



## Red Bank Elementary School

246 Community Drive  
Lexington, SC 29073

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 638 Students           |              |
| <b>Principal</b>      | Marie Watson           | 803-821-4600 |
| <b>Superintendent</b> | Dr. Karen C. Woodward  | 803-821-1000 |
| <b>Board Chair</b>    | Cynthia S. Smith       | 803-957-5095 |

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2013</b> | <b>Average</b>  | <b>Average</b> |
| 2012        | Average         | Good           |
| 2011        | Average         | Average        |
| 2010        | Average         | Average        |
| 2009        | 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://www.eoc.sc.gov>

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

Percent of students tested in 2012-13 whose 2011-12 test scores were located

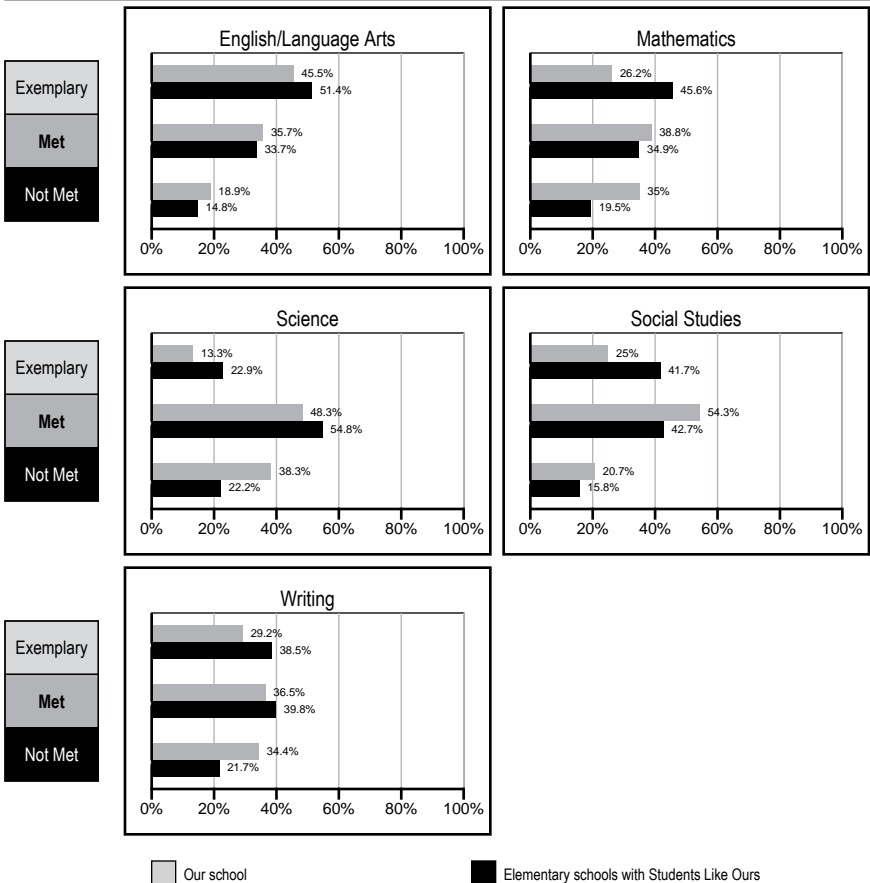
99.5%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 41        | 38   | 9       | 0             | 1       |

\* Ratings are calculated with data available by 12/14/2013.

**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=638)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.0%       | No Change             | 0.8%                                       | 0.9%                     |
| Attendance rate  | 95.6%      | Down from 96.0%       | 96.4%                                      | 96.3%                    |
| Served by gifted and talented program  | 7.7%       | N/A                   | 10.1%                                      | 7.2%                     |
| With disabilities  | 13.7%      | N/A                   | 11.8%                                      | 12.4%                    |
| Older than usual for grade   | 0.9%       | N/A                   | 1.4%                                       | 1.9%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=49)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 73.5%      | Up from 70.8%         | 64.8%                                      | 62.5%                    |
| Continuing contract teachers   | 85.7%      | Up from 79.2%         | 86.7%                                      | 83.3%                    |
| Teachers returning from previous year  | 90.7%      | Up from 86.1%         | 89.7%                                      | 88.3%                    |
| Teacher attendance rate  | 94.0%      | Down from 95.1%       | 95.0%                                      | 95.0%                    |
| Average teacher salary*  | \$50,713   | Up 1.8%               | \$49,374                                   | \$48,193                 |
| Professional development days/teacher  | 5.3 days   | Down from 8.2 days    | 12.0 days                                  | 11.0 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 10.0       | Up from 9.0           | 6.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 21.1 to 1  | Up from 19.1 to 1     | 20.8 to 1                                  | 20.1 to 1                |
| Prime instructional time   | 89.3%      | Down from 90.8%       | 90.2%                                      | 90.0%                    |
| Opportunities in the arts  | Good       | No Change             | Good                                       | Good                     |
| SACS accreditation   | Yes        | No Change             | Yes  | Yes                      |
| Parents attending conferences  | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Character development program  | Excellent  | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$7,737    | Down 9.2%             | \$7,060                                    | \$7,364                  |
| Percent of expenditures for instruction**                                    | 67.0%      | Down from 67.1%       | 69.0%                                      | 68.0%                    |
| Percent of expenditures for teacher salaries**                               | 66.0%      | Up from 65.7%         | 67.0%                                      | 66.0%                    |

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

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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

**Report of Principal and School Improvement Council**

Red Bank Elementary School continues to make strides in the implementation of competency-based, personalized learning. Stakeholders realize the importance of requiring that students become proficient at one level before moving to a new level of learning. Students are aware of the learning targets, and this transparency of expectations motivates students to master one level before moving to the next.

A major step supporting the competency-based approach has been the use of a standards-based report card. Each student has a personalized report card that communicates exactly where he is working and the level of progress he is making. Students understand the language of learning as emerging, developing, proficient or advanced.

Students use academic language when describing their learning because they have analyzed the standards for learning and know exactly where they are working. This culture of learning is centered in collaboration, communication, critical thinking and creativity. A learning management system individualizes each student's learning plan. Through this system, students are able to remain aware of their progress, work on assignments, take assessments and communicate.

One of the challenges facing our students and staff is the availability of technology. In a personalized system, students need access to their learning dashboard whenever they are ready to work. Since the work is competency-based rather than time-based, it is important that students have constant access to devices so that they can work at their individual pace.

Another challenge that affects learning is the attendance of our students. We have worked with students and their parents through individual conferences, attendance contracts and support agencies in order to improve the chronic tardy and absence patterns of some of our students. This continues to impact our students' ability to learn.

Our students have shown good progress on standardized testing on Measures of Academic Progress (MAP) with 64% of students meeting their learning targets in English language arts and 59% meeting their targets in mathematics. The national average for both subjects is 50% of students meeting those targets.

In addition to core academics, our school has earned recognition as a Green Steps school, received a Farm to School grant and established a school garden maintained by a student garden club. Our First Lego League and 4-H Club students have received awards for their achievements. The Special Olympics Fan Club and Unified Team has received both state and national recognition.

We are proud of the progress our students are making toward self-directed, individualized learning. We expect to continue to improve as we further implement personalized learning.

Principal Marie Watson and SIC Chair Thomas Dandridge

**Evaluations by Teachers, Students and Parents**

|  | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--|-----------------|------------------|-----------------|
| Number of surveys returned                             | 39              | 100              | 47              |
| Percent satisfied with learning environment            | 87.2%           | 83%              | 89.4%           |
| Percent satisfied with social and physical environment | 89.7%           | 87%              | 83%             |
| Percent satisfied with school-home relations           | 82.1%           | 87.9%            | 76.6%           |

\* 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 2013, 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.

|                                      |             |
|--------------------------------------|-------------|
| <b>Overall Weighted Points Total</b> | <b>68.6</b> |
| <b>Overall Grade Conversion</b>      | <b>D</b>    |

| 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**

Red Bank 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**

|   | <b>Our District</b> | <b>State</b> |
|---|---------------------|--------------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.4%                | 2.3%         |
| Classes in high poverty schools not taught by highly qualified teachers | N/A                 | 4.9%         |

|   | <b>Our School</b> | <b>State Objective</b> | <b>Met State Objective</b> |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 1.8%              | 0.0%                   | No                         |
| Student attendance rate                         | 95.6%             | 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 |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| <b>Grades 3-5</b>                 |          |           |              |                     |              |               |
| All Students                      | 663.5    | 634.3     | 613.8        | 633.9               | 99.7         | 99.7          |
| Male                              | 658.7    | 633.2     | 615.1        | 639.9               | 99.4         | 99.4          |
| Female                            | 668.7    | 635.5     | 612.4        | 627.7               | 100.0        | 100.0         |
| White                             | 669.7    | 641.4     | 620.2        | 638.9               | 100.0        | 100.0         |
| African American                  | 654.4    | 620.4     | 596.9        | 629.6               | 98.2         | 98.2          |
| 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                          | 612.6    | 589.8     | 580.9        | 612.2               | 100.0        | 100.0         |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 651.1    | 620.7     | 601.1        | 619.2               | 99.3         | 99.3          |
| Annual Measurable Objective (AMO) | 635.0    | 635.0     | 635.0        | 635.0               | 95.0         | 95.0          |

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 Grade Level

|                              | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2012</b>                  | 3     | 78                            | 100      | 26.7      | 17.3  | 56          | 73.3               |
|                              | 4     | 103                           | 100      | 28        | 25    | 47          | 72                 |
|                              | 5     | 114                           | 100      | 20.4      | 36.1  | 43.5        | 79.6               |
|                              | 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                |
| <b>2013</b>                  | 3     | 118                           | 100      | 13.3      | 27.4  | 59.3        | 86.7               |
|                              | 4     | 82                            | 100      | 21.3      | 40    | 38.8        | 78.8               |
|                              | 5     | 109                           | 99.1     | 21.2      | 41.3  | 37.5        | 78.8               |
|                              | 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>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2012</b>                  | 3     | 78                            | 100      | 33.3      | 34.7  | 32          | 66.7               |
|                              | 4     | 103                           | 100      | 23        | 43    | 34          | 77                 |
|                              | 5     | 114                           | 100      | 16.7      | 42.6  | 40.7        | 83.3               |
|                              | 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                |
| <b>2013</b>                  | 3     | 118                           | 100      | 38.1      | 35.4  | 26.5        | 61.9               |
|                              | 4     | 82                            | 100      | 35        | 42.5  | 22.5        | 65                 |
|                              | 5     | 109                           | 99.1     | 27.9      | 44.2  | 27.9        | 72.1               |
|                              | 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                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2012</b>                  | 3     | 37                            | 100      | 50        | 25    | 25          | 50                 |
|                              | 4     | 103                           | 100      | 33        | 57    | 10          | 67                 |
|                              | 5     | 56                            | 98.2     | 17.3      | 50    | 32.7        | 82.7               |
|                              | 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>2013</b>                  | 3     | 59                            | 100      | 41.8      | 41.8  | 16.4        | 58.2               |
|                              | 4     | 82                            | 100      | 40        | 45    | 15          | 60                 |
|                              | 5     | 52                            | 98.1     | 27.5      | 60.8  | 11.8        | 72.5               |
|                              | 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                |

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>2012</b>           | 3     | 42                            | 100      | 32.5      | 35    | 32.5        | 67.5               |
|                       | 4     | 102                           | 100      | 23.2      | 47.5  | 29.3        | 76.8               |
|                       | 5     | 58                            | 98.3     | 23.2      | 55.4  | 21.4        | 76.8               |
|                       | 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>2013</b>           | 3     | 60                            | 100      | 16.9      | 61    | 22          | 83.1               |
|                       | 4     | 82                            | 100      | 18.8      | 55    | 26.3        | 81.3               |
|                       | 5     | 56                            | 98.2     | 30.2      | 43.4  | 26.4        | 69.8               |
|                       | 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>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2012</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                           | 93.8     | 26.5      | 41.2  | 32.4        | 73.5               |
|                       | 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                |
| <b>2013</b>           | 3     | 118                           | 94.9     | 30.6      | 37    | 32.4        | 69.4               |
|                       | 4     | 81                            | 97.5     | 39.7      | 30.8  | 29.5        | 60.3               |
|                       | 5     | 108                           | 96.3     | 33.7      | 40.6  | 25.7        | 66.3               |
|                       | 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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