



Arcadia Elementary

375 Spring Street
Spartanburg, SC 29301

Grades	PK-5 Elementary School	
Enrollment	316 Students	
Principal	Dr. Chuck Bagwell	864-576-1371
Superintendent	Dr. Darryl Owings	864-576-4212
Board Chair	Mr. Michael Crook	864-576-4212

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Good*
2007	Below Average	At-Risk
2006	Below Average	Average
2005	Average	Below Average
2004	Average	Below Average

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

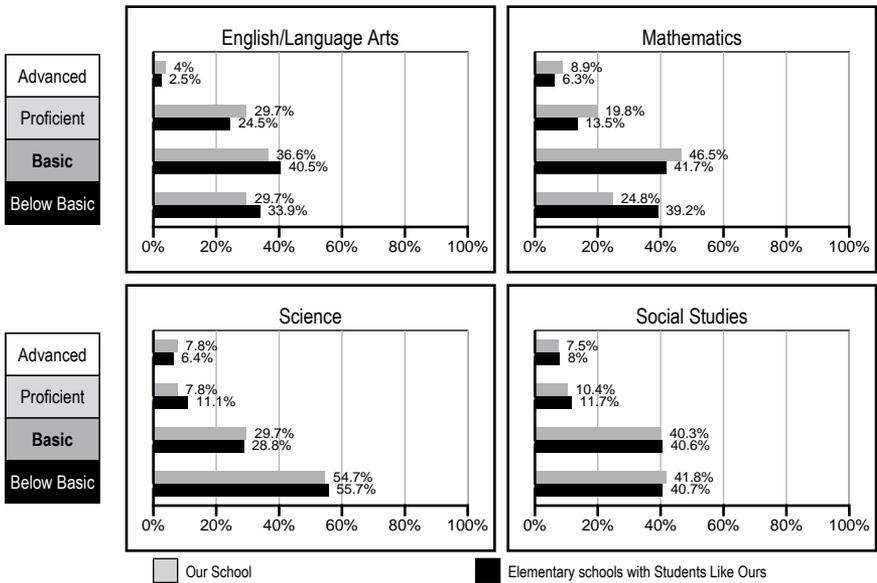
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	5	47	62

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=316)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.9%	Down from 6.0%	3.1%	2.3%
Attendance rate	96.3%	Up from 95.9%	96.0%	96.3%
Eligible for gifted and talented	9.4%	Up from 5.8%	2.7%	10.4%
With disabilities other than speech	10.7%	Up from 9.7%	7.6%	7.5%
Older than usual for grade	3.3%	Up from 1.0%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	66.7%	Down from 70.4%	53.3%	56.7%
Continuing contract teachers	66.7%	Up from 63.0%	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 6.3%	0.0%	0.0%
Teachers returning from previous year	84.1%	Down from 85.3%	82.6%	86.4%
Teacher attendance rate	95.1%	Down from 96.1%	94.8%	94.9%
Average teacher salary	\$44,110	Up 5.3%	\$43,635	\$45,345
Professional development days/teacher	15.8 days	Up from 11.9 days	13.5 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Up from 15.2 to 1	16.4 to 1	18.5 to 1
Prime instructional time	90.3%	Down from 92.0%	89.1%	89.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,435	Up 4.3%	\$8,217	\$7,052
Percent of expenditures for instruction*	71.9%	Up from 70.6%	68.4%	69.1%
Percent of expenditures for teacher salaries*	66.4%	Down from 66.5%	60.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The mission statement of Arcadia Elementary School is to establish a strong foundation for lifelong learning by challenging and nurturing all students toward their maximum potential, while providing an environment that promotes success. During the 2007-2008 school year, all stakeholders worked collectively to insure our children were given these opportunities.

We are committed to promoting excellence while ensuring academic, personal, physical, and social development for each child. The number one goal of our faculty and staff is to meet the needs of our students and families. Because of this, we added an additional full day 4-year-old kindergarten class at our school which brings us up to three 4-year-old classes. These classes have been very successful in helping our students get off to a great start in their school careers by teaching them key skills at an earlier age.

Our commitment to creating an environment of lifelong learning at Arcadia Elementary School provides opportunities for students in the academic, social, and civic arenas during and after school hours, as well as during our summer program. The Boys and Girls Club Program is funded through Title I funds as well as a 21st Century Grant. Arcadia United Methodist Church also has an after school ARCH program funded by a 21st Century Grant.

Our students receive many other services from the greater community. Wofford College, Converse College, and USC Upstate send volunteer mentors and tutors to work with students. USC Upstate School of Nursing sponsored a Health Fair at the school. The Breakfast Optimist Club gives an award each month to a student who has worked extremely hard and has shown improvement in that month.

We were fortunate to have partnered with Restoration Church who purchased book bags and supplies for every child at our school. A community member, Mr. Andrew Lacey, donated a winter coat to every child in our school. Another community member, Mr. Mike Hammett, helped to make sure 67 of our students had a happy Christmas. We are thankful for their assistance to our school. We had a Health Fair/Carnival in the fall in which over 28 local agencies participated and set up booths. We had over 400 in attendance with many families being helped with health related questions and screenings. It was a marvelous success for our community.

We had a "Mother's Morning Out" class for mothers of K4-1st graders this year. These mothers received training by our district family literacy coach, which was a huge success.

Our dedicated, hard working faculty and staff set high expectations for all students. Arcadia's parents are key partners in nurturing an atmosphere of merit and personal achievement.

Dr. Chuck Bagwell, Principal
Mrs. Kelli Lanford, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	34	34
Percent satisfied with learning environment	96.0%	90.9%	82.4%
Percent satisfied with social and physical environment	92.0%	85.3%	82.4%
Percent satisfied with school-home relations	52.0%	67.6%	91.2%

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

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School Adequate Yearly Progress

NO

This school met 13 out of 17 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

Newly Identified-Hold

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. Sanction: Implement the restructuring plan.
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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	115	100	29.7	36.6	29.7	4	46.5	49	48.2	Yes	Yes
Gender											
Male	66	100	35.7	39.3	25	0	39.3	41.9	41.7	N/A	N/A
Female	49	100	22.2	33.3	35.6	8.9	55.6	56.4	55	N/A	N/A
Racial/Ethnic Group											
White	28	100	19.2	46.2	23.1	11.5	53.8	59.8	60	I/S	I/S
African American	22	100	35	40	25	0	40	34	31.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	55.9	70.4	I/S	I/S
Hispanic	60	100	31.4	31.4	35.3	2	47.1	33.6	38.4	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.3	47	I/S	I/S
Disability Status											
Disabled	33	100	46.4	53.6	0	0	7.1	10.7	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	50	100	40.9	36.4	20.5	2.3	31.8	24.7	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	102	100	32.2	32.2	32.2	3.3	45.6	33.8	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	115	100	24.8	46.5	19.8	8.9	39.6	50.5	45.8	No	Yes
Gender											
Male	66	100	26.8	48.2	17.9	7.1	37.5	50.8	45.6	N/A	N/A
Female	49	100	22.2	44.4	22.2	11.1	42.2	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	28	100	11.5	46.2	30.8	11.5	57.7	61.7	59	I/S	I/S
African American	22	100	25	50	20	5	40	32.8	26.9	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	66	71.3	I/S	I/S
Hispanic	60	100	29.4	45.1	15.7	9.8	33.3	36.7	38.1	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	46.2	I/S	I/S
Disability Status											
Disabled	33	100	50	50	0	0	0	13.3	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	50	100	36.4	45.5	11.4	6.8	22.7	33.1	38.7	No	Yes
Socio-Economic Status											
Subsided meals	102	100	27.8	43.3	20	8.9	36.7	36.4	31.4	No	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	73	100	54.7	29.7	7.8	7.8	15.6	36.5	35.7	96.3	96.5
Gender											
Male	41	100	58.8	20.6	11.8	8.8	20.6	39.1	37.4	96.3	96.4
Female	32	100	50	40	3.3	6.7	10	33.7	33.8	96.2	96.5
Racial/Ethnic Group											
White	21	100	42.1	31.6	10.5	15.8	26.3	48.1	49.2	94.5	96.2
African American	12	100	80	10	10	0	10	17.9	17	97.1	97
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	47.7	58	94.8	97.3
Hispanic	37	100	53.1	34.4	6.3	6.3	12.5	22.6	24.9	96.6	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.6	37.4	99.4	95.8
Disability Status											
Disabled	20	100	100	0	0	0	0	9.2	14	95.6	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	95.6
English Proficiency											
Limited English Proficient	29	100	69.2	23.1	3.8	3.8	7.7	19.1	24.4	96.9	96.5
Socio-Economic Status											
Subsided meals	63	100	56.4	29.1	9.1	5.5	14.5	21.9	21.1	96.3	96
Social Studies											
All Students	76	100	41.8	40.3	10.4	7.5	17.9	36.9	34	96.3	96.5
Gender											
Male	45	100	48.7	35.9	7.7	7.7	15.4	40.5	36.6	96.3	96.4
Female	31	100	32.1	46.4	14.3	7.1	21.4	33.2	31.3	96.2	96.5
Racial/Ethnic Group											
White	17	100	37.5	31.3	18.8	12.5	31.3	45.9	44.5	94.5	96.2
African American	16	100	33.3	60	0	6.7	6.7	23.8	19.1	97.1	97
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	94.8	97.3
Hispanic	39	100	42.4	39.4	12.1	6.1	18.2	22.5	27.5	96.6	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	32.7	99.4	95.8
Disability Status											
Disabled	20	100	82.4	17.6	0	0	0	11.4	14.4	95.6	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	95.6
English Proficiency											
Limited English Proficient	34	100	56.7	26.7	10	6.7	16.7	17	27.3	96.9	96.5
Socio-Economic Status											
Subsided meals	66	100	42.4	40.7	10.2	6.8	16.9	22.9	21	96.3	96

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	36	97.2	16.7	33.3	46.7	3.3	50	
	4	40	100	43.2	29.7	27	0	27	
	5	44	100	32.4	64.9	2.7	0	2.7	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	40	100	8.6	54.3	31.4	5.7	37.1	
	4	34	100	23.3	33.3	40	3.3	43.3	
	5	41	100	55.6	22.2	19.4	2.8	22.2	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	36	97.2	20	53.3	20	6.7	26.7	
	4	40	100	24.3	40.5	21.6	13.5	35.1	
	5	44	100	35.1	59.5	2.7	2.7	5.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	40	100	20	57.1	17.1	5.7	22.9	
	4	34	100	16.7	46.7	16.7	20	36.7	
	5	41	100	36.1	36.1	25	2.8	27.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	17	94.1	57.1	35.7	7.1	0	7.1	
	4	40	100	54.1	27	10.8	8.1	18.9	
	5	23	100	44.4	50	0	5.6	5.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	19	100	52.9	47.1	0	0	0	
	4	34	100	43.3	30	13.3	13.3	26.7	
	5	20	100	76.5	11.8	5.9	5.9	11.8	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	19	100	37.5	62.5	0	0	0	
	4	40	100	48.6	37.8	8.1	5.4	13.5	
	5	21	100	63.2	31.6	5.3	0	5.3	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	21	100	44.4	44.4	11.1	0	11.1	
	4	34	100	30	43.3	13.3	13.3	26.7	
	5	21	100	57.9	31.6	5.3	5.3	10.5	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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