



## Red Bank Elementary School

246 Community Drive  
Lexington, SC 29073

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	669 Students	
<b>Principal</b>	Marie G. Watson	803-821-4600
<b>Superintendent</b>	Dr. Karen C. Woodward	803-821-1000
<b>Board Chair</b>	Cynthia S. Smith	803-957-5095

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Good</b>
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	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://www.eoc.sc.gov>

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

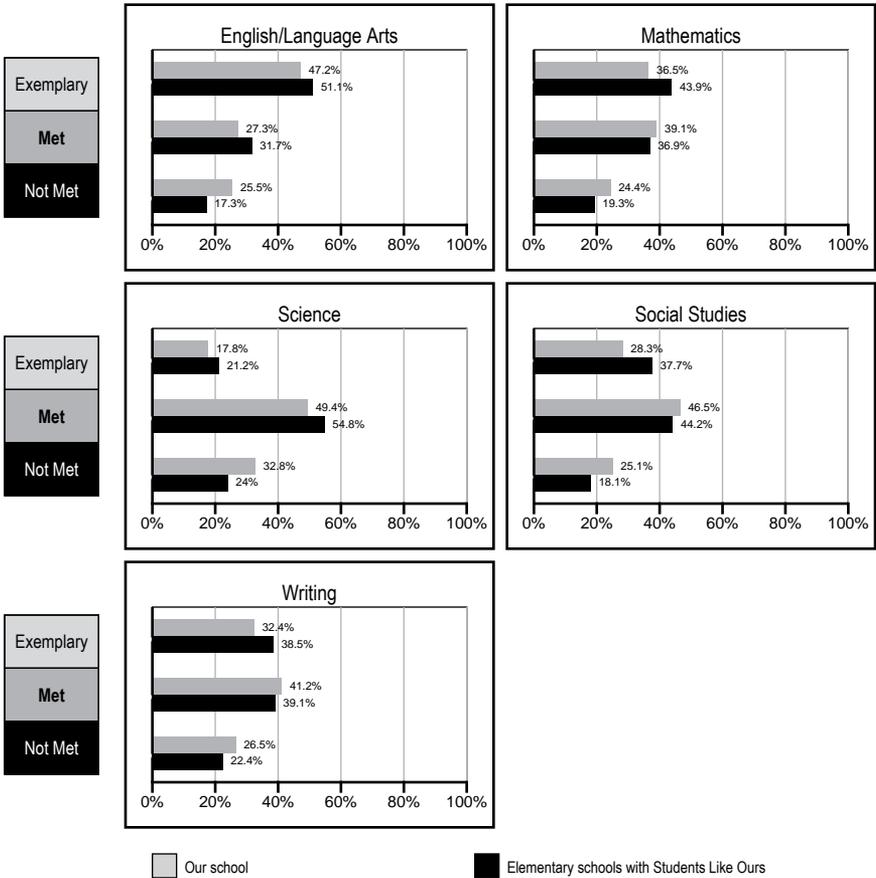
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 97.6%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
43	33	12	1	0

\* Ratings are calculated with data available by 11/07/2012.

**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=669)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	0.9%	1.0%
Attendance rate	96.0%	Up from 95.5%	96.7%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	70.8%	Down from 75.5%	64.3%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	86.1%	Down from 88.0%	89.1%	88.7%
Teacher attendance rate	95.1%	Down from 96.8%	95.1%	95.1%
Average teacher salary*	\$49,817	Down 2.5%	\$48,768	\$47,210
Professional development days/teacher	8.2 days	Down from 17.7 days	11.6 days	10.5 days
<b>School</b>				
Principal's years at school	9.0	Up from 7.5	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.5 to 1	20.3 to 1	20.0 to 1
Prime instructional time	90.8%	Up from 90.5%	90.3%	90.5%
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**	\$8,521	Up 3.2%	\$6,869	\$7,247
Percent of expenditures for instruction**	67.1%	Down from 68.8%	68.0%	68.2%
Percent of expenditures for teacher salaries**	65.7%	Down from 67.7%	66.3%	65.7%

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

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

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## Report of Principal and School Improvement Council

Red Bank Elementary School continued to focus on personalized learning for every student. Students were expected to take ownership of their learning, use academic language, know the standards that they were learning, track their mastery of standards and keep evidence of learning mastery. Students had a menu of choices from which to practice and demonstrate their learning. Students conducted conferences with their parents and were able to demonstrate their learning with their data notebooks. They were able to reflect on the strategies that made them successful and the areas of improvement that they needed to address.

To create a culture conducive to personalized learning, students were involved in developing a shared vision and code of cooperation. Students rated their adherence to the code of cooperation and charted their progress as a class. These components were critical to creating an environment where children know it is acceptable that they learn at different rates and have different strengths. This also created a culture of collaboration where students were able to help one another with their learning.

One of the obstacles to full implementation of a student-centered, personalized learning system has been the requirement to continue reporting student progress in a traditional model of reporting that averages grades and reports with letter grades. To fully implement personalized learning, students must show proficiency in the standards before moving to the next level of learning. Reporting should reflect progress on proficiency within the expected standards for learning. Additionally, many students do not achieve their expected academic progress because they are tardy arriving to school, missing valuable instruction at the beginning of the school day. Many others are signed out early by parents, again missing valuable instructional time.

Our achievement data, based on the NWEA Measures of Academic Progress (MAP), has improved from the previous school year. The national average for performance of students meeting their learning targets is 50 percent. At RBE, in reading, 66.2 percent of students met their target; in mathematics, 68.7 percent met their target.

This year, RBE was recognized by the S.C. State Department of Education with a Palmetto Silver Award. We are pleased to be recognized for our achievement and improvement. Additionally, RBE's Fifth-Grade Teacher John Paul Sellars was recognized as the Lexington One District Teacher of the Year. Among our many successes this year, Mr. Sellars developed a partnership with local businesses, which allows RBE students to experience success outside the classroom as they learn about career opportunities. These awards and honors are directly related to the hard work and dedication of students, parents, faculty, staff and community members.

Principal Marie Watson and SIC Chair Thomas Dandridge

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	90	42
Percent satisfied with learning environment	100.0%	95.5%	95.2%
Percent satisfied with social and physical environment	97.1%	86.7%	92.9%
Percent satisfied with school-home relations	91.4%	87.8%	92.7%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>88.0</b>
<b>Overall Grade Conversion</b>	<b>B</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Red Bank Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	662.7	652.2	622.6	634.9	100.0	100.0
Male	660.3	653.1	623.2	638.4	100.0	100.0
Female	665.5	651.2	621.9	630.6	100.0	100.0
White	671.5	659.1	631.1	641.5	100.0	100.0
African American	646.0	635.4	604.0	623.3	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	601.1	589.2	563.1	583.6	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	638.3	634.1	601.6	614.8	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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>2011</b>	3	105	100	26.2	24.3	49.5	73.8
	4	107	100	16.8	33.7	49.5	83.2
	5	102	100	23.7	42.3	34	76.3
	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>2012</b>	3	78	100	26.7	17.3	56	73.3
	4	103	100	28	25	47	72
	5	114	100	20.4	36.1	43.5	79.6
	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>Mathematics</b>							
<b>2011</b>	3	105	100	38.8	34	27.2	61.2
	4	107	100	17.8	43.6	38.6	82.2
	5	102	100	35.1	38.1	26.8	64.9
	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>2012</b>	3	78	100	33.3	34.7	32	66.7
	4	103	100	23	43	34	77
	5	114	100	16.7	42.6	40.7	83.3
	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>Science</b>							
<b>2011</b>	3	53	98.1	35.3	45.1	19.6	64.7
	4	107	100	24.8	65.3	9.9	75.2
	5	52	100	40.8	40.8	18.4	59.2
	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>2012</b>	3	37	100	50	25	25	50
	4	103	100	33	57	10	67
	5	56	98.2	17.3	50	32.7	82.7
	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

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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>2011</b>	3	53	98.1	32	38	30	68
	4	107	100	13.9	58.4	27.7	86.1
	5	50	100	35.4	35.4	29.2	64.6
	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>2012</b>	3	42	100	32.5	35	32.5	67.5
	4	102	100	23.2	47.5	29.3	76.8
	5	58	98.3	23.2	55.4	21.4	76.8
	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>Writing</b>							
<b>2011</b>	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	102	99	25	35.4	39.6	75
	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>2012</b>	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	113	93.8	26.5	41.2	32.4	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

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