



## RICHARD CARROLL ELEMENTARY

142 McMillan St.  
Bamberg, SC 29003

<b>Grades</b>	4-5 Elementary School	
<b>Enrollment</b>	226 Students	
<b>Principal</b>	Johnnie Smith	803-245-3047
<b>Superintendent</b>	Phyllis K. Schwarting	803-245-3053
<b>Board Chair</b>	Dr. R. Dale Padgett	803-245-2433

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Average	Good
2009	Good	Good
2008	Average	Average
2007	Average	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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

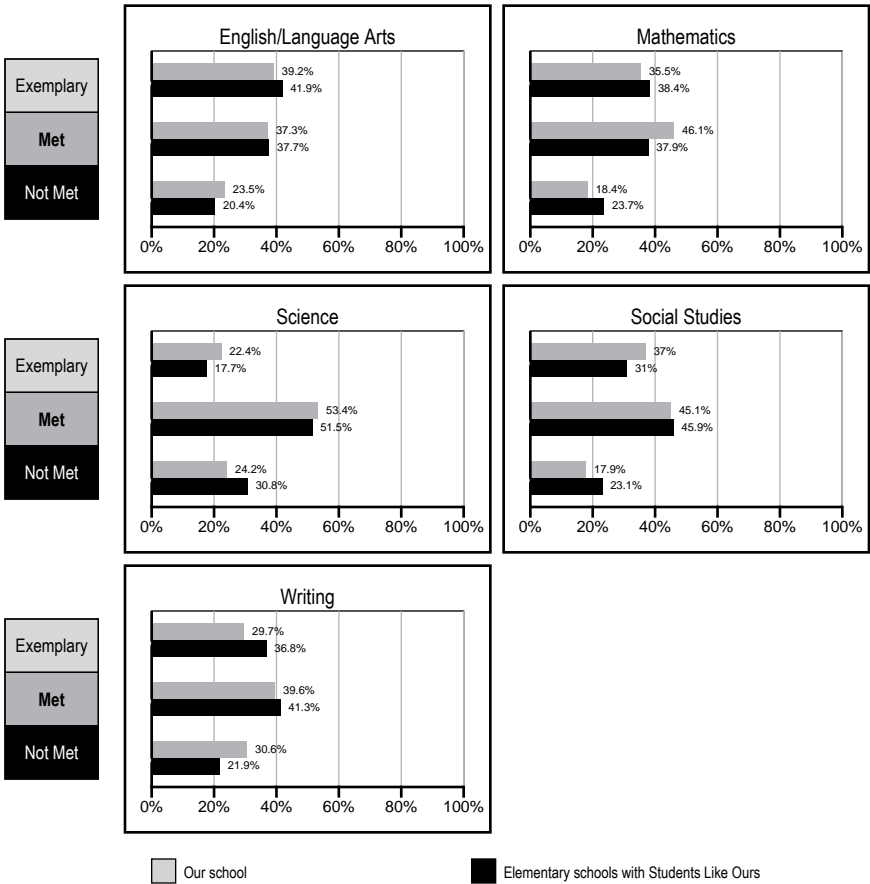
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
22	34	54	1	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=226)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	Down from 0.8%	1.2%	1.1%
Attendance rate	95.9%	Down from 96.1%	96.1%	96.2%
Served by gifted and talented program	11.3%	Down from 17.1%	14.2%	13.4%
With disabilities other than speech	4.4%	Down from 7.3%	5.0%	4.1%
Older than usual for grade	0.9%	Up from 0.8%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=11)</b>				
Teachers with advanced degrees	54.5%	Down from 58.3%	60.7%	62.5%
Continuing contract teachers	90.9%	Down from 91.7%	90.0%	88.2%
Teachers returning from previous year	71.0%	Down from 72.0%	88.5%	87.8%
Teacher attendance rate	95.4%	Down from 95.8%	95.2%	95.2%
Average teacher salary*	\$40,959	Down 5.9%	\$46,510	\$46,773
Professional development days/teacher	7.2 days	Up from 7.1 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	4.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 19.4 to 1	20.1 to 1	19.9 to 1
Prime instructional time	90.6%	Down from 91.7%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	88.2%	Up from 87.7%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,141	Down 16.9%	\$7,073	\$7,447
Percent of expenditures for instruction**	61.4%	Up from 55.0%	68.5%	68.4%
Percent of expenditures for teacher salaries**	56.8%	Up from 53.0%	65.7%	65.8%

\* 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

The 2010-2011 school year brought many successes as well as challenges for Richard Carroll Elementary school. The ground breaking ceremony for the new elementary school that is scheduled to open in August 2012 was held May 12, 2011. This event culminated a year of planning and preparation for a new school which will house grades PK4-grade 6, and one in which the entire community can take great pride.

RCES implemented a tiered intervention program, Response to Intervention (RtI). The purpose of this program is to target struggling learners, to bridge gaps in achievement, to inform parents of student progress and to involve them in making decisions about their child's education.

Throughout the year, parents, students and teachers participated in many events which are indicative of RCES's vision of solid school-community relationships and partnerships. The school held parent visitation nights every nine weeks. The third open house of the year was an Author's Night which highlighted the books written by each class. The books previously purchased by parents were distributed and read together that evening. This was a special night enjoyed by many! Other events included Otter-Math Night for parents, Parent Portal Night to introduce parents to the new Power School parent portal which gives parents access to students' grades and assignments, and a book fair that was open to parents and community before and after school.

At every opportunity, RCES integrates literacy and other subject area standards with community experiences. This allows students and their families opportunities to bridge school experiences with real-life. RCES promotes and embraces integrating multicultural experiences whenever possible. Several events held at RCES this year reflect these practices. Professional storytellers visited the school, telling stories which coordinated with the grade-level social studies standards. In conjunction with Salkehatchie Stew, a community storytelling festival, a storyteller assisted students in making cornhusk dolls which related to their Colonial American study. This activity was facilitated by volunteers from the community and greatly enjoyed by the students.

Celebrating our successes, RCES made AYP for the third consecutive year and received recognition as a Palmetto Silver school. RCES strongly believes our successes are a result of students', teachers', and parents' hard work and constant collaboration. RCES will continue to have high expectations for teachers and learners and will continue to strive for excellence. "Success is the doing, not the getting; in the trying, not the triumph. Success is a personal standard, reaching for the highest that is in us, becoming all that we can be." (Zig Ziglar) RCES fully embraces this philosophy!

Johnnie Smith, Principal  
 Marion Dwight, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	106	65
Percent satisfied with learning environment	82.4%	90.5%	76.9%
Percent satisfied with social and physical environment	82.4%	79.8%	81.5%
Percent satisfied with school-home relations	76.5%	86.8%	84.4%

\* 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	95.9%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	235	100	23.2	37.3	39.5	85.5	81	82.4	Yes	Yes
<b>Gender</b>										
Male	137	100	28.1	32.8	39.1	83.6	76.3	78.7	N/A	N/A
Female	98	100	16.3	43.5	40.2	88	87.3	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	93	100	13.2	36.3	50.5	91.2	87.5	88.9	Yes	Yes
African American	135	100	30.1	39	30.9	81.3	75.2	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	36	100	67.6	17.6	14.7	61.8	47.1	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	158	100	28.9	38.9	32.2	80.5	74.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	235	100	18.2	45.9	35.9	84.1	82.6	81.9	Yes	Yes
<b>Gender</b>										
Male	137	100	21.9	40.6	37.5	80.5	79.7	79.9	N/A	N/A
Female	98	100	13	53.3	33.7	89.1	86.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	93	100	6.6	49.5	44	93.4	91.2	88.9	Yes	Yes
African American	135	100	26	44.7	29.3	77.2	75.2	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	36	100	58.8	23.5	17.6	47.1	49.4	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	158	100	23.5	47	29.5	79.9	76.6	74.9	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
<b>Science</b>								
All Students	177	100	23.9	52.8	23.3	76.1	72.8	68.6
<b>Gender</b>								
Male	104	100	23.2	48.4	28.4	76.8	72.6	68.3
Female	73	100	25	58.8	16.2	75	73	68.9
<b>Racial/Ethnic Group</b>								
White	72	100	11.4	54.3	34.3	88.6	82.4	80.7
African American	99	100	33.3	52.9	13.8	66.7	63.6	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	27	100	61.5	26.9	11.5	38.5	37.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	114	100	30.2	54.7	15.1	69.8	63.4	57.3
<b>Social Studies</b>								
All Students	175	100	17.7	45.7	36.6	82.3	78.1	72.5
<b>Gender</b>								
Male	99	100	16.1	43	40.9	83.9	78.9	72
Female	76	100	19.7	49.3	31	80.3	77.2	73.1
<b>Racial/Ethnic Group</b>								
White	69	100	11.8	45.6	42.6	88.2	84.8	81
African American	102	100	22.6	45.2	32.3	77.4	72.8	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	26	100	33.3	54.2	12.5	66.7	51.7	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	115	100	20.9	49.1	30	79.1	73.9	62.9

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
<b>Writing</b>										
All Students	117	97.4	30	40	30	70	73.8	73.2	95.9	95.6
<b>Gender</b>										
Male	70	97.1	34.8	34.8	30.3	65.2	67.5	67.2	96.2	95.5
Female	47	97.9	22.7	47.7	29.5	77.3	82.4	79.4	95.5	95.7
<b>Racial/Ethnic Group</b>										
White	45	97.8	23.3	44.2	32.6	76.7	82.6	81.5	95	94.9
African American	68	98.5	35.4	36.9	27.7	64.6	66.1	61.3	96.6	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	87	97.8	96.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	91.4	88.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.3	99.3
<b>Disability Status</b>										
Disabled	19	89.5	75	12.5	12.5	25	23.1	26	94.2	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	65.7	99.9	88
<b>Socio-Economic Status</b>										
Subsidized meals	85	97.7	32.5	42.5	25	67.5	67.1	63.2	95.6	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	119	100	24.1	45.7	30.2	75.9
	5	124	100	11.6	45.5	43	88.4
	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	117	100	23.4	31.8	44.9	76.6
	5	118	100	23	42.5	34.5	77
	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
<b>Mathematics</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	119	100	20.7	52.6	26.7	79.3
	5	124	100	22.3	38	39.7	77.7
	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	117	100	13.1	47.7	39.3	86.9
	5	118	100	23	44.2	32.7	77
	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
<b>Science</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	119	100	25	62.1	12.9	75
	5	63	100	24.6	47.5	27.9	75.4
	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	117	100	20.6	57	22.4	79.4
	5	60	100	30.4	44.6	25	69.6
	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

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	119	100	12.1	56	31.9	87.9
	5	61	100	21.7	51.7	26.7	78.3
	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	117	100	14	46.7	39.3	86
	5	58	100	24.6	43.9	31.6	75.4
	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
<b>Writing</b>							
<b>2010</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	117	98.3	42.1	36.8	21.1	57.9
	5	125	99.2	19.8	42.1	38	80.2
	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
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	117	97.4	30	40	30	70
	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

Abbreviations for Missing Data

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