



## RICHARD CARROLL PRIMARY

P.O. Box 546  
Bamberg, SC 29003

<b>Grades</b>	PK-3 Elementary School	
<b>Enrollment</b>	496 Students	
<b>Principal</b>	Curtis Williams	803-245-3043
<b>Superintendent</b>	Phyllis K. Schwarting	803-245-3053
<b>Board Chair</b>	Dr. R. Dale Padgett	803-245-2433

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Average</b>
2009	Average	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

## 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

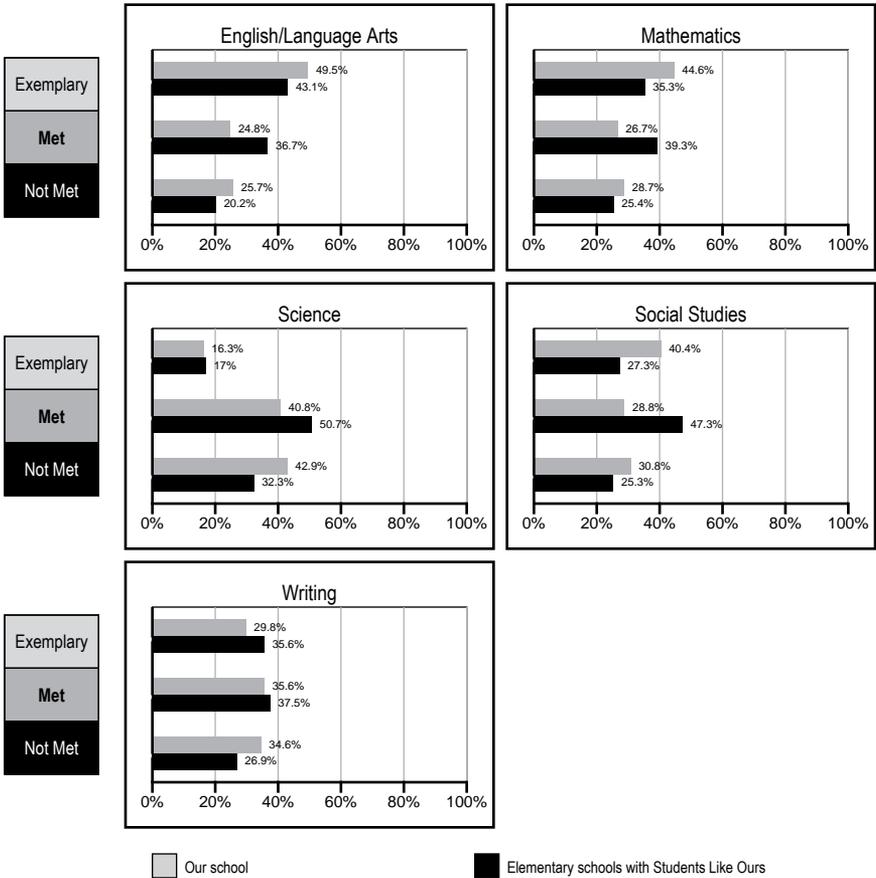
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
13	30	53	1	0

\* 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
<b>Students (n=496)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.2%	Up from 3.5%	1.2%	1.2%
Attendance rate	95.5%	Down from 95.7%	96.1%	96.1%
Eligible for gifted and talented	10.0%	Up from 3.9%	13.1%	11.7%
With disabilities other than speech	6.8%	Down from 7.4%	8.5%	8.0%
Older than usual for grade	0.3%	Up from 0.0%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	72.7%	No Change	58.1%	60.5%
Continuing contract teachers	90.9%	Down from 93.9%	84.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.4%	87.0%
Teacher attendance rate	94.7%	Down from 95.1%	95.5%	95.4%
Average teacher salary*	\$46,484	Up 1.1%	\$47,204	\$47,288
Professional development days/teacher	9.5 days	Down from 13.1 days	9.9 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 16.5 to 1	19.5 to 1	19.2 to 1
Prime instructional time	89.1%	Down from 89.2%	91.0%	90.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	91.9%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,089	N/A	\$7,106	\$7,548
Percent of expenditures for instruction**	75.1%	N/A	68.7%	68.7%
Percent of expenditures for teacher salaries**	67.1%	N/A	65.1%	65.1%

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

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Exciting things continue to happen at Richard Carroll Primary School as we continue our mission to facilitate learning for all students by providing, with community and parental support, relevant, meaningful instruction in a safe, nurturing, respectful environment.

It has been said that "Success is a journey, not a destination," and RCPS remains focused on the goal of preparing students to successfully continue on their academic journey. Teachers and administrators demonstrate their dedication and determination to make this journey a reality for all students by their diligence and commitment to implementing a comprehensive, challenging curriculum based on the SC Learning Standards.

The data from PASS, Map, Dominion, and Stanford tests is analyzed by the School Intervention Team to determine strengths and interventions needed. Benchmark tests also serve to monitor academic progress.

Our third grade had over seventy percent of the students that scored Exemplary or Met on the PASS test in ELA and Math. We also have a Response to Intervention Team in place and will employ a RtI Coach for the coming school year.

Our school continues to focus on staff development, a balanced literacy and math program, emphasis on science and social studies, teacher commitment to quality education, and parental and community involvement while closely following state standards.

Curtis Williams, Principal  
 Ashley Zeigler, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	37	99	88
Percent satisfied with learning environment	88.9%	90.6%	85.7%
Percent satisfied with social and physical environment	94.4%	87.5%	83.3%
Percent satisfied with school-home relations	88.9%	84.4%	84.5%

\* 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 17 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

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	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

\* Or greater than last year

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

All Students	111	99.1	26.2	25.2	48.5	84.5	81.9	83.5	Yes	Yes
<b>Gender</b>										
Male	60	98.3	32.7	25.5	41.8	80	77.4	80.1	N/A	N/A
Female	51	100	18.8	25	56.3	89.6	87.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	54	98.2	22	24	54	86	90.6	89.6	Yes	Yes
African American	56	100	30.2	26.4	43.4	83	74.1	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	18	94.4	76.5	11.8	11.8	47.1	44.6	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	66	100	33.3	28.6	38.1	81	76.9	76.9	Yes	Yes

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

All Students	111	99.1	28.2	28.2	43.7	78.6	81.9	80.4	Yes	Yes
<b>Gender</b>										
Male	60	98.3	32.7	21.8	45.5	70.9	78.9	78.4	N/A	N/A
Female	51	100	22.9	35.4	41.7	87.5	85.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	54	98.2	28	20	52	78	89.9	87.8	Yes	Yes
African American	56	100	28.3	35.8	35.8	79.2	74.7	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	18	94.4	70.6	17.6	11.8	35.3	42.4	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	66	100	34.9	34.9	30.2	73	75.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	55	100	44	40	16	56	70.4	67.3
<b>Gender</b>								
Male	22	100	50	35	15	50	69.5	66.9
Female	33	100	40	43.3	16.7	60	71.4	67.7
<b>Racial/Ethnic Group</b>								
White	25	100	47.8	26.1	26.1	52.2	81.3	79.6
African American	30	100	40.7	51.9	7.4	59.3	60.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	37.5	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	35	100	46.9	46.9	6.3	53.1	62.6	55.4
<b>Social Studies</b>								
All Students	55	100	30.2	30.2	39.6	69.8	75.2	70.9
<b>Gender</b>								
Male	37	100	28.6	31.4	40	71.4	74.5	70.1
Female	18	100	33.3	27.8	38.9	66.7	76.2	71.7
<b>Racial/Ethnic Group</b>								
White	28	100	22.2	18.5	59.3	77.8	83.3	79.2
African American	26	100	38.5	42.3	19.2	61.5	68	58.4
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	9	I/S	I/S	I/S	I/S	I/S	51.7	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
<b>Socio-Economic Status</b>								
Subsidized meals	31	100	41.9	38.7	19.4	58.1	67.8	60.8

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
<b>Writing</b>										
All Students	113	97.4	34.6	35.6	29.8	65.4	67.5	72.1	95.5	95.5
<b>Gender</b>										
Male	62	95.2	43.6	34.5	21.8	56.4	60	65.2	95.4	95.4
Female	51	100	24.5	36.7	38.8	75.5	76.3	79.2	95.7	95.7
<b>Racial/Ethnic Group</b>										
White	52	100	26	34	40	74	78.3	80.8	95	95
African American	60	95	42.6	37	20.4	57.4	58	59.7	96	96
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	87	97.7	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	64.6	90.8	90.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	89.4
<b>Disability Status</b>										
Disabled	16	87.5	78.6	14.3	7.1	21.4	20.7	27.7	94.7	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.7	91.2	94.9
<b>Socio-Economic Status</b>										
Subsidized meals	70	97.1	43.1	38.5	18.5	56.9	57.7	61.9	95.2	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	127	100	23.3	35.3	41.4	76.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	1	I/S	I/S	I/S	I/S	I/S
<b>2010</b>	3	111	99.1	26.2	25.2	48.5	73.8
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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
<b>Mathematics</b>							
<b>2009</b>	3	127	100	36.2	39.7	24.1	63.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	1	I/S	I/S	I/S	I/S	I/S
<b>2010</b>	3	111	99.1	28.2	28.2	43.7	71.8
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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
<b>Science</b>							
<b>2009</b>	3	63	100	44.6	41.1	14.3	55.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	1	I/S	I/S	I/S	I/S	I/S
<b>2010</b>	3	55	100	44	40	16	56
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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
<b>Social Studies</b>							
<b>2009</b>	3	64	100	21.7	51.7	26.7	78.3
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>2010</b>	3	55	100	30.2	30.2	39.6	69.8
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	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
<b>Writing</b>							
<b>2009</b>	3	125	98.4	47.4	31.6	21.1	52.6
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	1	I/S	N/A	N/A	N/A	N/A
<b>2010</b>	3	113	97.4	34.6	35.6	29.8	65.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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

Abbreviations for Missing Data

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