



## ROUND TOP ELEMENTARY

449 Rimer Pond Road  
Blythewood, SC 29016

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	657 Students	
<b>Principal</b>	Jeaneen M. Tucker	803-691-8676
<b>Superintendent</b>	Katie Brochu, Ed.D.	803-787-1910
<b>Board Chair</b>	Stephanie Burgess, Ph.D.	803-530-9899

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	Below Average
2007	Good	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 | 97.3%

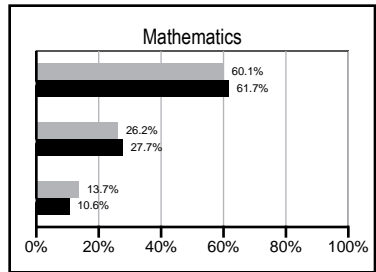
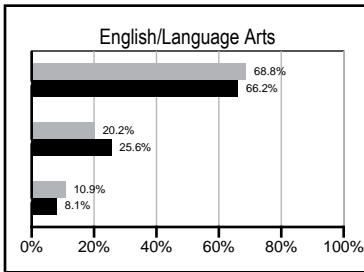
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
15	1	0	0	0

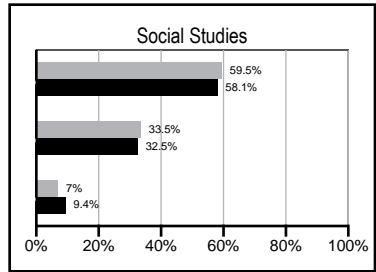
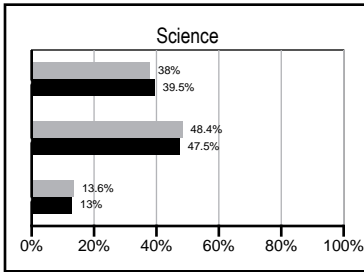
\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)

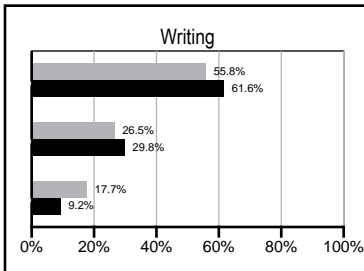
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Legend:  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
<b>Students (n=657)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 1.0%	0.5%	1.1%
Attendance rate	97.1%	Up from 96.8%	96.7%	96.2%
Served by gifted and talented program	29.7%	Up from 25.1%	34.1%	13.4%
With disabilities other than speech	3.5%	Down from 10.3%	2.6%	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%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	73.3%	Up from 72.2%	65.0%	62.5%
Continuing contract teachers	86.7%	Up from 77.8%	88.3%	88.2%
Teachers returning from previous year	88.3%	Down from 88.9%	88.4%	87.8%
Teacher attendance rate	93.9%	Down from 95.9%	95.2%	95.2%
Average teacher salary*	\$52,991	Down 0.9%	\$49,093	\$46,773
Professional development days/teacher	11.5 days	Up from 10.3 days	8.6 days	10.5 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.5	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 20.7 to 1	21.8 to 1	19.9 to 1
Prime instructional time	90.5%	Down from 92.0%	91.4%	90.4%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.7%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,200	Down 5.0%	\$6,605	\$7,447
Percent of expenditures for instruction**	76.1%	Up from 74.2%	68.2%	68.4%
Percent of expenditures for teacher salaries**	74.3%	Up from 71.1%	68.8%	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**

RTE is well known for our exemplary arts program. This year brought continued recognition as one of our 20 National Board Certified Teachers was selected as the South Carolina Art Educator of the Year! We continued to expand our arts curriculum integration through the introduction of Rhythm Nation in third grade. Our dance program delighted our community by performing Annie and Peter Pan: The Ballet, at a neighboring high school. Hundreds of students participate annually in the various offerings of our dedicated related arts teachers: Morning Fun Run, Chorus, Art Club, Brown Bags & Books, and Girls Reading the South (GRITS), to name just a few.

Through our focus on student writing skills we utilized our internal "Aviator Air Mail" to deliver over 8,000 letters! As an Exemplary Writing School (2009-2012) our teachers produced videos for the State Department of Education to assist other schools in meeting the criteria for this prestigious award.

To increase our student engagement in reading we implemented a unique schedule with our 5th grade students which provided leveled instruction in smaller classes 3x weekly. With the aid of our supportive PTO, we held our first school wide Read-A-Thon and raised over \$12,000 in just 30 days!

Our SIC focused on two important topics this year: homework issues and child safety. In partnership with Palmetto Richland Hospital Buckle Buddies program we disseminated life-saving information, car seat safety pledges, and car magnets. During our annual SIC sponsored Earth Day we had RCSD on hand to ensure that child safety seats are properly installed. Important data about homework concerns were gathered from teacher and parent surveys and our study of homework issues will continue in the Fall of '11.

As is our custom, RTE was involved in numerous service projects, with this year's focus on supporting our deployed military. We are especially proud of our partnership with five neighboring elementary schools as we collectively raised \$5000 for Rob's Best Friend, which provides service dogs to wounded soldiers.

In late April RTE was visited by teachers from throughout the nation as a host site for the Schools Exceeding Expectations conference. We truly enjoy showcasing all the wonderful teaching and learning that is evident at RTE each day. Please drop in and see for yourself!

Jeaneen M. Tucker, Ed.S., Principal  
 Martie Summerford, SIC Chairwoman

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	35	107	75
Percent satisfied with learning environment	100.0%	95.2%	91.7%
Percent satisfied with social and physical environment	100.0%	91.6%	96.0%
Percent satisfied with school-home relations	100.0%	89.7%	94.7%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 18 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

<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	1.1%	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	0.0%	0.0%	Yes
Student attendance rate	97.1%	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	326	99.7	10.9	20.2	68.8	92.5	83.8	82.4	Yes	Yes
<b>Gender</b>										
Male	184	99.5	13.8	20.4	65.7	89.5	79.2	78.7	N/A	N/A
Female	142	100	7.1	20	72.9	96.4	88.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	194	100	5.2	14.1	80.6	96.3	93.4	88.9	Yes	Yes
African American	112	99.1	21.8	31.8	46.4	85.5	79.1	72.9	Yes	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	95.6	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.8	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	83	I/S	I/S
<b>Disability Status</b>										
Disabled	50	98	54.2	20.8	25	56.3	47.8	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	N/AV	N/AV	N/AV	100	81.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	59	100	27.1	33.9	39	78	75.6	75.4	Yes	Yes

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

All Students	326	100	13.7	26.2	60.1	91	81.7	81.9	Yes	Yes
<b>Gender</b>										
Male	184	100	17.1	22.1	60.8	86.7	79.1	79.9	N/A	N/A
Female	142	100	9.3	31.4	59.3	96.4	84.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	194	100	8.9	22.5	68.6	94.8	93.5	88.9	Yes	Yes
African American	112	100	24.5	34.5	40.9	82.7	75.7	71.4	Yes	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	95.3	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	50	100	60.4	22.9	16.7	50	45.8	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	N/AV	N/AV	N/AV	100	82.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	59	100	39	30.5	30.5	74.6	72.7	74.9	No	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	218	100	13.6	48.4	38	86.4	71	68.6
<b>Gender</b>								
Male	122	100	17.6	44.5	37.8	82.4	69.9	68.3
Female	96	100	8.5	53.2	38.3	91.5	72.2	68.9
<b>Racial/Ethnic Group</b>								
White	125	100	4.1	47.5	48.4	95.9	90	80.7
African American	83	100	29.6	49.4	21	70.4	61.9	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.2	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	31	100	44.8	48.3	6.9	55.2	36.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	73.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	41	100	39	46.3	14.6	61	57.5	57.3
<b>Social Studies</b>								
All Students	219	100	7	33.5	59.5	93	76.5	72.5
<b>Gender</b>								
Male	126	100	9.7	29	61.3	90.3	74.4	72
Female	93	100	3.3	39.6	57.1	96.7	78.6	73.1
<b>Racial/Ethnic Group</b>								
White	137	100	5.2	28.1	66.7	94.8	89.3	81
African American	67	100	12.3	47.7	40	87.7	69.9	60
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	92.7	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	71.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	32	100	45.2	35.5	19.4	54.8	42.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	76	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	34	100	20.6	44.1	35.3	79.4	65.7	62.9

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	113	100	17.7	26.5	55.8	82.3	75.5	73.2	97.1	97.2
<b>Gender</b>										
Male	65	100	21.5	26.2	52.3	78.5	68.9	67.2	97	97.2
Female	48	100	12.5	27.1	60.4	87.5	82.2	79.4	97.2	97.3
<b>Racial/Ethnic Group</b>										
White	60	100	13.3	16.7	70	86.7	88.7	81.5	96.9	97
African American	44	100	25	40.9	34.1	75	69.1	61.3	97.6	97.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	90.8	87	97	97.7
Hispanic	3	I/S	I/S	I/S	I/S	I/S	69.2	66.7	95.5	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.8
<b>Disability Status</b>										
Disabled	22	100	72.7	22.7	4.5	27.3	27	26	96.7	96.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.6
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	72.5	65.7	97.3	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	24	100	29.2	45.8	25	70.8	64.6	63.2	97.2	96.8

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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	140	97.9	7.6	13	79.4	92.4
	4	131	98.5	16.8	20	63.2	83.2
	5	138	100	10.7	28.2	61.1	89.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	102	100	7.9	12.9	79.2	92.1
	4	111	99.1	6.5	19.6	73.8	93.5
	5	113	100	17.7	27.4	54.9	82.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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	140	100	13.7	26	60.3	86.3
	4	131	100	20	23.2	56.8	80
	5	138	100	11.5	27.5	61.1	88.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	102	100	15.8	22.8	61.4	84.2
	4	111	100	7.5	22.4	70.1	92.5
	5	113	100	17.7	32.7	49.6	82.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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	70	100	27.3	37.9	34.8	72.7
	4	131	100	20	53.6	26.4	80
	5	69	100	20	33.8	46.2	80
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	51	100	22	44	34	78
	4	111	100	7.5	58.9	33.6	92.5
	5	56	100	17.9	32.1	50	82.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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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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	70	100	1.5	23.1	75.4	98.5
	4	131	100	13.6	44	42.4	86.4
	5	69	100	10.6	31.8	57.6	89.4
	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	51	100	3.9	25.5	70.6	96.1
	4	111	100	5.6	33.6	60.7	94.4
	5	57	100	12.3	40.4	47.4	87.7
	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
<b>Writing</b>							
<b>2010</b>	3	140	100	10.7	19.1	70.2	89.3
	4	130	100	17.6	24	58.4	82.4
	5	137	100	12.2	27.5	60.3	87.8
	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
<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	113	100	17.7	26.5	55.8	82.3
	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

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