



## RAFTING CREEK ELEMENTARY

4100 Highway 261 North  
Rembert, SC 29128

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	199 Students	
<b>Principal</b>	Ida Barboza	803-432-2994
<b>Superintendent</b>	Randolph D. Bynum, Sr.	803-469-6900
<b>Board Chair</b>	Mr. Larry Addison	803-499-1181

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Below Average</b>
2010	Average	Average
2009	Average	Below Average
2008	Average	Average
2007	Below Average	At-Risk

### 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

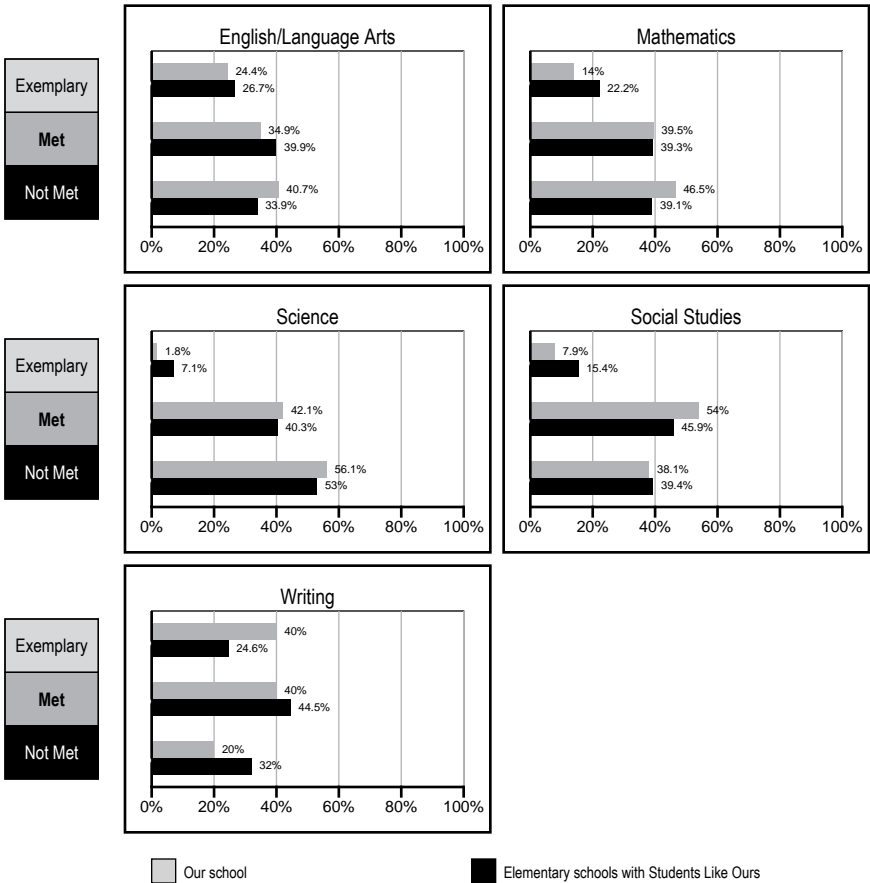
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	8	87	51	23

\* 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=199)</b>				
First graders who attended full-day kindergarten	71.4%	Up from 67.9%	100.0%	100.0%
Retention rate	2.2%	Down from 3.8%	1.5%	1.1%
Attendance rate	96.5%	Down from 97.0%	96.2%	96.2%
Served by gifted and talented program	10.3%	Up from 8.5%	5.3%	13.4%
With disabilities other than speech	4.9%	Down from 11.9%	4.2%	4.1%
Older than usual for grade	0.0%	No Change	0.5%	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=13)</b>				
Teachers with advanced degrees	84.6%	Down from 86.7%	61.9%	62.5%
Continuing contract teachers	92.3%	Down from 93.3%	82.3%	88.2%
Teachers returning from previous year	85.4%	Down from 85.8%	84.7%	87.8%
Teacher attendance rate	97.2%	Up from 95.4%	95.2%	95.2%
Average teacher salary*	\$45,876	Down 2.6%	\$45,196	\$46,773
Professional development days/teacher	22.2 days	Up from 21.9 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	27.0	Up from 26.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 17.1 to 1	17.6 to 1	19.9 to 1
Prime instructional time	93.4%	Up from 92.1%	90.3%	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**	\$10,061	Down 2.5%	\$8,435	\$7,447
Percent of expenditures for instruction**	61.1%	Up from 58.8%	67.8%	68.4%
Percent of expenditures for teacher salaries**	59.6%	Up from 57.3%	64.7%	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**

Parents / Guardians:

We are progressing rapidly toward achieving our stated School Renewal objectives. We are proud to report that Adequate Yearly Progress was met for the eighth school year.

Our instructional strategies and activities, schoolwide benchmarks, Measures of Academic Progress, clearly defined goals and objectives, and professional staff development are all an integral part of our initiative to increase students' proficiency in all areas on the Palmetto Assessment of State Standards (PASS). 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."

Audrey Grant, Chairperson  
 School Improvement Council  
 Ida Barboza, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	16	26	15
Percent satisfied with learning environment	93.8%	61.5%	80.0%
Percent satisfied with social and physical environment	93.8%	38.5%	73.3%
Percent satisfied with school-home relations	68.8%	61.5%	73.3%

\* 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

NO

This school met 10 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

<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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	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	96	100	40.2	34.5	25.3	75.9	79.4	82.4	Yes	Yes
<b>Gender</b>										
Male	42	100	55.9	23.5	20.6	64.7	75.3	78.7	N/A	N/A
Female	54	100	30.2	41.5	28.3	83	83.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	85.3	88.9	I/S	I/S
African American	91	100	41	34.9	24.1	75.9	74.8	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	82.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.1	83	I/S	I/S
<b>Disability Status</b>										
Disabled	12	100	I/S	I/S	I/S	I/S	42.5	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	80.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	90	100	40.7	35.8	23.5	75.3	76.7	75.4	Yes	Yes

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

All Students	96	100	46	39.1	14.9	69	80.8	81.9	No	Yes
<b>Gender</b>										
Male	42	100	47.1	35.3	17.6	61.8	78	79.9	N/A	N/A
Female	54	100	45.3	41.5	13.2	73.6	83.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	86.3	88.9	I/S	I/S
African American	91	100	47	39.8	13.3	68.7	76.5	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	81.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	12	100	I/S	I/S	I/S	I/S	43.7	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	90	100	48.1	37	14.8	67.9	78.2	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	65	100	55.2	41.4	3.4	44.8	65.3	68.6
<b>Gender</b>								
Male	28	100	50	40.9	9.1	50	67.3	68.3
Female	37	100	N/AV	N/AV	N/AV	41.7	63.1	68.9
<b>Racial/Ethnic Group</b>								
White	2	I/S	I/S	I/S	I/S	I/S	74.9	80.7
African American	61	100	56.4	40	3.6	43.6	58.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	70.8
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	31.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	50	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	60	100	58.5	37.7	3.8	41.5	60.4	57.3
<b>Social Studies</b>								
All Students	71	100	37.5	53.1	9.4	62.5	68.4	72.5
<b>Gender</b>								
Male	33	100	48.1	40.7	11.1	51.9	68.3	72
Female	38	100	29.7	62.2	8.1	70.3	68.6	73.1
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	74.4	81
African American	68	100	37.1	53.2	9.7	62.9	64	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81	73.5
<b>Disability Status</b>								
Disabled	10	I/S	I/S	I/S	I/S	I/S	36.8	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	46.7	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	65	100	39.7	51.7	8.6	60.3	64.4	62.9

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
<b>Writing</b>										
All Students	23	91.3	11.1	44.4	44.4	88.9	67.2	73.2	96.5	96.1
<b>Gender</b>										
Male	8	I/S	I/S	I/S	I/S	I/S	63	67.2	95.9	96
Female	15	93.3	14.3	35.7	50	85.7	71.7	79.4	97	96.3
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	81.5	98.3	95.5
African American	23	91.3	11.1	44.4	44.4	88.9	62.7	61.3	96.6	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	87	N/A	96.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	66.7	94.1	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60	72.2	N/A	94.5
<b>Disability Status</b>										
Disabled	3	I/S	I/S	I/S	I/S	I/S	17.1	26	96.8	95.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	65.7	94	97.1
<b>Socio-Economic Status</b>										
Subsidized meals	23	91.3	11.1	44.4	44.4	88.9	62.9	63.2	96.4	95.9

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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	42	100	30.8	25.6	43.6	69.2
	4	23	100	35	30	35	65
	5	22	100	15	55	30	85
	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	33	100	40.6	18.8	40.6	59.4
	4	40	100	45.7	37.1	17.1	54.3
	5	23	100	30	55	15	70
	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	42	100	43.6	33.3	23.1	56.4
	4	23	100	40	35	25	60
	5	22	100	20	45	35	80
	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	33	100	53.1	25	21.9	46.9
	4	40	100	42.9	51.4	5.7	57.1
	5	23	100	40	40	20	60
	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	22	100	70	25	5	30
	4	23	100	45	50	5	55
	5	11	100	I/S	I/S	I/S	I/S
	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	16	100	N/AV	N/AV	N/AV	12.5
	4	40	100	40	54.3	5.7	60
	5	9	I/S	I/S	I/S	I/S	I/S
	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	20	100	N/A	N/A	N/A	36.8
	4	23	100	35	50	15	65
	5	11	100	I/S	I/S	I/S	I/S
	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	17	100	50	31.3	18.8	50
	4	40	100	25.7	65.7	8.6	74.3
	5	14	100	N/AV	N/AV	N/AV	46.2
	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
<b>Writing</b>							
<b>2010</b>	3	41	100	30.8	38.5	30.8	69.2
	4	22	100	35	35	30	65
	5	22	100	35	25	40	65
	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	23	91.3	11.1	44.4	44.4	88.9
	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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