



ROCKY CREEK ELEMENTARY

430 Calks Ferry Road
Lexington, South Carolina

Grades	K-5 Elementary School	
Enrollment	558 Students	
Principal	Lynn C. Boyleston	803-821-4200
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Good
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	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 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://eoc.sc.gov>

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

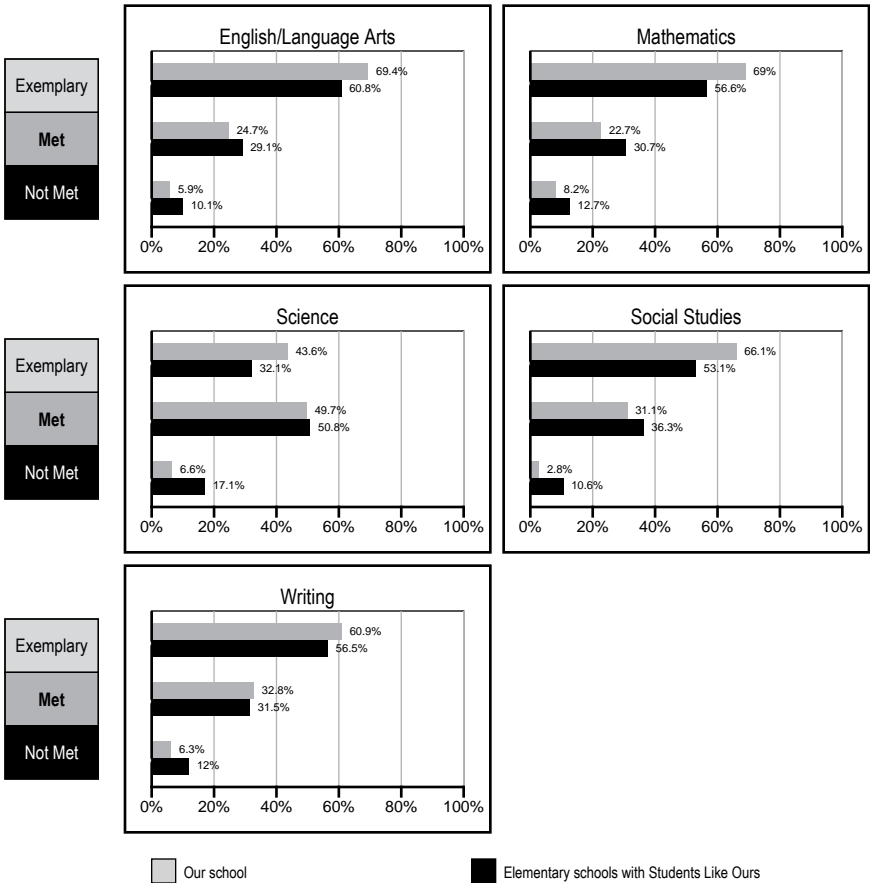
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	2	0	0	0

* Ratings are calculated with data available by 11/09/2011.

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=558)				
First graders who attended full-day kindergarten	96.1%	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	0.6%	1.1%
Attendance rate	96.6%	N/A	96.7%	96.2%
Served by gifted and talented program	32.0%	N/A	31.1%	13.4%
With disabilities other than speech	2.3%	N/A	3.2%	4.1%
Older than usual for grade	0.2%	N/A	0.1%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	83.8%	N/A	65.0%	62.5%
Continuing contract teachers	94.6%	N/A	92.1%	88.2%
Teachers returning from previous year	N/A	N/A	90.7%	87.8%
Teacher attendance rate	95.2%	N/R	94.6%	95.2%
Average teacher salary*	\$49,624	I/S	\$48,474	\$46,773
Professional development days/teacher	6.9 days	N/R	10.8 days	10.5 days
School				
Principal's years at school	1.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	N/R	21.3 to 1	19.9 to 1
Prime instructional time	91.0%	N/R	91.0%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	95.2%	N/R	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$6,486	\$7,447
Percent of expenditures for instruction**	N/A	N/A	69.4%	68.4%
Percent of expenditures for teacher salaries**	N/A	N/A	68.1%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

After months of planning and organization meetings, Rocky Creek Elementary School's first day for students was August 18, 2010. Although the school's facility was still under construction, we experienced the excitement of creating a new school community. RCE classes were housed at Lake Murray Elementary School and our two schools worked closely together until our new building opened in January 2011.

Although unexpected snow and cold weather caused us to adjust our transition plans, the new building opened on schedule on Tuesday, January 18, 2011. More than 500 people later attended the dedication ceremony held on March 27, 2011.

A goal of ours this year has been to provide a challenging, safe and happy environment where children can achieve their highest potential. In addition to teaching the South Carolina academic standards, we teach basic leadership principles. Our teachers foster opportunities for students to learn life skills that they will need as productive adults.

Our greatest challenges this year were establishing a new school community and transitioning to the new school facility while addressing all of our 575 students' needs. Our dedicated staff, supportive parents, active Parent Teacher Association and School Improvement Council, however, worked closely to provide a quality instructional program at RCE.

Our students received many awards and honors. They participated in the Tri-District Arts Consortium, District Honor Choir and S.C. State Fair art exhibits. Three students were selected as State Honor Choir members. One student received state recognition after initiating legislation to make collard greens the official state vegetable and, on June 2, 2011, Governor Nikki Haley visited RCE so that our students could see her sign the bill into law.

RCE teachers attained noteworthy accomplishments as well. Cindy Rainey was named Educator of Distinction by the S.C. Social Studies Council. Heather Coker, Mandy Derrick, Rynn Fitzpatrick, Amy Quiat, Amber Youmans and the RCE related arts teachers received grants designed to enhance the school's instructional and environmental programs.

We look forward to the 2011-2012 year.

Lynn C. Boyleston, Principal
Nichole Adams, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	27	63	27
Percent satisfied with learning environment	100.0%	92.1%	92.6%
Percent satisfied with social and physical environment	100.0%	90.2%	96.3%
Percent satisfied with school-home relations	100.0%	91.7%	92.6%

* 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. 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	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	280	100	5.9	24.7	69.4	96.9	88	82.4	Yes	Yes
Gender										
Male	143	100	7.9	22.8	69.3	95.3	84.9	78.7	N/A	N/A
Female	137	100	3.9	26.6	69.5	98.4	91.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	234	100	5	23.9	71.1	97.7	90	88.9	Yes	Yes
African American	17	100	13.3	46.7	40	93.3	74.6	72.9	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	20	100	15.4	15.4	69.2	84.6	81.2	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	92	83	I/S	I/S
Disability Status										
Disabled	16	100	53.8	23.1	23.1	69.2	51.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	80.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	68	100	17	28.3	54.7	90.6	78.6	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	280	100	8.2	22.7	69	95.7	88	81.9	Yes	Yes
Gender										
Male	143	100	7.1	20.5	72.4	95.3	86.5	79.9	N/A	N/A
Female	137	100	9.4	25	65.6	96.1	89.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	234	100	6.4	22	71.6	96.3	89.8	88.9	Yes	Yes
African American	17	100	20	33.3	46.7	86.7	75.3	71.4	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	95.4	94.6	I/S	I/S
Hispanic	20	100	23.1	30.8	46.2	92.3	82	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
Disability Status										
Disabled	16	100	61.5	23.1	15.4	69.2	52.3	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	83.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	68	100	22.6	35.8	41.5	86.8	78.1	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	198	100	6.6	49.7	43.6	93.4	80.1	68.6
Gender								
Male	109	100	4.1	47.4	48.5	95.9	79.7	68.3
Female	89	100	9.5	52.4	38.1	90.5	80.5	68.9
Racial/Ethnic Group								
White	171	100	3.8	50.6	45.6	96.3	82.8	80.7
African American	11	100	I/S	I/S	I/S	I/S	60.6	51.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.8	85.3
Hispanic	11	100	I/S	I/S	I/S	I/S	70.5	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.6	70.8
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	45.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	70.6	60.7
Socio-Economic Status								
Subsidized meals	46	100	16.7	61.1	22.2	83.3	66.5	57.3
Social Studies								
All Students	194	100	2.8	31.1	66.1	97.2	82.8	72.5
Gender								
Male	93	100	2.4	24.4	73.2	97.6	82.5	72
Female	101	100	3.2	36.8	60	96.8	83	73.1
Racial/Ethnic Group								
White	159	100	2.7	30.9	66.4	97.3	84.7	81
African American	11	100	I/S	I/S	I/S	I/S	69.4	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.1	89
Hispanic	18	100	8.3	25	66.7	91.7	74.5	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.9	73.5
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	49.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	76	69.7
Socio-Economic Status								
Subsidized meals	46	100	5.7	57.1	37.1	94.3	70.3	62.9

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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	71	100	6.3	32.8	60.9	93.8	79.6	73.2	96.6	95.7
Gender										
Male	40	100	8.8	26.5	64.7	91.2	74.1	67.2	96.5	95.7
Female	31	100	3.3	40	56.7	96.7	85.3	79.4	96.7	95.8
Racial/Ethnic Group										
White	55	100	4	26	70	96	81.6	81.5	96.5	95.7
African American	10	I/S	I/S	I/S	I/S	I/S	65.3	61.3	96	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93	87	97.6	96.6
Hispanic	4	I/S	I/S	I/S	I/S	I/S	68.2	66.7	96.7	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.9	72.2	98.7	94.9
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	30.7	26	96.3	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69.7	65.7	98.3	96.3
Socio-Economic Status										
Subsidized meals	16	100	8.3	58.3	33.3	91.7	67.4	63.2	95.2	94.8

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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							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	97	100	7.9	12.4	79.8	92.1
	4	112	100	3.9	26.2	69.9	96.1
	5	71	100	6.3	39.7	54	93.7
	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							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	97	100	9	28.1	62.9	91
	4	112	100	3.9	9.7	86.4	96.1
	5	71	100	14.3	36.5	49.2	85.7
	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
Science							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	49	100	8.7	32.6	58.7	91.3
	4	112	100	3.9	54.4	41.7	96.1
	5	37	100	12.5	59.4	28.1	87.5
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	48	100	2.3	30.2	67.4	97.7
	4	112	100	1.9	30.1	68	98.1
	5	34	100	6.5	35.5	58.1	93.5
	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							
2010	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	71	100	6.3	32.8	60.9	93.8
	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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