



Richmond Drive Elementary

1162 Richmond Drive
Rock Hill, South Carolina

Grades	K-5 Elementary School	
Enrollment	539 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 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Average
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	Below 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 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 2008-09 whose 2007-08 test scores were located

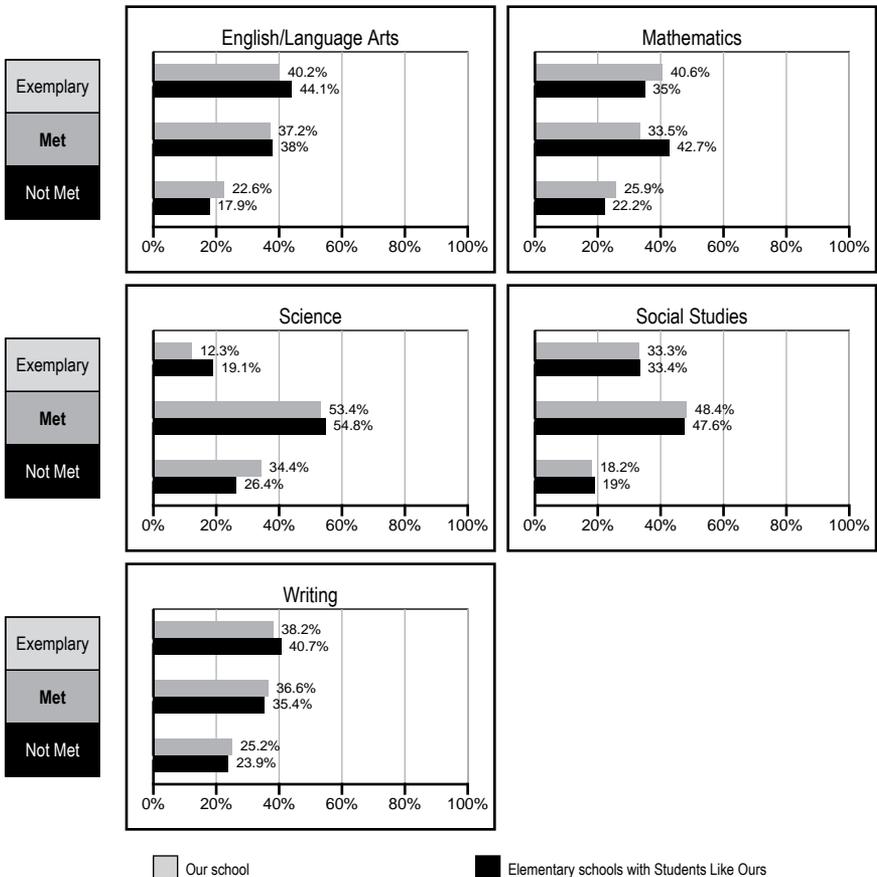
94.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	34	41	0	0

* Ratings are calculated with data available by 06/01/2010.

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=539)				
First graders who attended full-day kindergarten	100.0%	Up from 91.9%	100.0%	100.0%
Retention rate	0.4%	Down from 1.3%	1.7%	1.9%
Attendance rate	96.8%	Up from 96.7%	96.4%	96.3%
Eligible for gifted and talented	14.7%	Up from 14.6%	14.7%	10.0%
With disabilities other than speech	8.3%	Down from 9.5%	7.2%	7.7%
Older than usual for grade	0.2%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	64.9%	Up from 62.5%	61.2%	59.4%
Continuing contract teachers	89.2%	Up from 75.0%	82.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.8%	Down from 90.5%	88.6%	85.9%
Teacher attendance rate	94.3%	Down from 96.6%	95.2%	95.1%
Average teacher salary*	\$49,683	Up 3.6%	\$47,957	\$47,149
Professional development days/teacher	9.3 days	Down from 10.6 days	11.3 days	11.1 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	Up from 18.9 to 1	19.3 to 1	18.8 to 1
Prime instructional time	90.0%	Down from 91.6%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	98.3%	Up from 95.7%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,983	Up 21.4%	\$6,954	\$7,458
Percent of expenditures for instruction**	75.1%	Up from 73.1%	69.0%	68.8%
Percent of expenditures for teacher salaries**	71.0%	No Change	62.4%	63.2%

* 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

Richmond Drive Elementary made major improvements in many areas during 2008-2009. Working with consultants from Urban Learning and Leadership, the school developed a leadership team and set goals based on an analysis of achievement data. First, all teachers tracked student progress quarterly in math and reading to determine how best to address each child's needs. Data boards enabled the staff to regularly evaluate how best to use available resources. On a weekly basis, teachers met during an extended planning time to develop engaging instructional units. They utilized a Wikispace on the Internet to communicate with the rest of the staff so everyone could better integrate their instruction. Teachers learned a new process for assessing the reading performance of students. A new standards-based report card was implemented for all kindergarten through second grade children. As a result of better assessment information, teachers were able to tailor their instruction to match the children's stages of reading.

The school improved in many other ways as well. The students became Robin Hoods as a result of archery lessons in PE. Through a \$5,000 grant from the Department of Natural Resources, all fourth and fifth grade students successfully shot a bow and arrows. Children displayed their artistic skills in the spring art show and the school discovered new stars in the "Richmond Drive's Got Talent" performance. Four fifth graders qualified for a national foreign language video competition. Children learned outside of the school by going on trips to Charleston, Columbia, The Scheile Museum in Gastonia, and the Museum of York County. Students experienced the best of the community by walking to neighborhood spots such as the post office, the fire station, Winthrop Farm, Earthfare Grocery Store, and local restaurants. Field Day was even held off campus at Fewell Park, which is nearby the school. Richmond Drive is blessed to be so close to so many community resources.

As a result of the last bond referendum, the school rerouted all traffic patterns to improve the safety and security of students. Three new drop off and pickup loops were created. New awnings were installed in the back traffic circles. The District Operations Staff transformed the front and back appearance of the school by artistically landscaping the new drives. Now, the school is beautiful both inside and out.

The school is also proud of the parent support this year. The School Improvement Council and the Parent Teacher Organizations supported needs of teachers and students. Parents volunteered in classrooms, at field day, during testing as monitors, on field trips, and at all fundraising events. Teachers feel blessed to know that parents support all children at Richmond Drive. Whenever the school had a need, parents were ready and able to lend a hand. At Richmond Drive, children succeed when parents join hands with teachers to help students learn.

Rebecca Gilleland, SIC Chair
Patrick Maness, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	76	54
Percent satisfied with learning environment	100.0%	96.0%	84.6%
Percent satisfied with social and physical environment	96.0%	88.0%	90.6%
Percent satisfied with school-home relations	91.7%	86.7%	78.8%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 19 out of 19 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. 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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	254	100	22.6	37.2	40.2	83.7	85.2	82.8	Yes	Yes
Gender										
Male	115	100	27.8	41.7	30.6	81.5	82	79.3	N/A	N/A
Female	139	100	18.3	33.6	48.1	85.5	88.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	132	100	9.5	38.1	52.4	92.1	92.4	89.5	Yes	Yes
African American	84	100	40.3	32.5	27.3	72.7	74.5	73.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.5	92.3	I/S	I/S
Hispanic	32	100	25.8	51.6	22.6	80.6	80.4	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75.6	82.5	I/S	I/S
Disability Status										
Disabled	40	100	68.6	20	11.4	42.9	57.7	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	34.5	44.8	20.7	72.4	77.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	146	100	33.1	40.6	26.3	75.2	76.4	75.5	Yes	Yes

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

All Students	254	100	25.9	33.5	40.6	81.6	82.8	78.9	Yes	Yes
Gender										
Male	115	100	31.5	31.5	37	78.7	80	77	N/A	N/A
Female	139	100	21.4	35.1	43.5	84	85.9	80.9	N/A	N/A
Racial/Ethnic Group										
White	132	100	13.5	31.7	54.8	90.5	91.5	87.2	Yes	Yes
African American	84	100	41.6	37.7	20.8	62.3	68.6	66.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	98	93	I/S	I/S
Hispanic	32	100	41.9	29	29	90.3	80.2	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80	79.5	I/S	I/S
Disability Status										
Disabled	40	100	71.4	20	8.6	40	50.2	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	41.4	31	27.6	89.7	79.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	146	100	39.1	32.3	28.6	71.4	72.5	70.2	Yes	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	173	100	34.4	53.4	12.3	65.6	71	67.5
Gender								
Male	80	100	36.5	50	13.5	63.5	70.2	67
Female	93	100	32.6	56.2	11.2	67.4	71.8	68
Racial/Ethnic Group								
White	91	100	17.6	62.4	20	82.4	83.9	79.5
African American	53	100	62	34	4	38	50.7	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.3	84.3
Hispanic	25	100	37.5	58.3	4.2	62.5	62.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	59.8	71.2
Disability Status								
Disabled	27	100	65.2	26.1	8.7	34.8	39.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	23	100	N/AV	N/AV	N/AV	59.1	61.6	59.6
Socio-Economic Status								
Subsized meals	99	100	49.5	48.4	2.2	50.5	55.1	55.1
Social Studies								
All Students	168	100	18.2	48.4	33.3	81.8	76.4	72.3
Gender								
Male	76	100	19.2	47.9	32.9	80.8	75.6	71.5
Female	92	100	17.4	48.8	33.7	82.6	77.3	73.2
Racial/Ethnic Group								
White	89	100	5.7	46	48.3	94.3	84.9	80.7
African American	60	100	38.9	46.3	14.8	61.1	62.9	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.7	88.5
Hispanic	16	100	18.8	68.8	12.5	81.3	75.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	62	72.2
Disability Status								
Disabled	28	100	48	40	12	52	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	16	100	20	66.7	13.3	80	75	67.9
Socio-Economic Status								
Subsized meals	95	100	29.9	54	16.1	70.1	64.3	62.1

Abbreviations for Missing Data

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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	256	99.2	24.6	36.9	38.5	75.4	73.1	70.2	96.8	96.7
Gender										
Male	115	98.3	32.1	40.4	27.5	67.9	65.9	63.2	96.7	96.6
Female	141	100	18.5	34.1	47.4	81.5	80.9	77.5	96.8	96.8
Racial/Ethnic Group										
White	133	99.3	15.6	32	52.3	84.4	82.5	79.1	96.6	96.6
African American	83	100	34.2	44.3	21.5	65.8	59.2	57.6	97.1	96.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.3	86.2	97.7	97.3
Hispanic	34	97.1	34.4	40.6	25	65.6	65.7	62.6	96.2	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	60.7	68.7	97.1	95.2
Disability Status										
Disabled	41	100	73	16.2	10.8	27	30.2	26.1	96.1	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	99.9
English Proficiency										
Limited English Proficient	32	96.9	40	36.7	23.3	60	63	61.2	96.4	96.6
Socio-Economic Status										
Subsided meals	144	98.6	35.6	40	24.4	64.4	59.5	58.9	96.5	96.2

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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	86	100	21	25.9	53.1	79
	4	87	100	22.9	39.8	37.3	77.1
	5	81	100	24	46.7	29.3	76
	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							
2009	3	86	100	21	27.2	51.9	79
	4	87	100	27.7	38.6	33.7	72.3
	5	81	100	29.3	34.7	36	70.7
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	44	100	38.1	50	11.9	61.9
	4	87	100	30.1	55.4	14.5	69.9
	5	42	100	39.5	52.6	7.9	60.5
	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
Social Studies							
2009	3	42	100	10.3	30.8	59	89.7
	4	87	100	18.1	55.4	26.5	81.9
	5	39	100	27	51.4	21.6	73
	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							
2009	3	88	98.9	20.5	19.3	60.2	79.5
	4	88	98.9	26.2	47.6	26.2	73.8
	5	80	100	27.3	44.2	28.6	72.7
	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
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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