



RAVENEL ELEMENTARY

150 Ravenel School Road
Seneca, SC 29678

Grades	K-5 Elementary School	
Enrollment	534 Students	
Principal	Tommy Bolger	864-886-4450
Superintendent	Dr. Mike Lucas	864-886-4400
Board Chair	Andy Inabinet	864-710-0796

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Good
2009	Good	Average
2008	Average	At-Risk
2007	Good	Below Average
2006	Good	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 GOAL

By 2010, SC'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.

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.

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

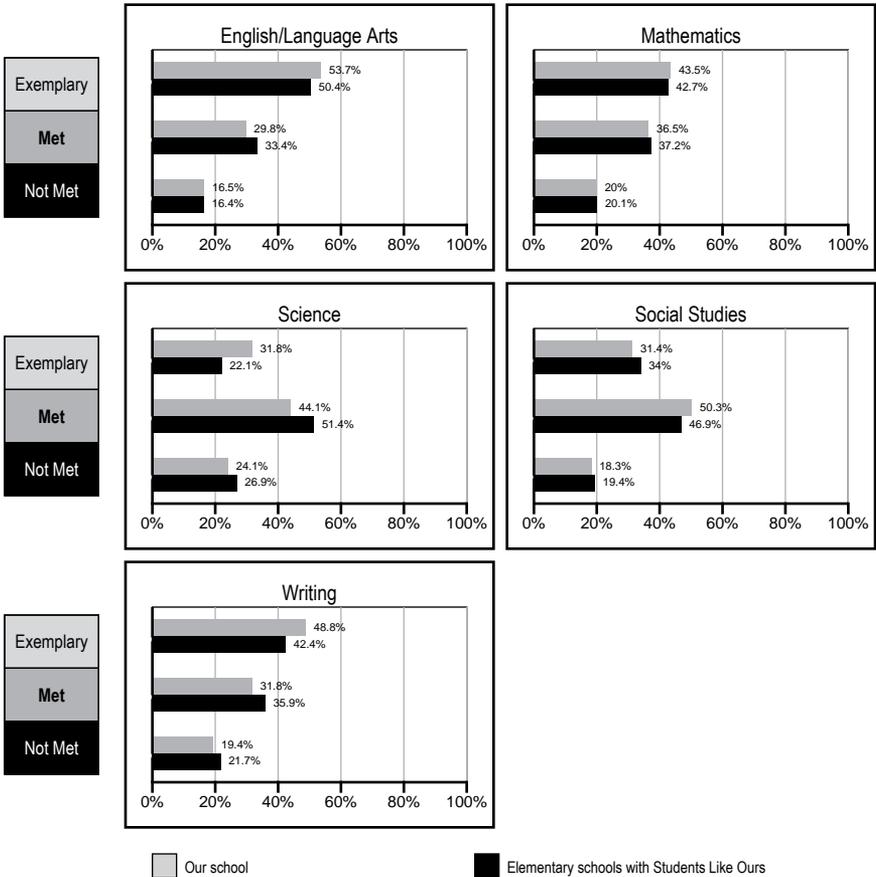
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
28	28	16	0	0

* Ratings are calculated with data available by 03/09/2011.

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=534)				
First graders who attended full-day kindergarten	98.9%	Up from 96.8%	100.0%	100.0%
Retention rate	0.9%	Up from 0.5%	0.8%	1.2%
Attendance rate	96.4%	Down from 96.5%	96.5%	96.1%
Eligible for gifted and talented	30.0%	Up from 12.6%	17.0%	11.7%
With disabilities other than speech	6.6%	Up from 5.4%	6.8%	8.0%
Older than usual for grade	0.0%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	57.9%	Down from 65.7%	61.8%	60.5%
Continuing contract teachers	92.1%	Up from 91.4%	85.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.7%	Up from 85.2%	89.3%	87.0%
Teacher attendance rate	97.6%	Up from 92.9%	95.8%	95.4%
Average teacher salary*	\$46,256	Down 2.4%	\$47,868	\$47,288
Professional development days/teacher	5.3 days	Down from 5.6 days	11.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 20.8 to 1	19.8 to 1	19.2 to 1
Prime instructional time	93.7%	Up from 88.7%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,258	Up 10.5%	\$7,159	\$7,548
Percent of expenditures for instruction**	67.1%	Down from 68.0%	69.6%	68.7%
Percent of expenditures for teacher salaries**	65.2%	Up from 64.7%	66.7%	65.1%

* 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

Ravenel Elementary School strives to "Reach Every Student" by utilizing best practices in the educational process. Ravenel serves 550 students in grades kindergarten through fifth grade. We want our students to become life-long learners who succeed in a competitive world despite any challenges they may face.

Ravenel Elementary's goal to "Reach Every Student" in the classroom is our main focus. Teachers use the best practices, including differentiated instruction, balanced literacy, and formative assessment to engage students in the learning process. Teachers continually use data, such as MAP and PASS scores, to prepare and drive their instruction. We implemented PASS and MAP mentoring groups with our guidance counselor for students in second through fifth grades. During classroom visits, the guidance counselor discussed the students' scores on the PASS and MAP, helped them set realistic goals and offered strategies on how they could improve throughout the year.

Our school also not only works to reach every student, but also their families. We work very hard to make Ravenel a school where all are welcome and where the students look forward to each day of learning in a safe environment. We hosted events called Family Nights this year where students and families enjoyed building books, attending Book Fairs, seeing a real historic wax museum hosted by the fourth grade, and sharing a movie night with family members in the safe environment of the school cafeteria. We encourage students to be physically fit as well. We have an early morning walking program each day which is supervised by our two physical education teachers. Our third through fifth grade students take part in the Clemson Relays annually, and this year our fourth grade relay team set a new record. We have the county's biggest Jump Rope for Heart celebration where we raised money for the American Heart Association. The entire school and community enjoyed the 17th year of Artists on the Green where artists gather at Ravenel to demonstrate their skills. Our guidance counselor also organizes an annual Career Day where community members come and share their trade with the students. The school also raised funds for earthquake disaster relief in Haiti and for local food banks, and always manages to raise significant amounts for the American Cancer Society through Relay for Life. This year the school raised over \$10,000 for this cause.

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 a meal during Teacher Appreciation Week. PTO along with volunteers from our school community helped with our annual Back-to-School picnic, Variety Show, Fall Festival, and numerous everyday school activities.

We will continue to strive to live up to our district's motto, "Education is Everybody's Business." We know that community outreach and partnership with our school families will make this possible. We will continue to improve our performance and therefore our students, so that we will indeed "Reach Every Student" at Ravenel Elementary School.

Tommy Bolger, Principal
Kelly Davies, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	66	39
Percent satisfied with learning environment	100.0%	95.3%	86.5%
Percent satisfied with social and physical environment	93.5%	90.9%	94.9%
Percent satisfied with school-home relations	100.0%	93.9%	94.7%

* 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 17 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. 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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

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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 = 58.8% (Met or Exemplary)

All Students	274	99.6	16.5	29.8	53.7	91.8	83.6	83.5	Yes	Yes
Gender										
Male	147	99.3	15.4	33.8	50.7	91.2	80	80.1	N/A	N/A
Female	127	100	17.6	25.2	57.1	92.4	87.5	87	N/A	N/A
Racial/Ethnic Group										
White	195	99.5	12.3	24.6	63.1	93	85.6	89.6	Yes	Yes
African American	58	100	26.9	50	23.1	90.4	74.3	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.2	92.7	I/S	I/S
Hispanic	14	100	I/S	I/S	I/S	I/S	76.7	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.6	85.1	I/S	I/S
Disability Status										
Disabled	31	96.8	69	20.7	10.3	58.6	52.7	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	131	99.2	29.9	35.9	34.2	85.5	77.8	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	274	99.6	20	36.5	43.5	86.3	82.6	80.4	Yes	Yes
Gender										
Male	147	99.3	17.6	37.5	44.9	87.5	80.7	78.4	N/A	N/A
Female	127	100	22.7	35.3	42	84.9	84.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	195	99.5	13.9	34.8	51.3	90.4	84.6	87.8	Yes	Yes
African American	58	100	36.5	46.2	17.3	76.9	70.6	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.2	93.5	I/S	I/S
Hispanic	14	100	I/S	I/S	I/S	I/S	79.6	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.6	83.2	I/S	I/S
Disability Status										
Disabled	31	96.8	62.1	20.7	17.2	58.6	53.9	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	79.5	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	131	99.2	35	42.7	22.2	76.1	76.2	72.8	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	184	100	24.1	44.1	31.8	75.9	68.2	67.3
Gender								
Male	100	100	17.4	50	32.6	82.6	68.3	66.9
Female	84	100	32.1	37.2	30.8	67.9	68.2	67.7
Racial/Ethnic Group								
White	133	100	19.7	42.5	37.8	80.3	72.8	79.6
African American	36	100	37.5	53.1	9.4	62.5	45.7	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	77.8	84.4
Hispanic	11	100	I/S	I/S	I/S	I/S	51.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	24	100	52.2	26.1	21.7	47.8	39	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	49.4	58.6
Socio-Economic Status								
Subsidized meals	86	100	41.6	46.8	11.7	58.4	57.8	55.4
Social Studies								
All Students	188	100	18.3	50.3	31.4	81.7	68.4	70.9
Gender								
Male	96	100	13.3	51.1	35.6	86.7	68.9	70.1
Female	92	100	23.5	49.4	27.1	76.5	67.8	71.7
Racial/Ethnic Group								
White	130	100	16.8	45.6	37.6	83.2	70.9	79.2
African American	46	100	21.4	64.3	14.3	78.6	56.5	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	92	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	58.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	18	100	47.1	47.1	5.9	52.9	39.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	60.7	68
Socio-Economic Status								
Subsidized meals	90	100	28.4	56.8	14.8	71.6	56.9	60.8

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
Writing										
All Students	273	100	19.4	31.8	48.8	80.6	72.8	72.1	96.4	95.9
Gender										
Male	144	100	19.7	33.6	46.7	80.3	64.7	65.2	96.4	95.9
Female	129	100	19	29.8	51.2	81	81.3	79.2	96.4	95.8
Racial/Ethnic Group										
White	195	100	15.3	31.1	53.7	84.7	75	80.8	96.3	95.6
African American	57	100	28.8	38.5	32.7	71.2	63.2	59.7	96.7	96.9
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	81.6	87	98.3	98.2
Hispanic	14	100	I/S	I/S	I/S	I/S	61.9	64.6	96	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.9	73.4	96.9	95.9
Disability Status										
Disabled	31	100	69	20.7	10.3	31	29.2	27.7	95	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	59.7	63.7	96.3	96.7
Socio-Economic Status										
Subsidized meals	132	100	32.5	39.2	28.3	67.5	63.9	61.9	95.7	95.4

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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							
2009	3	104	100	22.9	22.9	54.2	77.1
	4	80	100	9.3	37.3	53.3	90.7
	5	78	100	17.6	50	32.4	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
2010	3	98	100	15.8	21.1	63.2	84.2
	4	100	99	16.7	43.3	40	83.3
	5	76	100	17.1	24.3	58.6	82.9
	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
Mathematics							
2009	3	104	100	25	44.8	30.2	75
	4	80	100	12	44	44	88
	5	78	100	18.9	44.6	36.5	81.1
	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
2010	3	98	100	28.4	28.4	43.2	71.6
	4	100	99	14.4	42.2	43.3	85.6
	5	76	100	15.7	40	44.3	84.3
	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
Science							
2009	3	52	98.1	38.3	42.6	19.1	61.7
	4	80	100	13.3	54.7	32	86.7
	5	39	100	25	55.6	19.4	75
	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
2010	3	48	100	45.7	23.9	30.4	54.3
	4	99	100	16.7	54.4	28.9	83.3
	5	37	100	14.7	44.1	41.2	85.3
	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

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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							
2009	3	52	96.2	6.1	61.2	32.7	93.9
	4	80	100	14.7	45.3	40	85.3
	5	39	97.4	26.3	47.4	26.3	73.7
	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
2010	3	50	100	24.5	40.8	34.7	75.5
	4	99	100	14.4	54.4	31.1	85.6
	5	39	100	19.4	52.8	27.8	80.6
	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
Writing							
2009	3	102	97.1	26.6	29.8	43.6	73.4
	4	78	100	14.9	32.4	52.7	85.1
	5	77	100	25.7	36.5	37.8	74.3
	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
2010	3	97	100	23.2	22.1	54.7	76.8
	4	100	100	16.1	41.9	41.9	83.9
	5	76	100	18.6	31.4	50	81.4
	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

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