



Round Top Elementary

449 Rimer Pond Road
Blythewood, SC 29016

Grades	PK-5 Elementary School	
Enrollment	693 Students	
Principal	Jeaneen M. Tucker	803-691-8676
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Stephen Shellenberg	803-736-5530

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

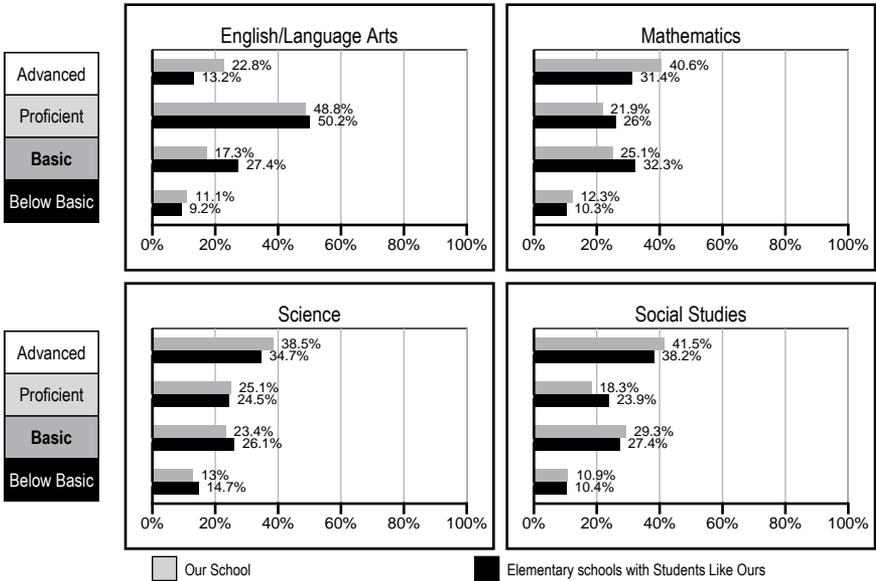
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	19	2	0	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=693)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	No Change	1.0%	2.3%
Attendance rate	97.1%	Down from 97.2%	97.0%	96.3%
Eligible for gifted and talented	30.0%	Up from 27.4%	26.7%	10.4%
With disabilities other than speech	8.7%	Down from 9.1%	6.2%	7.5%
Older than usual for grade	0.0%	No Change	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	67.3%	Down from 67.4%	60.4%	56.7%
Continuing contract teachers	71.4%	Down from 82.6%	83.3%	77.3%
Teachers with emergency or provisional certificates	2.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	84.6%	Down from 86.6%	88.7%	86.4%
Teacher attendance rate	96.0%	Up from 95.8%	95.0%	94.9%
Average teacher salary	\$50,412	Up 5.6%	\$46,736	\$45,345
Professional development days/teacher	17.7 days	Up from 8.9 days	12.4 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	4.5	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 18.6 to 1	19.4 to 1	18.5 to 1
Prime instructional time	92.2%	Up from 91.7%	90.3%	89.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,517	Up 3.2%	\$6,673	\$7,052
Percent of expenditures for instruction*	76.2%	Up from 75.8%	73.3%	69.1%
Percent of expenditures for teacher salaries*	70.9%	Up from 70.1%	64.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

As our fifth year comes to a close it is our pleasure to review another stellar year for RTE. Due to our increasing PACT scores we were once again recognized as a Palmetto Silver Award winner, received recognition for Closing the Achievement Gap of our African-American students, and met the Adequate Yearly Progress (AYP) goals for 100% of our student groups!

Our School Improvement Council (SIC) focused on ways to improve the reading interest/ achievement in our upper grades resulting in the addition of cutting-edge "play-aways" for student checkout from our Exemplary status media center. In an effort to assist our parents in supporting the unique interests of their children, the SIC compiled a list of diverse student interest opportunities available in our community, which is posted on our web site. Further, our SIC initiated an inaugural survey to provide parents the opportunity to give feedback on their school year experience and provide suggestions for improvement. The survey feedback will be used by the faculty to further enhance the educational experience for students next year.

A \$6,000 SDE grant entitled "Click to Collaborate" enabled us to further our student knowledge of podcasts, digital recording, and editing software in grades 2, 3, 4 and 5. Our nature trail was enhanced by a local Eagle Scout with new trail markers for visitors to enjoy. Our campus was made safer due to the installation of Lobby Guard, which provides an instant background check for sex offenders. Our exceptional PTO provided us with over \$20,000 for technology upgrades and innovation grants through the tireless efforts of the Executive Board. Implementation of the "Foundations" program in K-2 helped us to meet the needs of some of our Tier Two learners. Our ABC (Arts in Basic Curriculum) status allowed us to continue to bring in artist-in-residence and we will add a Dance teacher to our staff in 2008. Through continued work with our Integrated Thematic Instruction (ITI) coaches we continue to develop integrated units which provide our students' real-life connections to school based learning.

The success of any school requires a collaborative effort between the school, teachers, parents, and students. Our supportive community and student success are just two factors which impact our ability to retain quality teachers, 34% of whom are National Board certified! At RTE, we are committed to working together in creating and sustaining a positive learning environment where our students grow in knowledge and life skills as they soar to achieve their personal best--both now and in the future!

Thank you for another wonderful year!

Jeaneen M. Tucker, Ed. S., Principal
 Gary S. Alexander, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	106	92
Percent satisfied with learning environment	98.0%	88.7%	95.7%
Percent satisfied with social and physical environment	100.0%	93.1%	91.1%
Percent satisfied with school-home relations	98.0%	94.3%	95.6%

* 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 17 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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%	Yes

* Or greater than last year

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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	360	99.4	10.6	17.4	49.1	22.9	78.8	54.9	48.2	Yes	Yes
Gender											
Male	176	98.9	18.5	19.1	43.8	18.5	71	47.6	41.7	N/A	N/A
Female	184	100	3.4	15.7	53.9	27	86	62.6	55	N/A	N/A
Racial/Ethnic Group											
White	225	100	4.7	10.3	54	31	89.2	75.1	60	Yes	Yes
African American	120	98.3	23	30.1	38.9	8	57.5	44.1	31.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	74.4	70.4	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	45.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	47	I/S	I/S						
Disability Status											
Disabled	46	95.7	70.7	9.8	19.5	0	19.5	20.4	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	38.1	N/A	N/A						
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	87	98.9	30.5	31.7	31.7	6.1	46.3	37.4	34	No	Yes

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

All Students	360	100	12.3	25.1	21.9	40.6	74	50	45.8	Yes	Yes
Gender											
Male	176	100	18.3	19.5	21.3	40.9	70.7	48.2	45.6	N/A	N/A
Female	184	100	6.7	30.3	22.5	40.4	77	51.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	225	100	4.2	18.8	22.5	54.5	87.3	73.9	59	Yes	Yes
African American	120	100	28.7	37.4	20	13.9	48.7	37	26.9	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	79.1	71.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	40.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	46	100	58.1	30.2	7	4.7	23.3	20.9	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	51.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	87	100	34.9	38.6	13.3	13.3	41	32.2	31.4	No	Yes

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

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*	School Attendance Rate	District Attendance Rate
Science											
All Students	245	99.6	13	23.4	25.1	38.5	63.6	43	35.7	97.1	97.3
Gender											
Male	126	99.2	19	17.2	19.8	44	63.8	44.2	37.4	97	97.2
Female	119	100	7	29.6	30.4	33	63.5	41.8	33.8	97.2	97.5
Racial/Ethnic Group											
White	153	100	4.9	16	27.1	52.1	79.2	68.8	49.2	96.9	97.2
African American	82	98.8	28.6	36.4	18.2	16.9	35.1	29.1	17	97.4	97.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	98.3	98
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	37.1	24.9	97.4	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.9	96.5
Disability Status											
Disabled	33	100	60	20	10	10	20	18.6	14	96.2	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	43.8	24.4	97.6	97.2
Socio-Economic Status											
Subsided meals	60	100	31.6	38.6	17.5	12.3	29.8	24.7	21.1	96.6	96.8
Social Studies											
All Students	242	100	10.9	29.3	18.3	41.5	59.8	42.9	34	97.1	97.3
Gender											
Male	114	100	13.3	21	17.1	48.6	65.7	44.7	36.6	97	97.2
Female	128	100	8.9	36.3	19.4	35.5	54.8	40.9	31.3	97.2	97.5
Racial/Ethnic Group											
White	150	100	4.3	24.8	19.1	51.8	70.9	62.5	44.5	96.9	97.2
African American	80	100	24.7	41.6	11.7	22.1	33.8	31.9	19.1	97.4	97.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	67.9	58.9	98.3	98
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	37.4	27.5	97.4	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.9	96.5
Disability Status											
Disabled	27	100	52	24	12	12	24	21.3	14.4	96.2	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	45.9	27.3	97.6	97.2
Socio-Economic Status											
Subsided meals	58	100	29.6	44.4	16.7	9.3	25.9	25.3	21	96.6	96.8

* 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	103	100	8.2	12.2	55.1	24.5	79.6	
	4	104	100	10.4	22.9	56.3	10.4	66.7	
	5	86	100	17.9	29.8	51.2	1.2	52.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	112	100	5.6	10.3	39.3	44.9	84.1	
	4	127	99.2	9.4	14.5	59.8	16.2	76.1	
	5	121	99.2	16.4	26.7	47.4	9.5	56.9	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	103	100	8.2	35.7	29.6	26.5	56.1	
	4	104	100	12.5	19.8	24	43.8	67.7	
	5	86	100	14.3	31	21.4	33.3	54.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	112	100	10.3	26.2	17.8	45.8	63.6	
	4	127	100	7.6	23.7	22.9	45.8	68.6	
	5	121	100	18.8	25.6	24.8	30.8	55.6	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	53	100	16.7	20.8	33.3	29.2	62.5	
	4	104	100	15.6	18.8	24	41.7	65.6	
	5	43	100	21.4	9.5	19	50	69	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	56	100	13.2	22.6	32.1	32.1	64.2	
	4	127	100	11	28	25.4	35.6	61	
	5	62	98.4	16.7	15	18.3	50	68.3	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	50	100	4	24	38	34	72	
	4	104	100	9.4	26	19.8	44.8	64.6	
	5	43	100	21.4	38.1	7.1	33.3	40.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	56	100	1.9	31.5	16.7	50	66.7	
	4	127	100	9.3	28	19.5	43.2	62.7	
	5	59	100	22.8	29.8	17.5	29.8	47.4	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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