



ARMSTRONG ELEMENTARY

8601 White Horse Road
Greenville, SC 29617

Grades	PK-5 Elementary School	
Enrollment	467 Students	
Principal	Jackie Goggins	864-355-1100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Below Average
2008	Below Average	Good
2007	Average	Good
2006	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 GOAL

By 2010, SC'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.

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.

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

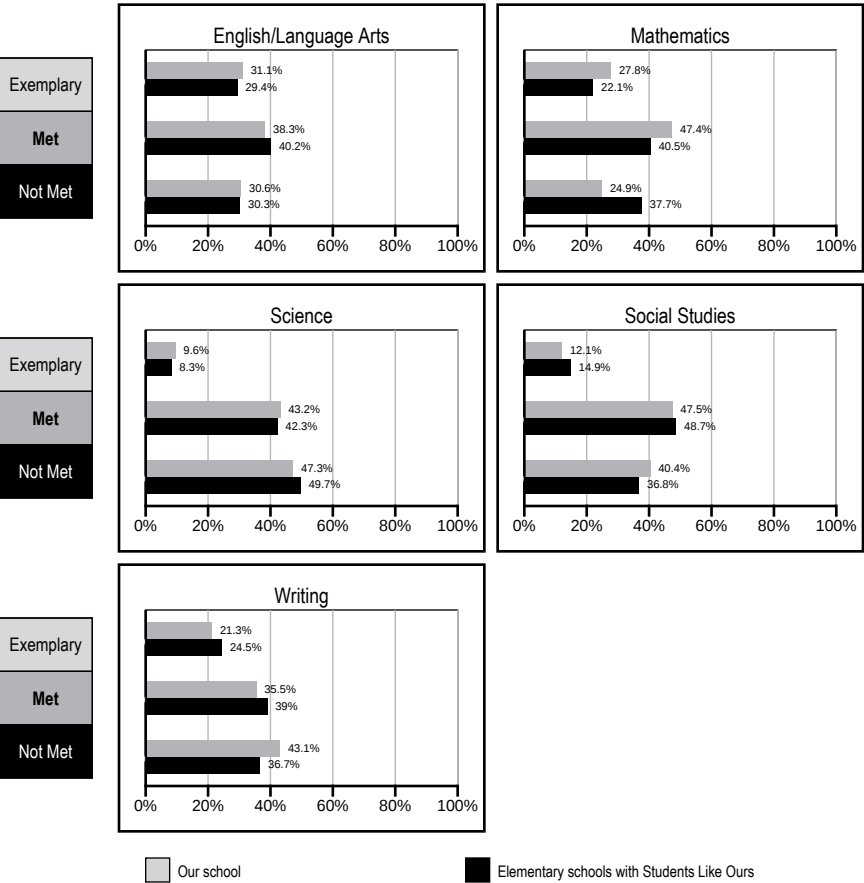
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	5	99	32	10

* Ratings are calculated with data available by 03/09/2011.

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=467)				
First graders who attended full-day kindergarten	98.9%	Up from 95.8%	100.0%	100.0%
Retention rate	2.2%	Up from 2.1%	1.7%	1.2%
Attendance rate	96.3%	Down from 96.6%	95.8%	96.1%
Eligible for gifted and talented	7.3%	Up from 6.9%	5.8%	11.7%
With disabilities other than speech	12.4%	Down from 13.7%	8.5%	8.0%
Older than usual for grade	0.3%	Down from 0.5%	0.7%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 0.6%	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	48.6%	Down from 52.6%	57.6%	60.5%
Continuing contract teachers	78.4%	Up from 76.3%	82.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.5%	Up from 83.2%	85.0%	87.0%
Teacher attendance rate	97.0%	Up from 93.8%	95.2%	95.4%
Average teacher salary*	\$45,479	Up 5.9%	\$45,820	\$47,288
Professional development days/teacher	7.0 days	Down from 21.3 days	11.1 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 16.7 to 1	18.0 to 1	19.2 to 1
Prime instructional time	93.4%	Up from 90.1%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,841	Up 0.2%	\$8,225	\$7,548
Percent of expenditures for instruction**	67.7%	Down from 68.0%	67.6%	68.7%
Percent of expenditures for teacher salaries**	65.5%	Up from 64.0%	63.0%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

As in previous years, student achievement was once again the center of our focus this school year. We continued to strive to attain our goal—to address the needs of all students and to ensure their academic success. Academic challenges were provided daily through classroom instruction, a program for gifted and talented students and tutorial programs for students not meeting state standards on standardized testing. Additional academic assistance included ESOL instruction, a morning computer club, an Early Reading Intervention program (ERI) for kindergartners, Math RiT groups, and Fast ForWord and Compass Odyssey (research-based computer programs). With Title 1 stimulus money, an interventionist was hired to work with students in grades 3 – 5 that needed additional Reading instruction (SOAR). The Math Superstars Program continued to promote extra work in Math and to motivate students. Regular Title 1 funding was used to reduce class sizes in grades 2 – 5 and to employ a Math Coach to assist teachers, a certified Computer Lab Teacher, and a Parent Involvement Facilitator to coordinate parent trainings and activities. A state initiative provided for smaller class sizes in grade 1. Students from Furman and North Greenville Universities and Berea High School (Service Learning) provided additional assistance with students needing help. Enrichment activities included field trips and special speakers/assemblies. Measures of Academic Progress (MAP) testing in the fall, winter, and spring and PASS results from the '08-'09 school year provided additional data for curriculum planning. Professional Development, provided by school district personnel, focused on integrating technology and Writing across the curriculum.

Celebrations were held quarterly and at the end of the year to recognize students for academic achievement and attendance. Students exhibiting good character traits were recognized at quarterly "Terrific Kids" programs sponsored by the Greenville Kiwanis.

Several teachers received grants to fund projects in their classrooms. Our Art teacher helped all of our students make a holiday card that was entered into a contest provided by Roper Mountain Science Center for their holiday display. Once again, for the third year, our school placed in the contest winning a \$450.00 cash award.

As we move into the '10-'11 school year, we will continue to provide opportunities that will help our students grow academically, socially, and emotionally. Students will remain the center of our focus.

Jackie Goggins, Principal
Michelle Coluntuono, SIC chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	28	57	30
Percent satisfied with learning environment	82.1%	93.0%	90.0%
Percent satisfied with social and physical environment	96.4%	80.7%	96.7%
Percent satisfied with school-home relations	71.4%	89.5%	96.6%

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

School Adequate Yearly Progress	YES
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This school met 25 out of 25 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	CA-DELAY
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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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	224	100	30.6	38.3	31.1	80.4	84.7	83.5	Yes	Yes
Gender										
Male	124	100	35.3	35.3	29.3	75.9	81.3	80.1	N/A	N/A
Female	100	100	24.7	41.9	33.3	86	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	121	100	26.7	32.8	40.5	83.6	90	89.6	Yes	Yes
African American	53	100	43.5	34.8	21.7	73.9	73.4	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	44	100	26.8	58.5	14.6	80.5	78.4	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	37	100	75.8	21.2	3	39.4	53.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	30	57.5	12.5	77.5	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	187	100	33.1	39.5	27.3	79.1	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	224	100	24.9	47.4	27.8	82.8	82	80.4	Yes	Yes
Gender										
Male	124	100	23.3	49.1	27.6	81.9	80.5	78.4	N/A	N/A
Female	100	100	26.9	45.2	28	83.9	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	121	100	21.6	41.4	37.1	86.2	87.7	87.8	Yes	Yes
African American	53	100	37	50	13	73.9	68.4	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	44	100	22	58.5	19.5	82.9	78.3	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	37	100	N/A	N/A	N/A	36.4	46.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	25	60	15	80	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	187	100	27.9	48.3	23.8	80.8	72.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	154	98.7	46.5	43.8	9.7	53.5	70.6	67.3
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Gender

Male	89	98.9	47	39.8	13.3	53	70.1	66.9
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Female	65	98.5	45.9	49.2	4.9	54.1	71.1	67.7
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Racial/Ethnic Group

White	80	98.8	43.4	44.7	11.8	56.6	80.2	79.6
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African American	40	100	60	37.1	2.9	40	50.4	49.7
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.4	84.4
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Hispanic	28	96.4	44.4	44.4	11.1	55.6	60.1	59.4
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
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Disability Status

Disabled	23	100	N/A	N/A	N/A	18.2	33.9	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
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English Proficiency

Limited English Proficient	28	96.4	37	55.6	7.4	63	60.6	58.6
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Socio-Economic Status

Subsidized meals	124	98.4	52.6	38.6	8.8	47.4	57.1	55.4
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Social Studies

All Students	153	100	40.8	47.2	12	59.2	73.2	70.9
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Gender

Male	85	100	41	44.9	14.1	59	72.8	70.1
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Female	68	100	40.6	50	9.4	59.4	73.7	71.7
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Racial/Ethnic Group

White	78	100	41.3	44	14.7	58.7	79.8	79.2
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African American	36	100	53.3	43.3	3.3	46.7	57.9	58.4
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.9	86.8
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Hispanic	34	100	31.3	56.3	12.5	68.8	67.8	68
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
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Disability Status

Disabled	26	100	N/A	N/A	N/A	9.1	40	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
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English Proficiency

Limited English Proficient	34	100	33.3	57.6	9.1	66.7	69	68
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Socio-Economic Status

Subsidized meals	133	100	44.3	48.4	7.4	55.7	61.6	60.8
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	224	100	43.7	35.2	21.1	56.3	74	72.1	96.3	96.2
Gender										
Male	127	100	49.6	36.1	14.3	50.4	67.2	65.2	96.2	96.2
Female	97	100	36.2	34	29.8	63.8	81.1	79.2	96.3	96.3
Racial/Ethnic Group										
White	122	100	33.1	39.8	27.1	66.9	81.6	80.8	95.7	96.1
African American	52	100	56.5	30.4	13	43.5	58.6	59.7	96.7	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.8	87	97.4	97.5
Hispanic	44	100	55.8	27.9	16.3	44.2	63.1	64.6	97.3	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	99.9	94.8
Disability Status										
Disabled	41	100	77.8	19.4	2.8	22.2	29.5	27.7	95.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	42	100	61.9	28.6	9.5	38.1	62.9	63.7	97.3	97
Socio-Economic Status										
Subsidized meals	186	100	48.6	34.9	16.6	51.4	61.1	61.9	96.2	95.6

Abbreviations for Missing Data

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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							
2009	3	87	98.9	41.3	33.8	25	58.8
	4	74	100	23.5	45.6	30.9	76.5
	5	82	100	35.4	41.8	22.8	64.6
	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
2010	3	76	100	21.1	31	47.9	78.9
	4	83	100	39	39	22.1	61
	5	65	100	31.1	45.9	23	68.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	87	98.9	56.3	27.5	16.3	43.8
	4	74	100	32.4	50	17.6	67.6
	5	82	100	36.7	51.9	11.4	63.3
	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
2010	3	76	100	23.9	38	38	76.1
	4	83	100	26	53.2	20.8	74
	5	65	100	24.6	50.8	24.6	75.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	43	100	59	35.9	5.1	41
	4	74	100	38.2	51.5	10.3	61.8
	5	41	100	52.5	42.5	5	47.5
	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
2010	3	38	100	51.4	27	21.6	48.6
	4	83	100	44.9	50	5.1	55.1
	5	33	93.9	44.8	48.3	6.9	55.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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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							
2009	3	43	100	34.1	48.8	17.1	65.9
	4	74	100	14.7	69.1	16.2	85.3
	5	41	100	53.8	33.3	12.8	46.2
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	38	100	32.4	58.8	8.8	67.6
	4	83	100	35.9	50	14.1	64.1
	5	32	100	63.3	26.7	10	36.7
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	85	100	35	32.5	32.5	65
	4	71	100	33.3	40.6	26.1	66.7
	5	82	98.8	25.6	42.3	32.1	74.4
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	76	100	42.5	31.5	26	57.5
	4	83	100	55.1	29.5	15.4	44.9
	5	65	100	30.6	46.8	22.6	69.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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