



## ROUND TOP ELEMENTARY

449 Rimer Pond Road  
Blythewood, SC 29016

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	794 Students	
<b>Principal</b>	Jeaneen M. Tucker	803-691-8676
<b>Superintendent</b>	Dr. Katie Brochu	803-787-1910
<b>Board Chair</b>	Bill Flemming, Jr., D.M.D.	803-261-1992

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
2009	Excellent	Excellent
2008	Good	Below Average
2007	Good	Average
2006	Good	Good

## 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

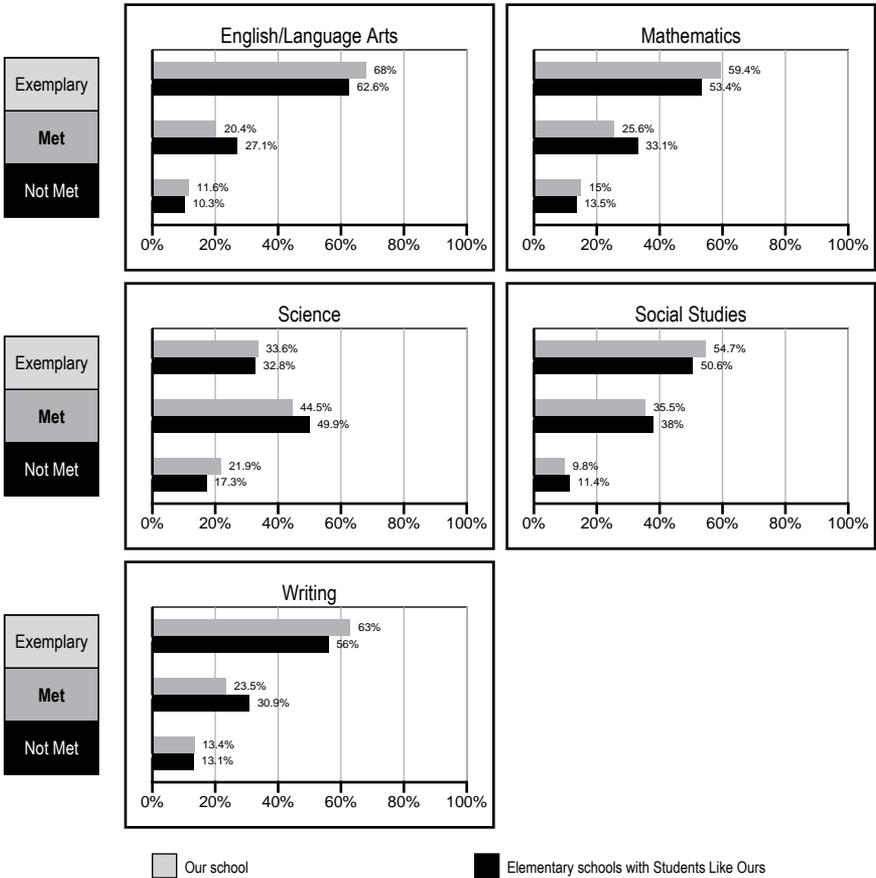
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
21	1	0	0	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=794)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	99.2%	100.0%
Retention rate	1.0%	Up from 0.7%	0.7%	1.2%
Attendance rate	96.8%	Down from 97.1%	96.9%	96.1%
Eligible for gifted and talented	25.1%	Down from 27.3%	29.9%	11.7%
With disabilities other than speech	10.3%	Up from 9.2%	6.8%	8.0%
Older than usual for grade	0.0%	No Change	0.0%	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=54)</b>				
Teachers with advanced degrees	72.2%	Down from 75.5%	67.1%	60.5%
Continuing contract teachers	77.8%	Down from 79.2%	88.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.9%	Up from 87.6%	88.9%	87.0%
Teacher attendance rate	95.9%	Up from 94.8%	95.1%	95.4%
Average teacher salary*	\$53,479	Up 1.4%	\$49,643	\$47,288
Professional development days/teacher	10.3 days	Down from 11.3 days	10.2 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.5	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 19.4 to 1	20.3 to 1	19.2 to 1
Prime instructional time	92.0%	Up from 91.0%	91.9%	90.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,577	Up 3.8%	\$6,891	\$7,548
Percent of expenditures for instruction**	74.2%	Down from 75.3%	70.8%	68.7%
Percent of expenditures for teacher salaries**	71.1%	Up from 70.8%	68.1%	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**

At Round Top Elementary, “where learning takes flight,” our students continue to soar! Our PASS test scores for 2008-2009 earned us an Excellent/Excellent rating on our school report card as well as a Palmetto Gold and Silver Award from the SC State Department of Education!

Our School Improvement Council was once again recognized among the top five in South Carolina with the Dick & Tunky Riley Honor Roll designation. RTE’s SIC was further recognized by our State Department as the only SIC to win a Volunteer of the Year award. Our second annual Earth Day, sponsored by our SIC, was another huge success! Storm drains were stenciled, tennis shoes were recycled, birdhouses were constructed, our landscape was beautified with new plantings and a compost bin was filled by the many participating families!

Our extraordinary school counselor, Mr. Will Moody, was selected as the SC School Counselor of the Year by the SC School Counselor Association. Mr. Moody has recently created a school-level advisory council as RTE’s school counseling program prepares to become a “Recognized ASCA Model Program.” This is a national designation from the American School Counselor Association.

We continued to engage in numerous service learning projects throughout the school year. This year with our Hero project we raised money for the South Carolina Cares Foundation which assists the families of cancer patients. We collected food and coats for our faith partner, Trinity UMC, and continued to support the Ronald McDonald House with our pop top collection. In response to the tragic earthquake in Haiti, we integrated our school-wide writing emphasis with our Tarps for Hope project. Through proceeds from our Aviator Idol Show, over 400 tarps were purchased, messages of hope were written on the tarps, and over \$2600 was donated. With the help of local businessman, Wade McGuinn, the tarps were delivered to Haiti. We even received a picture of children holding one of the RTE tarps!

Our year ended with another State Department designation: RTE is an Exemplary Writing School!! This award is a culmination of a three-year journey to improve and advance our writing across the curriculum. Our entire community was very involved with writing at Round Top, evidenced by our delivering 11,017 letters through our Air Mail system!

The sky is the limit at Round Top Elementary - come soar with us! You are always welcome!

Jeanene M. Tucker, Ed.S., Principal

David B. Stephens, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	54	128	119
Percent satisfied with learning environment	98.1%	98.4%	95.0%
Percent satisfied with social and physical environment	98.1%	96.1%	96.6%
Percent satisfied with school-home relations	98.1%	95.3%	93.3%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 20 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. 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	2.1%	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	96.8%	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	409	98.8	11.6	20.4	68	92.2	85.9	83.5	Yes	Yes
<b>Gender</b>										
Male	215	97.7	18.7	17.7	63.5	88.2	82.7	80.1	N/A	N/A
Female	194	100	3.8	23.4	72.8	96.7	89.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	251	99.6	4.9	16.7	78.4	95.5	94	89.6	Yes	Yes
African American	134	97	25.8	29.2	45	85	81.9	74.6	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	80.3	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	68	92.7	55.6	20.6	23.8	60.3	52.7	51.7	Yes	Yes
<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	10	I/S	I/S	I/S	I/S	I/S	83.4	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	97	96.9	29.1	33.7	37.2	80.2	78.5	76.9	Yes	Yes

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

All Students	409	100	15	25.6	59.4	89.7	82.4	80.4	Yes	Yes
<b>Gender</b>										
Male	215	100	20.2	20.7	59.1	84.7	80	78.4	N/A	N/A
Female	194	100	9.2	31	59.8	95.1	84.9	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	251	100	8.2	20	71.8	93.9	93.2	87.8	Yes	Yes
African American	134	100	30.8	37.5	31.7	80	76.8	69.3	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	95.8	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	92.3	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	68	100	61.9	25.4	12.7	49.2	47.8	46.1	No	Yes
<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	10	I/S	I/S	I/S	I/S	I/S	83.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	97	100	37.2	39.5	23.3	72.1	73.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**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	270	100	21.9	44.5	33.6	78.1	72.1	67.3
<b>Gender</b>								
Male	155	100	25.2	44.2	30.6	74.8	70.9	66.9
Female	115	100	17.4	45	37.6	82.6	73.3	67.7
<b>Racial/Ethnic Group</b>								
White	154	100	11.3	41.1	47.7	88.7	89.6	79.6
African American	99	100	42.7	46.1	11.2	57.3	63.1	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	88.2	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.6	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
<b>Disability Status</b>								
Disabled	57	100	69.2	19.2	11.5	30.8	35	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	6	I/S	I/S	I/S	I/S	I/S	70.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	70	100	51.6	43.5	4.8	48.4	58.6	55.4
<b>Social Studies</b>								
All Students	270	100	9.8	35.5	54.7	90.2	77.1	70.9
<b>Gender</b>								
Male	134	100	14.8	28.1	57	85.2	75.3	70.1
Female	136	100	4.7	43	52.3	95.3	79.1	71.7
<b>Racial/Ethnic Group</b>								
White	170	100	6.6	27.1	66.3	93.4	88.6	79.2
African American	81	100	16.4	54.8	28.8	83.6	71.1	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91	86.8
Hispanic	8	I/S	I/S	I/S	I/S	I/S	71.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	40	100	44.7	31.6	23.7	55.3	44.9	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	8	I/S	I/S	I/S	I/S	I/S	78.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	64	100	17.5	61.4	21.1	82.5	66.2	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	407	100	13.4	23.5	63	86.6	76.7	72.1	96.8	97
<b>Gender</b>										
Male	213	100	20.7	23.6	55.7	79.3	70.2	65.2	96.7	96.9
Female	194	100	5.4	23.4	71.2	94.6	83.4	79.2	96.9	97.1
<b>Racial/Ethnic Group</b>										
White	251	100	8.6	18	73.5	91.4	87.9	80.8	96.9	97.1
African American	132	100	24.2	34.2	41.7	75.8	71.3	59.7	96.7	96.9
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	89.8	87	97.1	97.9
Hispanic	8	I/S	I/S	I/S	I/S	I/S	66.4	64.6	96.9	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	73.4	95.7	96.5
<b>Disability Status</b>										
Disabled	71	100	61.8	19.1	19.1	38.2	32	27.7	96.4	96.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	71.7	63.7	97.6	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	97	100	31.4	39.5	29.1	68.6	65.8	61.9	96.2	96.3

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>English/Language Arts</b>							
<b>2009</b>	3	122	100	11.3	19.1	69.6	88.7
	4	125	100	8.3	24.2	67.5	91.7
	5	133	100	8.4	29	62.6	91.6
	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
<b>2010</b>	3	140	97.9	7.6	13	79.4	92.4
	4	131	98.5	16.8	20	63.2	83.2
	5	138	100	10.7	28.2	61.1	89.3
	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	122	100	17.4	20.9	61.7	82.6
	4	125	100	7.5	24.2	68.3	92.5
	5	133	100	9.2	34.4	56.5	90.8
	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
<b>2010</b>	3	140	100	13.7	26	60.3	86.3
	4	131	100	20	23.2	56.8	80
	5	138	100	11.5	27.5	61.1	88.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	61	98.4	14.5	36.4	49.1	85.5
	4	125	100	11.7	46.7	41.7	88.3
	5	67	98.5	15.4	43.1	41.5	84.6
	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
<b>2010</b>	3	70	100	27.3	37.9	34.8	72.7
	4	131	100	20	53.6	26.4	80
	5	69	100	20	33.8	46.2	80
	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	61	100	10.2	25.4	64.4	89.8
	4	125	100	8.3	40.8	50.8	91.7
	5	66	100	12.3	33.8	53.8	87.7
	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
<b>2010</b>	3	70	100	1.5	23.1	75.4	98.5
	4	131	100	13.6	44	42.4	86.4
	5	69	100	10.6	31.8	57.6	89.4
	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	121	100	14.8	16.5	68.7	85.2
	4	124	100	10.8	20	69.2	89.2
	5	133	100	15.9	31.8	52.3	84.1
	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
<b>2010</b>	3	140	100	10.7	19.1	70.2	89.3
	4	130	100	17.6	24	58.4	82.4
	5	137	100	12.2	27.5	60.3	87.8
	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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