



## Ravenel Elementary

150 Ravenel School Road  
Seneca, SC 29678

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	559 Students	
<b>Principal</b>	Tommy Bolger	864-886-4450
<b>Superintendent</b>	Dr. Michael Lucas	864-886-4400
<b>Board Chair</b>	Harry B. Mays, Jr.	864-972-3629



# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Good	Below Average
2006	Good	Average
2005	Good	Good
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**

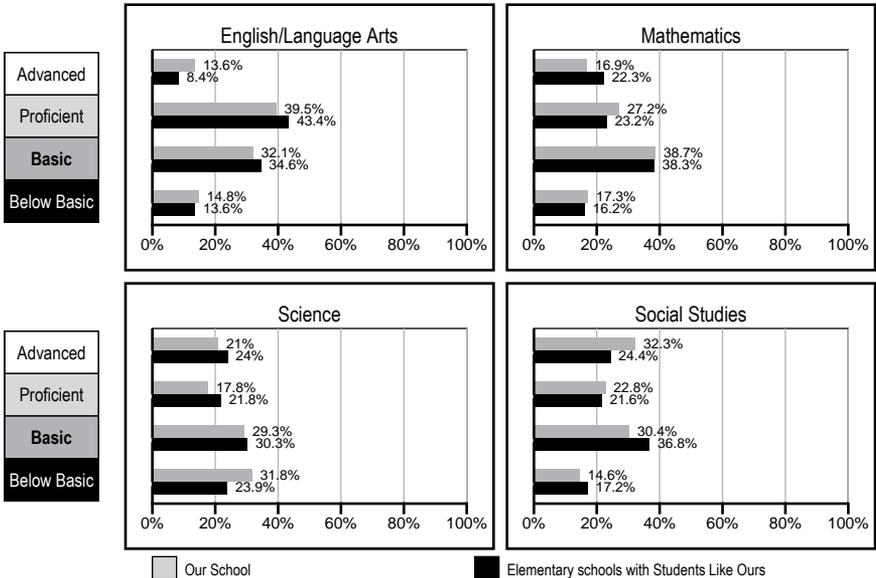
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.2%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
4	34	55	3	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
<b>Students (n=559)</b>				
First graders who attended full-day kindergarten	77.5%	Down from 100.0%	100.0%	100.0%
Retention rate	1.8%	Down from 2.8%	1.8%	2.3%
Attendance rate	96.2%	Down from 96.6%	96.6%	96.3%
Eligible for gifted and talented	19.5%	Down from 21.9%	17.5%	10.4%
With disabilities other than speech	6.4%	Down from 7.8%	6.8%	7.5%
Older than usual for grade	0.0%	Down from 0.7%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	61.5%	Down from 62.9%	60.7%	56.7%
Continuing contract teachers	82.1%	Down from 82.9%	81.1%	77.3%
Teachers with emergency or provisional certificates	2.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	85.2%	Down from 86.6%	88.0%	86.4%
Teacher attendance rate	94.3%	Down from 94.5%	94.8%	94.9%
Average teacher salary	\$45,514	Up 5.3%	\$46,714	\$45,345
Professional development days/teacher	19.3 days	Up from 16.5 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 19.9 to 1	19.5 to 1	18.5 to 1
Prime instructional time	88.8%	No Change	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%	Up from 99.7%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,317	Down 1.3%	\$6,547	\$7,052
Percent of expenditures for instruction*	68.9%	Down from 72.1%	69.9%	69.1%
Percent of expenditures for teacher salaries*	65.3%	Down from 68.2%	66.7%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

Ravenel Elementary School strives to “Reach Every Student” by utilizing best practices in the educational process. Ravenel serves 571 students in grades kindergarten through fifth grade. We want our students to become productive citizens who make a positive impact on the world we inhabit.

Our school works to “Reach Every Student” and their family. We work very hard to make Ravenel a school where all are welcome and where the students look forward to come each day. This is evident with Ravenel receiving the Red Carpet Award and being designated as a School of Promise for reaching the whole child. Learning also takes place in our Arts programs. Students attend art and music classes where they are exposed to cultural events. Older students also have opportunities in Chorus, and 5th grade can join our Strings program. The entire school and community enjoyed the 15th year of “Artists on the Green,” where artists gather at Ravenel to demonstrate their crafts.

Ravenel Elementary’s goal to “Reach Every Student” in the classroom is a top priority. Teachers use best practices such as differentiated instruction to engage the students in the learning process. Teachers continually use data to drive their instruction. Students in grades first through fifth visit the computer lab once a week for math and reading exercises. We also added an unmanned computer lab where teachers can bring their class to enhance their lessons using technology. Students can also attend our after school “Cub Club” to obtain extra instruction in the areas of math, ELA, social studies, and science. All students participate in the 100 Book Challenge to increase their reading stamina. Our staff received professional development in curriculum mapping and they diary mapped ELA in all grades. We implemented PACT and MAP mentoring groups for students in second through fifth grade, where we discussed the students’ scores on the PACT and MAP and offered strategies on how they could improve throughout the year.

The PTO and SIC are vital parts of our school and help Ravenel “Reach Every Student” with additional leadership and funds. PTO funds purchased numerous items for the teachers and honored them with meals throughout the year. Volunteers form our school community helped with our annual Back-to-School picnic, Variety Show, Fall Festival, and numerous everyday school activities. PTO also donated \$10,500, and along with \$500 from Bloom, we were able to re-pave our track to provide our students in the morning Walking Club a more conducive environment for their healthy adventure. Square D/Schneider Electric, one of our business partners, donated \$28,000 to replace our playground equipment which also aids in helping with the health of the children. The school community raised over \$6,000 for Relay for Life. Ravenel also piloted three Lego League teams that competed in state and regional competitions.

The education of our students is a partnership between parents and the school, and we continually strive to live up to our district’s motto, “Education is Everybody’s Business.” If we follow this creed, we will indeed “Reach Every Student” at Ravenel Elementary School.

Tommy Bolger, Principal  
 Reid Thomas, SIC Chairman

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	39	84	29
Percent satisfied with learning environment	94.9%	90.4%	93.1%
Percent satisfied with social and physical environment	100.0%	81.9%	89.3%
Percent satisfied with school-home relations	97.4%	90.6%	92.9%

\* 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 14 out of 17 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	<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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	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	259	100	14.8	32.1	39.5	13.6	64.2	50.9	48.2	Yes	Yes
<b>Gender</b>											
Male	126	100	20.5	35	34.2	10.3	55.6	43	41.7	N/A	N/A
Female	133	100	9.5	29.4	44.4	16.7	72.2	59.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	185	100	12.1	28.7	44.8	14.4	70.1	54.1	60	Yes	Yes
African American	51	100	27.7	44.7	19.1	8.5	44.7	35.4	31.7	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	59.4	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	39.2	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
<b>Disability Status</b>											
Disabled	36	100	60	28.6	8.6	2.9	14.3	16.1	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	14	100	7.7	38.5	38.5	15.4	53.8	38	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	119	100	22.9	41.9	30.5	4.8	44.8	38.8	34	Yes	Yes

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

All Students	259	100	17.3	38.7	27.2	16.9	59.7	50.9	45.8	Yes	Yes
<b>Gender</b>											
Male	126	100	21.4	40.2	20.5	17.9	54.7	51	45.6	N/A	N/A
Female	133	100	13.5	37.3	33.3	15.9	64.3	50.9	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	185	100	14.4	38.5	28.7	18.4	65.5	54.9	59	Yes	Yes
African American	51	100	34	42.6	21.3	2.1	29.8	28.4	26.9	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	65.6	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.3	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	36	100	54.3	28.6	14.3	2.9	22.9	21.6	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	14	100	0	30.8	46.2	23.1	84.6	44.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	119	100	28.6	45.7	21	4.8	37.1	38.3	31.4	No	Yes

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

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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	170	99.4	31.8	29.3	17.8	21	38.9	35.1	35.7	96.2	96.3
<b>Gender</b>											
Male	83	100	35.5	30.3	13.2	21.1	34.2	37	37.4	96.2	96.3
Female	87	98.9	28.4	28.4	22.2	21	43.2	33.1	33.8	96.2	96.2
<b>Racial/Ethnic Group</b>											
White	121	99.2	25.9	32.1	18.8	23.2	42	38.8	49.2	96	96
African American	32	100	69	17.2	3.4	10.3	13.8	15.8	17	97	97.2
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	50	58	96.1	96.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.9	95.9	97.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.9	97.4
<b>Disability Status</b>											
Disabled	27	100	57.7	23.1	11.5	7.7	19.2	11.9	14	94.6	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	11	100	10	40	40	10	50	21.3	24.4	95.9	97.3
<b>Socio-Economic Status</b>											
Subsided meals	79	98.7	52.9	22.1	16.2	8.8	25	24.2	21.1	95.2	95.7
<b>Social Studies</b>											
All Students	169	99.4	14	30.6	22.9	32.5	55.4	33.5	34	96.2	96.3
<b>Gender</b>											
Male	78	100	15.7	25.7	24.3	34.3	58.6	37.6	36.6	96.2	96.3
Female	91	98.9	12.6	34.5	21.8	31	52.9	29.1	31.3	96.2	96.2
<b>Racial/Ethnic Group</b>											
White	121	99.2	10.7	29.5	22.3	37.5	59.8	35.9	44.5	96	96
African American	35	100	27.3	39.4	24.2	9.1	33.3	20.9	19.1	97	97.2
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	62.5	58.9	96.1	96.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	23.5	27.5	95.9	97.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.9	97.4
<b>Disability Status</b>											
Disabled	23	100	31.8	45.5	9.1	13.6	22.7	15.8	14.4	94.6	95.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	21.1	27.3	95.9	97.3
<b>Socio-Economic Status</b>											
Subsided meals	74	100	26.6	37.5	21.9	14.1	35.9	22.6	21	95.2	95.7

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	70	98.6	9.4	21.9	60.9	7.8	68.8
	4	103	100	15	35	44	6	50
	5	78	100	5.5	56.2	37	1.4	38.4
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	84	100	6.3	16.3	48.8	28.8	77.5
	4	80	100	20.8	23.6	45.8	9.7	55.6
	5	95	100	17.6	52.7	26.4	3.3	29.7
	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
<b>Mathematics</b>								
<b>2007</b>	3	70	100	10.8	43.1	21.5	24.6	46.2
	4	103	100	22	27	22	29	51
	5	78	100	12.3	39.7	20.5	27.4	47.9
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	84	100	11.3	55	17.5	16.3	33.8
	4	80	100	18.1	25	36.1	20.8	56.9
	5	95	100	22	35.2	28.6	14.3	42.9
	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
<b>Science</b>								
<b>2007</b>	3	34	100	16.1	38.7	29	16.1	45.2
	4	103	100	42	23	19	16	35
	5	39	100	21.6	37.8	24.3	16.2	40.5
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	42	100	20	32.5	22.5	25	47.5
	4	80	100	23.6	34.7	18.1	23.6	41.7
	5	48	97.9	55.6	17.8	13.3	13.3	26.7
	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
<b>Social Studies</b>								
<b>2007</b>	3	36	100	8.8	32.4	32.4	26.5	58.8
	4	103	100	28	34	21	17	38
	5	39	100	16.7	47.2	16.7	19.4	36.1
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	42	97.6	2.6	10.3	41	46.2	87.2
	4	80	100	8.3	40.3	18.1	33.3	51.4
	5	47	100	32.6	32.6	15.2	19.6	34.8
	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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