



Richmond Drive Elementary

1162 Richmond Drive
Rock Hill, South Carolina

Grades	K-5 Elementary School	
Enrollment	535 Students	
Principal	Patrick Maness	803-981-1930
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

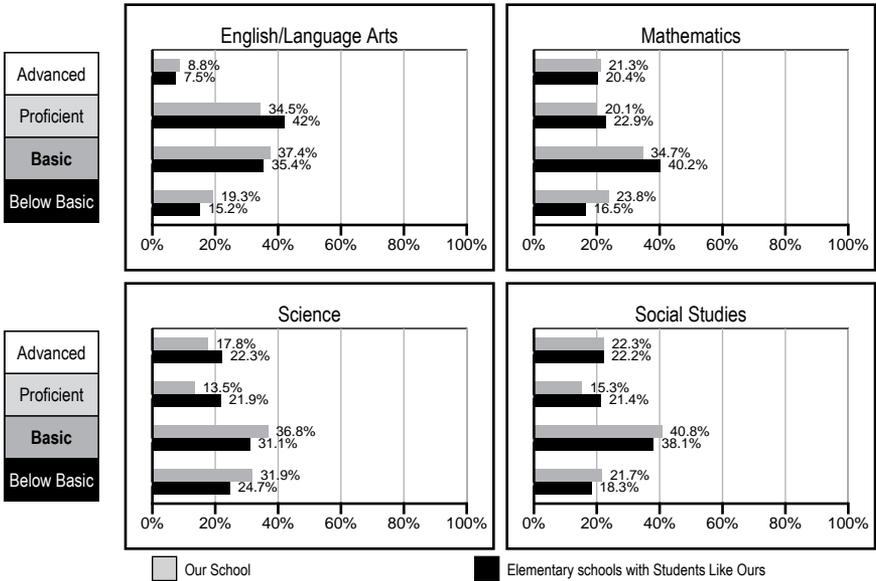
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	28	56	4	0

* 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=535)				
First graders who attended full-day kindergarten	91.9%	Down from 100.0%	100.0%	100.0%
Retention rate	1.3%	Up from 0.6%	2.0%	2.3%
Attendance rate	96.7%	Up from 96.6%	96.5%	96.3%
Eligible for gifted and talented	14.6%	Down from 18.1%	16.1%	10.4%
With disabilities other than speech	9.5%	Up from 8.3%	7.0%	7.5%
Older than usual for grade	0.2%	Down from 0.4%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	62.5%	Down from 64.9%	59.6%	56.7%
Continuing contract teachers	75.0%	Down from 78.4%	81.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.5%	Down from 93.5%	89.4%	86.4%
Teacher attendance rate	96.6%	Up from 96.4%	94.7%	94.9%
Average teacher salary	\$47,944	Up 0.8%	\$46,467	\$45,345
Professional development days/teacher	10.6 days	Up from 9.3 days	13.3 days	12.6 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.9 to 1	19.5 to 1	18.5 to 1
Prime instructional time	91.6%	Down from 92.2%	90.2%	89.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	95.7%	Down from 98.6%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,751	Down 6.6%	\$6,451	\$7,052
Percent of expenditures for instruction*	73.1%	Down from 74.8%	69.7%	69.1%
Percent of expenditures for teacher salaries*	71.0%	Down from 72.4%	65.6%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

There were many highlights from 2007-2008 at Richmond Drive Elementary. The school celebrated winning the Literacy Spot award and was recognized at the Reading Recovery Conference in Charleston. Faculty members created integrated curriculum maps that were used for planning and instruction at each grade level. The teachers collaboratively worked to develop integrated units. These units engaged children in learning much more deeply and creatively. The staff celebrated their units by presenting them in a fun way to the rest of the faculty. Teachers learned how to better use test data to meet the individual needs of children. Targets for academic growth were set and the staff worked to meet those goals. Daily, all children received individualized reading instruction in small groups. In the computer lab, students worked at their own pace on challenging math content in the Successmaker program. Richmond Drive was blessed to have three Reading Recovery teachers who served thirty-seven students in the one-on-one tutorial program. The school used Title 1 funds for Reading Recovery teachers, assistants, Promethean boards, computer projectors and, leveled books. Richmond Drive tutored over sixty children in the after-school program. Teachers received \$12,000 in grant money for foreign language and English as a Second Language programs. The Richmond Drive PTO also raised funds to purchase science kits for each teacher.

Students got to experience hands-on learning through field trips to Columbia, Charleston, Kings Mountain, Discovery Place, Landsford Canal, Riverpark, Brattonsville, the Carroll School, the Museum of York County, the rock quarry, and local neighborhood sites. Fourth graders went on a three day trip to Pickens for a Crime Scene Investigators (CSI) themed camp that was sponsored by Clemson Extension. In addition to trips, an all girl rock band, the Vesties, performed for students and emphasized the value of reading. Student work was highlighted at our Student Spotlight Supper catered by Outback Steakhouse. All third, fourth, and fifth graders continued to learn Spanish daily in our immersion-based KITE-LL program. For our related arts classes, children had an opportunity to shine in the Art Show and Talent Show in the spring. Richmond Drive truly does have fantastic talent. Over thirty girls participated in the Girls on the Run program after school. All the girls finished a five kilometer road race and received medals for their effort. During the school day, physical education teachers met with each class two times a week in addition to their regular physical activity time at recess and in the classroom. All third and fourth graders learned to swim at the Aquatic Center. During the next school year, upper grade students will learn archery skills as a part of the physical education program. In 2008-2009, Richmond Drive will have completely new "drives" for drop off and pickup. As a benefit of the new traffic routes, the school will have a paved walking track so students and teachers can exercise on bad weather days. These new paving efforts will yield a much more safe arrival and dismissal to and from school for children. The only way that so much can be accomplished is through the concerted effort of parents, staff members and the whole school community working together to do what is in the best interest of children. During 2007-2008, Richmond Drive truly "engaged students for successful futures."

Christle Ross, SIC

Patrick Maness, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	72	41
Percent satisfied with learning environment	92.3%	94.4%	97.5%
Percent satisfied with social and physical environment	96.0%	92.9%	90.2%
Percent satisfied with school-home relations	92.3%	86.1%	82.5%

* 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 15 out of 21 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

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	2.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	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	257	100	19.3	37.4	34.5	8.8	54.2	51.1	48.2	Yes	Yes
Gender											
Male	132	100	22.5	40	30.8	6.7	49.2	44.3	41.7	N/A	N/A
Female	125	100	16.1	34.7	38.1	11	59.3	58.3	55	N/A	N/A
Racial/Ethnic Group											
White	131	100	8.5	34.9	43.4	13.2	68.2	63.9	60	Yes	Yes
African American	89	100	35.9	34.6	25.6	3.8	35.9	31.8	31.7	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	69	70.4	I/S	I/S
Hispanic	28	100	30.4	60.9	8.7	0	30.4	40.9	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	40.5	47	I/S	I/S
Disability Status											
Disabled	43	100	60	30	7.5	2.5	17.5	17.9	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	26	100	30.4	56.5	8.7	4.3	30.4	35.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	122	100	35.8	39.4	21.1	3.7	33.9	33.6	34	No	Yes

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

All Students	257	100	23.5	34.9	20.2	21.4	52.5	51.1	45.8	Yes	Yes
Gender											
Male	132	100	30	25.8	22.5	21.7	55	50.3	45.6	N/A	N/A
Female	125	100	16.9	44.1	17.8	21.2	50	52.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	131	100	11.6	29.5	23.3	35.7	70.5	64.6	59	Yes	Yes
African American	89	100	43.6	37.2	15.4	3.8	28.2	30	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	72.2	71.3	I/S	I/S
Hispanic	28	100	30.4	52.2	17.4	0	26.1	42.7	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	46.8	46.2	I/S	I/S
Disability Status											
Disabled	43	100	65	22.5	7.5	5	12.5	19	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	26	100	26.1	52.2	17.4	4.3	30.4	38.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	122	100	38.5	41.3	13.8	6.4	28.4	35	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	173	100	31.5	37	13.6	17.9	31.5	37.8	35.7	96.7	96.6
Gender											
Male	82	100	28.4	39.2	12.2	20.3	32.4	38.2	37.4	96.8	96.5
Female	91	100	34.1	35.2	14.8	15.9	30.7	37.4	33.8	96.7	96.7
Racial/Ethnic Group											
White	82	100	9.8	42.7	20.7	26.8	47.6	51.3	49.2	96.7	96.6
African American	65	100	58.6	25.9	3.4	12.1	15.5	17	17	97	96.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58	97.9	97.8
Hispanic	22	100	38.9	50	11.1	0	11.1	26.2	24.9	95.9	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	37.1	37.4	98.8	94.8
Disability Status											
Disabled	29	100	59.3	33.3	3.7	3.7	7.4	16.1	14	96.2	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	19	100	41.2	47.1	11.8	0	11.8	24.7	24.4	95.9	96.6
Socio-Economic Status											
Subsided meals	81	100	45.3	38.7	6.7	9.3	16	19.5	21.1	96.4	95.9
Social Studies											
All Students	171	100	21.7	40.8	15.3	22.3	37.6	38.8	34	96.7	96.6
Gender											
Male	94	100	20	43.5	15.3	21.2	36.5	40.3	36.6	96.8	96.5
Female	77	100	23.6	37.5	15.3	23.6	38.9	37.3	31.3	96.7	96.7
Racial/Ethnic Group											
White	90	100	11.4	39.8	20.5	28.4	48.9	49.4	44.5	96.7	96.6
African American	57	100	38.8	36.7	8.2	16.3	24.5	22.6	19.1	97	96.6
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58.9	97.9	97.8
Hispanic	17	100	28.6	57.1	14.3	0	14.3	30.9	27.5	95.9	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	31.3	32.7	98.8	94.8
Disability Status											
Disabled	25	100	60.9	17.4	4.3	17.4	21.7	18	14.4	96.2	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	26.7	60	6.7	6.7	13.3	25.3	27.3	95.9	96.6
Socio-Economic Status											
Subsided meals	87	100	39.5	43.4	10.5	6.6	17.1	24	21	96.4	95.9

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

Abbreviations for Missing Data

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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	96	100	17.4	36	43	3.5	46.5
	4	94	98.9	19.5	40.3	37.7	2.6	40.3
	5	101	99	21.1	37.8	38.9	2.2	41.1
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	91	100	19.5	28	36.6	15.9	52.4
	4	87	100	21	42	29.6	7.4	37
	5	79	100	17.3	42.7	37.3	2.7	40
	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	96	100	19.8	45.3	26.7	8.1	34.9
	4	94	100	23.1	29.5	24.4	23.1	47.4
	5	101	100	12.1	42.9	24.2	20.9	45.1
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	91	100	34.1	32.9	11	22	32.9
	4	87	100	24.7	28.4	24.7	22.2	46.9
	5	79	100	10.7	44	25.3	20	45.3
	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	49	100	44.2	34.9	14	7	20.9
	4	94	98.9	34.2	32.9	17.1	15.8	32.9
	5	51	100	37	23.9	17.4	21.7	39.1
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	47	100	37.2	37.2	14	11.6	25.6
	4	87	100	25.9	40.7	14.8	18.5	33.3
	5	39	100	36.8	28.9	10.5	23.7	34.2
	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
Social Studies								
2007	3	48	100	23.8	45.2	21.4	9.5	31
	4	94	98.9	23.7	40.8	19.7	15.8	35.5
	5	50	100	20.5	56.8	11.4	11.4	22.7
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	44	100	25.6	35.9	12.8	25.6	38.5
	4	87	100	18.5	44.4	17.3	19.8	37
	5	40	100	24.3	37.8	13.5	24.3	37.8
	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

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