



SC Annual School Report Card Summary

Harleyville-Ridgeville Elementary
 Dorchester School District Four
 Grades: PK-5 Enrollment: 433
 Principal: Tracy Jackson
 Superintendent: Jerry G. Montjoy
 Board Chair: Dr. Kenneth Jenkins

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Good	Good	TBD	TBD	A	Reward
2011	Average	Average	Silver	N/A	Met	N/A
2010	Average	Average	N/A	N/A	Met	N/A

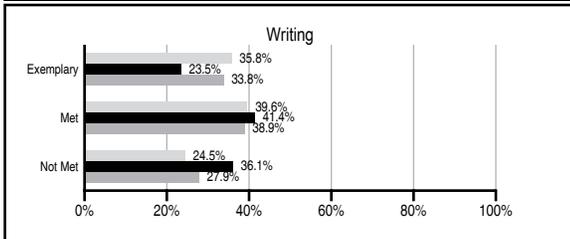
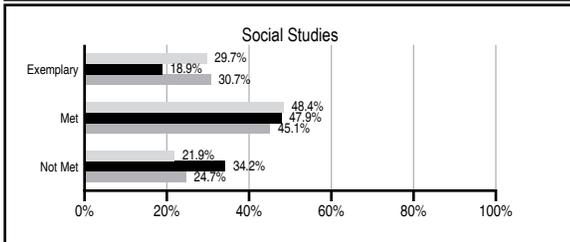
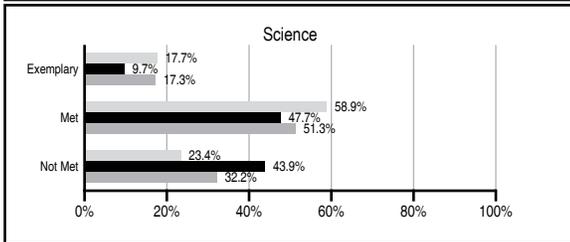
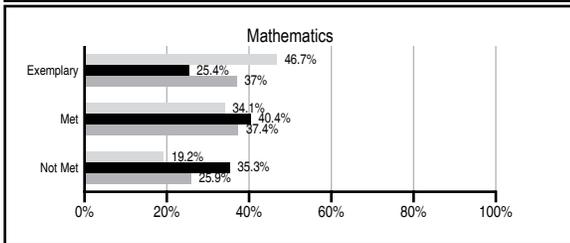
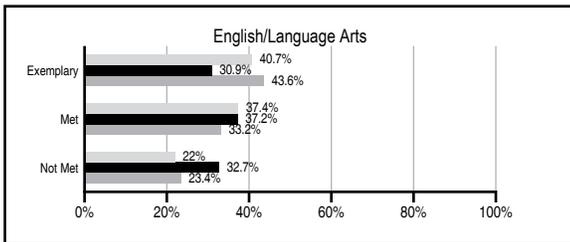
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
5	14	109	29	11

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

**Harleyville-Ridgeville Elementary
[Dorchester School District Four]**

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=433)				
Retention rate	1.3%	Down from 3.6%	1.3%	1.0%
Attendance rate	96.3%	Up from 95.7%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	69.4%	Up from 62.9%	60.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	96.0%	No Change	86.4%	88.7%
Teacher attendance rate	93.6%	Down from 94.0%	95.1%	95.1%
Average teacher salary*	\$50,097	Up 3.4%	\$45,718	\$47,210
Classes not taught by highly qualified teachers	0.0%	Down from 1.3%	0.0%	0.0%
Professional development days/teacher	8.0 days	Up from 6.5 days	10.7 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	15.6 to 1	Down from 16.3 to 1	19.0 to 1	20.0 to 1
Prime instructional time	88.9%	Up from 88.8%	90.5%	90.5%
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	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$10,394	Up 3.3%	\$7,704	\$7,247
Percent of expenditures for instruction**	67.0%	Down from 67.2%	67.5%	68.2%
Percent of expenditures for teacher salaries**	63.1%	Down from 64.2%	63.9%	65.7%
ESEA composite index score	98.7	N/A	88.0	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	25	55	48
Percent satisfied with learning environment	87.5%	87.3%	72.7%
Percent satisfied with social and physical environment	92.0%	76.4%	83.0%
Percent satisfied with school-home relations	48.0%	78.2%	74.5%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The faculty and staff at Harleyville-Ridgeville Elementary, along with the School Improvement Council, continue to work diligently to address the needs of our student population. Through the continued analyses of data, initiatives and programs are evaluated and developed to keep our academics focused on key areas of concern.

We continue to use data from MAP assessments to help guide our instructional approach as the school year develops. Results from this assessment also help teachers form small group instruction and identify students who could use the services of a tutor or the after-school program.

At Harleyville-Ridgeville Elementary, we also use results from the Dominion assessments to assist students who are deficient in one or more areas. These students are referred to our reading intervention program where intense small group instruction is the focus. Constant collaboration between the classroom teacher and the interventionist on the students' progress is an integral part of the program.

The results from our 2011 PASS assessments indicate that math should be a schoolwide focus. To address the issue we have implemented the four-frames approach to teaching math in grades two through five. In the lower grades our teachers have been introduced to the Singapore Math approach to problem solving. These efforts along with the continued focus on developing basic skills will help improve our performance on the PASS assessments.

As a school we are continuously seeking ways to improve education for our students. Parents and community members are constantly being invited to be a part of the educational process. We have made great strides in the past and look forward to continuous improvement.

Morris Ravenell Ed.D, Principal
Harriett Ramsey, SIC Chairperson

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status