



SC Annual School Report Card Summary

Arden Elementary
 Richland 1
 Grades: PK-5 Enrollment: 254
 Principal: Dr. Peggie A. Grant
 Superintendent: Dr. Percy A. Mack
 Board Chair: Jamie Devine

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		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Average	Average	TBD	TBD	A	Reward
2012	Average	Average	N/A	Silver	A	Reward
2011	Average	Average	Silver	N/A	Not Met	N/A

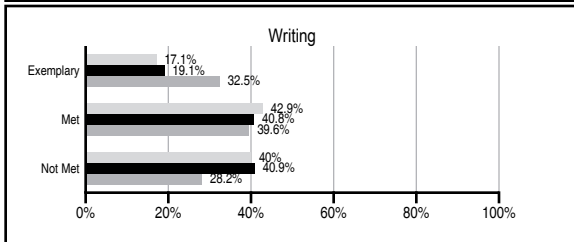
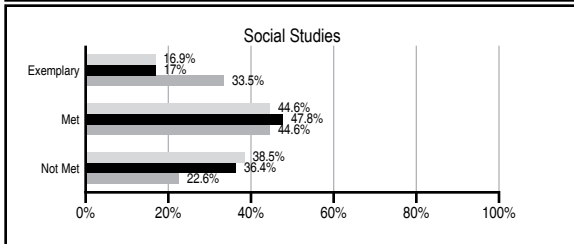
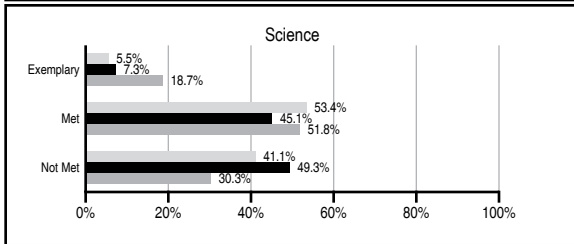
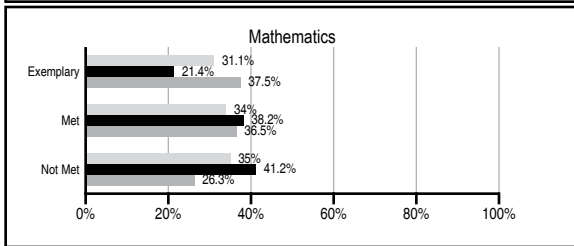
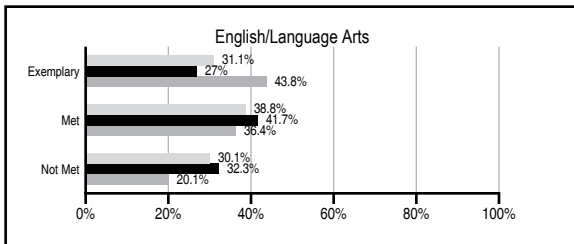
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	9	76	39	15

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

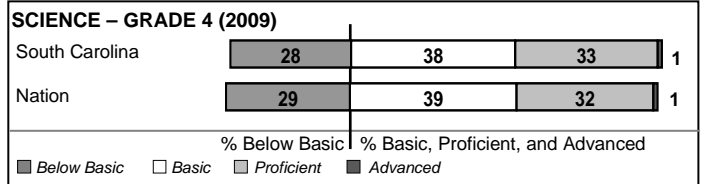
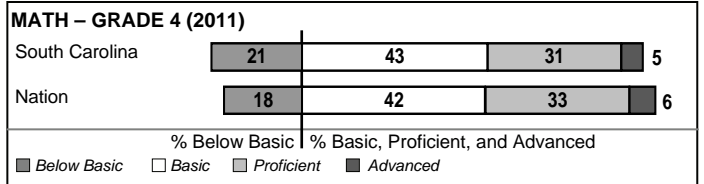
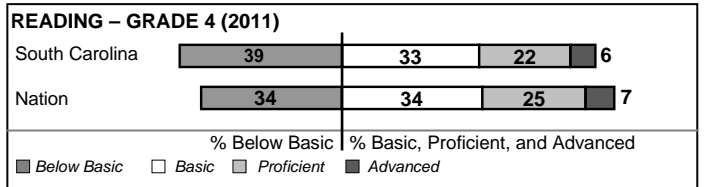
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



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

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Arden Elementary [Richland 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=254)				
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	13.5%	12.4%
Older than usual for grade	3.1%	N/A	3.0%	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%	74.0%	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%	\$45,939	\$48,193
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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%	\$8,612	\$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%	63.0%	66.0%
ESEA composite index score	90.1	Down from 93.6	67.5	88.0

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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%	80.4%	78.3%

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

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 Dominie, 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

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status