



SC Annual School Report Card Summary

Red Bank Elementary School
LEXINGTON 1
Grades: PK-5 Enrollment: 659
Principal: Marie 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
2014	Average	Average	TBD	TBD	C	N/A
2013	Average	Average	N/A	N/A	D	N/A
2012	Average	Good	SILVER	N/A	B	N/A

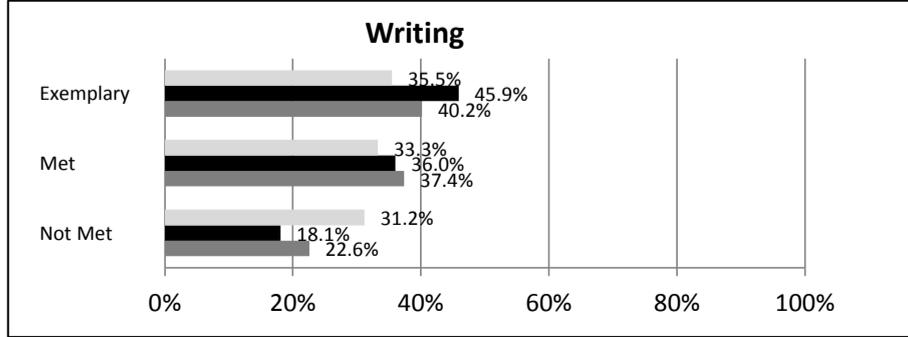
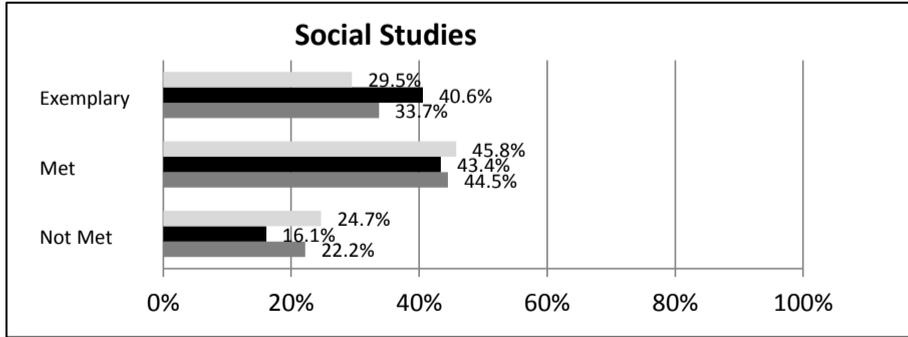
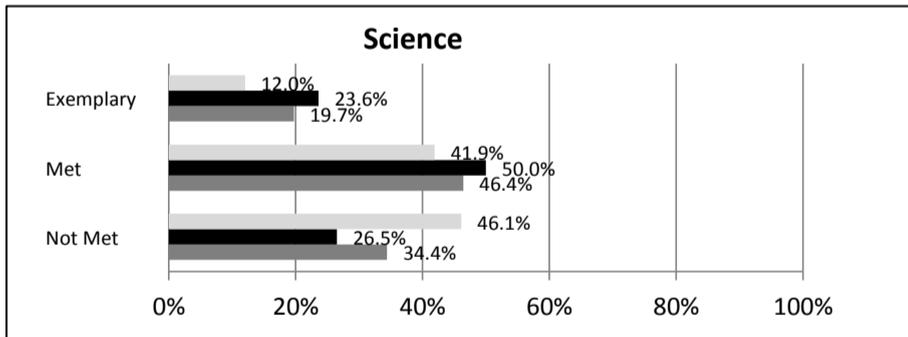
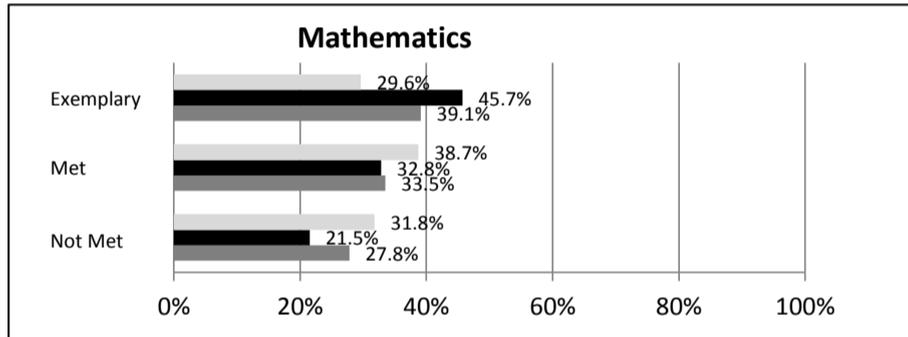
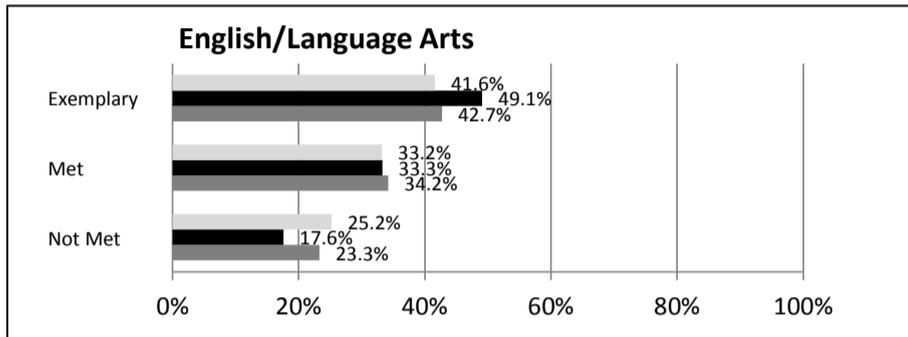
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
48	35	13	1	0

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

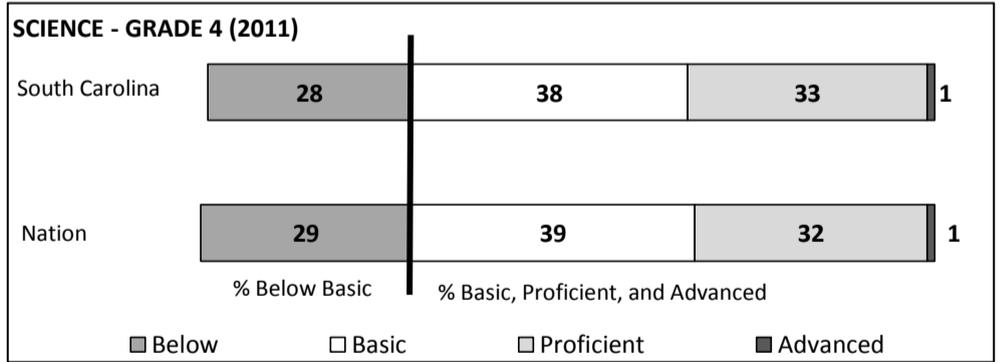
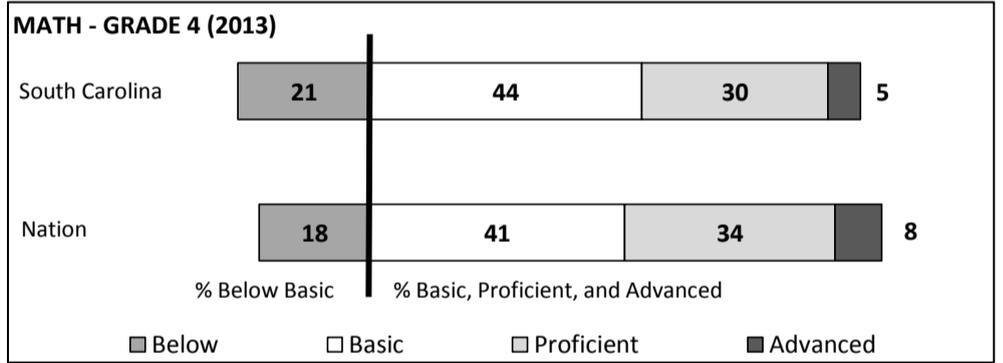
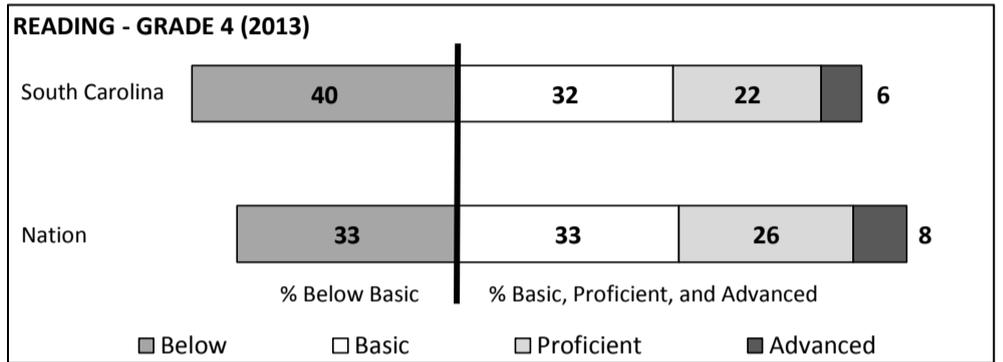
SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*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 1**

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 659)				
Retention rate	0.2%	Up from 0.0%	1.0%	1.0%
Attendance rate	95.7%	Up from 95.6%	96.5%	96.5%
Served by gifted and talented program	6.4%	Down from 7.7%	9.4%	7.3%
With disabilities	15.9%	Up from 13.7%	12.3%	12.5%
Older than usual for grade	1.1%	Up from 0.9%	1.8%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 47)				
Teachers with advanced degrees	74.5%	Up from 73.5%	64.3%	62.3%
Continuing contract teachers	91.5%	Up from 85.7%	85.7%	81.2%
Teachers returning from previous year	92.7%	Up from 90.7%	90.3%	88.4%
Teacher attendance rate	96.2%	Up from 94.0%	95.2%	95.3%
Average teacher salary*	\$51,061	Up 0.7%	\$49,790	\$47,902
Classes not taught by highly qualified teachers	2.0%	Up from 1.8%	0.0%	0.0%
Professional development days/teacher	8.7 days	Up from 5.3 days	11.6 days	10.9 days
School				
Principal's years at school	11.0	Up from 10.0	6.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 21.1 to 1	20.6 to 1	19.9 to 1
Prime instructional time	91.1%	Up from 89.3%	90.8%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	99.8%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,080	Up 4.4%	\$7,262	\$7,680
Percent of expenditures for instruction**	67.3%	Up from 67.0%	67.6%	66.8%
Percent of expenditures for teacher salaries**	66.3%	Up from 66.0%	66.8%	66.0%
ESEA composite index score	73.4	Up from 68.6	91.5	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	39	74	31
Percent satisfied with learning environment	82.1%	83.7%	90.4%
Percent satisfied with social and physical environment	82.0%	82.6%	87.1%
Percent satisfied with school-home relations	89.8%	90.6%	76.7%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Red Bank Elementary School is striving to personalize learning for every student. As a S.C. Council on Competitiveness TransformSC school, we have been working toward changes needed to prepare 21st century students. Research indicates that students need to be collaborative, creative, critical thinkers and strong communicators.

We strive to have transparent learning expectations, and we support the fact that every person learns at a different rate. Students are offered opportunities to demonstrate their learning in more than one way. Through this process of choice, we have seen students begin to take ownership of their learning.

During the 2013-2014 school year, our second year of implementation of a standards-based system of reporting, our students and parents became more familiar with the requirements of the standards for learning at each level. Some of our students have been able to move beyond grade-level work while others have not been ready for work at the level typical of their peers. Therefore, by personalizing the learning for each child, we are striving to meet the needs of each learner, making them confident so that they will be college and career ready.

In our transformation to a personalized learning system of education, we have met many challenges. One challenge has been building trust with our stakeholders with this instructional model. We have confronted this obstacle by working to communicate about our model so that parents and students understand the goal that we are trying to achieve of meeting each child's needs by personalizing the learning.

Our state testing achievement reveals that 69% of our students met or exceeded expectations for writing, 74% met or exceeded expectations for English/language arts, and 68% met or exceeded expectations for mathematics. We will continue to work to improve these percentages through grade-level team meetings and continued professional learning.

We are proud of our students for demonstrating leadership in a variety of service projects. Student opportunities include five LEGO League teams, a recycling team, news team, garden team and our Special Olympics unified team. Leadership opportunities abound at RBES, and we will work to integrate these leadership opportunities with academics as we begin the implementation of the components of FranklinCovey's The Leader in Me program.

Through our training and the resulting empowerment of students, we expect great strides in improvement.

Principal Marie Watson and SIC Chair Carla Bedenbaugh

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