



Rice Creek Elementary

4751 Hard Scrabble Road
Columbia, SC 29229

Grades	PK-5 Elementary School	
Enrollment	855 Students	
Principal	Christopher L. Seay	803-699-2900
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Stephen Shellenberg	803-736-5530

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	Below Average
2006	Good	Below Average
2005	Good	Good
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

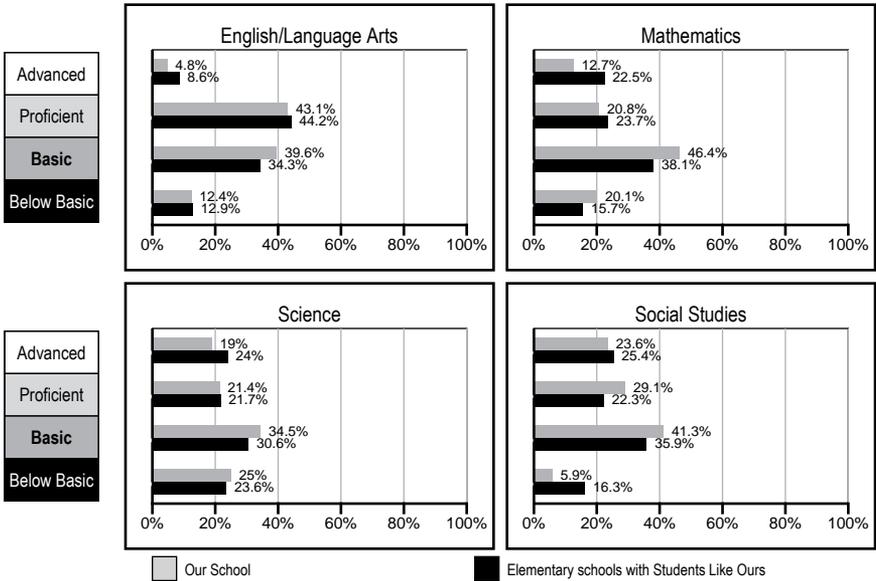
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	26	41	1	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=855)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 1.6%	1.8%	2.3%
Attendance rate	97.0%	Down from 97.1%	96.5%	96.3%
Eligible for gifted and talented	11.6%	Down from 17.0%	17.0%	10.4%
With disabilities other than speech	6.3%	Down from 7.3%	6.6%	7.5%
Older than usual for grade	0.1%	No Change	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Up from 0.1%	0.0%	0.0%
Teachers (n=60)				
Teachers with advanced degrees	78.3%	Up from 78.0%	60.7%	56.7%
Continuing contract teachers	71.7%	Down from 81.4%	81.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	76.7%	Down from 78.8%	88.0%	86.4%
Teacher attendance rate	94.5%	Down from 96.4%	94.8%	94.9%
Average teacher salary	\$46,030	Up 5.1%	\$46,714	\$45,345
Professional development days/teacher	8.6 days	Down from 11.5 days	13.3 days	12.6 days
School				
Principal's years at school	2.5	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 17.6 to 1	19.5 to 1	18.5 to 1
Prime instructional time	90.4%	Down from 92.3%	90.2%	89.8%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,676	Up 8.5%	\$6,578	\$7,052
Percent of expenditures for instruction*	71.2%	Down from 72.2%	69.9%	69.1%
Percent of expenditures for teacher salaries*	68.8%	Down from 69.6%	66.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The Rice Creek Learning Community just completed its fifteenth year! Those years have been ones of change and growth along with much success: National Blue Ribbon School of Excellence, National Blue Ribbon Special Emphasis Award for Technology, Exemplary Writing Award and Hall of Fame, Two-time Red Carpet Award Winner, and Flagship School of Promise. We have also been recognized by the state's Education Oversight Committee as a school who is "closing the gap" for historically underachieving student groups. These honors are results of commitment to success by students, faculty, staff, parents, businesses, and community stakeholders. Collaboratively, we align goals and work energetically to provide a safe, inviting, and supportive environment that empowers students to inquire, learn, and achieve academic and personal goals.

Test scores alone cannot depict the exemplary efforts and achievements of our students. Our children model diversity, democracy, and citizenship through foreign language, service learning, and character education. They make new discoveries and create original works through technology and fine arts integration. Our PACT scores continue to show the benefits of our students' and teachers' hard work in all subject areas. Strategies such as Math SuperStars, 100 Book Challenge, and the 6-Trait Writing Model challenge all learners. While flexible grouping, classes with our reading interventionist, Dolphin Academy, after-school programs, and summer school address the diverse learning needs of our student population. We continue to work with each student to foster critical thinking and problem solving skills. In addition, with our implementation of the Northwest Evaluation Association's Measures of Academic Progress, MAP, we are able to continuously study strengths and challenges of each student in grades 2-5 and chart individual courses for success.

We are delighted with the additions of our Science and Curriculum Specialists over the past school year. These new positions are providing our teachers and students with additional resources that enhance teaching and learning at all levels. Our school-wide integration of technology is a vital tool for teaching and learning as we prepare our students for the world of tomorrow.

We are very proud of our accomplishments and hope that you will share in our pride. This report card is a call to action for everyone to be involved in our continuing effort to constantly improve. Thank you for your support and for sharing the responsibilities of the success of our students and of Rice Creek!

Christopher L. Seay, Principal
Janette Johnson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	59	131	64
Percent satisfied with learning environment	81.4%	79.1%	80.3%
Percent satisfied with social and physical environment	96.6%	82.9%	77.8%
Percent satisfied with school-home relations	76.3%	86.8%	78.3%

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

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School Adequate Yearly Progress

NO

This school met 20 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. Sanction: Implement the restructuring plan.
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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate	97.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	440	100	12.1	39.2	42.9	5.9	63.5	54.9	48.2	Yes	Yes
Gender											
Male	242	100	14.9	43	37.7	4.4	55.3	47.6	41.7	N/A	N/A
Female	198	100	8.4	34.3	49.4	7.9	74.2	62.6	55	N/A	N/A
Racial/Ethnic Group											
White	71	100	6.2	16.9	67.7	9.2	83.1	75.1	60	Yes	Yes
African American	338	100	14.3	43.9	36.9	4.8	58	44.1	31.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	74.4	70.4	I/S	I/S
Hispanic	15	100	0	58.3	25	16.7	66.7	45.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	47	100	29.8	38.3	19.1	12.8	40.4	20.4	16	Yes	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	0	33.3	60	6.7	73.3	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	187	100	17.4	41.3	35.3	6	56.9	37.4	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	440	100	19.5	46.6	21.7	12.3	47	50	45.8	Yes	Yes
Gender											
Male	242	100	21.5	47.4	19.3	11.8	43.9	48.2	45.6	N/A	N/A
Female	198	100	16.9	45.5	24.7	12.9	51.1	51.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	71	100	1.5	33.8	32.3	32.3	78.5	73.9	59	Yes	Yes
African American	338	100	24.8	49.4	19.4	6.4	39.2	37	26.9	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	79.1	71.3	I/S	I/S
Hispanic	15	100	0	66.7	8.3	25	50	40.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	47	100	34	40.4	19.1	6.4	36.2	20.9	17.1	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	6.7	13.3	20	60	80	51.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	187	100	25.1	48.5	17.4	9	35.9	32.2	31.4	Yes	Yes

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	291	100	24.4	35.1	20.6	19.8	40.5	43	35.7	97	97.3
Gender											
Male	159	100	26.5	32.7	21.1	19.7	40.8	44.2	37.4	96.8	97.2
Female	132	100	21.7	38.3	20	20	40	41.8	33.8	97.2	97.5
Racial/Ethnic Group											
White	46	100	5	20	37.5	37.5	75	68.8	49.2	96.4	97.2
African American	224	100	30.2	39	16.6	14.1	30.7	29.1	17	97.2	97.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	97	98
Hispanic	12	100	0	33.3	33.3	33.3	66.7	37.1	24.9	95.9	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.5
Disability Status											
Disabled	36	100	33.3	47.2	2.8	16.7	19.4	18.6	14	96.2	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	99.4	99.4
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	43.8	24.4	97	97.2
Socio-Economic Status											
Subsided meals	123	100	30.8	39.3	13.1	16.8	29.9	24.7	21.1	96.7	96.8
Social Studies											
All Students	283	100	5.7	41.6	29.8	22.9	52.7	42.9	34	97	97.3
Gender											
Male	152	100	5	41.1	28.4	25.5	53.9	44.7	36.6	96.8	97.2
Female	131	100	6.6	42.1	31.4	19.8	51.2	40.9	31.3	97.2	97.5
Racial/Ethnic Group											
White	42	100	7.7	30.8	23.1	38.5	61.5	62.5	44.5	96.4	97.2
African American	223	100	5.8	47.1	28.2	18.9	47.1	31.9	19.1	97.2	97.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	67.9	58.9	97	98
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	37.4	27.5	95.9	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.5
Disability Status											
Disabled	33	100	9.1	54.5	27.3	9.1	36.4	21.3	14.4	96.2	96.5
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	99.4	99.4
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	45.9	27.3	97	97.2
Socio-Economic Status											
Subsided meals	121	100	8.4	49.5	29	13.1	42.1	25.3	21	96.7	96.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	122	100	10.9	30.9	47.3	10.9	58.2	
	4	147	99.3	13.1	45.3	38.7	2.9	41.6	
	5	166	100	20.3	48.4	29.4	2	31.4	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	157	100	8.2	31.5	50.7	9.6	60.3	
	4	135	100	10.9	41.2	42	5.9	47.9	
	5	148	100	17	45.4	35.5	2.1	37.6	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	122	99.2	20.2	48.6	17.4	13.8	31.2	
	4	147	99.3	17.5	39.4	21.2	21.9	43.1	
	5	166	100	17	46.4	19	17.6	36.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	157	100	24.7	54.8	12.3	8.2	20.5	
	4	135	100	17.6	42.9	21.8	17.6	39.5	
	5	148	100	15.6	41.1	31.2	12.1	43.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	63	100	37.3	35.3	17.6	9.8	27.5	
	4	147	99.3	17.9	36.6	30.6	14.9	45.5	
	5	85	100	27.8	43.1	15.3	13.9	29.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	81	100	28.8	37	23.3	11	34.2	
	4	135	100	18.5	37	21.8	22.7	44.5	
	5	75	100	30	30	15.7	24.3	40	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	64	96.9	1.9	39.6	32.1	26.4	58.5	
	4	147	99.3	9	40.3	24.6	26.1	50.7	
	5	86	96.5	28.4	44.6	13.5	13.5	27	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	76	100	5.5	45.2	42.5	6.8	49.3	
	4	134	100	4.2	40.7	27.1	28	55.1	
	5	73	100	8.5	39.4	21.1	31	52.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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