

Richard Carroll Elementary School

142 McMillan St.
Bamberg, SC 29003

Grades	4-5 Elementary School	
Enrollment	223 Students	
Principal	Johnnie Smith	803-245-3047
Superintendent	Phyllis K. Schwarting	803-245-3053
Board Chair	Rita M. Sease	803-245-5318

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Good	Excellent*
2011	Good	Good
2010	Average	Good
2009	Good	Good
2008	Average	Average

* The School's 2012 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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://www.eoc.sc.gov>

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

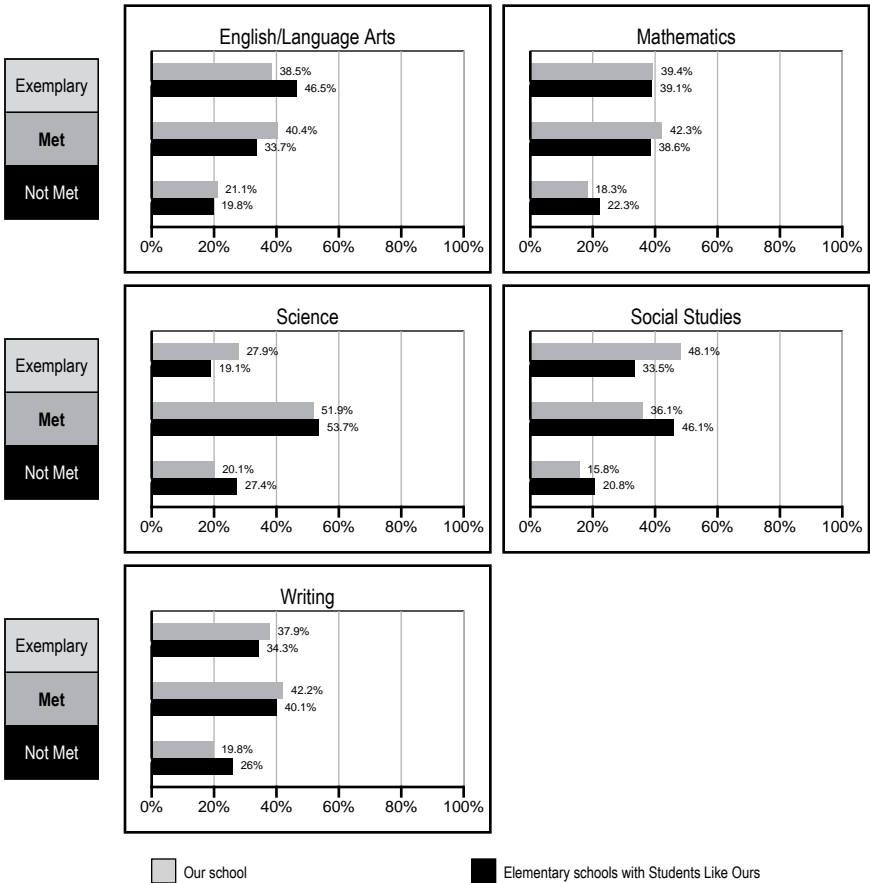
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	43	31	1	0

* Ratings are calculated with data available by 11/07/2012.

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=223)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.7%	Up from 0.0%	1.1%	1.0%
Attendance rate	96.4%	Up from 95.9%	96.5%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	44.4%	Down from 54.5%	62.0%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	93.3%	Up from 71.0%	89.1%	88.7%
Teacher attendance rate	95.6%	Up from 95.4%	95.2%	95.1%
Average teacher salary*	\$41,054	Up 0.2%	\$47,390	\$47,210
Professional development days/teacher	8.8 days	Up from 7.2 days	11.3 days	10.5 days
School				
Principal's years at school	15.0	Up from 14.0	5.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 18.1 to 1	20.1 to 1	20.0 to 1
Prime instructional time	91.4%	Up from 90.6%	90.3%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	96.6%	Up from 88.2%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$7,254	Up 1.6%	\$6,788	\$7,247
Percent of expenditures for instruction**	61.4%	No Change	68.2%	68.2%
Percent of expenditures for teacher salaries**	57.8%	Up from 56.8%	66.3%	65.7%

* 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

"Achievement is largely the product of steadily raising one's levels of aspiration...and expectation." (Jack Nicklaus)

It is obvious from the fact that Richard Carroll Elementary School has made AYP for four consecutive years and received the Palmetto Silver Award that the administration, faculty, and students embrace and demonstrate the philosophy of the above quote. The accomplishments that our students have achieved can be attributed to teachers using MAP data, PASS results, and benchmark tests to drive instructional decisions in the classroom.

The RTI program, in addition to addressing academic deficiencies through the use of tier two and tier three interventions, was expanded this year to include a behavioral component. As a result of both the academic and behavioral assistance, students experienced greater success.

RCES continues to reach out to parents and the community. Parents were invited to experience with their child the art of storytelling through the performance of noted storyteller Donna Washington. Students also shared their talents by presenting programs in honor of grandparents and veterans. School-sponsored field trips provided another opportunity for parent/child interaction. The support of our parents was witnessed through the number of volunteers that assisted with the end-of -year PASS celebration and other student incentives offered during the school year.

As the year concluded, the prospects of beginning the 2012-2013 school year in a modern, new facility have created an aura of excitement and high expectations for the future. Ralph Waldo Emerson said, "Nothing great was ever achieved without enthusiasm." There is no doubt that the staff and students at RCES will begin the new year with tremendous enthusiasm, thus leading to great achievement.

Johnnie Smith, Principal

Danette McAlhane, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	12	111	76
Percent satisfied with learning environment	100.0%	84.4%	92.0%
Percent satisfied with social and physical environment	100.0%	70.0%	82.9%
Percent satisfied with school-home relations	83.3%	84.5%	86.8%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	100.0
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Richard Carroll Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	657.8	663.9	650.0	656.7	100.0	100.0
Male	653.4	665.6	655.6	661.0	100.0	100.0
Female	664.0	661.6	641.7	650.4	100.0	100.0
White	670.5	683.8	673.0	668.6	100.0	100.0
African American	646.0	646.0	629.5	644.9	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	644.1	649.2	636.6	644.5	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	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
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	101	100	21.2	43.4	35.4	78.8
	5	121	100	20.9	37.4	41.7	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
Mathematics							
2011	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
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	101	100	15.2	43.4	41.4	84.8
	5	121	100	20.9	40.9	38.3	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
Science							
2011	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
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	101	100	19.2	55.6	25.3	80.8
	5	59	100	21.8	45.5	32.7	78.2
	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							
2011	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
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	101	100	10.1	37.4	52.5	89.9
	5	62	100	25	33.3	41.7	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
Writing							
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	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
2012	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	121	99.2	19.8	42.2	37.9	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

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