

Red Bank Elementary

246 Community Drive
Lexington, SC 29073

Grades	PK-5 Elementary School	
Enrollment	590 Students	
Principal	Marie G. Watson	803-821-4600
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average
2005	Good	Below 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 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.

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

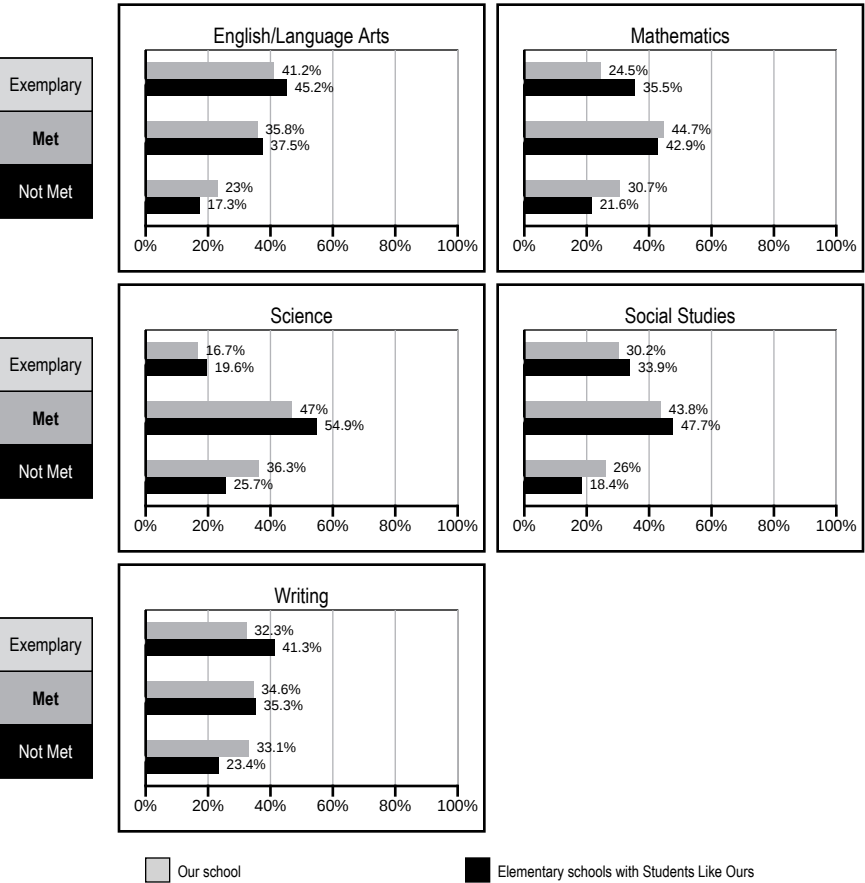
97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	36	35	0	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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=590)				
First graders who attended full-day kindergarten	99.0%	Down from 100.0%	100.0%	100.0%
Retention rate	0.4%	Down from 2.1%	1.6%	1.9%
Attendance rate	95.9%	No Change	96.4%	96.3%
Eligible for gifted and talented	13.2%	Down from 14.6%	15.1%	10.0%
With disabilities other than speech	8.3%	Down from 10.1%	7.2%	7.7%
Older than usual for grade	0.4%	Up from 0.0%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	79.2%	Down from 80.4%	61.4%	59.4%
Continuing contract teachers	85.4%	Up from 75.0%	84.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.1%	0.0%	0.0%
Teachers returning from previous year	81.7%	Up from 81.5%	88.7%	85.9%
Teacher attendance rate	95.2%	Up from 94.8%	95.1%	95.1%
Average teacher salary*	\$51,605	Up 4.8%	\$48,408	\$47,149
Professional development days/teacher	7.2 days	Down from 9.4 days	11.3 days	11.1 days
School				
Principal's years at school	5.5	Up from 5.0	6.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 17.7 to 1	19.3 to 1	18.8 to 1
Prime instructional time	90.3%	Up from 89.2%	90.5%	90.4%
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**	\$9,314	Up 45.8%	\$6,983	\$7,458
Percent of expenditures for instruction**	73.5%	Down from 73.8%	68.9%	68.8%
Percent of expenditures for teacher salaries**	55.9%	Down from 71.2%	60.8%	63.2%

* 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

Red Bank Elementary School implemented a systemic approach to interventions in the 2008–2009 school year.

First we assessed students through Measures of Academic Progress tests and used this information as well as other diagnostic information to identify students who could benefit from targeted instruction in reading and mathematics during seminar blocks. We grouped students according to their needs and used these 30-minute blocks of time for additional reading or mathematics instruction. This instruction took place in addition to the core curriculum they received for mathematics and English/language arts.

A morning activities block provided learning experiences for students who arrived at school prior to the start of classes. These activities focused on mathematics, physical fitness, language and reading. Students could participate in meaningful activities rather than sitting in the hallways until classes began.

Teachers worked collaboratively to interpret state standards and to determine which standards were most essential for every child to know. Grade levels set goals for student achievement which were the driving force whenever teachers planned assessments and lessons collaboratively.

Students could re-take tests whenever they did not master the material. This practice sent the message that failure is not an option and that learning must take place.

At every grade level, students improved their performance over the previous years. This improvement was based on data from benchmark fluency measures and on the district-wide assessment, Measures of Academic Progress (MAP). We celebrated our students' success by recognizing grade levels and individual students for their accomplishments and growth.

We are challenged by the number of students who need interventions in reading and mathematics. Although we know that small group, direct instruction with immediate feedback is best; we struggle to provide this kind of instruction. We need more instructors in order to offer enough small group instruction. As a compromise, we have devised a schedule that demands urgency in teaching and learning, and we systematically address the needs of students through regular progress monitoring.

We look forward to the coming year and the possibilities of continued growth in student achievement.

We have learned from our intervention implementation this year, and we expect to become even better!

Marie Watson, Principal
DeVita Scott, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	53	72	45
Percent satisfied with learning environment	100.0%	84.3%	84.1%
Percent satisfied with social and physical environment	98.1%	90.3%	80.0%
Percent satisfied with school-home relations	100.0%	87.5%	73.3%

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

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School Adequate Yearly Progress

YES

This school met 21 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

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	0.2%	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	95.9%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	290	100	22.4	36.9	40.7	87.5	88.8	82.8	Yes	Yes
Gender										
Male	157	100	21.3	39.7	39	88.7	86.3	79.3	N/A	N/A
Female	133	100	23.8	33.6	42.6	86.1	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	220	100	18.9	37.9	43.2	88.8	90.3	89.5	Yes	Yes
African American	54	100	37.2	37.2	25.6	81.4	77.7	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.4	92.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	81.9	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.7	82.5	I/S	I/S
Disability Status										
Disabled	50	100	46.5	34.9	18.6	67.4	54.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	33.3	33.3	33.3	83.3	82.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	138	100	33.6	37.8	28.6	81.5	79.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	290	100	30	46	24	77.9	85.7	78.9	Yes	Yes
Gender										
Male	157	100	27	48.2	24.8	81.6	85.1	77	N/A	N/A
Female	133	100	33.6	43.4	23	73.8	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	220	100	24.8	48.5	26.7	81.1	87.8	87.2	Yes	Yes
African American	54	100	55.8	32.6	11.6	62.8	69.9	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.2	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.2	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.4	79.5	I/S	I/S
Disability Status										
Disabled	50	100	53.5	34.9	11.6	55.8	53.2	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	41.7	33.3	25	66.7	80.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	138	100	52.1	35.3	12.6	62.2	74.2	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

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	190	100	35.3	47.4	17.3	64.7	80	67.5
Gender								
Male	102	100	30.9	53.2	16	69.1	80.3	67
Female	88	100	40.5	40.5	19	59.5	79.7	68
Racial/Ethnic Group								
White	140	100	31.8	50.8	17.4	68.2	82.7	79.5
African American	37	100	53.3	30	16.7	46.7	58.8	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.9	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	72.4	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.2	71.2
Disability Status								
Disabled	35	100	58.1	32.3	9.7	41.9	46.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	73.7	59.6
Socio-Economic Status								
Subsided meals	92	100	51.9	41.8	6.3	48.1	65.2	55.1

Social Studies

All Students	194	99	24.9	45.1	30.1	75.1	82.4	72.3
Gender								
Male	109	99.1	24	41.7	34.4	76	82.3	71.5
Female	85	98.8	26	49.4	24.7	74	82.5	73.2
Racial/Ethnic Group								
White	150	99.3	22.9	44.3	32.9	77.1	83.8	80.7
African American	37	97.3	37	48.1	14.8	63	71	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.2	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.1	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80.6	72.2
Disability Status								
Disabled	32	96.9	26.9	46.2	26.9	73.1	55.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75.2	67.9
Socio-Economic Status								
Subsided meals	89	97.8	34.2	54.8	11	65.8	70.2	62.1

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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	School Attendance Rate	District Attendance Rate
Writing										
All Students	289	96.9	32.8	34.8	32.4	67.2	77.3	70.2	95.9	96.1
Gender										
Male	158	94.9	38.5	37	24.4	61.5	71.1	63.2	96.2	96.1
Female	131	99.2	26.4	32.2	41.3	73.6	83.8	77.5	95.5	96.2
Racial/Ethnic Group										
White	220	96.8	29.4	35.3	35.3	70.6	79.7	79.1	95.9	96.1
African American	54	98.2	47.6	38.1	14.3	52.4	61	57.6	96	96.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.6	86.2	96.2	97.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	64.5	62.6	94.1	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.6	68.7	86.7	95
Disability Status										
Disabled	52	84.6	65.8	18.4	15.8	34.2	34.3	26.1	94.7	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	12	100	50	25	25	50	64.7	61.2	95.2	96.6
Socio-Economic Status										
Subsidized meals	130	96.9	47.8	31.3	20.9	52.2	62	58.9	94.8	94.9

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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							
2009	3	101	100	23.3	25.6	51.1	76.7
	4	95	100	24.7	36.5	38.8	75.3
	5	94	100	19.3	48.9	31.8	80.7
	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
Mathematics							
2009	3	101	100	24.4	40	35.6	75.6
	4	95	100	29.4	49.4	21.2	70.6
	5	94	100	36.4	48.9	14.8	63.6
	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
Science							
2009	3	49	100	42.2	33.3	24.4	57.8
	4	95	100	27.1	55.3	17.6	72.9
	5	46	100	44.2	46.5	9.3	55.8
	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
Social Studies							
2009	3	52	98.1	24.4	44.4	31.1	75.6
	4	94	100	23.8	45.2	31	76.2
	5	48	97.9	27.3	45.5	27.3	72.7
	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
Writing							
2009	3	100	98	28.9	27.8	43.3	71.1
	4	94	93.6	38	36.7	25.3	62
	5	95	99	32.2	40.2	27.6	67.8
	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

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