

RED BANK ELEMENTARY

246 Community Drive
Lexington, SC 29073

Grades	PK-5 Elementary School	
Enrollment	639 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 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	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 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

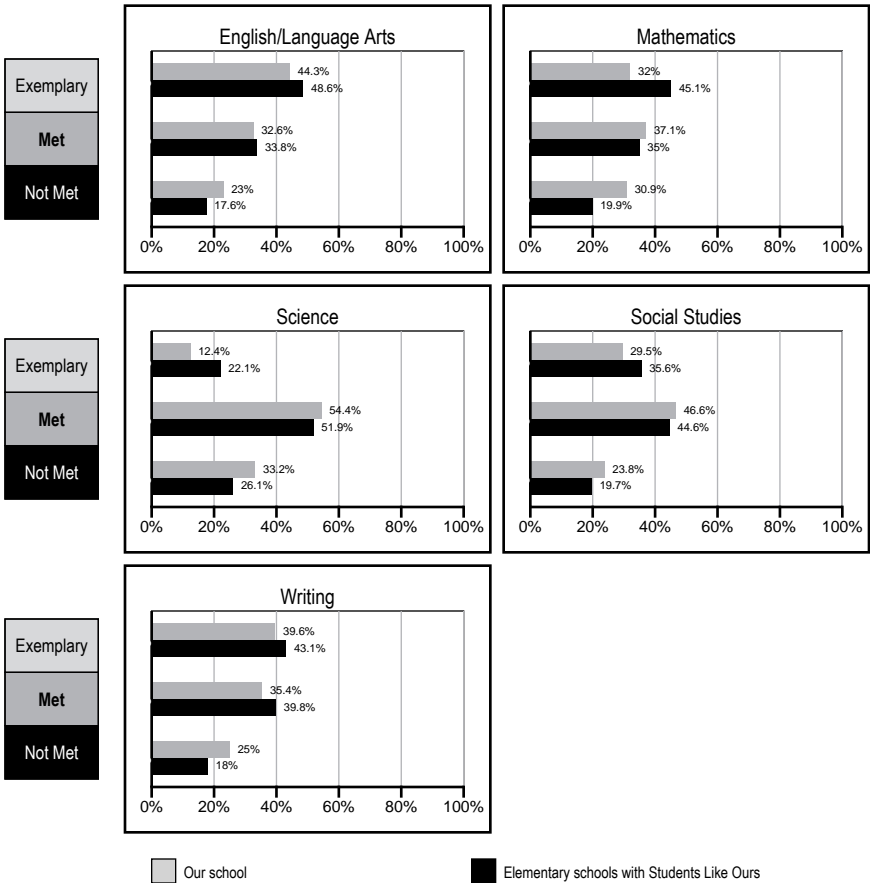
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	43	18	0	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
Students (n=639)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	0.9%	1.1%
Attendance rate	95.5%	Down from 99.9%	96.2%	96.2%
Served by gifted and talented program	15.2%	Down from 16.0%	19.1%	13.4%
With disabilities other than speech	3.0%	Down from 9.9%	3.9%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	75.5%	Up from 72.3%	64.7%	62.5%
Continuing contract teachers	79.6%	Down from 83.0%	90.6%	88.2%
Teachers returning from previous year	88.0%	Up from 80.4%	89.6%	87.8%
Teacher attendance rate	96.8%	Up from 95.3%	95.3%	95.2%
Average teacher salary*	\$51,079	Up 0.2%	\$47,826	\$46,773
Professional development days/teacher	17.7 days	Up from 7.2 days	11.0 days	10.5 days
School				
Principal's years at school	7.5	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 18.8 to 1	20.8 to 1	19.9 to 1
Prime instructional time	90.5%	Down from 94.2%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.6%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,258	Down 8.9%	\$6,965	\$7,447
Percent of expenditures for instruction**	68.8%	Down from 70.9%	68.5%	68.4%
Percent of expenditures for teacher salaries**	67.7%	Down from 69.8%	66.3%	65.8%

* 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

At Red Bank Elementary School, our guiding theme is “Successful Learning for All.” Our focus for the year was to encourage our students to become increasingly self-directed and to foster the capacity for leadership in each child. As a result, our school community grew in our understanding of what it means to have a student-centered, standards-based design.

Our school culture challenges students to give their personal best always in everything they do. Incorporating Sean Covey’s “The 7 Habits of Happy Kids,” students created a shared vision for their school experience. Students then took this further and developed a Code of Conduct. Their Code of Conduct was a description of qualities that exemplary students and teachers possess in the best possible learning environment.

We deepened our sense of community and global awareness as we filled others’ buckets by contributing our time and talents for others.

This year Red Bank Elementary made tremendous gains in student ownership of learning. Teachers guided students through the unpacking of learning standards and examined exactly what we expected of them. Students established and evaluated their own learning targets and monitored their progress.

We want to remove the barriers to academic progress by providing opportunities for students to advance their learning and master their learning targets. We realize that, in order to have continuous improvement, we must also make the curriculum perfectly transparent to them, so that the students can better navigate their learning.

We are actively planning for increased opportunities for student collaboration and real-world applications.

We face the challenges of changing from a traditional model of education to a 21st century learning environment. We are systematically making these changes, although limited funding and budget cuts make the work difficult. Even so, we are relentless in our pursuit of “Successful Learning for All.”

Marie Watson, Principal
Tommy Wilkes, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	91	41
Percent satisfied with learning environment	100.0%	90.1%	90.2%
Percent satisfied with social and physical environment	97.7%	91.2%	95.1%
Percent satisfied with school-home relations	97.7%	92.3%	82.9%

* 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

This school met 16 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. 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	0.4%	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	1.9%	0.0%	No
Student attendance rate	95.5%	94.0%**	Yes

* Or greater than last year

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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	315	100	22.2	33.1	44.7	84.1	88	82.4	Yes	Yes
Gender										
Male	172	100	22.9	34.3	42.8	82.5	84.9	78.7	N/A	N/A
Female	143	100	21.3	31.6	47.1	86	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	236	100	19.7	30.7	49.6	86.8	90	88.9	Yes	Yes
African American	53	100	25	47.9	27.1	81.3	74.6	72.9	Yes	Yes
Asian/Pacific Islander	11	100	27.3	36.4	36.4	72.7	94.6	93	I/S	I/S
Hispanic	15	100	46.7	20	33.3	60	81.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	83	I/S	I/S
Disability Status										
Disabled	60	100	59.6	21.1	19.3	52.6	51.1	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	35.7	35.7	28.6	64.3	80.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	141	100	33.8	37.7	28.5	75.4	78.6	75.4	No	Yes

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

All Students	315	100	30.5	38.4	31.1	76.2	88	81.9	No	Yes
Gender										
Male	172	100	33.7	33.7	32.5	74.1	86.5	79.9	N/A	N/A
Female	143	100	26.5	44.1	29.4	78.7	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	236	100	25	41.2	33.8	79.8	89.8	88.9	Yes	Yes
African American	53	100	45.8	31.3	22.9	68.8	75.3	71.4	Yes	Yes
Asian/Pacific Islander	11	100	36.4	27.3	36.4	72.7	95.4	94.6	I/S	I/S
Hispanic	15	100	60	26.7	13.3	46.7	82	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90	84.4	I/S	I/S
Disability Status										
Disabled	60	100	61.4	29.8	8.8	42.1	52.3	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	57.1	14.3	28.6	50	83.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	141	100	46.2	34.6	19.2	60	78.1	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	212	99.5	31.3	54.2	14.4	68.7	80.1	68.6
Gender								
Male	125	99.2	28.6	55.5	16	71.4	79.7	68.3
Female	87	100	35.4	52.4	12.2	64.6	80.5	68.9
Racial/Ethnic Group								
White	166	99.4	27.7	56	16.4	72.3	82.8	80.7
African American	29	100	40	56	4	60	60.6	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.8	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	70.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.6	70.8
Disability Status								
Disabled	37	100	44.1	41.2	14.7	55.9	45.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	70.6	60.7
Socio-Economic Status								
Subsidized meals	81	98.8	50	36.1	13.9	50	66.5	57.3
Social Studies								
All Students	211	99.5	23.5	48	28.5	76.5	82.8	72.5
Gender								
Male	109	100	24	44.2	31.7	76	82.5	72
Female	102	99	22.9	52.1	25	77.1	83	73.1
Racial/Ethnic Group								
White	152	100	17.9	49	33.1	82.1	84.7	81
African American	42	97.6	34.2	52.6	13.2	65.8	69.4	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.1	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	74.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.9	73.5
Disability Status								
Disabled	43	97.7	51.3	43.6	5.1	48.7	49.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	76	69.7
Socio-Economic Status								
Subsidized meals	104	99	39.4	43.6	17	60.6	70.3	62.9

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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	102	99	25	35.4	39.6	75	79.6	73.2	95.5	95.7
Gender										
Male	49	98	19.1	40.4	40.4	80.9	74.1	67.2	95.7	95.7
Female	53	100	30.6	30.6	38.8	69.4	85.3	79.4	95.2	95.8
Racial/Ethnic Group										
White	80	98.8	22.4	32.9	44.7	77.6	81.6	81.5	95.4	95.7
African American	18	100	37.5	50	12.5	62.5	65.3	61.3	96.3	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93	87	95.1	96.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.2	66.7	94.5	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.9	72.2	N/A	94.9
Disability Status										
Disabled	16	93.8	80	13.3	6.7	20	30.7	26	94.5	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69.7	65.7	95.4	96.3
Socio-Economic Status										
Subsidized meals	53	100	40.8	30.6	28.6	59.2	67.4	63.2	94.8	94.8

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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							
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
2011	3	105	100	26.2	24.3	49.5	73.8
	4	107	100	16.8	33.7	49.5	83.2
	5	102	100	23.7	42.3	34	76.3
	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
Mathematics							
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
2011	3	105	100	38.8	34	27.2	61.2
	4	107	100	17.8	43.6	38.6	82.2
	5	102	100	35.1	38.1	26.8	64.9
	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							
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
2011	3	53	98.1	35.3	45.1	19.6	64.7
	4	107	100	24.8	65.3	9.9	75.2
	5	52	100	40.8	40.8	18.4	59.2
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	3	53	98.1	32	38	30	68
	4	107	100	13.9	58.4	27.7	86.1
	5	50	100	35.4	35.4	29.2	64.6
	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
Writing							
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
2011	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	102	99	25	35.4	39.6	75
	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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