



Arden Elementary School

1300 Ashley Street
Columbia, SC 29203

Grades	PK-5 Elementary School	
Enrollment	293 Students	
Principal	Peggie A. Grant, Ed.D	803-735-3400
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Average	Average
2011	Average	Average
2010	Below Average	Average
2009	Below Average	Average
2008	At-Risk	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

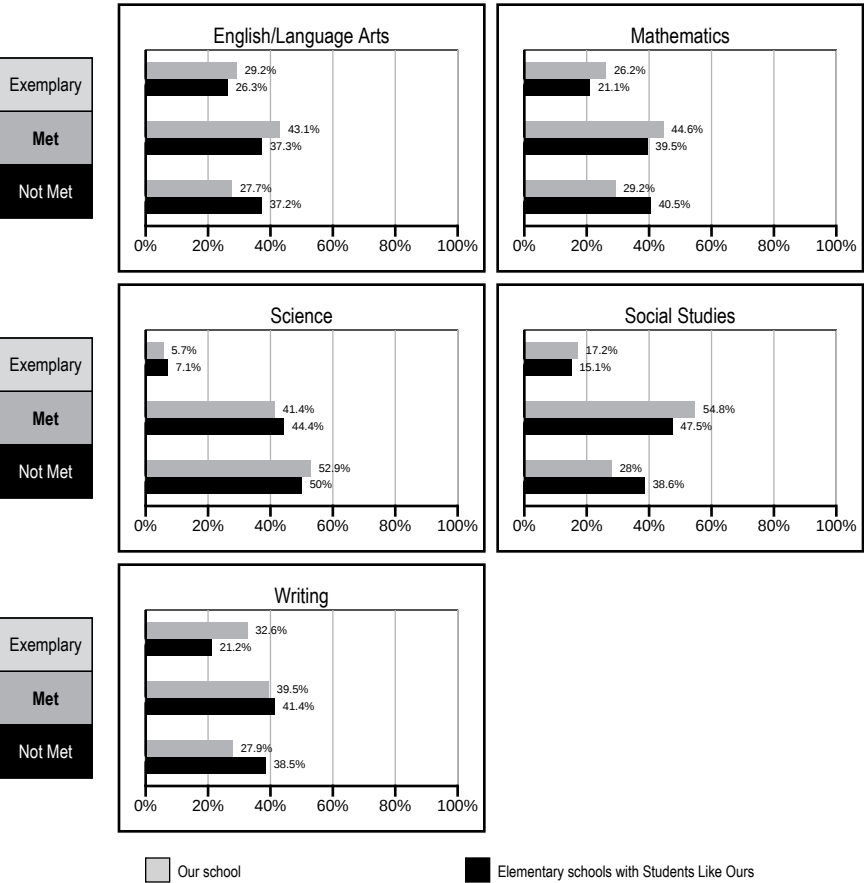
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	6	73	47	18

* Ratings are calculated with data available by 11/07/2012.

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=293)				
First graders who attended full-day kindergarten	74.5%	Down from 100.0%	100.0%	100.0%
Retention rate	1.9%	Down from 4.4%	1.2%	1.0%
Attendance rate	95.8%	Down from 95.9%	96.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 2.3%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	63.0%	Up from 53.3%	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	85.9%	Down from 86.5%	85.2%	88.7%
Teacher attendance rate	95.9%	Down from 96.2%	95.5%	95.1%
Average teacher salary*	\$48,925	Up 6.9%	\$44,828	\$47,210
Professional development days/teacher	6.5 days	Up from 6.2 days	9.4 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	14.4 to 1	Down from 16.8 to 1	18.0 to 1	20.0 to 1
Prime instructional time	90.9%	Down from 91.4%	90.7%	90.5%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.7%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,382	Down 5.1%	\$8,355	\$7,247
Percent of expenditures for instruction**	73.7%	Down from 75.5%	65.8%	68.2%
Percent of expenditures for teacher salaries**	71.2%	Up from 70.6%	62.7%	65.7%

* 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 is making strides toward achieving excellence. Statewide test results for 2011 indicate that overall, students continue to progress in English Language Arts, SuccessMaker, Measures of Academic Progress (MAP), and the Palmetto Assessment of State Standards (PASS) provide ongoing assessment data to measure instructional and organizational effectiveness. Data notebooks are reviewed and utilized to determine appropriate curriculum delivery, instructional strategies and priorities across all grade levels. District curriculum guides and Target Teach guides are based on “best practices.” Rigor and Relevance strategies hand-on materials, the use of technology and flexible grouping are incorporated in the teaching and learning process to meet the needs of our student population. One of our challenges is to meet the needs of all sub-groups of students, some of whom speak little or no English. Other challenges continue to be those of helping students to continue to improve in mathematics and science, and getting more parents involved in their children’s schooling.

Several initiatives were implemented to increase literacy, mathematics and science skills. An outside math consultant was hired to provide professional development to teachers of math, to demonstrate and model ways to enhance students’ problem-solving skills using math manipulative and was used to conduct observations and provide immediate feedback. The literacy room has been expanded to include additional books of a variety of genres for all grade levels. The media specialist works closely with teachers of reading and the reading coach to provide books of interest geared toward male students to peak their interest in reading. The reading coach worked with small groups of identified students in grades K-2 using leveled Literacy materials to increase comprehension and vocabulary as students progress through a series of books. A year-long intervention plan was implemented to assist underperforming students in reading and math. Students continued to work in the science lab twice a week to conduct experiments under the supervision of the science lab teacher who compliments the work of the classroom teacher. Three day time tutors were hired to serve students in reading and mathematics in grades 3-5.

The National Network Partnership of Schools Committee identified and implemented initiatives to promote parental involvement such as, the Drive-Thru Breakfast and Positive Behavior Intervention Support Night. A goal to obtain an “Average” rating on the school’s report card was achieved. Our goal for the 2012-2013 school year is to continue our efforts to assist each child to grow academically. Additionally, a second goal is to make Adequate Yearly Progress (AYP) based on students’ performance in ELA and Math.

Patricia Davis, SIC Chairperson
Dr. Peggie A. Grant, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	48	27
Percent satisfied with learning environment	90.9%	85.4%	75.0%
Percent satisfied with social and physical environment	100.0%	79.2%	92.0%
Percent satisfied with school-home relations	59.1%	95.7%	73.1%

* 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 2012, 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	93.6
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 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	0.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	2.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	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	647.2	648.0	598.8	621.8	100.0	100.0
Male	646.7	647.6	599.2	624.5	100.0	100.0
Female	647.9	648.3	598.3	618.4	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	639.9	637.6	591.8	614.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	664.5	671.0	610.1	643.9	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	N/A	N/A
Limited English Proficient	664.7	670.0	609.1	641.8	100.0	100.0
Subsidized meals	647.5	647.8	598.7	622.0	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	50	100	21.7	28.3	50	78.3
	4	49	100	26.7	51.1	22.2	73.3
	5	43	100	30.8	53.8	15.4	69.2
	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2012	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							
2011	3	50	100	17.4	32.6	50	82.6
	4	49	100	13.3	40	46.7	86.7
	5	43	97.7	55.3	23.7	21.1	44.7
	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2012	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							
2011	3	26	100	N/AV	N/AV	N/AV	21.7
	4	49	100	46.7	44.4	8.9	53.3
	5	21	100	N/AV	N/AV	N/AV	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
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2012	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							
2011	3	24	100	34.8	43.5	21.7	65.2
	4	49	100	22.2	62.2	15.6	77.8
	5	22	100	81	9.5	9.5	19
	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
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
Writing							
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	43	100	35.9	41	23.1	64.1
	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
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

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