



Arden Elementary

1300 Ashley Street
Columbia, SC 29203

Grades	PK-5 Elementary School	
Enrollment	254 Students	
Principal	Dr. Peggie A. Grant	803-735-3400
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Jamie Devine	803-231-7556

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Average
2012	Average	Average
2011	Average	Average
2010	Below Average	Average
2009	Below Average	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://www.eoc.sc.gov>

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

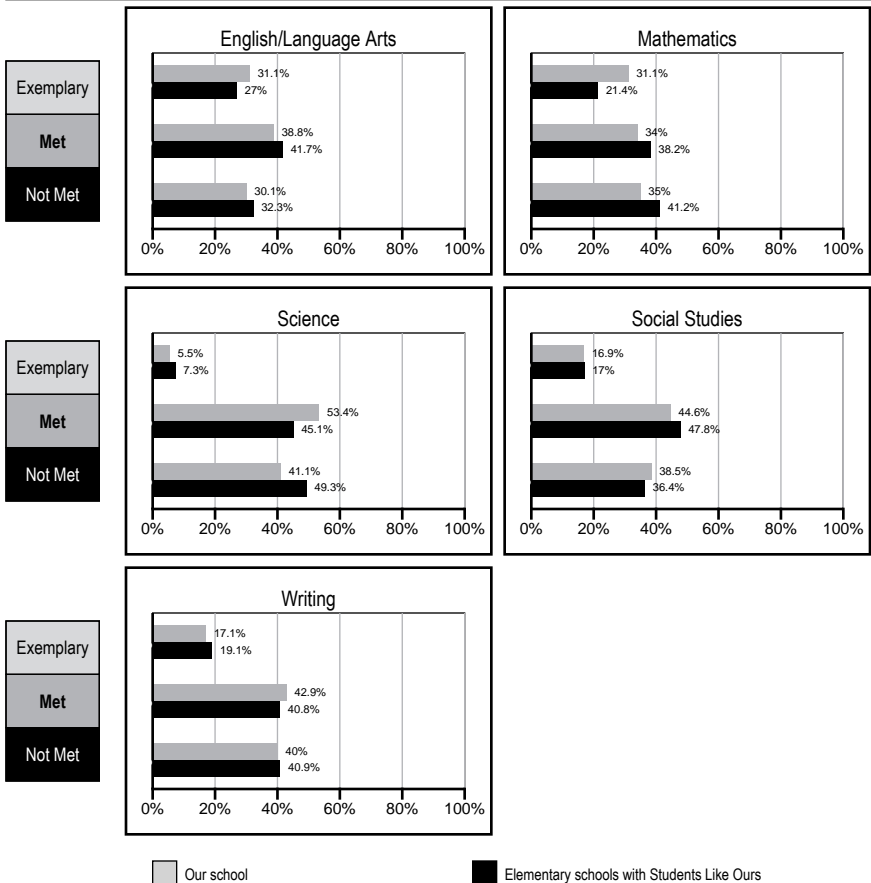
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	9	76	39	15

* Ratings are calculated with data available by 12/14/2013.

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=254)				
First graders who attended full-day kindergarten	100.0%	Up from 74.5%	100.0%	100.0%
Retention rate	1.9%	No Change	1.1%	0.9%
Attendance rate	95.4%	Down from 95.8%	95.9%	96.3%
Served by gifted and talented program	3.5%	N/A	2.5%	7.2%
With disabilities	14.7%	N/A	13.4%	12.4%
Older than usual for grade	3.1%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.2%	Up from 0.3%	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	73.9%	Up from 63.0%	60.0%	62.5%
Continuing contract teachers	91.3%	Down from 92.6%	74.2%	83.3%
Teachers returning from previous year	84.9%	Down from 85.9%	84.5%	88.3%
Teacher attendance rate	94.6%	Down from 95.9%	94.9%	95.0%
Average teacher salary*	\$52,169	Up 6.6%	\$45,947	\$48,193
Professional development days/teacher	7.8 days	Up from 6.5 days	10.4 days	11.0 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Up from 14.4 to 1	17.8 to 1	20.1 to 1
Prime instructional time	89.9%	Down from 90.9%	89.6%	90.0%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,975	Up 17.0%	\$8,648	\$7,364
Percent of expenditures for instruction**	76.0%	Up from 73.7%	67.0%	68.0%
Percent of expenditures for teacher salaries**	73.0%	Up from 71.2%	63.5%	66.0%

* 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

Arden Elementary School has made continuous progress in all areas during the 2012-2013 school year. Common Assessments, Measures of Academic Progress (MAP), SuccessMaker and the Palmetto Assessment of State Standards (PASS) provide ongoing data to measure instructional effectiveness and student success. The teachers worked diligently with the reading coach to implement the Professional Learning Community model (PLC). This was accomplished through collaborative sessions focusing on student learning, as teachers established team and individualized goals. Rigor and Relevance strategies, hands-on materials and resources, the continued use of technology, and small groups for differentiated instruction were incorporated in the teaching and learning process.

Several initiatives were implemented to increase literacy, mathematics and science skills. Outside mathematics and reading consultants were hired to provide professional development to demonstrate and model ways to enhance students' problem-solving skills and reading skills. A part-time K-2 reading interventionist provided support to the established reading culture of the school. Students received additional help through Leveled Literacy Intervention (LLI) to accommodate reading deficiencies of identified students based on Dominic, common assessments and/or SuccessMaker reports. The media specialist continued to work closely with the reading coach and teachers of reading to solicit information in reference to the books of interest to our male students to entice them to read more frequently. The media specialist also encouraged teachers to be mentors/coaches to motivate students to reach their Accelerated Reading (AR) goals each marking period.

Students were encouraged to be a part of the "Early Bird" program by working in the computer lab several weeks prior to statewide testing to increase their reading and mathematics scores. The Response to Intervention plan (RtI) was implemented at the beginning of the school year to support student learning deficiencies at each grade level. In an effort to increase reading, mathematics and science scores, teachers conducted peer observations at neighboring schools with populations similar to ours in an effort to obtain additional insight on instructional strategies in those areas. The guidance counselor implemented the "Homework Heroes" program to encourage students to complete and turn in all assignments in a timely manner. The National Partnership of Schools Committee sponsored Family Nights for each grade level in support of mathematics and reading instruction and to encourage parental involvement.

A goal to obtain an overall rating of "Average" on the school's report card was achieved. A major goal for the 2013-2014 school year is to continue our efforts to provide the support students need to experience academic success. Additional goals are to score an overall rating of "Good" on the upcoming report card and to continue to make Adequate Yearly Progress (AYP) based on students' performance in the core areas of reading and mathematics.

Patricia Davis, SIC Chairperson

Dr. Peggie A. Grant, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	47	22
Percent satisfied with learning environment	94.1%	83%	81.8%
Percent satisfied with social and physical environment	100%	83%	82.6%
Percent satisfied with school-home relations	70.6%	78.3%	78.3%

* 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 2013, 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	90.1
Overall Grade Conversion	A

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

Arden Elementary 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	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	1.8%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	650.1	638.1	603.4	624.6	100.0	100.0
Male	646.1	637.1	604.0	628.5	100.0	100.0
Female	655.1	639.4	602.8	619.5	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	638.2	622.6	592.9	608.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	674.6	666.1	623.1	650.1	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	674.6	664.3	619.3	654.6	100.0	100.0
Subsidized meals	650.8	637.5	603.9	623.1	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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							
2012	3	44	100	21.1	26.3	52.6	78.9
	4	52	100	30	44	26	70
	5	49	100	31	57.1	11.9	69
	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
2013	3	36	100	19.2	34.6	46.2	80.8
	4	40	100	48.6	28.6	22.9	51.4
	5	48	100	21.4	50	28.6	78.6
	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
Mathematics							
2012	3	44	100	42.1	28.9	28.9	57.9
	4	52	100	22	52	26	78
	5	49	100	26.2	50	23.8	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
2013	3	36	100	30.8	26.9	42.3	69.2
	4	40	100	34.3	31.4	34.3	65.7
	5	48	100	38.1	40.5	21.4	61.9
	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
Science							
2012	3	22	100	73.7	5.3	21.1	26.3
	4	52	100	N/AV	N/AV	N/AV	56
	5	23	100	55.6	38.9	5.6	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
2013	3	19	100	38.9	55.6	5.6	61.1
	4	40	100	44.4	50	5.6	55.6
	5	23	100	42.9	52.4	4.8	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	22	100	26.3	63.2	10.5	73.7
	4	52	100	32	46	22	68
	5	26	100	20.8	66.7	12.5	79.2
	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
2013	3	17	100	I/S	I/S	I/S	I/S
	4	40	100	41.7	38.9	19.4	58.3
	5	25	100	38.1	42.9	19	61.9
	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
Writing							
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	48	97.9	27.9	39.5	32.6	72.1
	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
2013	3	36	100	42.3	26.9	30.8	57.7
	4	40	100	41.7	50	8.3	58.3
	5	49	100	37.2	46.5	16.3	62.8
	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

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