



RED BANK ELEMENTARY

246 Community Drive
Lexington, SC 29073

Grades	PK-5 Elementary School	
Enrollment	629 Students	
Principal	Marie G. Watson	803-821-4600
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average

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

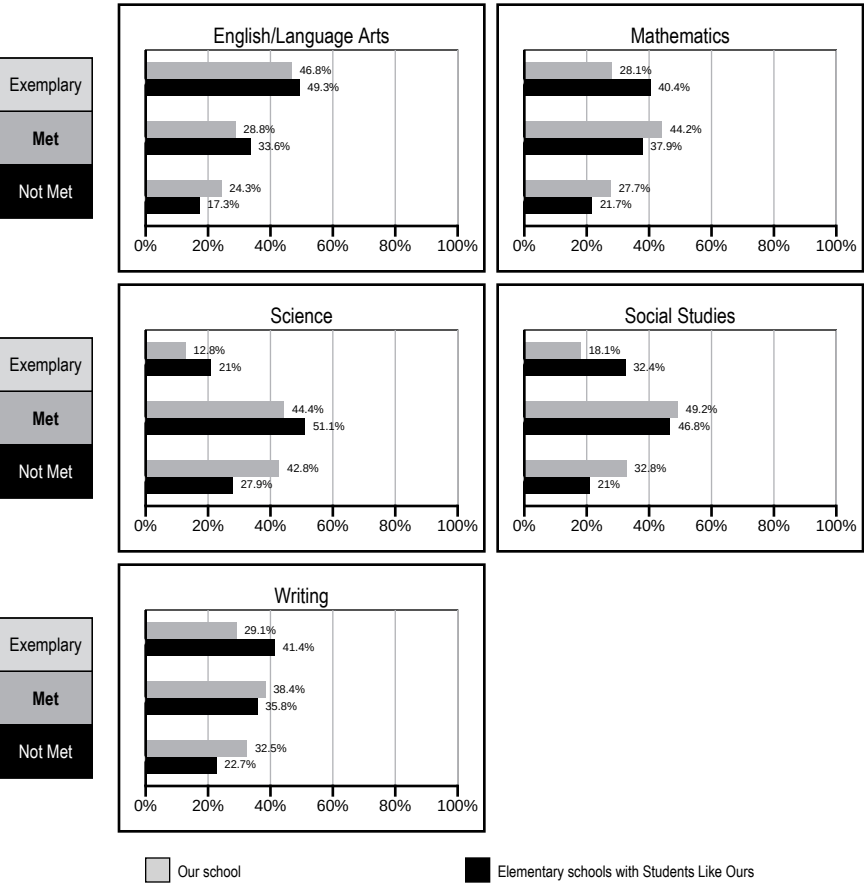
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	32	28	0	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=629)				
First graders who attended full-day kindergarten	100.0%	Up from 99.0%	100.0%	100.0%
Retention rate	0.0%	Down from 0.4%	1.1%	1.2%
Attendance rate	99.9%	Up from 95.9%	96.4%	96.1%
Eligible for gifted and talented	16.0%	Up from 13.2%	17.0%	11.7%
With disabilities other than speech	9.9%	Up from 8.3%	7.3%	8.0%
Older than usual for grade	0.0%	Down from 0.4%	0.3%	0.4%
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	72.3%	Down from 79.2%	62.2%	60.5%
Continuing contract teachers	83.0%	Down from 85.4%	86.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.4%	Down from 81.7%	90.2%	87.0%
Teacher attendance rate	95.3%	Up from 95.2%	95.8%	95.4%
Average teacher salary*	\$50,976	Down 1.2%	\$48,220	\$47,288
Professional development days/teacher	7.2 days	No Change	10.9 days	10.5 days
School				
Principal's years at school	7.0	Up from 5.5	5.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 20.2 to 1	20.1 to 1	19.2 to 1
Prime instructional time	94.2%	Up from 90.3%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.6%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,067	Down 2.7%	\$7,127	\$7,548
Percent of expenditures for instruction**	70.9%	Down from 73.5%	69.0%	68.7%
Percent of expenditures for teacher salaries**	69.8%	Up from 55.9%	65.9%	65.1%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Red Bank Elementary School faculty and staff embraced professional development in the 2009–2010 school year. The professional development focused on student-centered learning and individualized learning plans.

The faculty continued to develop common assessments so that all students in a grade level could have the same opportunity for learning. Teachers analyzed the data from these assessments in order to provide students with instruction based on their individual needs. Students were expected to learn and were given opportunities to take re-tests on material that they had not yet mastered. The emphasis in the school moved from summative assessment to formative assessment with the conviction that learning is never done and that every day is an opportunity for students and teachers to know more about their learning process.

RBES students had more opportunities for hands-on learning in mathematics with the district adoption of a new mathematics series, Everyday Mathematics. Though the first-year results may demonstrate an implementation dip, we expect that our students will become better mathematical thinkers and problem-solvers over time.

Students identified as struggling in the areas of mathematics or reading are provided direct-instruction in interventions. We monitor students' progress, track their growth, and make changes in instruction whenever students make less than adequate progress.

Goal-setting continued to be an important part of our academic expectations. Individual student goals, grade-level goals and school-wide goals were set in the areas of mathematics and English/language arts. Students discussed ways that they could take responsibility for their learning and indicated their areas of weakness and strength.

The RBES students became excited about global awareness and made strides specifically in the area of recycling. The recycling team collected plastics, paper, cardboard and aluminum cans. This effort greatly reduced the amount of waste our school sent to the landfill.

Our students have shown growth, based on school measures, in their academic subjects as well as in their personal and social development. We continue to focus on positive behavior intervention supports to encourage students to make wise choices.

At Red Bank Elementary, the learning is never done. Whether one is a student, teacher, support staff, administrator, parent or business partner, we continue to learn and grow together.

Marie Watson, Principal
Tommy Wilkes, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	83	53
Percent satisfied with learning environment	95.7%	90.4%	96.2%
Percent satisfied with social and physical environment	95.7%	94.0%	96.2%
Percent satisfied with school-home relations	93.5%	89.2%	92.5%

* 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	NO
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This school met 19 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	
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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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	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	295	100	24	29	47	86.4	89	83.5	Yes	Yes
Gender										
Male	158	100	20.9	33.3	45.8	88.9	86.2	80.1	N/A	N/A
Female	137	100	27.8	23.8	48.4	83.3	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	224	100	18.8	30	51.2	91.1	90.7	89.6	Yes	Yes
African American	55	100	46.2	25	28.8	67.3	76.9	74.6	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.4	92.7	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	82.4	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.3	85.1	I/S	I/S
Disability Status										
Disabled	51	100	54	24	22	58	53.9	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	133	100	31.5	33.1	35.5	78.2	80.1	76.9	Yes	Yes

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

All Students	295	100	27.6	45.2	27.2	79.9	86.2	80.4	Yes	Yes
Gender										
Male	158	100	24.2	49.7	26.1	82.4	84.9	78.4	N/A	N/A
Female	137	100	31.7	39.7	28.6	77	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	224	100	22.1	46.9	31	84.5	88.2	87.8	Yes	Yes
African American	55	100	51.9	32.7	15.4	61.5	72	69.3	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93.9	93.5	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	51	100	56	38	6	52	52.7	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	81.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	133	100	41.9	42.7	15.3	69.4	76.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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	196	99.5	42.2	44.9	13	57.8	80.7	67.3
Gender								
Male	107	99.1	37.5	48.1	14.4	62.5	80.2	66.9
Female	89	100	48.1	40.7	11.1	51.9	81.2	67.7
Racial/Ethnic Group								
White	148	100	36.9	48.2	14.9	63.1	83.4	79.6
African American	38	100	63.9	27.8	8.3	36.1	59.9	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	70	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.2	69.5
Disability Status								
Disabled	32	96.9	64.5	25.8	9.7	35.5	46.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	69.9	58.6
Socio-Economic Status								
Subsidized meals	87	100	54.3	38.3	7.4	45.7	68	55.4

Social Studies

All Students	193	99.5	32.4	49.5	18.1	67.6	81.5	70.9
Gender								
Male	96	99	28.6	50.5	20.9	71.4	81.5	70.1
Female	97	100	36.3	48.4	15.4	63.7	81.4	71.7
Racial/Ethnic Group								
White	149	99.3	26.1	52.8	21.1	73.9	82.9	79.2
African American	35	100	57.6	36.4	6.1	42.4	68.5	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.3	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.9	71.2
Disability Status								
Disabled	35	97.1	57.6	36.4	6.1	42.4	49.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	79.2	68
Socio-Economic Status								
Subsidized meals	91	98.9	47.6	40.5	11.9	52.4	69.1	60.8

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	292	95.6	32.5	38.4	29.1	67.5	79.4	72.1	99.9	97.1
Gender										
Male	159	94.3	34.5	44.8	20.7	65.5	73.4	65.2	99.9	97.1
Female	133	97	30.1	30.9	39	69.9	85.6	79.2	99.9	97.2
Racial/Ethnic Group										
White	221	95.9	26	42.2	31.9	74	81.6	80.8	99.9	97.1
African American	54	96.3	56.9	25.5	17.6	43.1	65.2	59.7	99.9	97.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87.7	87	99.9	97.9
Hispanic	9	I/S	I/S	I/S	I/S	I/S	66.3	64.6	99.9	97.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.8	73.4	99.9	96.3
Disability Status										
Disabled	57	77.2	71.4	23.8	4.8	28.6	35.6	27.7	99.9	96.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	67.1	63.7	99.9	97.8
Socio-Economic Status										
Subsidized meals	135	95.6	49.2	32	18.9	50.8	66.5	61.9	99.9	96.3

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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	101	100	23.3	25.6	51.1	76.7
	4	95	100	24.7	36.5	38.8	75.3
	5	94	100	19.3	48.9	31.8	80.7
	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
2010	3	105	100	16.3	21.4	62.2	83.7
	4	95	100	29.7	31.9	38.5	70.3
	5	95	100	26.7	34.4	38.9	73.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	101	100	24.4	40	35.6	75.6
	4	95	100	29.4	49.4	21.2	70.6
	5	94	100	36.4	48.9	14.8	63.6
	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
2010	3	105	100	24.5	43.9	31.6	75.5
	4	95	100	22	46.2	31.9	78
	5	95	100	36.7	45.6	17.8	63.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	49	100	42.2	33.3	24.4	57.8
	4	95	100	27.1	55.3	17.6	72.9
	5	46	100	44.2	46.5	9.3	55.8
	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
2010	3	55	100	50	34.6	15.4	50
	4	94	100	38.9	47.8	13.3	61.1
	5	47	97.9	39.5	51.2	9.3	60.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
Social Studies							
2009	3	52	98.1	24.4	44.4	31.1	75.6
	4	94	100	23.8	45.2	31	76.2
	5	48	97.9	27.3	45.5	27.3	72.7
	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
2010	3	50	100	21.7	52.2	26.1	78.3
	4	95	100	36.3	49.5	14.3	63.7
	5	48	97.9	35.6	46.7	17.8	64.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	100	98	28.9	27.8	43.3	71.1
	4	94	93.6	38	36.7	25.3	62
	5	95	99	32.2	40.2	27.6	67.8
	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
2010	3	104	93.3	26.1	37	37	73.9
	4	95	99	35.2	39.6	25.3	64.8
	5	93	94.6	36.5	38.8	24.7	63.5
	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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