

Richard Carroll Primary

P.O. Box 546
Bamberg, SC 29003

Grades	PK-3 Elementary School	
Enrollment	518 Students	
Principal	Curtis Williams	803-245-3043
Superintendent	Phyllis K. Schwarting	803-245-3053
Board Chair	Dr. R. Dale Padgett	803-245-2433

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**N/A**
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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

Richard Carroll Primary	06/01/10-0501003

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

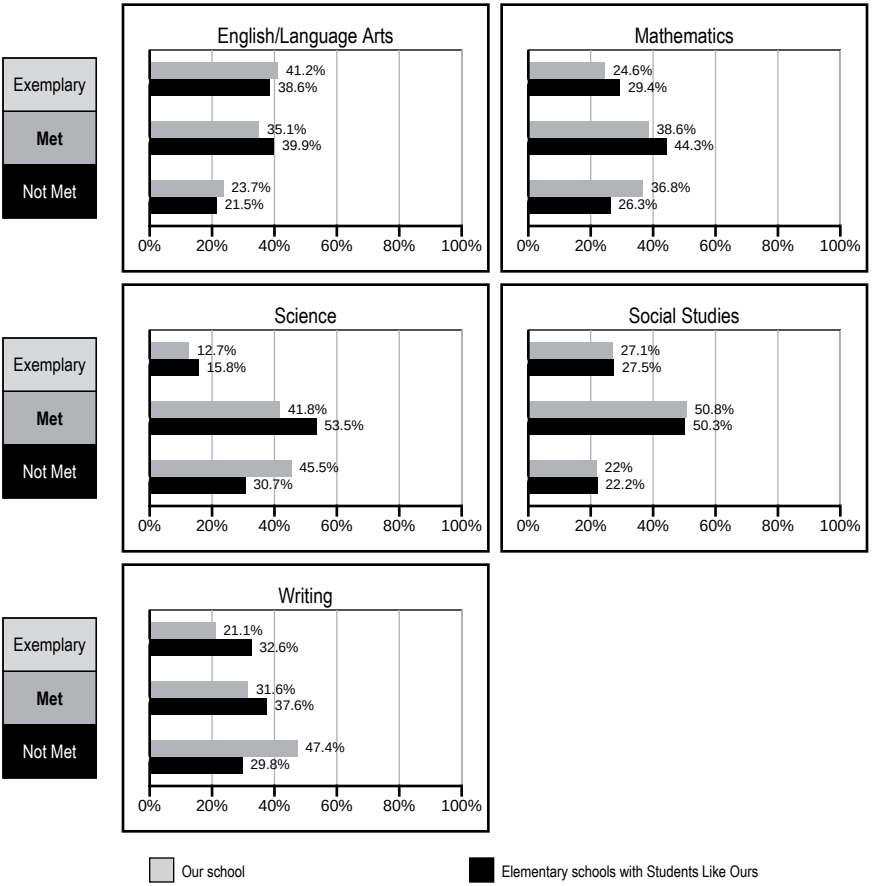
Percent of students tested in 2008-09 whose 2007-08 test scores were located	100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	28	72	3	0

* Ratings are calculated with data available by 06/01/2010.

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

Richard Carroll Primary 06/01/10-0501003

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=518)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	3.5%	N/A	2.0%	1.9%
Attendance rate	95.7%	N/A	96.2%	96.3%
Eligible for gifted and talented	3.9%	N/A	10.9%	10.0%
With disabilities other than speech	7.4%	N/A	9.3%	7.7%
Older than usual for grade	0.0%	N/A	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	72.7%	N/A	59.1%	59.4%
Continuing contract teachers	93.9%	N/A	84.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.8%	85.9%
Teacher attendance rate	95.1%	N/R	95.2%	95.1%
Average teacher salary*	$45,956	I/S	$47,306	$47,149
Professional development days/teacher	13.1 days	N/R	11.8 days	11.1 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	N/R	19.1 to 1	18.8 to 1
Prime instructional time	89.2%	N/R	90.3%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	$7,326	$7,458
Percent of expenditures for instruction**	N/A	N/A	68.1%	68.8%
Percent of expenditures for teacher salaries**	N/A	N/A	63.3%	63.2%

* 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

Exciting things are happening at Richard Carroll Primary School as we continue our mission to facilitate learning for all students by providing, with community and parental support, relevant, meaningful instruction in a safe, nurturing, respectful environment. As Rosa Parks said, "We are not where we want to be. We are not where we are going to be. But we are not where we were." This quote exemplifies the feeling of our staff and students.

Richard Carroll Primary School has just completed its fifth year as a Reading First School. The components of the Reading First Program have enabled our students to improve their reading levels tremendously over the past five years. We have more students leaving kindergarten that can read than ever before. Study groups meet monthly with an emphasis on cross-grade level planning, small group instruction, reading and writing centers, and read alouds. The School Leadership Team and the School Intervention Team also meet monthly throughout the year to review Stanford, Dominie, and PASS scores to help determine instructional needs and interventions for students. These teams give input and suggestions on other ways to make our school more productive.

Our third grade received the Palmetto Silver Award recognizing academic achievement on the PACT. The district's math, reading, and science curriculum coordinators require benchmark testing in all subject areas. They also have teachers do curriculum maps and long range planning. We are the only school in the district that has a Response to Intervention plan currently in place.

Curtis Williams, Principal
Ashley Zeigler, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	113	61
Percent satisfied with learning environment	100.0%	86.9%	83.3%
Percent satisfied with social and physical environment	94.1%	82.7%	78.3%
Percent satisfied with school-home relations	82.4%	81.1%	84.7%

* 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

School Adequate Yearly Progress

YES

This school met 17 out of 17 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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

Richard Carroll Primary										06/01/10-0501003
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	128	100	23.1	35.9	41	86.3	82.7	82.8	Yes	Yes
Gender										
Male	78	100	25	40.3	34.7	84.7	78	79.3	N/A	N/A
Female	50	100	20	28.9	51.1	88.9	88.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	49	100	15.2	32.6	52.2	89.1	88.8	89.5	Yes	Yes
African American	76	100	28.6	38.6	32.9	84.3	77.4	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	N/A	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	26	100	44	32	24	76	55.3	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	88	100	30	37.5	32.5	81.3	77.4	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	128	100	36.8	39.3	23.9	70.9	82.2	78.9	Yes	Yes
Gender										
Male	78	100	37.5	41.7	20.8	70.8	78	77	N/A	N/A
Female	50	100	35.6	35.6	28.9	71.1	87.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	49	100	19.6	47.8	32.6	84.8	90.3	87.2	Yes	Yes
African American	76	100	48.6	32.9	18.6	61.4	75.3	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	N/A	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	26	100	72	16	12	36	39.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	88	100	43.8	38.8	17.5	65	76.3	70.2	Yes	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

Richard Carroll Primary								06/01/10-0501003
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	64	100	45.6	40.4	14	54.4	70.8	67.5
Gender								
Male	42	100	50	36.8	13.2	50	69.3	67
Female	22	100	36.8	47.4	15.8	63.2	72.5	68
Racial/Ethnic Group								
White	21	100	31.6	52.6	15.8	68.4	81.6	79.5
African American	41	100	54.1	35.1	10.8	45.9	61	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	1	I/S	N/A	N/A	N/A	N/A	N/A	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	16	100	66.7	20	13.3	33.3	31.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsized meals	49	100	53.5	37.2	9.3	46.5	61.4	55.1
Social Studies								
All Students	64	100	21.7	51.7	26.7	78.3	77.2	72.3
Gender								
Male	36	100	17.6	52.9	29.4	82.4	78.6	71.5
Female	28	100	26.9	50	23.1	73.1	75.5	73.2
Racial/Ethnic Group								
White	28	100	11.1	51.9	37	88.9	85.2	80.7
African American	35	100	30.3	51.5	18.2	69.7	70.1	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	43.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsized meals	39	100	29.7	56.8	13.5	70.3	71.3	62.1

Abbreviations for Missing Data

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

Richard Carroll Primary										06/01/10-0501003
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	126	97.6	47.4	31.6	21.1	52.6	63	70.2	95.7	96
Gender										
Male	77	96.1	59.4	27.5	13	40.6	51.5	63.2	95.8	96.1
Female	49	100	28.9	37.8	33.3	71.1	76.2	77.5	95.6	95.9
Racial/Ethnic Group										
White	48	100	39.1	32.6	28.3	60.9	74.6	79.1	95.2	95.3
African American	75	97.3	52.9	30.9	16.2	47.1	53	57.6	96.3	96.7
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	I/S	86.2	96.8	97.6
Hispanic	1	I/S	N/A	N/A	N/A	N/A	I/S	62.6	92.3	92.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	92
Disability Status										
Disabled	26	88.5	81.8	13.6	4.5	18.2	14.7	26.1	95.2	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	I/S	61.2	92.8	93.7
Socio-Economic Status										
Subsized meals	86	96.5	53.2	28.6	18.2	46.8	51.5	58.9	95.5	95.8

Abbreviations for Missing Data

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

Richard Carroll Primary							06/01/10-0501003
PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	127	100	23.3	35.3	41.4	76.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	1	I/S	I/S	I/S	I/S	I/S
Mathematics							
2009	3	127	100	36.2	39.7	24.1	63.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	1	I/S	I/S	I/S	I/S	I/S
Science							
2009	3	63	100	44.6	41.1	14.3	55.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	1	I/S	I/S	I/S	I/S	I/S
Social Studies							
2009	3	64	100	21.7	51.7	26.7	78.3
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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							
2009	3	125	98.4	47.4	31.6	21.1	52.6
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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	1	I/S	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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