



Richard Carroll Elementary

142 McMillan St.
Bamberg, SC 29003

Grades	4-5 Elementary School	
Enrollment	217 Students	
Principal	Johnnie Smith	803-245-3047
Superintendent	Phyllis K. Schwarting	803-245-3053
Board Chair	Dr. R. Dale Padgett	803-245-2433

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Average	Average
2007	Average	Average
2006	Average	Below Average
2005	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 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 2008-09 whose 2007-08 test scores were located

99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	29	60	2	0

* Ratings are calculated with data available by 06/01/2010.

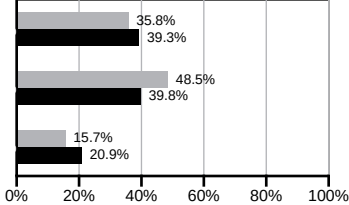
Palmetto Assessment of State Standards (PASS)

Exemplary

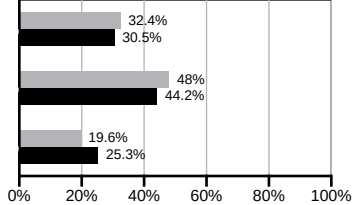
Met

Not Met

English/Language Arts



Mathematics

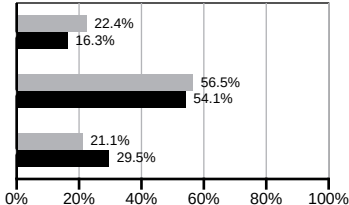


Exemplary

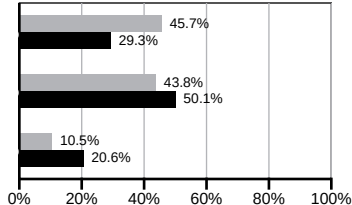
Met

Not Met

Science



Social Studies

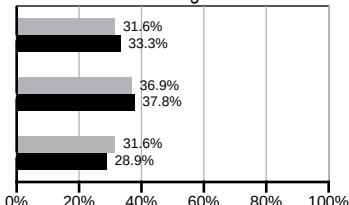


Exemplary

Met

Not Met

Writing



Our school



Elementary schools with Students Like Ours

* 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
Students (n=217)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.4%	Down from 1.7%	1.8%	1.9%
Attendance rate	96.8%	Up from 95.9%	96.2%	96.3%
Eligible for gifted and talented	13.8%	Up from 8.6%	11.4%	10.0%
With disabilities other than speech	10.1%	Up from 6.9%	8.8%	7.7%
Older than usual for grade	0.5%	Up from 0.4%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	57.1%	Down from 64.6%	58.4%	59.4%
Continuing contract teachers	85.7%	Down from 91.7%	83.8%	80.0%
Teachers with emergency or provisional certificates	7.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	66.4%	Down from 89.4%	86.2%	85.9%
Teacher attendance rate	96.1%	Up from 94.0%	95.3%	95.1%
Average teacher salary*	\$44,547	Up 1.0%	\$47,006	\$47,149
Professional development days/teacher	11.8 days	Down from 14.7 days	11.7 days	11.1 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 16.8 to 1	19.1 to 1	18.8 to 1
Prime instructional time	91.7%	Up from 87.5%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	83.4%	Down from 86.0%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,520	Up 5.4%	\$7,254	\$7,458
Percent of expenditures for instruction**	71.0%	Down from 72.7%	68.0%	68.8%
Percent of expenditures for teacher salaries**	65.4%	Down from 66.0%	63.9%	63.2%

* 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

Richard Carroll Elementary School continues toward its goal of preparing students to be productive citizens in a complex society. Anatole France said "Nine-tenths of education is encouragement." A primary focus of our faculty is to encourage students to maximize their potential by providing a comprehensive curriculum that incorporates the knowledge and skills necessary to ensure success.

Highlights of the year are as follows:

Received the Palmetto Silver Award for academic achievement;

Band offered to fourth grade students for the first time;

Summer reading program initiated;

Summer Math Enrichment Camp held in July;

Cultural events included visits by storyteller Michael "Bad Hair" Williams and children's author Diane Shore;

Three well-attended school-wide family nights;

Visit by WIS-TV meteorologist Ben Tanner;

Grant-funded fourth grade field trip to the Santee Cooper Hydroelectric Power Plant at Moncks Corner;

Students exhibited tremendous effort during the first administration of the new State Test: PASS.

"Education is not the filling of a pail, but the lighting of a fire."(William E. Gladstone) We are confident that our efforts to improve instruction and to increase parent involvement will ignite the spark that will ensure student's success.

Johnnie Smith, Jr., Principal

Janeth Walker, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	74	35
Percent satisfied with learning environment	80.0%	88.9%	77.1%
Percent satisfied with social and physical environment	90.0%	75.3%	82.9%
Percent satisfied with school-home relations	80.0%	86.3%	76.5%

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

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No Child Left Behind

School Adequate Yearly Progress YES

This school met 17 out of 17 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	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

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	213	100	15.5	48.8	35.7	91.8	82.7	82.8	Yes	Yes
Gender										
Male	108	100	18.7	45.8	35.5	86.9	78	79.3	N/A	N/A
Female	105	100	12	52	36	97	88.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	102	100	9	41	50	97	88.8	89.5	Yes	Yes
African American	107	100	22.1	55.8	22.1	86.5	77.4	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	30	100	36.7	46.7	16.7	73.3	55.3	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	127	100	23	55.7	21.3	87.7	77.4	75.5	Yes	Yes

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

All Students	213	100	19.3	47.8	32.9	87.9	82.2	78.9	Yes	Yes
Gender										
Male	108	100	20.6	43.9	35.5	83.2	78	77	N/A	N/A
Female	105	100	18	52	30	93	87.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	102	100	12	42	46	94	90.3	87.2	Yes	Yes
African American	107	100	26.9	52.9	20.2	81.7	75.3	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	30	100	50	36.7	13.3	53.3	39.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	127	100	27.9	52.5	19.7	82.8	76.3	70.2	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
Science								
All Students	168	100	20.9	55.8	23.3	79.1	70.8	67.5
Gender								
Male	82	100	18.5	51.9	29.6	81.5	69.3	67
Female	86	100	23.2	59.8	17.1	76.8	72.5	68
Racial/Ethnic Group								
White	83	100	13.4	53.7	32.9	86.6	81.6	79.5
African American	81	100	29.5	59	11.5	70.5	61	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	18	100	44.4	27.8	27.8	55.6	31.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	101	100	27.8	57.7	14.4	72.2	61.4	55.1

Social Studies

All Students	168	100	10.4	43.9	45.7	89.6	77.2	72.3
Gender								
Male	90	100	12.4	36	51.7	87.6	78.6	71.5
Female	78	100	8	53.3	38.7	92	75.5	73.2
Racial/Ethnic Group								
White	81	100	6.3	41.3	52.5	93.8	85.2	80.7
African American	85	100	14.6	47.6	37.8	85.4	70.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	23	100	34.8	34.8	30.4	65.2	43.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	98	100	15.8	51.6	32.6	84.2	71.3	62.1

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
Writing										
All Students	216	98.6	31.6	36.9	31.6	68.4	63	70.2	96.8	96
Gender										
Male	109	98.2	44.3	26.4	29.2	55.7	51.5	63.2	97	96.1
Female	107	99.1	18	48	34	82	76.2	77.5	96.5	95.9
Racial/Ethnic Group										
White	102	100	23	30	47	77	74.6	79.1	96	95.3
African American	107	98.1	39.8	43.7	16.5	60.2	53	57.6	97.5	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	98.3	97.6
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	62.6	94	92.7
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	N/A	68.7	92	92
Disability Status										
Disabled	33	90.9	70	20	10	30	14.7	26.1	96.6	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	61.2	94	93.7
Socio-Economic Status										
Subsidized meals	127	97.6	44.2	38.3	17.5	55.8	51.5	58.9	96.6	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	123	100	14.2	48.3	37.5	85.8
	5	90	100	17.2	49.4	33.3	82.8
	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
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	123	100	18.3	39.2	42.5	81.7
	5	90	100	20.7	59.8	19.5	79.3
	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
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	123	100	20.8	52.5	26.7	79.2
	5	45	100	20.9	65.1	14	79.1
	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
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	123	100	7.5	48.3	44.2	92.5
	5	45	100	18.2	31.8	50	81.8
	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
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	125	99.2	31.4	37.2	31.4	68.6
	5	91	97.8	31.8	36.5	31.8	68.2
	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

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