



RICHARD CARROLL PRIMARY

P.O. Box 546
Bamberg, SC 29003

Grades	PK-3 Elementary School	
Enrollment	477 Students	
Principal	Curtis Williams	803-245-3043
Superintendent	Phyllis K. Schwarting	803-245-3053
Board Chair	Dr. R. Dale Padgett	803-245-2433

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	At-Risk
2010	Good	Average
2009	Average	N/A
2008	N/A	N/A
2007	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 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>

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

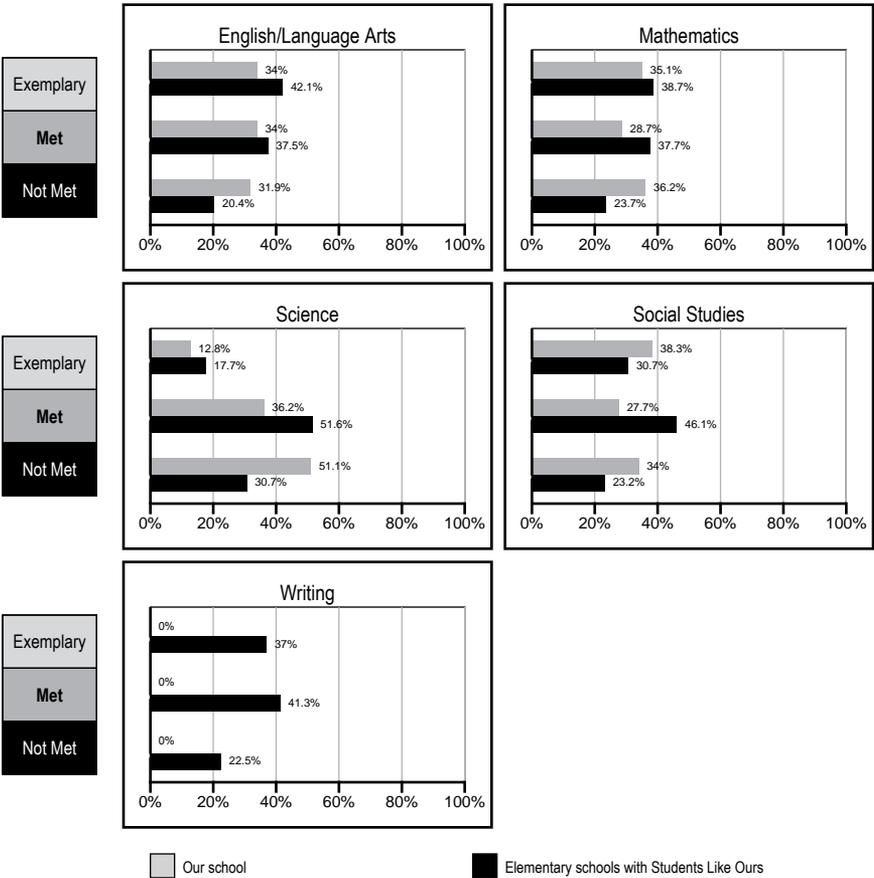
Percent of students tested in 2010-11 whose 2009-10 test scores were located | .%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	33	53	1	0

* 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=477)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 4.2%	1.2%	1.1%
Attendance rate	95.6%	Up from 95.5%	96.1%	96.2%
Served by gifted and talented program	12.6%	Up from 10.0%	14.6%	13.4%
With disabilities other than speech	1.5%	Down from 6.8%	5.0%	4.1%
Older than usual for grade	0.0%	Down from 0.3%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	76.7%	Up from 72.7%	61.1%	62.5%
Continuing contract teachers	96.7%	Up from 90.9%	90.0%	88.2%
Teachers returning from previous year	N/A	N/A	88.6%	87.8%
Teacher attendance rate	93.6%	Down from 94.7%	95.2%	95.2%
Average teacher salary*	\$45,159	Down 2.9%	\$46,512	\$46,773
Professional development days/teacher	5.8 days	Down from 9.5 days	10.5 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.5	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 17.2 to 1	20.1 to 1	19.9 to 1
Prime instructional time	88.5%	Down from 89.1%	90.2%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 91.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,153	Up 0.9%	\$7,051	\$7,447
Percent of expenditures for instruction**	77.0%	Up from 75.1%	68.4%	68.4%
Percent of expenditures for teacher salaries**	72.2%	Up from 67.1%	65.8%	65.8%

* 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

Richard Carroll Primary School strives constantly to be a nurturing place where students can learn. The administration, faculty, staff, volunteers, parents, and community members work together to help our students achieve academic success. RCPS received an absolute rating of Good on the state report card for the last school year. Students are recognized throughout the school year for academic success, academic improvement, and character education/citizenship.

With Title I funds, we were able to buy new computers for our lab which enabled us to offer a computer education class for second and third grade classes.

RCPS is a Positive Behavior Intervention and Supports (PBIS) school. Students are recognized throughout the year for good behavior.

The school guidance counselor continues the implementation of character-education and conflict-resolution programs in the classroom, in one-on-one sessions, and in group sessions.

The RCPS "Baby Raiders" reached out to help others during the year by having canned goods drives for the Cheese and Cracker Box and also raising money for Relay for Life.

The educational programs of the school have been strengthened through the addition of a full time Response to Intervention director and a math and reading coach who provide group and individual instruction to students who need extra work. MAP assesses all of our first, second, and third grade students three times a year through on-line testing. The data generated by this assessment is used to design instruction on individual and small-group instructional levels.

Richard Carroll Primary School continues to face the challenges of improving test scores and student attendance as well as motivating students to achieve to their fullest potential in all areas. At RCPS, we are a team and we believe everyone plays a vital role. We are all proud of our school's accomplishments and believe that our dedication to our students will sustain our success.

Curtis Williams, Principal
Lee Ashe, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	89	55
Percent satisfied with learning environment	97.1%	81.6%	90.4%
Percent satisfied with social and physical environment	91.4%	77.0%	88.5%
Percent satisfied with school-home relations	91.4%	81.6%	92.5%

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

Abbreviations for Missing Data

No Child Left Behind

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

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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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 = 79.4% (Met or Exemplary)

All Students	95	100	31.9	34	34	79.8	81	82.4	Yes	Yes
Gender										
Male	60	100	31.7	36.7	31.7	78.3	76.3	78.7	N/A	N/A
Female	35	100	32.4	29.4	38.2	82.4	87.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	48	100	27.1	25	47.9	81.3	87.5	88.9	Yes	Yes
African American	46	100	37	43.5	19.6	78.3	75.2	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	15	100	66.7	13.3	20	46.7	47.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	60	100	39	37.3	23.7	74.6	74.6	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	95	100	36.2	28.7	35.1	71.3	82.6	81.9	No	Yes
Gender										
Male	60	100	33.3	30	36.7	73.3	79.7	79.9	N/A	N/A
Female	35	100	41.2	26.5	32.4	67.6	86.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	48	100	20.8	31.3	47.9	79.2	91.2	88.9	Yes	Yes
African American	46	100	52.2	26.1	21.7	63	75.2	71.4	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	15	100	60	26.7	13.3	46.7	49.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	60	100	45.8	30.5	23.7	64.4	76.6	74.9	No	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
Science								
All Students	47	100	51.1	36.2	12.8	48.9	72.8	68.6
Gender								
Male	28	100	46.4	39.3	14.3	53.6	72.6	68.3
Female	19	100	57.9	31.6	10.5	42.1	73	68.9
Racial/Ethnic Group								
White	27	100	33.3	48.1	18.5	66.7	82.4	80.7
African American	20	100	75	20	5	25	63.6	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	37.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
Socio-Economic Status								
Subsidized meals	25	100	72	20	8	28	63.4	57.3
Social Studies								
All Students	48	100	34	27.7	38.3	66	78.1	72.5
Gender								
Male	32	100	28.1	31.3	40.6	71.9	78.9	72
Female	16	100	46.7	20	33.3	53.3	77.2	73.1
Racial/Ethnic Group								
White	21	100	23.8	28.6	47.6	76.2	84.8	81
African American	26	100	42.3	26.9	30.8	57.7	72.8	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	51.7	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.7
Socio-Economic Status								
Subsidized meals	35	100	38.2	29.4	32.4	61.8	73.9	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	N/A	N/AV	N/A	N/A	N/A	N/A	73.8	73.2	95.5	95.6
Gender										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	67.5	67.2	95.3	95.5
Female	N/A	N/AV	N/A	N/A	N/A	N/A	82.4	79.4	95.9	95.7
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	82.6	81.5	95.2	94.9
African American	N/A	N/AV	N/A	N/A	N/A	N/A	66.1	61.3	96	96.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	I/S	87	96.3	96.5
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.7	90.7	88.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	I/S	72.2	98.5	99.3
Disability Status										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	23.1	26	94.8	94.7
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	I/S	65.7	91.1	88
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	67.1	63.2	95	95.2

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
English/Language Arts							
2010	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
2011	3	95	100	31.9	34	34	68.1
	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	N/A
Mathematics							
2010	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
2011	3	95	100	36.2	28.7	35.1	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	N/A	N/AV	N/A	N/A	N/A	N/A	N/A
Science							
2010	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
2011	3	47	100	51.1	36.2	12.8	48.9
	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	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	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
2011	3	48	100	34	27.7	38.3	66
	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
Writing							
2010	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
2011	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

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