



Roebuck Elementary

2401 East Blackstock
Roebuck, South Carolina

Grades	K-5 Elementary School	
Enrollment	771 Students	
Principal	Mrs. Annie J. Means	864-576-6151
Superintendent	Dr. Darryl Owings	864-576-4212
Board Chair	Mr. Michael Crook	864-576-4212



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

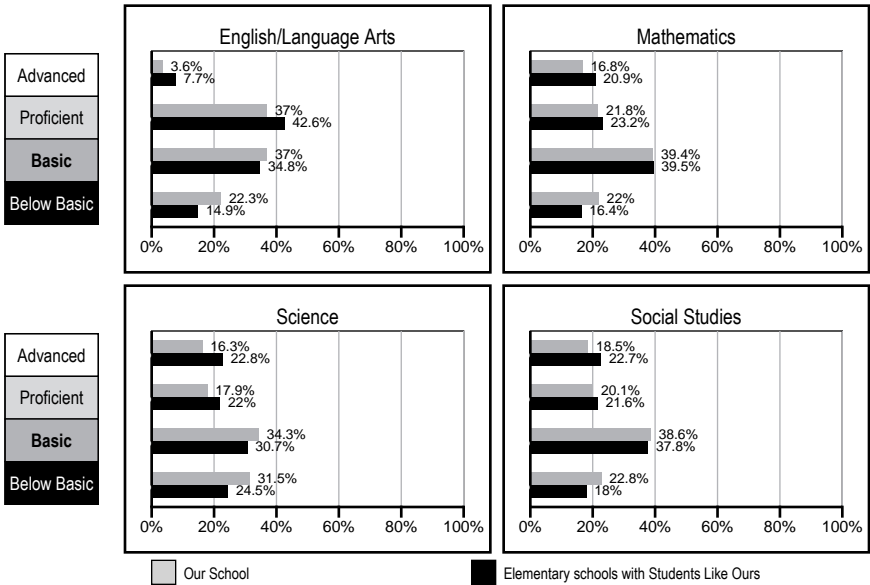
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	31	57	3	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=771)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 1.9%	2.0%	2.3%
Attendance rate	96.6%	Up from 96.4%	96.5%	96.3%
Eligible for gifted and talented	17.0%	Down from 18.4%	16.3%	10.4%
With disabilities other than speech	7.3%	Up from 4.4%	6.9%	7.5%
Older than usual for grade	0.2%	No Change	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	74.5%	Down from 78.3%	59.6%	56.7%
Continuing contract teachers	83.0%	Down from 84.8%	81.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.4%	Up from 88.8%	89.4%	86.4%
Teacher attendance rate	98.9%	Up from 97.1%	94.8%	94.9%
Average teacher salary	\$47,392	Up 2.4%	\$46,546	\$45,345
Professional development days/teacher	19.7 days	Up from 17.7 days	13.0 days	12.6 days
School				
Principal's years at school	11.0	Up from 10.0	5.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 20.3 to 1	19.4 to 1	18.5 to 1
Prime instructional time	94.9%	Up from 93.4%	90.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,870	Up 3.8%	\$6,475	\$7,052
Percent of expenditures for instruction*	74.3%	Down from 75.0%	69.8%	69.1%
Percent of expenditures for teacher salaries*	71.9%	Down from 72.5%	66.0%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At Roebuck Elementary School our mission is to provide educational experiences for the whole child in a nurturing and challenging environment, which helps prepare students to be responsible, self-reliant citizens in a rapidly changing society. Our mission partnered with our motto "Soaring High and Reaching for Excellence," is reflective of the high expectations established for our school community.

This year, our theme of Crossing the USA on the RES Express set the tone for a wide array of learning opportunities. Our Student Council collected over 3,400 cans of food for our local soup kitchen. Students and staff wore pink on Pink Friday to honor and support those in the community with cancer and yellow on Hope Day to commemorate the life of a former Roebuck student. Roebuck participated in several activities to promote literacy, wellness, and fitness among our students, parents, and faculty. Family members and friends joined us for National Walk to (at) School Day. Students participated in Jump Rope/Hoops for Heart and raised over \$4,500 in donations for the American Heart Association. For the first time ever, Roebuck participated in Relay for Life. Roebuck raised an astounding \$14,000.00 for the American Cancer Society!

Character education with special emphasis on personal and social responsibility, individual and group counseling, and parenting seminars were held throughout the school year. We continued our second year with a science coach, and there continues to be a tremendous increase in both student interest and achievement in science. Initiatives such as our literacy focus, student mentoring program, and student conferencing were continued. New programs this year include our Math Explorers enrichment program and the SMART tutorial program. MAP continues to be used to measure academic growth from year to year. A significant number of our students met personal and school-wide reading goals through the use of the Accelerated Reader Program. Our outstanding PTO, School Improvement Council, volunteers, and business partners continuously provide many contributions of time, resources, and support to our diverse school population.

Annie J. Means, Principal
 David Bettencourt, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	128	109
Percent satisfied with learning environment	100.0%	85.2%	88.8%
Percent satisfied with social and physical environment	100.0%	86.7%	89.8%
Percent satisfied with school-home relations	100.0%	91.2%	90.7%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 15 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	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

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	413	99.8	22.3	37.1	36.9	3.6	54.3	49	48.2	Yes	Yes
Gender											
Male	230	100	24.2	41.9	33.5	0.5	46.5	41.9	41.7	N/A	N/A
Female	183	99.5	20	31.2	41.2	7.6	64.1	56.4	55	N/A	N/A
Racial/Ethnic Group											
White	259	100	12.9	39.9	42.3	4.8	61.7	59.8	60	Yes	Yes
African American	128	99.2	42.1	33.3	23.7	0.9	36.8	34	31.7	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	55.9	70.4	I/S	I/S
Hispanic	14	100	33.3	25	41.7	0	50	33.6	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	43.3	47	I/S	I/S
Disability Status											
Disabled	56	100	57.7	32.7	7.7	1.9	11.5	10.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	18	100	53.8	23.1	23.1	0	23.1	24.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	192	99.5	37.6	39.3	23.1	0	37	33.8	34	No	Yes

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

All Students	413	100	22.1	39.5	21.6	16.9	50.1	50.5	45.8	Yes	Yes
Gender											
Male	230	100	24.2	37.2	23.3	15.3	50.7	50.8	45.6	N/A	N/A
Female	183	100	19.4	42.4	19.4	18.8	49.4	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	259	100	16.1	37.9	23.8	22.2	58.1	61.7	59	Yes	Yes
African American	128	100	36	39.5	18.4	6.1	33.3	32.8	26.9	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	66	71.3	I/S	I/S
Hispanic	14	100	25	58.3	16.7	0	33.3	36.7	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	46.7	46.2	I/S	I/S
Disability Status											
Disabled	56	100	75	11.5	9.6	3.8	15.4	13.3	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	18	100	38.5	53.8	0	7.7	23.1	33.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	192	100	34.1	42.8	16.2	6.9	34.7	36.4	31.4	No	Yes

* Adj - 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

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	269	100	31.5	34.3	17.9	16.3	34.3	36.5	35.7	96.6	96.5
Gender											
Male	144	100	28.1	34.1	18.5	19.3	37.8	39.1	37.4	96.8	96.4
Female	125	100	35.3	34.5	17.2	12.9	30.2	33.7	33.8	96.5	96.5
Racial/Ethnic Group											
White	171	100	24.4	34.8	19.5	21.3	40.9	48.1	49.2	96.3	96.2
African American	83	100	46.6	35.6	11	6.8	17.8	17.9	17	97.3	97
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	47.7	58	97.2	97.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	22.6	24.9	96.3	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	31.6	37.4	94.1	95.8
Disability Status											
Disabled	36	100	71.9	21.9	6.3	0	6.3	9.2	14	96	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	95.6
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	19.1	24.4	96.6	96.5
Socio-Economic Status											
Subsided meals	125	100	43.8	34.8	16.1	5.4	21.4	21.9	21.1	96	96
Social Studies											
All Students	268	100	22.9	38.7	19.8	18.6	38.3	36.9	34	96.6	96.5
Gender											
Male	147	100	23.9	37.7	19.6	18.8	38.4	40.5	36.6	96.8	96.4
Female	121	100	21.7	40	20	18.3	38.3	33.2	31.3	96.5	96.5
Racial/Ethnic Group											
White	168	100	16.5	40.9	21.3	21.3	42.7	45.9	44.5	96.3	96.2
African American	82	100	39.7	37	13.7	9.6	23.3	23.8	19.1	97.3	97
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	50	58.9	97.2	97.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	22.5	27.5	96.3	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	33.3	32.7	94.1	95.8
Disability Status											
Disabled	38	100	62.2	29.7	2.7	5.4	8.1	11.4	14.4	96	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	95.6
English Proficiency											
Limited English Proficient	14	100	20	30	30	20	50	17	27.3	96.6	96.5
Socio-Economic Status											
Subsided meals	122	100	40.2	33	16.1	10.7	26.8	22.9	21	96	96

* Adj - 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

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	118	100	11.5	34.5	50.4	3.5	54	
	4	122	100	14.4	44.1	40.5	0.9	41.4	
	5	155	100	18.9	54.5	25.9	0.7	26.6	
	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	149	99.3	21.8	28.2	46.5	3.5	50	
	4	124	100	15.1	40.3	38.7	5.9	44.5	
	5	140	100	29.8	44.4	24.2	1.6	25.8	
	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	118	100	26.5	47.8	16.8	8.8	25.7	
	4	122	100	20.7	31.5	25.2	22.5	47.7	
	5	155	100	22.4	46.9	17.5	13.3	30.8	
	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	149	100	26.1	51.4	12	10.6	22.5	
	4	124	100	18.5	28.6	28.6	24.4	52.9	
	5	140	100	21	36.3	25.8	16.9	42.7	
	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	61	100	24.6	38.6	31.6	5.3	36.8	
	4	122	100	26.1	34.2	24.3	15.3	39.6	
	5	79	100	33.3	36.1	9.7	20.8	30.6	
	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	74	100	24.6	44.9	21.7	8.7	30.4	
	4	124	100	30.3	30.3	17.6	21.8	39.5	
	5	71	100	41.3	30.2	14.3	14.3	28.6	
	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
Social Studies									
2007	3	57	100	14.3	37.5	39.3	8.9	48.2	
	4	122	100	24.3	45	18.9	11.7	30.6	
	5	76	100	22.5	53.5	19.7	4.2	23.9	
	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	75	100	15.1	37	21.9	26	47.9	
	4	124	100	24.4	42	16.8	16.8	33.6	
	5	69	100	29.5	34.4	23	13.1	36.1	
	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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