



SC Annual School Report Card Summary

Red Bank Elementary School
 Lexington County School District One
 Grades: PK-5 Enrollment: 669
 Principal: Marie G. Watson
 Superintendent: Dr. Karen C. Woodward
 Board Chair: Cynthia S. Smith

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Average	Good	TBD	TBD	B	N/A
2011	Average	Average	Silver	N/A	Not Met	N/A
2010	Average	Average	N/A	N/A	Not Met	N/A

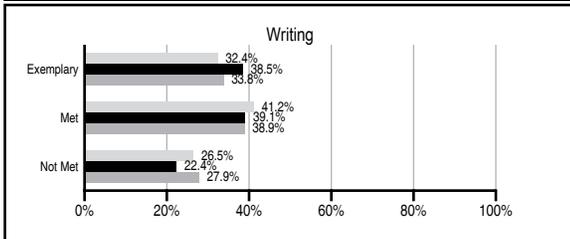
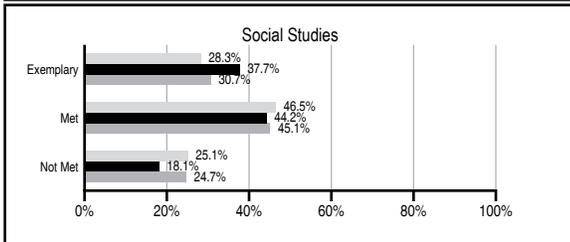
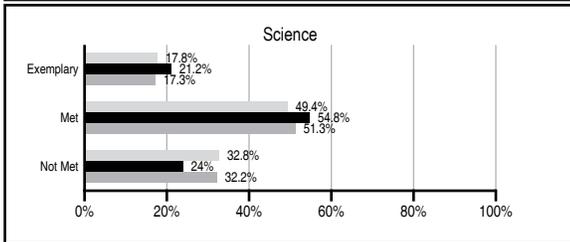
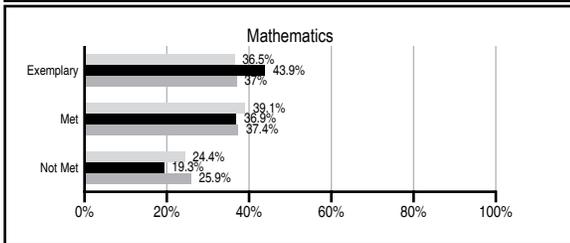
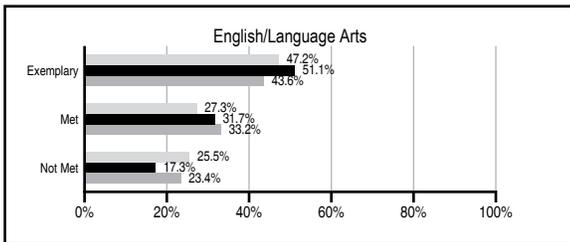
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
43	33	12	1	0

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Red Bank Elementary School
[Lexington County School District One]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=669)				
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%
Teachers (n=48)				
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
Classes not taught by highly qualified teachers	0.0%	Down from 1.9%	0.0%	0.0%
Professional development days/teacher	8.2 days	Down from 17.7 days	11.6 days	10.5 days
School				
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%
ESEA composite index score	88.0	N/A	94.7	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status