SC Annual School Report Card Summary

ARDEN ELEMENTARY
Richland 1
Grades: PK-5 **Enrollment: 310**
Principal: Dr. Peggie A. Grant
Superintendent: Dr. Percy A. Mack
Board Chair: Dwayne Smiling

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

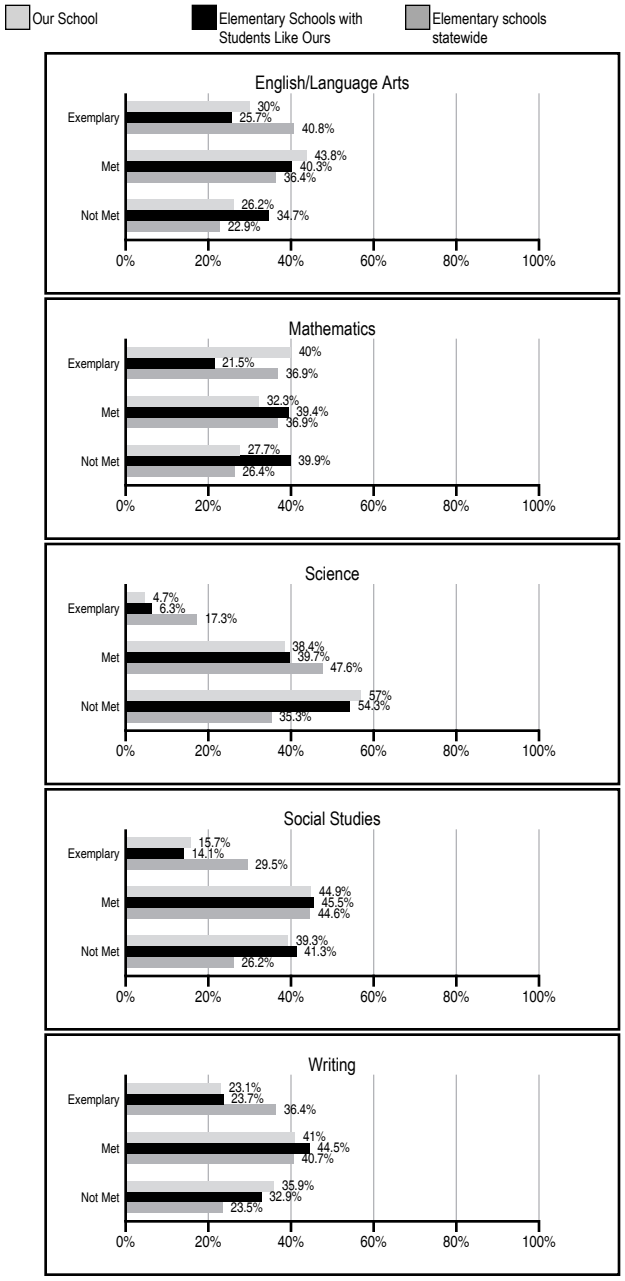
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Average	Average	TBD	TBD	Not Met	N/A
2010	Below Average	Average	N/A	N/A	Met	N/A
2009	Below Average	Average	N/A	N/A	Met	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	4	65	44	19

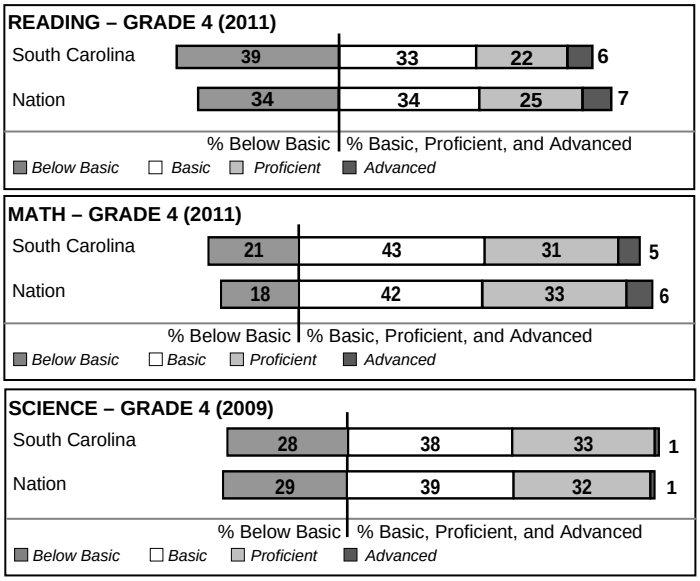
** Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

PASS PERFORMANCE



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC 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.

Abbreviations Key
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ARDEN ELEMENTARY [Richland 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=310)				
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
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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%
% of AYP objectives met	92.3%	Down from 100.0%	76.9%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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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

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