

ARMSTRONG ELEMENTARY

8601 White Horse Road
Greenville, SC 29617

Grades	PK-5 Elementary School	
Enrollment	469 Students	
Principal	Debra Reid Johnson	864-355-1100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Average**	**Average**
2010	Average	Average
2009	Average	Below Average
2008	Below Average	Good
2007	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://.eoc.sc.gov

ARMSTRONG ELEMENTARY	11/09/11-2301031

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

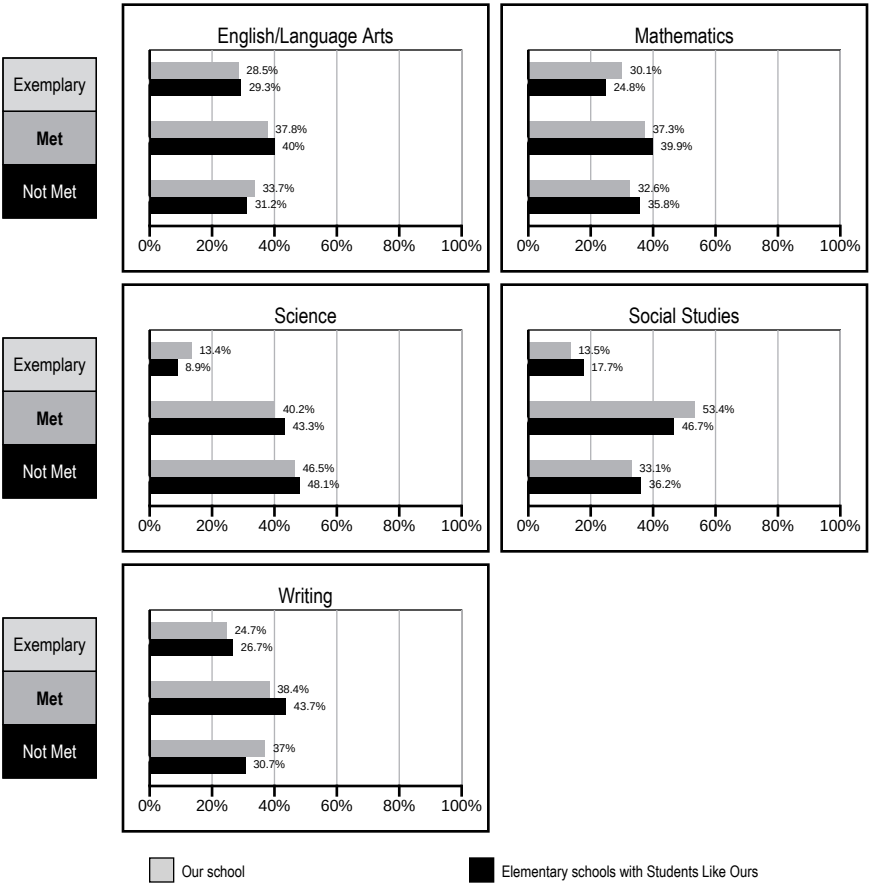
Percent of students tested in 2010-11 whose 2009-10 test scores were located	97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	106	38	11

* Ratings are calculated with data available by 11/09/2011.

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=469)				
First graders who attended full-day kindergarten	100.0%	Up from 98.9%	100.0%	100.0%
Retention rate	2.0%	Down from 2.2%	1.5%	1.1%
Attendance rate	96.4%	Up from 96.3%	95.9%	96.2%
Served by gifted and talented program	8.1%	Up from 7.3%	7.1%	13.4%
With disabilities other than speech	7.8%	Down from 12.4%	4.5%	4.1%
Older than usual for grade	0.0%	Down from 0.3%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.5%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	51.4%	Up from 48.6%	60.8%	62.5%
Continuing contract teachers	82.9%	Up from 78.4%	84.0%	88.2%
Teachers returning from previous year	82.3%	Down from 83.5%	85.6%	87.8%
Teacher attendance rate	95.0%	Down from 97.0%	95.2%	95.2%
Average teacher salary*	$42,212	Down 7.2%	$45,470	$46,773
Professional development days/teacher	13.1 days	Up from 7.0 days	10.5 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.0	3.8	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 16.9 to 1	18.2 to 1	19.9 to 1
Prime instructional time	91.7%	Down from 93.4%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.6%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	$7,797	Down 0.6%	$7,948	$7,447
Percent of expenditures for instruction**	67.2%	Down from 67.7%	68.1%	68.4%
Percent of expenditures for teacher salaries**	65.6%	Up from 65.5%	65.3%	65.8%

* 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

The 2010 – 2011 year began with us celebrating our making AYP for the previous school year. The celebrating continued with the PTA dedicating the yearbook to the faculty and staff for making AYP. During the year, we also celebrated making "Average" on the Absolute and Improvement Ratings of the State Report Card.

As in previous years, we continued to provide opportunities to address the needs of all students and to foster 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. School Leadership Team members and teachers met periodically to analyze student data in order to better meet the needs of individual students. Measures of Academic Progress (MAP) testing in the fall, winter, and spring and the PASS results from the previous year provided additional data for curriculum planning. Additional academic assistance included ESOL instruction, before school and after school tutoring, an Early Reading Intervention program (ERI) for kindergartners, Math RiT groups in 2nd – 5th grades, and Fast ForWord and Compass Odyssey (research-based computer programs). Title 1 funding and Stimulus money were used to hire an Interventionist for 1st grade Reading and Math and a Reading Interventionist for 2nd – 4th grades. Additional funding (Title 1 and State) provided for reduced class sizes in 1st, 2nd, 4th, and 5th grades. A Math Coach to assist teachers, a certified Computer Lab Teacher, and a Parent Involvement Facilitator to coordinate parent trainings and activities were funded through Title 1. Volunteers facilitated the Math Superstars Program which provided Math enrichment activities. Tutors and Clinical students from Furman and North Greenville Universities assisted students needing extra academic assistance. Enrichment activities included field trips and special speakers/assemblies. Professional Development for faculty/staff included sessions on integrating technology, writing across the curriculum and Math activities, especially using manipulatives.

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

Teachers continued to receive grants to fund projects to enrich their individual classrooms. Once again our school placed in the Roper Mountain Holiday Card Contest becoming the only school to have placed all 4 years.

We are anticipating that the 2011 – 2012 school year will once again be filled with academic achievement and successes for our students.

Jackie Goggins, Principal
Denise Ferrara, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	70	29
Percent satisfied with learning environment	94.1%	90.0%	82.1%
Percent satisfied with social and physical environment	97.0%	71.4%	75.0%
Percent satisfied with school-home relations	90.9%	82.9%	89.7%

* 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	RP

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%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%**	Yes

* Or greater than last year

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ARMSTRONG ELEMENTARY										11/09/11-2301031
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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	211	100	33.7	37.8	28.5	77.2	84.1	82.4	No	Yes
Gender										
Male	107	100	41	40	19	74	80.8	78.7	N/A	N/A
Female	104	100	25.8	35.5	38.7	80.6	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	100	100	26.7	36.7	36.7	81.1	89.7	88.9	Yes	Yes
African American	67	100	36.7	45	18.3	75	72.2	72.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	39	100	47.4	26.3	26.3	71.1	79.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	31	100	N/AV	N/AV	N/AV	34.6	48.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	37	100	47.2	30.6	22.2	69.4	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	179	100	37.4	39.3	23.3	75.5	75.7	75.4	No	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	211	100	32.6	37.3	30.1	79.3	84.4	81.9	Yes	Yes
Gender										
Male	107	100	34	41	25	78	82.9	79.9	N/A	N/A
Female	104	100	31.2	33.3	35.5	80.6	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	100	100	28.9	33.3	37.8	81.1	89.4	88.9	Yes	Yes
African American	67	100	41.7	41.7	16.7	76.7	72	71.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	39	100	28.9	39.5	31.6	78.9	82.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	31	100	84.6	11.5	3.8	30.8	47.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	37	100	33.3	36.1	30.6	75	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	179	100	35	37.4	27.6	77.3	76.5	74.9	No	Yes

***** Adjusted to account for natural variation in performance.

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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
Science								
All Students	139	100	46.5	40.2	13.4	53.5	71.6	68.6
Gender								
Male	65	100	43.3	43.3	13.3	56.7	71.4	68.3
Female	74	100	49.3	37.3	13.4	50.7	71.9	68.9
Racial/Ethnic Group								
White	69	100	36.7	38.3	25	63.3	81	80.7
African American	40	100	60.5	36.8	2.6	39.5	52.3	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	28	100	51.9	44.4	3.7	48.1	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	19	100	N/AV	N/AV	N/AV	18.8	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	26	100	48	48	4	52	61.8	60.7
Socio-Economic Status								
Subsidized meals	120	100	49.1	39.1	11.8	50.9	58.4	57.3
Social Studies								
All Students	144	100	33.1	53.4	13.5	66.9	76.1	72.5
Gender								
Male	75	100	32.4	56.3	11.3	67.6	75.9	72
Female	69	100	33.9	50	16.1	66.1	76.2	73.1
Racial/Ethnic Group								
White	68	100	33.9	46.8	19.4	66.1	82.8	81
African American	48	100	32.6	60.5	7	67.4	61.5	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	25	100	32	60	8	68	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	22	100	61.1	33.3	5.6	38.9	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	24	100	33.3	62.5	4.2	66.7	70.5	69.7
Socio-Economic Status								
Subsidized meals	122	100	36	54.1	9.9	64	65.2	62.9

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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	79	100	37	38.4	24.7	63	76	73.2	96.4	96.4
Gender										
Male	45	100	41.9	44.2	14	58.1	70.2	67.2	96.5	96.3
Female	34	100	30	30	40	70	82.1	79.4	96.2	96.4
Racial/Ethnic Group										
White	37	100	25.7	51.4	22.9	74.3	83.1	81.5	95.5	96.2
African American	19	100	43.8	37.5	18.8	56.3	62.2	61.3	96.9	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.3	87	98.4	97.6
Hispanic	18	100	52.9	11.8	35.3	47.1	64.3	66.7	97.5	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	94.1	95.8
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	7.7	26.5	26	95.4	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	19	100	55.6	16.7	27.8	44.4	65.3	65.7	97.7	97.2
Socio-Economic Status										
Subsidized meals	61	100	42.1	38.6	19.3	57.9	63.7	63.2	96.3	95.9

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ARMSTRONG ELEMENTARY 11/09/11-2301031

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
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
Mathematics							
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
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
Science							
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
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

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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							
2010	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
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
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
Writing							
2010	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
	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
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

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