	19

* Ratings are calculated with data available by 11/09/2011.

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=310)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.4%	Up from 2.1%	1.5%	1.1%
Attendance rate	95.9%	Up from 95.6%	96.0%	96.2%
Served by gifted and talented program	7.2%	Up from 4.1%	5.1%	13.4%
With disabilities other than speech	5.3%	Down from 11.9%	4.4%	4.1%
Older than usual for grade	0.7%	Down from 0.8%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.3%	Up from 0.3%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	53.3%	Up from 45.2%	61.7%	62.5%
Continuing contract teachers	80.0%	Up from 74.2%	81.8%	88.2%
Teachers returning from previous year	86.5%	Up from 82.5%	84.4%	87.8%
Teacher attendance rate	96.2%	Up from 95.6%	95.2%	95.2%
Average teacher salary*	\$45,768	Up 3.6%	\$45,155	\$46,773
Professional development days/teacher	6.2 days	Down from 6.6 days	10.8 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Up from 15.0 to 1	17.5 to 1	19.9 to 1
Prime instructional time	91.4%	Up from 90.4%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,888	Up 0.9%	\$8,733	\$7,447
Percent of expenditures for instruction**	75.5%	Down from 78.3%	67.3%	68.4%
Percent of expenditures for teacher salaries**	70.6%	Down from 70.8%	63.8%	65.8%

* 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 continues to strive toward excellence. Statewide test results for 2010 indicate that overall, students continue to progress in English Language Arts. SuccessMaker and the Palmetto Assessment of State Standards (PASS) provide ongoing assessment data to measure organizational and instructional effectiveness. Evidence of data analysis from all sources, such as data notebooks, is reviewed and utilized to determine appropriate instructional strategies, priorities, and curriculum delivery across all grade levels. Curriculum guides and Target Teach Instructional Guides are based on "best practices" for effective instructional delivery, use of math manipulatives, the use of technology, increasing the rigor of the lessons and providing detailed information in reference to the standard indicators. Arden has made Adequate Yearly Progress (AYP) for the second consecutive year. The challenges continue to be those of helping students to improve in mathematics and science, and getting more parents involved in their children's schooling.

Several initiatives were implemented to increase literacy, mathematics and science skills. The math coach created a math lab with the purpose of working with groups of students to enhance their problem-solving skills by utilizing math manipulatives, and was also used to conduct math professional development activities. A literacy room was set up with books of a variety of genres for all grade levels. Book baskets are located throughout the school, and will be placed on the school buses to encourage students to read. Books of interest geared toward male students have been purchased to peak their interest in reading. First grade teachers invited faculty, staff and parents to participate in an "Author's Tea" in which students shared their writing pieces. Literacy professional development sessions were also conducted in the literacy room. All students are required to read for at least 30 minutes daily and maintain reading logs to be signed by parents and monitored by teachers. Students are encouraged to read books and complete a variety of activities purchased by the district during the summer months. The reading teacher also sponsored the "Male Empowerment through Conversation and Networking Conference" with the goal of helping African American males to achieve. The literacy and math consultants observed and provided immediate feedback to teachers with strategies in order to enhance their lessons. A 12-week intervention plan was implemented to assist underperforming students in reading and mathematics. Additionally, in an effort to improve science scores, students visited the science lab twice a week and conducted experiments under supervision of the science lab teacher. The science lab teacher worked closely with the regular classroom science teacher to plan lessons and to discuss effective teaching strategies. Students were encouraged to utilize the scientific method to create science fair projects.

One retired teacher served as a daytime tutor in math, and a reading specialist was hired to tutor students in reading three days per week. Our goal for the 2011/2012 school year is to continue our efforts to assist all students to be successful academically. Additionally, a second goal is to obtain an "Average" rating on the school's report card.

Stacey Nash, SIC Chairperson

Peggie A. Grant, Principal, Ed.D

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	38	29
Percent satisfied with learning environment	82.1%	89.5%	81.5%
Percent satisfied with social and physical environment	96.4%	92.1%	85.7%
Percent satisfied with school-home relations	64.3%	86.8%	75.0%

* 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	NO
---------------------------------	----

This school met 12 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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	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 = 79.4% (Met or Exemplary)

All Students	142	100	26.2	43.8	30	84.6	78.3	82.4	Yes	Yes
Gender										
Male	78	100	26.4	45.8	27.8	80.6	74.3	78.7	N/A	N/A
Female	64	100	25.9	41.4	32.8	89.7	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	92.8	88.9	I/S	I/S
African American	102	100	29.3	46.7	23.9	83.7	74.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	38	100	13.9	38.9	47.2	88.9	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	27	100	60.9	30.4	8.7	52.2	45.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	39	100	18.9	37.8	43.2	86.5	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	139	100	26	44.1	29.9	84.3	73.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	142	99.3	27.1	32.6	40.3	81.4	75.1	81.9	Yes	Yes
Gender										
Male	78	98.7	31	25.4	43.7	78.9	73.5	79.9	N/A	N/A
Female	64	100	22.4	41.4	36.2	84.5	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	92.1	88.9	I/S	I/S
African American	102	99	33	35.2	31.9	76.9	70.3	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	38	100	11.1	25	63.9	94.4	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	27	96.3	59.1	31.8	9.1	59.1	40.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	39	100	13.5	24.3	62.2	91.9	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	139	99.3	26.2	33.3	40.5	81.7	69.8	74.9	Yes	Yes

* 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

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	96	100	57	38.4	4.7	43	58.7	68.6
Gender								
Male	50	100	56.5	39.1	4.3	43.5	58.2	68.3
Female	46	100	57.5	37.5	5	42.5	59.2	68.9
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	87.8	80.7
African American	71	100	61.9	34.9	3.2	38.1	51	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
Hispanic	23	100	42.9	47.6	9.5	57.1	63.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	21.4	29.7	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	25	100	47.8	43.5	8.7	52.2	54.3	60.7
Socio-Economic Status								
Subsidized meals	94	100	57.1	38.1	4.8	42.9	50.1	57.3

Social Studies

All Students	95	100	39.3	44.9	15.7	60.7	64.7	72.5
Gender								
Male	54	100	35.3	45.1	19.6	64.7	63.6	72
Female	41	100	44.7	44.7	10.5	55.3	65.8	73.1
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	88.4	81
African American	68	100	40.3	48.4	11.3	59.7	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
Hispanic	26	100	38.5	34.6	26.9	61.5	71	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
Disability Status								
Disabled	19	100	N/AV	N/AV	N/AV	43.8	33.1	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	25	100	36	36	28	64	65.7	69.7
Socio-Economic Status								
Subsidized meals	94	100	39.8	44.3	15.9	60.2	56.8	62.9

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	43	100	35.9	41	23.1	64.1	66.5	73.2	95.9	96.1
Gender										
Male	27	100	48	32	20	52	62	67.2	95.7	95.9
Female	16	100	14.3	57.1	28.6	85.7	71.2	79.4	96.2	96.3
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	87.8	81.5	94.5	96.2
African American	31	100	42.9	46.4	10.7	57.1	60.7	61.3	95.8	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	N/A	96.5
Hispanic	11	100	I/S	I/S	I/S	I/S	74.8	66.7	96.3	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.5
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	23.7	26	95.6	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	18.2	27.3	54.5	81.8	66.2	65.7	96.3	95.9
Socio-Economic Status										
Subsidized meals	41	100	37.8	40.5	21.6	62.2	59.1	63.2	95.9	95.9

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							
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
2011	3	50	100	21.7	28.3	50	78.3
	4	49	100	26.7	51.1	22.2	73.3
	5	43	100	30.8	53.8	15.4	69.2
	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							
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
2011	3	50	100	17.4	32.6	50	82.6
	4	49	100	13.3	40	46.7	86.7
	5	43	97.7	55.3	23.7	21.1	44.7
	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
Science							
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
2011	3	26	100	N/AV	N/AV	N/AV	21.7
	4	49	100	46.7	44.4	8.9	53.3
	5	21	100	N/AV	N/AV	N/AV	44.4
	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

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							
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
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	24	100	34.8	43.5	21.7	65.2
	4	49	100	22.2	62.2	15.6	77.8
	5	22	100	81	9.5	9.5	19
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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							
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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	43	100	35.9	41	23.1	64.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	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