



# SC Annual School Report Card Summary

**Richmond Drive Elementary**  
**YORK 3 - ROCK HILL**  
**Grades: K-5** Enrollment: 595  
**Principal: Patrick Maness**  
**Superintendent: Mr. John Taylor, Interim**  
**Board Chair: Jim Vining**

## PERFORMANCE

*Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites. Printed versions are available from school districts upon request.*

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Good	Average	TBD	TBD	B	N/A
2013	Average	Below Average	N/A	N/A	D	N/A
2012	Good	Average	N/A	N/A	A	N/A

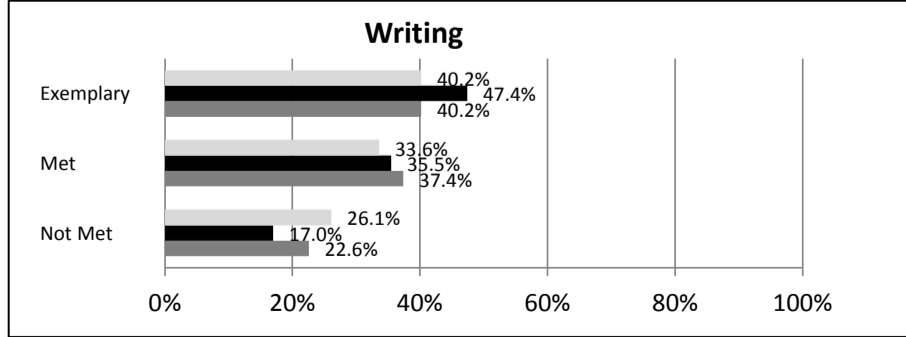
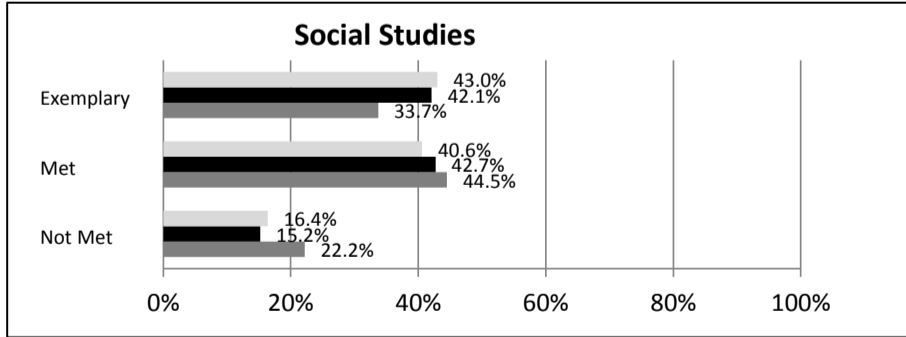
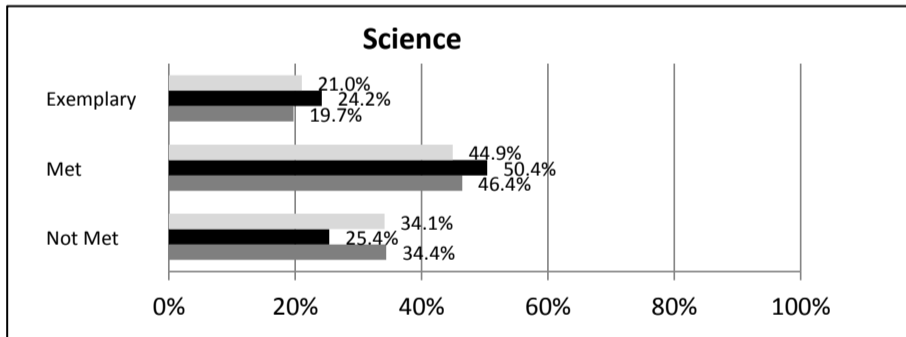
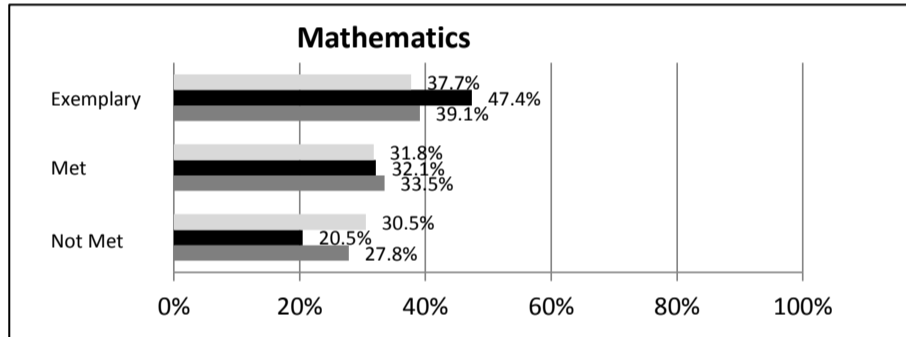
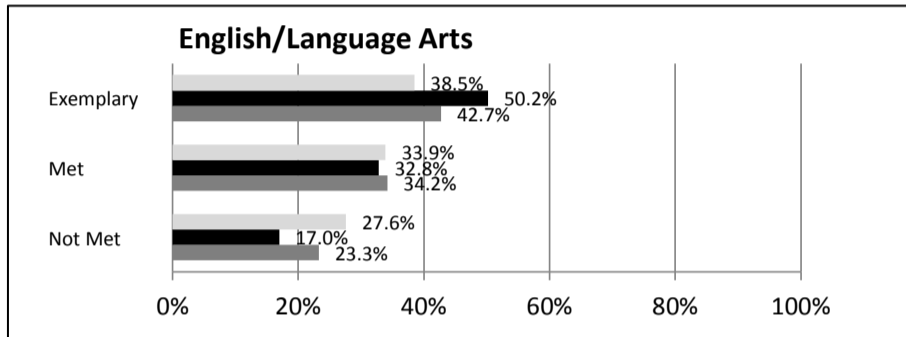
## ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
51	32	9	1	0

\* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

## SC PASS PERFORMANCE

Our School    Elementary Schools with Students Like Ours    Elem Schools Statewide



## NAEP\*

\*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



**SC 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.

### Abbreviations Key

N/A-Not Applicable    N/AV-Not Available    N/C-Not Collected    N/R-Not Reported    I/S-Insufficient Sample    TBD-To Be Determined

**Richmond Drive Elementary  
YORK 3 - ROCK HILL**

**SCHOOL PROFILE**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
<b>Students (n = 595)</b>				
Retention rate	0.2%	Down from 0.5%	0.9%	1.0%
Attendance rate	96.4%	Down from 96.6%	96.5%	96.5%
Served by gifted and talented program	6.3%	Down from 7.6%	9.5%	7.3%
With disabilities	11.6%	Down from 12.3%	11.9%	12.5%
Older than usual for grade	0.5%	Down from 0.9%	1.5%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n = 39)</b>				
Teachers with advanced degrees	79.5%	Up from 66.7%	64.2%	62.3%
Continuing contract teachers	76.9%	Up from 75.0%	85.9%	81.2%
Teachers returning from previous year	87.8%	Down from 90.0%	90.2%	88.4%
Teacher attendance rate	97.0%	Up from 96.1%	95.2%	95.3%
Average teacher salary*	\$51,964	Down 1.3%	\$50,031	\$47,902
Classes not taught by highly qualified teachers	5.3%	Up from 3.2%	0.0%	0.0%
Professional development days/teacher	10.4 days	Down from 11.0 days	11.8 days	10.9 days
<b>School</b>				
Principal's years at school	14.0	Up from 13.0	5.5	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 11.0 to 1	20.6 to 1	19.9 to 1
Prime instructional time	92.1%	Up from 91.7%	90.8%	90.7%
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	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,977	Down 3.2%	\$7,437	\$7,680
Percent of expenditures for instruction**	73.3%	Up from 73.0%	67.4%	66.8%
Percent of expenditures for teacher salaries**	72.0%	No change	66.8%	66.0%
ESEA composite index score	81.5	Up from 69.1	92.1	85.7

\* Length of contract = 185+ days.

\*\*Prior year audited financial data available.

**EVALUATION RESULTS**

	Teachers	Students*	Parents*
Number of surveys returned	31	65	37
Percent satisfied with learning environment	87.1%	90.8%	91.9%
Percent satisfied with social and physical environment	90.4%	90.6%	94.7%
Percent satisfied with school-home relations	90.3%	89.2%	89.4%

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

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Richmond Drive Elementary equips students with the skills, character and experiences in order to positively impact the world. The school focused on four goals throughout the year. First, teachers spent time writing common pre- and post-assessments in math in order to better collaborate on their teaching and student learning. Homeroom teachers met frequently to discuss how students made progress. They made constant changes about reteaching and regrouping student to improve achievement. Second, all teachers developed lessons to integrate technology in their instruction. All students had access to an iPad. In kindergarten through third grade, each class had five iPads and fourth and fifth graders each had an iPad to use. All staff members sought better methods to teach students using the available technology. Third, RDES worked to improve communication with parents about expectations for learning. Parent meetings for every grade level were held at the beginning of the year so parents could know what their child needed to know and how grades would be reported each nine weeks. Parents were surveyed throughout the year to determine our effectiveness as a school. Fourth, RDES took the next steps in world language instruction. Every child continued to receive daily instruction in Spanish in an immersion fashion. For the second year, Ms. Su taught a lesson during related arts time on Chinese Language and Culture. The partial immersion Spanish program expanded from kindergarten to first grade. These four classes learned all their math and science completely in Spanish. Richmond Drive is proud of their Science Bowl Team and Battle of the Books Team that competed in district competitions. Students and teachers worked hard to prepare for these contests and are to be commended for their effort. ☐

Richmond Drive focused on the character of students in many ways. Each month, students were recognized in the Terrific Kids program for exemplifying one of the core beliefs of the school. Each child demonstrated one way he or she made a difference in another person's life. As a result, he or she could sign the Difference Maker Wall and receive a Difference Maker t-shirt. Stories were highlighted each week how students and families made a difference. A photo display was made to show examples of student and faculty volunteerism. Every day children told stories how they made a difference. Students, parents, and faculty members worked this year to understand "What is too much?" and how we can give away when we have too much. ☐

Children enjoyed many positive experiences which made a difference in them as well. Students went on field trips to zoos, farms, and museums. Fourth graders went to Camp Thunderbird. Fifth graders visited the Velodrome and Riverwalk and some learned to ride a bike for the first time. Many grade levels walked to local restaurants and parks to celebrate student achievements. Students traveled to Charlotte, Columbia and Charleston in addition to Brattonsville and the Carroll School. Third graders experienced environmental lessons at Camp Cherokee and fourth graders learned to swim at the Natatorium. All students were provided experiences that gave them a wider perspective and increased their confidence. ☐

Jamie Burton, SIC Chair                      Patrick Maness, Principal

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