



RICHMOND DRIVE ELEMENTARY

1162 Richmond Drive
Rock Hill, South Carolina

Grades	K-5 Elementary School	
Enrollment	464 Students	
Principal	Patrick Maness	803-981-1930
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Good	Average
2009	Average	Average
2008	Average	Average
2007	Average	At-Risk

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

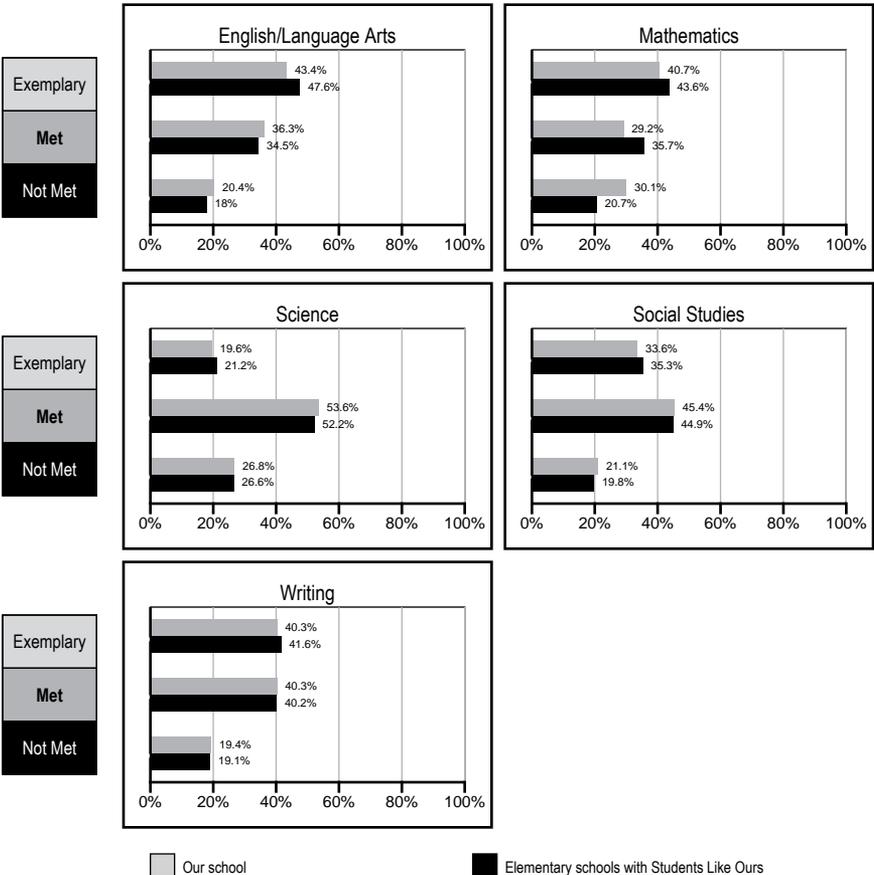
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	39	24	0	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=464)				
First graders who attended full-day kindergarten	96.2%	Up from 80.7%	100.0%	100.0%
Retention rate	0.4%	No Change	1.0%	1.1%
Attendance rate	96.6%	Up from 96.5%	96.2%	96.2%
Served by gifted and talented program	25.0%	Up from 16.2%	18.0%	13.4%
With disabilities other than speech	4.4%	Down from 7.1%	4.1%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	72.7%	Up from 62.9%	62.7%	62.5%
Continuing contract teachers	93.9%	Up from 91.4%	90.3%	88.2%
Teachers returning from previous year	91.1%	Up from 89.0%	89.4%	87.8%
Teacher attendance rate	96.7%	Down from 97.2%	95.3%	95.2%
Average teacher salary*	\$49,118	Down 2.8%	\$47,826	\$46,773
Professional development days/teacher	11.7 days	Down from 13.7 days	11.1 days	10.5 days
School				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 21.3 to 1	20.7 to 1	19.9 to 1
Prime instructional time	92.4%	Down from 93.1%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,164	Down 2.7%	\$6,965	\$7,447
Percent of expenditures for instruction**	74.4%	Down from 76.3%	68.9%	68.4%
Percent of expenditures for teacher salaries**	73.3%	Down from 74.5%	66.1%	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

Richmond Drive “went global” in 2010-2011. Over fifty families chose to join the RDES family in August 2011 to participate in the immersion Spanish and global studies program. Foreign language instruction expanded from third through fifth grade classes to include kindergarten, first and second grade students this year. Students learned science and social studies concepts totally in Spanish for twenty to thirty minutes every day. Senora Lynn Fulton, the lead Spanish teacher, was named the 2011 South Carolina Foreign Language Teacher of the Year. She also received a National Endowment of the Arts fellowship to study in Spain last June and July. Fifth grade students competed in a national video production contest promoting foreign language learning in schools. Administrators visited schools in Lexington, Greenville, and Charlotte to plan for future program expansions. Foreign language teachers wrote new curriculum for first and second grade students for next year. Students, parents, and staff look forward to expanding their perspective on the world.

The school community worked together in many other ways to help students grow and thrive this past year. First Assembly of God, Rock Hill Bible Fellowship and Westminster Presbyterian Church organized the Back to School Fair to help every student get a great start to school. PTO hosted the first Tiger Trot Fun Run which raised over \$16,000 for the school. Every student ran and received a Richmond Drive t-shirt, a snack, and a lot of encouragement from parents, Winthrop athletes, and staff members. It was a fantastic day. Richmond Drive students won the first ever district-wide Battle of the Books. Four teams of students read five different books and competed in the quiz bowl competition. Students learned about the environment through field trips to Camp Cherokee, the Catawba River, and Charleston. Others visited the Statehouse in Columbia, the Daniel Stowe Botanical Gardens in Belmont, and Discovery Place in Charlotte. Richmond Drive children experienced their own neighborhood by walking to Winthrop Lake, Fewell Park, and Winthrop Commons’ restaurants and businesses. The school is fortunate to have a community that overwhelmingly supports teaching and learning.

Kathryn McGregor, SIC Chair
 Patrick Maness, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	67	47
Percent satisfied with learning environment	94.3%	82.1%	93.2%
Percent satisfied with social and physical environment	100.0%	88.1%	97.9%
Percent satisfied with school-home relations	97.2%	89.6%	93.3%

* 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 14 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	0.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	25.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	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 = 79.4% (Met or Exemplary)

All Students	247	100	20.4	36.3	43.4	87.2	83.1	82.4	Yes	Yes
Gender										
Male	107	100	27.8	30.9	41.2	84.5	79.5	78.7	N/A	N/A
Female	140	100	14.7	40.3	45	89.1	86.8	86.2	N/A	N/A
Racial/Ethnic Group										
White	119	100	14.9	28.9	56.1	92.1	91.2	88.9	Yes	Yes
African American	81	100	33.8	38	28.2	78.9	72.4	72.9	No	Yes
Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	95.7	93	I/S	I/S
Hispanic	34	100	16.7	56.7	26.7	83.3	77.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.2	83	I/S	I/S
Disability Status										
Disabled	35	100	66.7	23.3	10	50	54.9	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	30	100	11.1	63	25.9	88.9	74.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	146	100	26.4	42.6	31	82.2	75	75.4	Yes	Yes

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

All Students	247	100	30.1	29.2	40.7	81.4	83.2	81.9	Yes	Yes
Gender										
Male	107	100	30.9	22.7	46.4	80.4	80.9	79.9	N/A	N/A
Female	140	100	29.5	34.1	36.4	82.2	85.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	119	100	20.2	25.4	54.4	86	91	88.9	Yes	Yes
African American	81	100	46.5	29.6	23.9	71.8	72.6	71.4	No	Yes
Asian/Pacific Islander	13	100	18.2	9.1	72.7	90.9	96.4	94.6	I/S	I/S
Hispanic	34	100	33.3	50	16.7	83.3	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.2	84.4	I/S	I/S
Disability Status										
Disabled	35	100	80	13.3	6.7	36.7	51.6	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	30	100	37	33.3	29.6	77.8	78	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	146	100	41.9	34.1	24	74.4	75.4	74.9	No	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	167	100	27.3	53.2	19.5	72.7	72.1	68.6
Gender								
Male	78	100	23.6	50	26.4	76.4	71.1	68.3
Female	89	100	30.5	56.1	13.4	69.5	73.2	68.9
Racial/Ethnic Group								
White	79	100	8.1	58.1	33.8	91.9	84.8	80.7
African American	58	100	50	42	8	50	54.6	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.4	85.3
Hispanic	23	100	N/AV	N/AV	N/AV	56.5	66.2	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	61.7	70.8
Disability Status								
Disabled	18	100	N/AV	N/AV	N/AV	35.7	43.4	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	19	100	42.9	52.4	4.8	57.1	63.5	60.7
Socio-Economic Status								
Subsidized meals	98	100	40.2	50.6	9.2	59.8	60.3	57.3
Social Studies								
All Students	167	100	22.1	44.8	33.1	77.9	75.9	72.5
Gender								
Male	70	100	24.2	38.7	37.1	75.8	75.8	72
Female	97	100	20.7	48.9	30.4	79.3	76	73.1
Racial/Ethnic Group								
White	78	100	11.8	43.4	44.7	88.2	85.6	81
African American	56	100	35.4	41.7	22.9	64.6	63.2	60
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	92.3	89
Hispanic	22	100	33.3	57.1	9.5	66.7	66.9	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	65.8	73.5
Disability Status								
Disabled	27	100	62.5	29.2	8.3	37.5	45.6	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	18	100	41.2	41.2	17.6	58.8	67.7	69.7
Socio-Economic Status								
Subsidized meals	104	100	30.1	49.5	20.4	69.9	65.4	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	71	100	19.4	40.3	40.3	80.6	75.7	73.2	96.6	96.2
Gender										
Male	26	100	13.6	54.5	31.8	86.4	71	67.2	96.3	96.1
Female	45	100	22.2	33.3	44.4	77.8	80.6	79.4	96.8	96.3
Racial/Ethnic Group										
White	32	100	15.6	28.1	56.3	84.4	87.4	81.5	96.4	96.1
African American	21	100	26.3	42.1	31.6	73.7	60.2	61.3	96.6	96.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92.5	87	97.5	97.5
Hispanic	13	100	25	58.3	16.7	75	65.3	66.7	97.1	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.4	72.2	87.5	94.6
Disability Status										
Disabled	12	100	I/S	I/S	I/S	I/S	36.4	26	95.8	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	93
English Proficiency										
Limited English Proficient	14	100	21.4	64.3	14.3	78.6	61.7	65.7	97.3	96.7
Socio-Economic Status										
Subsidized meals	44	100	26.8	41.5	31.7	73.2	64.6	63.2	96.4	95.7

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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	92	96.7	23.5	18.8	57.6	76.5
	4	69	97.1	20.6	38.1	41.3	79.4
	5	82	100	19.5	40.3	40.3	80.5
	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	8	0	N/A	N/A	N/A	N/A	N/A
	3	88	100	27.2	18.5	54.3	72.8
	4	87	100	20.5	44.9	34.6	79.5
	5	72	100	11.9	47.8	40.3	88.1
	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
Mathematics							
2010	3	92	100	24.7	28.2	47.1	75.3
	4	69	98.6	20.6	28.6	50.8	79.4
	5	82	100	27.3	32.5	40.3	72.7
	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	8	0	N/A	N/A	N/A	N/A	N/A
	3	88	100	32.1	24.7	43.2	67.9
	4	87	100	28.2	37.2	34.6	71.8
	5	72	100	29.9	25.4	44.8	70.1
	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
Science							
2010	3	47	97.9	39.5	37.2	23.3	60.5
	4	68	100	23.8	63.5	12.7	76.2
	5	40	100	36.8	42.1	21.1	63.2
	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	8	0	N/A	N/A	N/A	N/A	N/A
	3	45	100	33.3	33.3	33.3	66.7
	4	87	100	27.8	60.8	11.4	72.2
	5	35	100	18.2	60.6	21.2	81.8
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	45	100	12.2	26.8	61	87.8
	4	68	100	12.7	47.6	39.7	87.3
	5	42	97.6	35.9	38.5	25.6	64.1
	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	43	100	14.6	46.3	39	85.4
	4	87	100	24.1	43	32.9	75.9
	5	37	100	26.5	47.1	26.5	73.5
	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
Writing							
2010	3	90	97.8	25.9	31.8	42.4	74.1
	4	71	98.6	28.8	34.8	36.4	71.2
	5	79	100	16.9	40.3	42.9	83.1
	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
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	71	100	19.4	40.3	40.3	80.6
	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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