



## RICE CREEK ELEMENTARY

4751 Hard Scrabble Road  
Columbia, SC 29229

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	799 Students	
<b>Principal</b>	Sean Bishton	803-699-2900
<b>Superintendent</b>	Katie Brochu, Ed.D.	803-787-1910
<b>Board Chair</b>	Stephanie Burgess, Ph.D.	803-530-9899

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Good	Good
2009	Good	Average
2008	Average	Average
2007	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 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

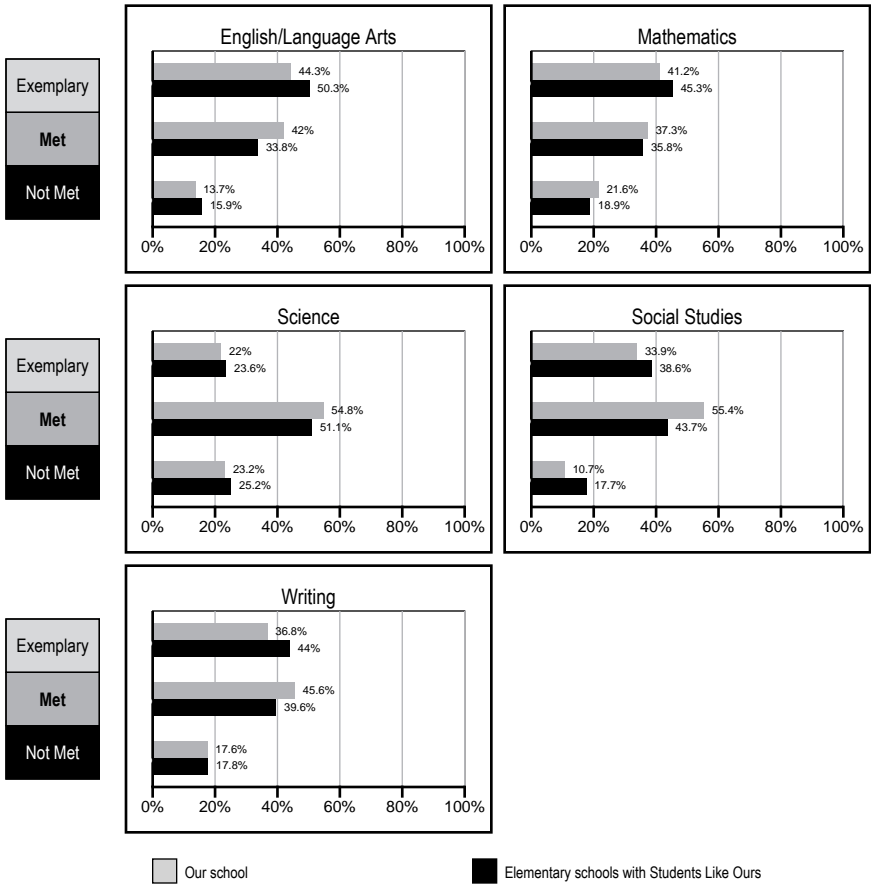
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 88.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
29	28	5	1	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
<b>Students (n=799)</b>				
First graders who attended full-day kindergarten	99.2%	Down from 100.0%	100.0%	100.0%
Retention rate	0.1%	Up from 0.0%	0.9%	1.1%
Attendance rate	97.3%	Up from 96.6%	96.5%	96.2%
Served by gifted and talented program	12.3%	Up from 8.1%	20.1%	13.4%
With disabilities other than speech	2.5%	Down from 6.4%	3.7%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=52)</b>				
Teachers with advanced degrees	78.8%	Down from 84.2%	64.5%	62.5%
Continuing contract teachers	76.9%	Up from 71.9%	90.9%	88.2%
Teachers returning from previous year	81.5%	Up from 79.7%	89.7%	87.8%
Teacher attendance rate	94.6%	Up from 93.6%	95.1%	95.2%
Average teacher salary*	\$49,956	Down 3.7%	\$48,426	\$46,773
Professional development days/teacher	12.3 days	No Change	10.0 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 19.7 to 1	20.9 to 1	19.9 to 1
Prime instructional time	91.6%	Up from 89.3%	90.8%	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**	\$7,343	Down 5.0%	\$6,875	\$7,447
Percent of expenditures for instruction**	75.6%	Up from 71.8%	69.7%	68.4%
Percent of expenditures for teacher salaries**	72.0%	Up from 69.5%	68.9%	65.8%

\* 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

Rice Creek Elementary’s eighteenth year of teaching and learning was filled with excitement! Our magnet program, eFIT—The Environmental Fitness Academy—continued to grow with the installation of our pond habitat and greenhouse. Teachers continued to develop instruction that was guided by state standards but connected to our magnet’s vision.

This year RCE was recognized as one of five schools across the nation for Exemplary National Professional Development School Achievement. As a Professional Development School through a partnership with the University of South Carolina, we had 16 interns and student teachers as well as a math practicum class for 21 college students who are on track to be teachers. These college students used math manipulatives, Active Math lessons, and GPS systems to sponsor learning opportunities and a Math Blitz Day of instruction for our students each semester.

Another significant honor this year was RCE being recognized by the SC Education Oversight Committee as a Palmetto Silver School for General Performance and for Closing the Achievement Gap. Prior accomplishments include being named a National Blue Ribbon School of Excellence, Exemplary Writing Award winner and Hall of Fame member, two-time Red Carpet Award winner, and a Flagship School of Promise. These awards and honors are directly related to the hard work and dedication of our students, parents, faculty, staff, and community members.

The RCE faculty currently consists of 14 National Board Certified teachers and 24 teachers trained in Differentiated Instruction. One hundred percent of our faculty participated in professional development for Highly Effective Teaching which focuses on instructional strategies that engage and maximize student learning. Through Highly Effective Teaching, e-FIT initiatives, and continuous staff development, our teachers are reaching the diverse needs of our students.

Due to valuing the input of each stakeholder, our SIC developed an on-line survey to gather information for future school improvement initiatives. There were 112 responses to this first ever survey so focus on developing this process will continue. School wide service projects were sponsored for various needs such as a food drive in partnership with a neighboring high school, funds for PAALS project, Rob’s Best Friend, funds through Jump Rope for Heart for the American Heart Association, and funds for the American Red Cross to assist with the natural disasters in Japan and Alabama. Our PTO’s efforts and support allowed us to purchase a digital sign in an effort to expand our forms of communications.

We are extremely proud of our accomplishments at RCE and know that these are only possible through the support of our parents and community.

Janet M. Fickling, Principal  
 Andrena McFadden, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	123	84
Percent satisfied with learning environment	98.0%	89.3%	82.3%
Percent satisfied with social and physical environment	98.0%	88.6%	88.0%
Percent satisfied with school-home relations	90.0%	93.4%	81.3%

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

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.1%	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	1.9%	0.0%	No
Student attendance rate	97.3%	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	390	100	14.4	42	43.6	92.4	83.8	82.4	Yes	Yes
<b>Gender</b>										
Male	203	100	19.8	44.3	35.9	89.6	79.2	78.7	N/A	N/A
Female	187	100	8.6	39.4	52	95.4	88.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	51	100	4.4	17.8	77.8	97.8	93.4	88.9	Yes	Yes
African American	302	100	16.7	46.3	36.9	91.3	79.1	72.9	Yes	Yes
Asian/Pacific Islander	21	100	N/AV	N/AV	N/AV	100	95.6	93	I/S	I/S
Hispanic	16	100	21.4	42.9	35.7	85.7	78.8	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	83	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	45	40	15	72.5	47.8	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	22	100	4	40	56	96	81.6	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	171	100	20.4	45.7	34	88.9	75.6	75.4	Yes	Yes

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

All Students	390	100	22.3	37.6	40.1	88.6	81.7	81.9	Yes	Yes
<b>Gender</b>										
Male	203	100	23.4	39.1	37.5	87	79.1	79.9	N/A	N/A
Female	187	100	21.1	36	42.9	90.3	84.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	51	100	2.2	24.4	73.3	97.8	93.5	88.9	Yes	Yes
African American	302	100	26.5	41.8	31.7	86.4	75.7	71.4	Yes	Yes
Asian/Pacific Islander	21	100	4.8	14.3	81	95.2	95.3	94.6	I/S	I/S
Hispanic	16	100	28.6	28.6	42.9	92.9	78	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	47.5	37.5	15	75	45.8	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	22	100	8	12	80	96	82.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	171	100	27.2	40.7	32.1	84.6	72.7	74.9	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
<b>Science</b>								
All Students	262	99.6	23.7	53.8	22.5	76.3	71	68.6
<b>Gender</b>								
Male	138	100	21.4	57.3	21.4	78.6	69.9	68.3
Female	124	99.2	26.3	50	23.7	73.7	72.2	68.9
<b>Racial/Ethnic Group</b>								
White	37	100	8.8	44.1	47.1	91.2	90	80.7
African American	199	99.5	28.8	56	15.2	71.2	61.9	51.4
Asian/Pacific Islander	16	100	6.3	37.5	56.3	93.8	89.2	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	65	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	31	100	45.2	35.5	19.4	54.8	36.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	18	100	5	45	50	95	73.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	122	99.2	29.6	53.9	16.5	70.4	57.5	57.3
<b>Social Studies</b>								
All Students	263	100	12.4	54.4	33.2	87.6	76.5	72.5
<b>Gender</b>								
Male	137	100	13	51.1	35.9	87	74.4	72
Female	126	100	11.8	58	30.3	88.2	78.6	73.1
<b>Racial/Ethnic Group</b>								
White	31	100	N/AV	N/AV	N/AV	100	89.3	81
African American	208	100	13.5	58	28.5	86.5	69.9	60
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	92.7	89
Hispanic	12	100	36.4	45.5	18.2	63.6	71.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	30	100	31	51.7	17.2	69	42.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	14	100	6.3	56.3	37.5	93.8	76	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	110	100	22.4	52.3	25.2	77.6	65.7	62.9

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	134	99.3	17.6	45.6	36.8	82.4	75.5	73.2	97.3	97.2
<b>Gender</b>										
Male	72	98.6	26.9	46.3	26.9	73.1	68.9	67.2	97.3	97.2
Female	62	100	6.9	44.8	48.3	93.1	82.2	79.4	97.3	97.3
<b>Racial/Ethnic Group</b>										
White	13	100	N/AV	N/AV	N/AV	100	88.7	81.5	96.5	97
African American	110	99.1	18.4	50.5	31.1	81.6	69.1	61.3	97.6	97.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	90.8	87	97.1	97.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.2	66.7	95.9	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.8
<b>Disability Status</b>										
Disabled	13	92.3	N/AV	N/AV	N/AV	27.3	27	26	97	96.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.6
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	72.5	65.7	96.7	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	57	98.3	20.8	50.9	28.3	79.2	64.6	63.2	97.1	96.8

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
<b>English/Language Arts</b>							
<b>2010</b>	3	134	100	11.7	32	56.3	88.3
	4	123	100	19	40.5	40.5	81
	5	135	100	16.7	44.4	38.9	83.3
	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
<b>2011</b>	3	120	100	11	26.6	62.4	89
	4	135	100	14.4	53.8	31.8	85.6
	5	135	100	17.5	42.9	39.7	82.5
	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
<b>Mathematics</b>							
<b>2010</b>	3	134	100	25.8	43.8	30.5	74.2
	4	123	100	17.4	48.8	33.9	82.6
	5	135	100	20.6	50.8	28.6	79.4
	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
<b>2011</b>	3	120	100	24.8	25.7	49.5	75.2
	4	135	100	17.4	50	32.6	82.6
	5	135	100	25.4	34.9	39.7	74.6
	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
<b>Science</b>							
<b>2010</b>	3	66	98.5	35.5	33.9	30.6	64.5
	4	123	100	24	60.3	15.7	76
	5	69	94.2	28.6	50.8	20.6	71.4
	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
<b>2011</b>	3	60	98.3	25.9	35.2	38.9	74.1
	4	135	100	22	65.2	12.9	78
	5	67	100	25.4	46	28.6	74.6
	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

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
<b>Social Studies</b>							
<b>2010</b>	3	68	94.1	9.7	46.8	43.5	90.3
	4	123	100	19	59.5	21.5	81
	5	66	98.5	19	54	27	81
	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
<b>2011</b>	3	60	100	9.1	38.2	52.7	90.9
	4	135	100	12.9	62.1	25	87.1
	5	68	100	14.3	52.4	33.3	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
<b>Writing</b>							
<b>2010</b>	3	134	94.8	17.7	40.3	41.9	82.3
	4	126	99.2	24.8	39.7	35.5	75.2
	5	136	97.8	14.3	42.1	43.7	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
<b>2011</b>	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	134	99.3	17.6	45.6	36.8	82.4
	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

Abbreviations for Missing Data

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