



Rafting Creek Elementary

4100 Highway 261 North
Rembert, SC 29128

Grades	PK-5 Elementary School	
Enrollment	214 Students	
Principal	Ida Barboza	803-432-2994
Superintendent	Dr. J. Frank Baker	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

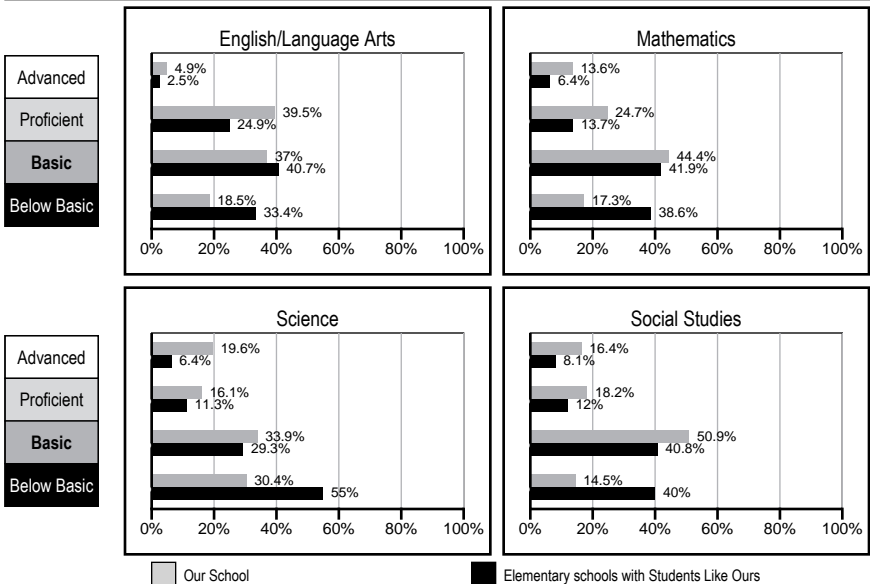
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	6	49	61

* 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=214)				
First graders who attended full-day kindergarten	89.7%	Down from 100.0%	100.0%	100.0%
Retention rate	3.7%	Down from 3.8%	3.1%	2.3%
Attendance rate	96.3%	Up from 95.8%	96.0%	96.3%
Eligible for gifted and talented	9.1%	Up from 5.6%	3.4%	10.4%
With disabilities other than speech	7.1%	Down from 9.1%	7.8%	7.5%
Older than usual for grade	1.8%	Down from 4.0%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.8%	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	50.0%	Up from 41.2%	54.3%	56.7%
Continuing contract teachers	85.7%	Down from 88.2%	69.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.0%	No Change	83.1%	86.4%
Teacher attendance rate	96.7%	Down from 97.1%	95.0%	94.9%
Average teacher salary	\$44,021	Up 5.5%	\$43,955	\$45,345
Professional development days/teacher	20.4 days	Up from 9.9 days	13.4 days	12.6 days
School				
Principal's years at school	24.0	Up from 22.0	3.0	4.0
Student-teacher ratio in core subjects	15.5 to 1	Down from 16.2 to 1	16.6 to 1	18.5 to 1
Prime instructional time	92.4%	Down from 92.6%	89.3%	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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,164	Down 2.1%	\$8,136	\$7,052
Percent of expenditures for instruction*	56.0%	Down from 58.6%	68.7%	69.1%
Percent of expenditures for teacher salaries*	54.1%	Up from 52.7%	61.6%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

We are progressing rapidly toward achieving our objectives, goals, and mission as set forth in our Site-Based Plans for Rafting Creek Elementary School. Tremendous growth has been made in student achievement in both English/language arts and math and meeting Adequate Yearly Progress (AYP) for five consecutive years. We are proud of our students, parents, and teachers for what we have accomplished, and we are committed to continued excellence in all aspects of our program.

Our instructional strategies and activities, school-wide benchmarks, Measures of Academic Progress (MAP), professional development, parent and community partnerships, and a safe, orderly climate are all an integral part of our initiative to increase student proficiency in all academic areas. Therefore, as we continually strive to meet the challenges set before us, we take this opportunity to thank our parents for the support shown through parent conferences, visits, etc., and ask for your continued support as we prepare our students to meet the challenges of a global society.

Ida Barboza, Principal

Audrey Grant, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	22	18
Percent satisfied with learning environment	100.0%	86.4%	94.1%
Percent satisfied with social and physical environment	100.0%	95.5%	93.8%
Percent satisfied with school-home relations	66.7%	95.5%	94.1%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.7%	0.0%	No
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

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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	82	100	18.5	37	39.5	4.9	59.3	39.4	48.2	Yes	Yes
Gender											
Male	38	100	24.3	48.6	24.3	2.7	40.5	33.3	41.7	N/A	N/A
Female	44	100	13.6	27.3	52.3	6.8	75	45.9	55	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	48.5	60	I/S	I/S
African American	78	100	19.5	39	37.7	3.9	57.1	33.3	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	54.8	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.4	47	I/S	I/S
Disability Status											
Disabled	12	100	54.5	45.5	0	0	9.1	16.7	16	I/S	I/S
Migrant Status											
Migrant	N/A	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	76	100	20	36	41.3	2.7	58.7	35.3	34	Yes	Yes

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

All Students	82	100	17.3	44.4	24.7	13.6	48.1	38.2	45.8	Yes	Yes
Gender											
Male	38	100	21.6	45.9	29.7	2.7	43.2	38.6	45.6	N/A	N/A
Female	44	100	13.6	43.2	20.5	22.7	52.3	37.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	51.1	59	I/S	I/S
African American	78	100	18.2	46.8	26	9.1	45.5	29.7	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	48.4	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	43.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	46.2	I/S	I/S
Disability Status											
Disabled	12	100	63.6	18.2	18.2	0	27.3	17.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	48.5	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	76	100	18.7	45.3	24	12	44	33	31.4	Yes	Yes

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

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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*	School Attendance Rate	District Attendance Rate
Science											
All Students	57	100	30.4	33.9	16.1	19.6	35.7	30.8	35.7	96.3	96
Gender											
Male	24	100	34.8	34.8	8.7	21.7	30.4	33.3	37.4	96.1	95.8
Female	33	100	27.3	33.3	21.2	18.2	39.4	28.3	33.8	96.5	96.2
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	44.9	49.2	91.8	95.5
African American	54	100	32.1	35.8	17	15.1	32.1	21.4	17	96.5	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	63.2	58	98.9	97.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	95.4	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	93.9
Disability Status											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	13.7	14	95.8	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	98.5
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.8	24.4	93.9	96.2
Socio-Economic Status											
Subsided meals	54	100	32.1	34	15.1	18.9	34	24.7	21.1	96.2	95.8
Social Studies											
All Students	56	100	14.5	50.9	18.2	16.4	34.5	25.8	34	96.3	96
Gender											
Male	25	100	16.7	54.2	16.7	12.5	29.2	27	36.6	96.1	95.8
Female	31	100	12.9	48.4	19.4	19.4	38.7	24.5	31.3	96.5	96.2
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	33.9	44.5	91.8	95.5
African American	53	100	15.4	51.9	19.2	13.5	32.7	19.8	19.1	96.5	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	52.4	58.9	98.9	97.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	36.8	27.5	95.4	95.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.8	32.7	N/A	93.9
Disability Status											
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	12.7	14.4	95.8	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	98.5
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.3	27.3	93.9	96.2
Socio-Economic Status											
Subsided meals	51	100	16	52	18	14	32	20.5	21	96.2	95.8

* 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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	37	100	19.4	44.4	27.8	8.3	36.1	
	4	29	100	26.9	38.5	34.6	0	34.6	
	5	37	100	36.1	55.6	8.3	0	8.3	
	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	24	100	12.5	33.3	45.8	8.3	54.2	
	4	31	100	13.3	33.3	46.7	6.7	53.3	
	5	27	100	29.6	44.4	25.9	0	25.9	
	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	37	100	13.9	30.6	33.3	22.2	55.6	
	4	29	100	34.6	38.5	23.1	3.8	26.9	
	5	37	100	47.2	44.4	8.3	0	8.3	
	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	24	100	16.7	45.8	29.2	8.3	37.5	
	4	31	100	6.7	53.3	20	20	40	
	5	27	100	29.6	33.3	25.9	11.1	37	
	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	19	100	44.4	33.3	16.7	5.6	22.2	
	4	29	100	69.2	26.9	3.8	0	3.8	
	5	19	100	72.2	22.2	0	5.6	5.6	
	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	13	100	15.4	30.8	38.5	15.4	53.8	
	4	31	100	36.7	30	10	23.3	33.3	
	5	13	100	30.8	46.2	7.7	15.4	23.1	
	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	
Social Studies									
2007	3	18	100	16.7	27.8	33.3	22.2	55.6	
	4	29	100	38.5	46.2	15.4	0	15.4	
	5	18	100	72.2	22.2	5.6	0	5.6	
	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	11	100	0	27.3	45.5	27.3	72.7	
	4	31	100	6.7	63.3	13.3	16.7	30	
	5	14	100	42.9	42.9	7.1	7.1	14.3	
	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	

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