



RICHARD CARROLL ELEMENTARY

142 McMillan St.
Bamberg, SC 29003

Grades	4-5 Elementary School	
Enrollment	247 Students	
Principal	Johnnie Smith	803-245-3047
Superintendent	Phyllis K. Schwarting	803-245-3053
Board Chair	Dr. R. Dale Padgett	803-245-2433

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Good
2009	Good	Good
2008	Average	Average
2007	Average	Average
2006	Average	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 2009-10 whose 2008-09 test scores were located

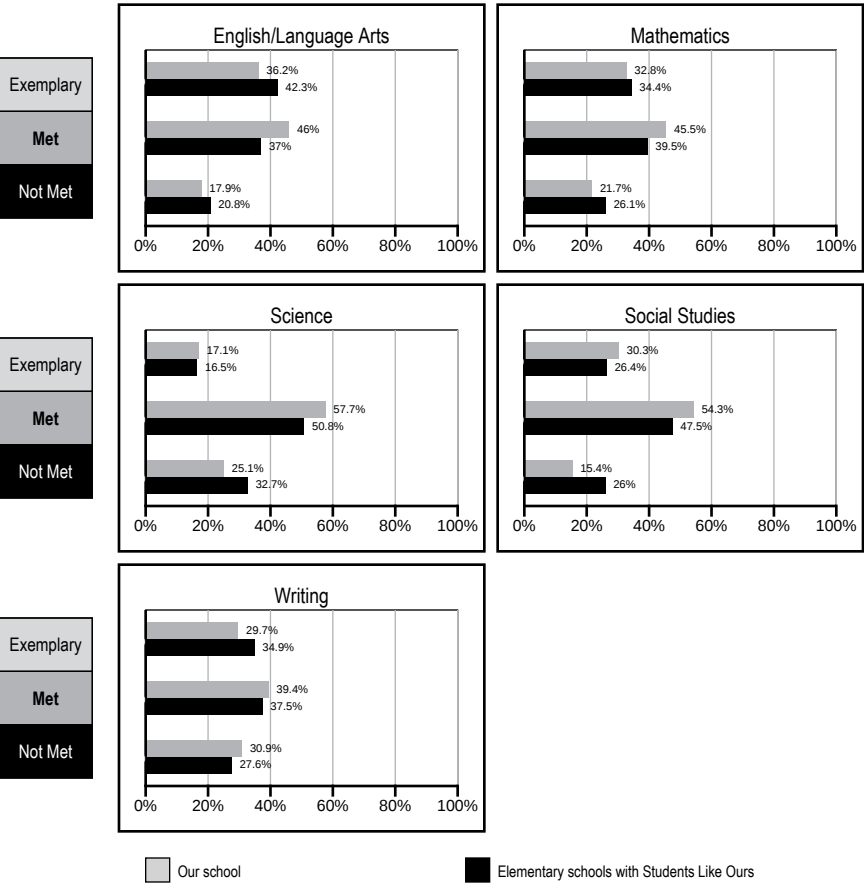
97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	28	64	1	0

* Ratings are calculated with data available by 03/09/2011.

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=247)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.8%	Down from 1.4%	1.2%	1.2%
Attendance rate	96.1%	Down from 96.8%	96.0%	96.1%
Eligible for gifted and talented	17.1%	Up from 13.8%	12.8%	11.7%
With disabilities other than speech	7.3%	Down from 10.1%	8.5%	8.0%
Older than usual for grade	0.8%	Up from 0.5%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	58.3%	Up from 57.1%	58.5%	60.5%
Continuing contract teachers	91.7%	Up from 85.7%	84.6%	84.6%
Teachers with emergency or provisional certificates	8.3%	Up from 7.7%	0.0%	0.0%
Teachers returning from previous year	72.0%	Up from 66.4%	87.1%	87.0%
Teacher attendance rate	95.8%	Down from 96.1%	95.6%	95.4%
Average teacher salary*	\$43,519	Down 2.3%	\$47,204	\$47,288
Professional development days/teacher	7.1 days	Down from 11.8 days	9.8 days	10.5 days
School				
Principal's years at school	13.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 20.3 to 1	19.4 to 1	19.2 to 1
Prime instructional time	91.7%	No Change	91.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	87.7%	Up from 83.4%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,593	Up 14.3%	\$7,182	\$7,548
Percent of expenditures for instruction**	55.0%	Down from 71.0%	68.1%	68.7%
Percent of expenditures for teacher salaries**	53.0%	Down from 65.4%	64.8%	65.1%

* 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

Richard Carroll Elementary School's goals to improve instruction and to increase parental involvement were rewarded when the school received the "Palmetto Silver Award" and made AYP for the second consecutive year. Success does not make us complacent, as RCES continues to set high goals and implement new strategies to maximize student achievement.

The administration and faculty endorse the following statement by Bernie Poole: "The school's best ally in the task of nurturing a student's innate 'urge to learn' is first and foremost the parents." Teachers utilize weekly newsletters, well-attended open houses and family events, and e-mail contact to keep parents informed and involved.

Strategies that have led to improved student performance are:

- Summer enrichment programs in both math and reading
- Targeting and addressing individual weaknesses identified by MAP testing
- Monitoring student progress throughout the year
- Motivating students by using an extrinsic reward system

RCES' philosophy can best be expressed by this quote from Mario Andretti: "Desire is the key to motivation, but its determination and commitment to an unrelenting pursuit of your goal – a commitment to excellence – that will enable you to attain the success you seek."

Johnnie Smith, Principal
Janeth Walker, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	117	113
Percent satisfied with learning environment	88.9%	86.2%	88.5%
Percent satisfied with social and physical environment	88.9%	75.0%	80.0%
Percent satisfied with school-home relations	77.8%	84.5%	82.1%

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

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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	243	100	17.7	45.6	36.7	88.2	81.9	83.5	Yes	Yes
Gender										
Male	136	100	20.6	43.5	35.9	87	77.4	80.1	N/A	N/A
Female	107	100	14.2	48.1	37.7	89.6	87.1	87	N/A	N/A
Racial/Ethnic Group										
White	108	100	7.7	46.2	46.2	97.1	90.6	89.6	Yes	Yes
African American	130	100	25.8	46.1	28.1	80.5	74.1	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	31	100	53.3	23.3	23.3	63.3	44.6	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	161	100	23.6	49.7	26.8	84.7	76.9	76.9	Yes	Yes

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

All Students	243	100	21.5	45.1	33.3	86.5	81.9	80.4	Yes	Yes
Gender										
Male	136	100	22.1	43.5	34.4	86.3	78.9	78.4	N/A	N/A
Female	107	100	20.8	47.2	32.1	86.8	85.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	108	100	12.5	44.2	43.3	94.2	89.9	87.8	Yes	Yes
African American	130	100	29.7	46.9	23.4	79.7	74.7	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	31	100	46.7	30	23.3	66.7	42.4	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	161	100	27.4	51	21.7	82.2	75.3	72.8	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	182	100	24.9	57.1	18.1	75.1	70.4	67.3
Gender								
Male	105	100	23.8	53.5	22.8	76.2	69.5	66.9
Female	77	100	26.3	61.8	11.8	73.7	71.4	67.7
Racial/Ethnic Group								
White	83	100	10.1	60.8	29.1	89.9	81.3	79.6
African American	94	100	38.7	54.8	6.5	61.3	60.3	49.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	28	100	51.9	25.9	22.2	48.1	37.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	123	100	31.7	57.5	10.8	68.3	62.6	55.4

Social Studies

All Students	180	100	15.3	54.5	30.1	84.7	75.2	70.9
Gender								
Male	103	100	12.1	53.5	34.3	87.9	74.5	70.1
Female	77	100	19.5	55.8	24.7	80.5	76.2	71.7
Racial/Ethnic Group								
White	73	100	7	54.9	38	93	83.3	79.2
African American	104	100	21.6	53.9	24.5	78.4	68	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	24	100	21.7	60.9	17.4	78.3	51.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	122	100	20.3	55.9	23.7	79.7	67.8	60.8

Abbreviations for Missing Data

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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	242	98.8	30.6	39.6	29.8	69.4	67.5	72.1	96.1	95.5
Gender										
Male	135	97.8	38	36.4	25.6	62	60	65.2	96.2	95.4
Female	107	100	21.7	43.4	34.9	78.3	76.3	79.2	96	95.7
Racial/Ethnic Group										
White	107	100	20	41.9	38.1	80	78.3	80.8	95.5	95
African American	129	99.2	39.4	38.6	22	60.6	58	59.7	96.6	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	87	96.1	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	64.6	95.7	90.1
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	N/A	73.4	99.9	89.4
Disability Status										
Disabled	30	93.3	71.4	17.9	10.7	28.6	20.7	27.7	95.1	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	63.7	97.5	94.9
Socio-Economic Status										
Subsidized meals	160	98.1	40	40	20	60	57.7	61.9	95.9	95.3

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
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	123	100	14.2	48.3	37.5	85.8
	5	90	100	17.2	49.4	33.3	82.8
	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	119	100	24.1	45.7	30.2	75.9
	5	124	100	11.6	45.5	43	88.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	123	100	18.3	39.2	42.5	81.7
	5	90	100	20.7	59.8	19.5	79.3
	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	119	100	20.7	52.6	26.7	79.3
	5	124	100	22.3	38	39.7	77.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	123	100	20.8	52.5	26.7	79.2
	5	45	100	20.9	65.1	14	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	119	100	25	62.1	12.9	75
	5	63	100	24.6	47.5	27.9	75.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	123	100	7.5	48.3	44.2	92.5
	5	45	100	18.2	31.8	50	81.8
	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	119	100	12.1	56	31.9	87.9
	5	61	100	21.7	51.7	26.7	78.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	125	99.2	31.4	37.2	31.4	68.6
	5	91	97.8	31.8	36.5	31.8	68.2
	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
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	117	98.3	42.1	36.8	21.1	57.9
	5	125	99.2	19.8	42.1	38	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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