



Armstrong Elementary School

8601 White Horse Road
Greenville, SC 29617

Grades	PK-5 Elementary School	
Enrollment	430 Students	
Principal	Debra Reid Johnson	864-355-1100
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Average
2010	Average	Average
2009	Average	Below Average
2008	Below Average	Good

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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

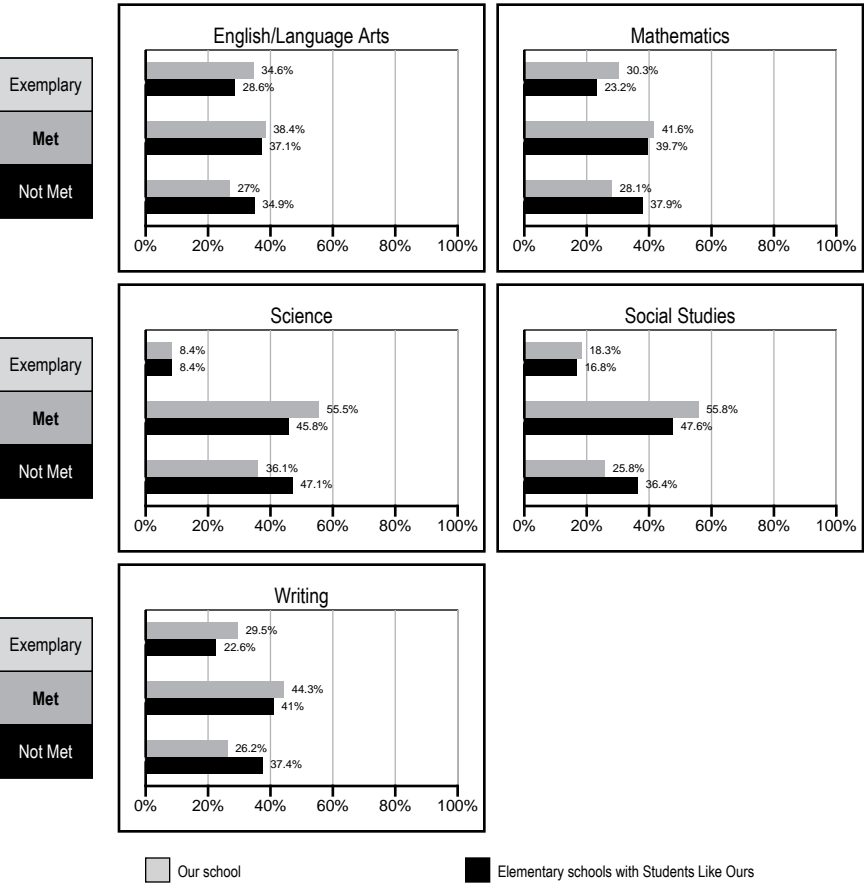
95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	12	115	47	20

* Ratings are calculated with data available by 11/07/2012.

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=430)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 2.0%	1.3%	1.0%
Attendance rate	96.8%	Up from 96.4%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	41.2%	Down from 51.4%	61.1%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	87.7%	Up from 82.3%	85.5%	88.7%
Teacher attendance rate	94.6%	Down from 95.0%	95.2%	95.1%
Average teacher salary*	\$44,249	Up 4.8%	\$45,172	\$47,210
Professional development days/teacher	14.2 days	Up from 13.1 days	10.4 days	10.5 days
School				
Principal's years at school	1.0	Down from 11.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 19.7 to 1	18.5 to 1	20.0 to 1
Prime instructional time	90.6%	Down from 91.7%	90.6%	90.5%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,292	Down 6.5%	\$7,931	\$7,247
Percent of expenditures for instruction**	66.8%	Down from 67.2%	66.9%	68.2%
Percent of expenditures for teacher salaries**	63.6%	Down from 65.6%	63.3%	65.7%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Armstrong Elementary is a place where staff and students strive for excellence to achieve optimal academic growth and success. This year at Armstrong Elementary we placed great emphasis on our balanced literacy program and provided a continued focus on Math Instruction by providing additional supplemental hands on math lessons on weekly basis to students in third through fifth grades. Other measures in place to ensure that all students' instructional needs were being met and addressed included individualized instruction in reading, morning and afternoon tutorial programs for students that scored below their expected target on Measures of Academic Progress (MAP) assessment, implementation of an Early Response Intervention program (ERI), Response to Intervention (RTI) program, and reduced class sizes in second through fifth grade. In addition, we were fortunate to have had volunteers from Furman University throughout the year to come and provide tutoring and mentoring for students needing extra academic assistance.

Faculty/staff professional engagement, coupled with a continuation of data analysis and collaboration will continue to drive our efforts. Results from assessments (district, MAP, PASS, ITBS, and CogAT) are used to analyze growth, improve teacher instruction and student learning. The faculty and staff participated in numerous professional developments throughout the year which included data analysis, common assessments, balanced literacy, integrating technology, best practices in writing. Several teachers were awarded grants to fund projects in their individual classrooms and collectively we obtained partnerships to help us fulfill our goals and planned projects this school year. In addition to a rigorous curriculum, our students are expected to be good citizens throughout the year by exhibiting 'Bull Pup Pride' - behave appropriately at all times, use time wisely, love learning, and listen during instruction. Our students learn the value of service to our school and community through participation in Safety Patrol, Recycling Club, Snacks/Supplies for Soldiers, Pennies for Patients, Jump Rope for Heart. Students in our Extended Day Program furthered their experience by adopting a local nursing home during the holidays and provided cards, gift socks and presentation of special songs to the residents.

As we anticipate the 2012-2013 school year, the vision for Armstrong Elementary is to become an integral part of the community. We will continue to foster positive relationships in an effort to promote student achievement and continued success.

Debra Johnson, Principal
Denise Ferrara, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	62	26
Percent satisfied with learning environment	90.6%	83.9%	92.0%
Percent satisfied with social and physical environment	100.0%	83.9%	92.0%
Percent satisfied with school-home relations	81.8%	93.5%	95.8%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	86.3
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Armstrong Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.1%

	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

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	653.1	644.0	609.1	625.6	99.0	100.0
Male	644.9	645.2	608.4	624.1	98.9	100.0
Female	660.5	643.0	609.6	627.2	99.1	100.0
White	663.4	648.8	621.0	634.1	99.0	100.0
African American	640.1	633.0	598.7	611.6	98.3	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	640.6	643.7	590.4	623.5	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	612.7	595.8	571.3	592.7	93.8	100.0
Limited English Proficient	644.4	648.7	586.6	624.4	100.0	100.0
Subsidized meals	650.6	641.7	604.9	620.9	98.9	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	60	100	31.5	29.6	38.9	68.5
	4	72	100	29.9	37.3	32.8	70.1
	5	79	100	38.9	44.4	16.7	61.1
	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
2012	3	74	100	22.9	28.6	48.6	77.1
	4	60	96.7	25	48.1	26.9	75
	5	67	100	31.1	42.6	26.2	68.9
	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							
2011	3	60	100	40.7	13	46.3	59.3
	4	72	100	16.4	56.7	26.9	83.6
	5	79	100	41.7	37.5	20.8	58.3
	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
2012	3	74	100	31.4	35.7	32.9	68.6
	4	60	100	25.9	33.3	40.7	74.1
	5	67	100	26.2	55.7	18	73.8
	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							
2011	3	29	100	53.8	26.9	19.2	46.2
	4	72	100	32.8	52.2	14.9	67.2
	5	38	100	67.6	26.5	5.9	32.4
	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
2012	3	38	100	51.4	37.1	11.4	48.6
	4	60	100	31.5	61.1	7.4	68.5
	5	33	100	26.7	66.7	6.7	73.3
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2011	3	31	100	32.1	57.1	10.7	67.9
	4	72	100	25.4	59.7	14.9	74.6
	5	41	100	47.4	39.5	13.2	52.6
	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
2012	3	36	100	20	57.1	22.9	80
	4	60	100	22.2	64.8	13	77.8
	5	34	100	38.7	38.7	22.6	61.3
	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

Writing

2011	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	79	100	37	38.4	24.7	63
	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
2012	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	66	98.5	25	45	30	75
	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

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