



## RAVENEL ELEMENTARY

150 Ravenel School Road  
Seneca, SC 29678

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	542 Students	
<b>Principal</b>	Tommy Bolger	864-886-4450
<b>Superintendent</b>	Mike Lucas	864-886-4400
<b>Board Chair</b>	Andy Inabinet	864-710-0796

# 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	Excellent	Good
2009	Good	Average
2008	Average	At-Risk
2007	Good	Below Average

\* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## 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

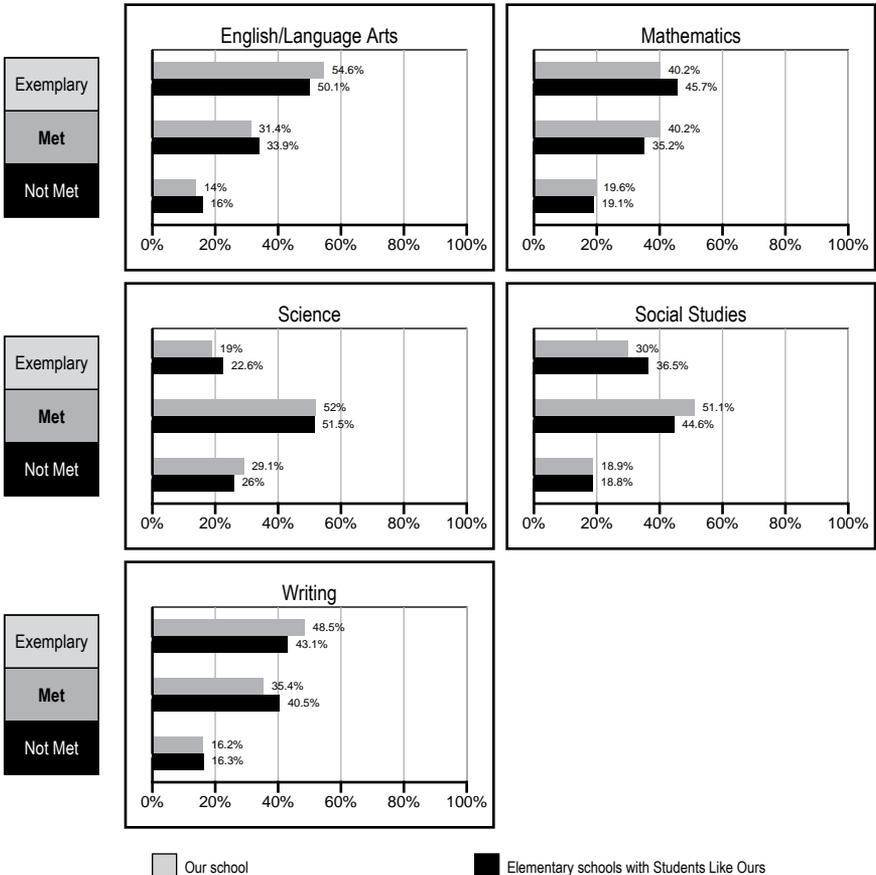
95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
29	33	8	0	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=542)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.9%	100.0%	100.0%
Retention rate	1.1%	Up from 0.9%	0.9%	1.1%
Attendance rate	96.8%	Up from 96.4%	96.3%	96.2%
Served by gifted and talented program	26.7%	Down from 30.0%	20.1%	13.4%
With disabilities other than speech	3.4%	Down from 6.6%	3.3%	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=37)</b>				
Teachers with advanced degrees	56.8%	Down from 57.9%	65.9%	62.5%
Continuing contract teachers	97.3%	Up from 92.1%	90.2%	88.2%
Teachers returning from previous year	93.1%	Up from 88.7%	90.3%	87.8%
Teacher attendance rate	94.5%	Down from 97.6%	94.9%	95.2%
Average teacher salary*	\$46,349	Up 0.2%	\$48,447	\$46,773
Professional development days/teacher	7.0 days	Up from 5.3 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 20.5 to 1	20.8 to 1	19.9 to 1
Prime instructional time	89.9%	Down from 93.7%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,303	Up 0.6%	\$6,881	\$7,447
Percent of expenditures for instruction**	68.8%	Up from 67.1%	69.5%	68.4%
Percent of expenditures for teacher salaries**	66.6%	Up from 65.2%	67.0%	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

Ravenel Elementary School strives to "Reach Every Student" by utilizing best practices in the educational process. Ravenel serves 545 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 best practices such as 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 plan for and drive their instruction. We implemented PASS and MAP mentoring groups with our guidance counselor for students in second through fifth grade. During classroom visits, she 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. This year the School District of Oconee County has provided on-site training in the efficient and effective use of 100 Book Challenge. Through formative assessment and progress monitoring all students are encouraged to become successful independent readers. Academic assistance is provided through Early Reading Intervention (ERI), Intensive Reading Intervention (IRI), and Reading Recovery. School performance on PASS was honored with a Palmetto Gold Award and a Silver Award for closing the achievement gap.

The school climate continues to improve through the leadership of a revitalized Positive Behavior Intervention Support (PBIS) team. A school-wide system of expectations was developed and incentives were routinely provided through the use of "Cub Cash". School behavior data were reviewed monthly and support given to those students requiring a Behavior Intervention Plan. Five Ravenel teachers and one administrator received certification in Crisis Prevention Intervention. We were recognized as a Banner school for PBIS.

Our school works to reach not only 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. This year an after-school program, Tiger Cub Academy (TCA), was initiated. This program successfully served eighty students and their families. We hosted 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 monthly free movie night with family members in the safe environment of the school cafeteria. We also encourage students to be physically active. 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 fifth grade relay team came in first place. We have the county's biggest Jump Rope for Heart celebration in aid of the American Heart Association. The entire school and community enjoyed the 18th Artists on the Green where local artists and performers 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 tsunami disaster relief in Japan, for local food banks, and always raises significant amounts for the American Cancer Society through Relay for Life.

The PTO and SIC are vital parts of our school and help Ravenel "Reach Every Student" with additional leadership and funds. PTO awarded several teacher grants to purchase instructional items for classroom projects as well as honoring them with a meal during Teacher Appreciation Week. Additional technology for administrators and a new sound system were also provided by our PTO. Numerous activities are organized and sponsored by PTO including our Variety Show, Fall Festival, and continuous assistance with everyday school

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	75	52
Percent satisfied with learning environment	97.1%	97.3%	90.4%
Percent satisfied with social and physical environment	94.3%	96.0%	98.0%
Percent satisfied with school-home relations	100.0%	96.0%	86.3%

\* 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 15 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

<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	0.0%	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	0.0%	0.0%	Yes
Student attendance rate	96.8%	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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	281	100	14	31.4	54.6	90.8	83	82.4	Yes	Yes
<b>Gender</b>										
Male	146	100	10.5	33.6	55.9	92.3	78.7	78.7	N/A	N/A
Female	135	100	18	28.9	53.1	89.1	87.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	204	100	12.7	26.9	60.4	91.9	85.1	88.9	Yes	Yes
African American	61	100	16.9	45.8	37.3	86.4	72.9	72.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	87.2	93	I/S	I/S
Hispanic	11	100	18.2	36.4	45.5	90.9	75.3	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90	83	I/S	I/S
<b>Disability Status</b>										
Disabled	30	100	65.4	30.8	3.8	46.2	53.2	48.1	I/S	I/S
<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	8	I/S	I/S	I/S	I/S	I/S	74.5	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	150	100	22	34.8	43.3	85.1	76.9	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	281	100	19.6	40.2	40.2	86.7	83.7	81.9	Yes	Yes
<b>Gender</b>										
Male	146	100	17.5	37.8	44.8	88.1	81.4	79.9	N/A	N/A
Female	135	100	21.9	43	35.2	85.2	86.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	204	100	16.2	36	47.7	90.4	85.9	88.9	Yes	Yes
African American	61	100	32.2	55.9	11.9	74.6	69.8	71.4	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	84.6	94.6	I/S	I/S
Hispanic	11	100	18.2	45.5	36.4	81.8	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	30	100	N/AV	N/AV	N/AV	46.2	53.2	47.3	I/S	I/S
<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	8	I/S	I/S	I/S	I/S	I/S	82.8	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	150	100	29.8	48.9	21.3	78	77.4	74.9	No	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	186	100	29.1	52	19	70.9	69.2	68.6
<b>Gender</b>								
Male	95	100	26.9	46.2	26.9	73.1	68	68.3
Female	91	100	31.4	58.1	10.5	68.6	70.5	68.9
<b>Racial/Ethnic Group</b>								
White	134	100	20.8	53.8	25.4	79.2	74.3	80.7
African American	42	100	55	42.5	2.5	45	44.2	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	68	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	52	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	22	100	N/AV	N/AV	N/AV	42.1	39.9	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	5	I/S	I/S	I/S	I/S	I/S	46.9	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	100	100	45.7	46.8	7.4	54.3	59.1	57.3
<b>Social Studies</b>								
All Students	186	100	18.9	51.1	30	81.1	70.1	72.5
<b>Gender</b>								
Male	100	100	17.5	44.3	38.1	82.5	70.3	72
Female	86	100	20.5	59	20.5	79.5	69.9	73.1
<b>Racial/Ethnic Group</b>								
White	135	100	16.2	46.9	36.9	83.8	72.8	81
African American	40	100	28.2	61.5	10.3	71.8	57.6	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	81.5	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	60.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	73.5
<b>Disability Status</b>								
Disabled	20	100	N/AV	N/AV	N/AV	50	40.2	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	6	I/S	I/S	I/S	I/S	I/S	62	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	101	100	30.5	58.9	10.5	69.5	60.5	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	101	100	16.2	35.4	48.5	83.8	71.3	73.2	96.8	96.3
<b>Gender</b>										
Male	52	100	15.7	41.2	43.1	84.3	64	67.2	96.7	96.3
Female	49	100	16.7	29.2	54.2	83.3	78.6	79.4	96.8	96.3
<b>Racial/Ethnic Group</b>										
White	72	100	17.1	30	52.9	82.9	73.3	81.5	96.6	96.1
African American	24	100	16.7	50	33.3	83.3	64.3	61.3	97.1	97.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87.5	87	98.2	98.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	57.8	66.7	97.3	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.6
<b>Disability Status</b>										
Disabled	11	100	N/AV	N/AV	N/AV	27.3	23.6	26	95.7	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.3
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	55.8	65.7	98	97.1
<b>Socio-Economic Status</b>										
Subsidized meals	49	100	25.5	38.3	36.2	74.5	60.5	63.2	96.5	95.8

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	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
<b>2011</b>	3	88	100	8.3	23.8	67.9	91.7
	4	91	100	17	35.2	47.7	83
	5	102	100	16.2	34.3	49.5	83.8
	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	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
<b>2011</b>	3	88	100	17.9	34.5	47.6	82.1
	4	91	100	17	37.5	45.5	83
	5	102	100	23.2	47.5	29.3	76.8
	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	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
<b>2011</b>	3	44	100	39	41.5	19.5	61
	4	91	100	25	59.1	15.9	75
	5	51	100	28	48	24	72
	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	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
<b>2011</b>	3	44	100	7	58.1	34.9	93
	4	91	100	25	47.7	27.3	75
	5	51	100	18.4	51	30.6	81.6
	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>Writing</b>							
<b>2010</b>	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
<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	101	100	16.2	35.4	48.5	83.8
	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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