



Harleyville-Ridgeville Elementary

1650 East Main Street
Dorchester, SC 29437

Grades	PK-5 Elementary School	
Enrollment	460 Students	
Principal	Dr. Morris Ravenell	843-462-7671
Superintendent	Jerry Montjoy	843-563-4535
Board Chair	Kenneth Jenkins, Ed.D	843-563-3228

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	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

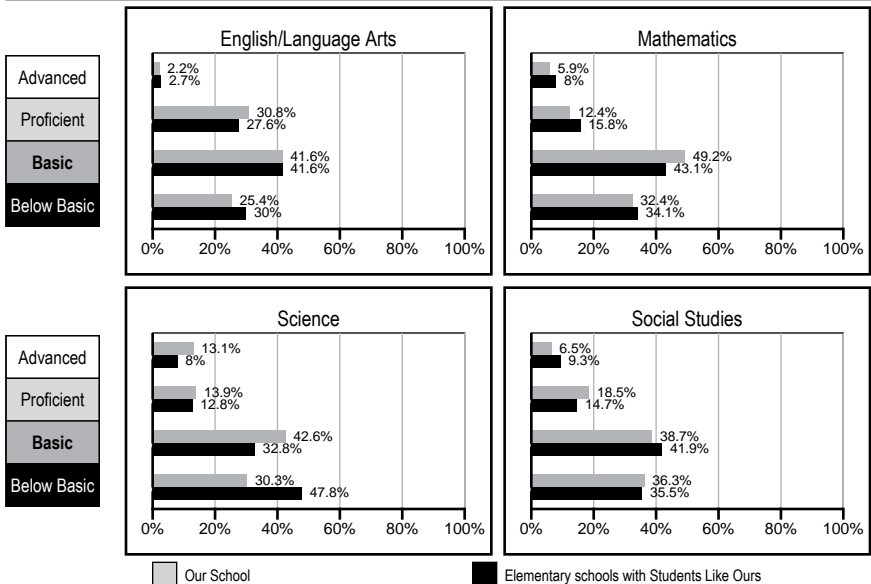
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	16	67	25

* 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
Students (n=460)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.0%	Down from 7.7%	3.0%	2.3%
Attendance rate	95.4%	Up from 95.3%	96.0%	96.3%
Eligible for gifted and talented	6.2%	Up from 2.4%	3.6%	10.4%
With disabilities other than speech	7.3%	Up from 6.8%	7.9%	7.5%
Older than usual for grade	0.6%	Down from 2.4%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	55.6%	Down from 66.7%	54.7%	56.7%
Continuing contract teachers	80.6%	Down from 91.7%	70.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.3%	Down from 84.7%	83.4%	86.4%
Teacher attendance rate	95.2%	Up from 94.1%	95.0%	94.9%
Average teacher salary	\$45,537	Up 1.8%	\$43,988	\$45,345
Professional development days/teacher	12.6 days	Down from 15.6 days	13.3 days	12.6 days
School				
Principal's years at school	4.0	Up from 0.0	3.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 18.0 to 1	16.8 to 1	18.5 to 1
Prime instructional time	87.6%	Up from 86.9%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$9,683	Up 10.1%	\$7,984	\$7,052
Percent of expenditures for instruction*	63.8%	Down from 64.9%	69.0%	69.1%
Percent of expenditures for teacher salaries*	58.3%	Up from 46.2%	62.8%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The faculty and staff at Harleyville-Ridgeville, along with the School Improvement Council, have concentrated their efforts to ensure each student gets the most from their educational experiences. Initiatives have been implemented that focus on the child as an individual learner.

We continue to implement the Reading First Initiative in grades K through 3. Results from standardized tests such as the PACT, Dominic, Stanford, and MAPS, have shown increases in the number of students performing at or above grade-level in reading.

Other programs that have contributed to the overall academic success of our students include: Reading Recovery, an After-School Program, a Writing Specialist, and Reading and Math intervention groups.

For the 2007-2008 school year, we also implemented a voluntary school uniform program. Most of our students have participated in the program and it has had positive effects in our learning community. We offer incentives to those who participate.

The results from the 2007 PACT indicate that we need to address achievement among our fourth and fifth grade males as well as science at all grade levels. We have focused on these areas during the school year and look to have improved results with this year's PACT.

We continue to use results from our assessments to address individual, class, and grade level student needs. We meet as grade level teams weekly and as a faculty monthly to discuss student achievement.

With continued support and high expectations, our children will continue to make the necessary improvements to perform at high levels academically and socially.

Morris Ravenell, Ed.D, Principal
Harriett Ramsey, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	68	44
Percent satisfied with learning environment	94.3%	86.8%	58.1%
Percent satisfied with social and physical environment	91.4%	67.6%	62.8%
Percent satisfied with school-home relations	52.9%	86.6%	65.9%

* 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 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	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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	7.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	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	202	99.5	24.2	40.5	30	5.3	46.3	36.6	48.2	Yes	Yes
Gender											
Male	99	99	32.2	36.7	24.4	6.7	40	31.5	41.7	N/A	N/A
Female	103	100	17	44	35	4	52	42.4	55	N/A	N/A
Racial/Ethnic Group											
White	45	100	23.3	34.9	34.9	7	46.5	51.5	60	Yes	Yes
African American	138	99.3	23.4	42.2	31.3	3.1	48.4	29.6	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	23.1	38.4	I/S	I/S
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	I/S	32	47	I/S	I/S
Disability Status											
Disabled	24	95.8	73.9	0	0	26.1	26.1	10.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	174	99.4	22.4	43	29.1	5.5	47.3	32.5	34	Yes	Yes

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

All Students	202	99.5	31.1	47.9	13.2	7.9	35.3	32.1	45.8	No	Yes
Gender											
Male	99	99	35.6	42.2	10	12.2	33.3	31.5	45.6	N/A	N/A
Female	103	100	27	53	16	4	37	32.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	45	100	16.3	48.8	23.3	11.6	51.2	54	59	Yes	Yes
African American	138	99.3	35.9	47.7	10.2	6.3	29.7	21.1	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	30.8	38.1	I/S	I/S
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	I/S	28	46.2	I/S	I/S
Disability Status											
Disabled	24	95.8	56.5	17.4	8.7	17.4	30.4	12.3	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	174	99.4	31.5	47.9	13.9	6.7	33.3	27.1	31.4	No	Yes

* Adj - 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

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
Science											
All Students	133	100	29.4	41.3	13.5	15.9	29.4	26.6	35.7	95.4	95.4
Gender											
Male	64	100	40.7	28.8	6.8	23.7	30.5	26.5	37.4	95.6	95.3
Female	69	100	19.4	52.2	19.4	9	28.4	26.7	33.8	95.2	95.4
Racial/Ethnic Group											
White	36	100	17.1	45.7	20	17.1	37.1	46.2	49.2	94.2	94.4
African American	85	100	34.2	41.8	12.7	11.4	24.1	15.2	17	96.1	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.9	97.7
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	97.3	96.9
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	23.8	37.4	90.9	91.7
Disability Status											
Disabled	14	100	42.9	21.4	7.1	28.6	35.7	14.1	14	94.2	93.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	97.8	97.4
Socio-Economic Status											
Subsidized meals	113	100	26.9	44.4	12	16.7	28.7	22.1	21.1	95.2	95.2
Social Studies											
All Students	135	100	35.4	37.8	19.7	7.1	26.8	27.5	34	95.4	95.4
Gender											
Male	66	100	37.3	27.1	25.4	10.2	35.6	32.6	36.6	95.6	95.3
Female	69	100	33.8	47.1	14.7	4.4	19.1	22.1	31.3	95.2	95.4
Racial/Ethnic Group											
White	25	100	41.7	29.2	25	4.2	29.2	43	44.5	94.2	94.4
African American	93	100	31.4	43	18.6	7	25.6	19.7	19.1	96.1	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.9	97.7
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	97.3	96.9
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S	20	32.7	90.9	91.7
Disability Status											
Disabled	15	100	60	20	13.3	6.7	20	9.1	14.4	94.2	93.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	97.8	97.4
Socio-Economic Status											
Subsidized meals	119	100	34.8	39.3	19.6	6.3	25.9	22.5	21	95.2	95.2

* 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*	
English/Language Arts									
2007	3	66	100	12.9	35.5	46.8	4.8	51.6	
	4	67	98.5	20	46.7	31.7	1.7	33.3	
	5	64	100	30.2	55.6	11.1	3.2	14.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	17.5	36.8	42.1	3.5	45.6	
	4	67	100	25.4	34.9	34.9	4.8	39.7	
	5	75	98.7	28.6	48.6	15.7	7.1	22.9	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics									
2007	3	66	100	16.1	61.3	16.1	6.5	22.6	
	4	67	100	24.6	47.5	26.2	1.6	27.9	
	5	64	100	23.8	58.7	11.1	6.3	17.5	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	60	100	28.1	54.4	8.8	8.8	17.5	
	4	67	100	25.4	52.4	14.3	7.9	22.2	
	5	75	98.7	38.6	38.6	15.7	7.1	22.9	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Science									
2007	3	33	100	29	45.2	19.4	6.5	25.8	
	4	67	100	40.7	33.9	18.6	6.8	25.4	
	5	33	100	41.4	48.3	6.9	3.4	10.3	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	30	100	17.2	69	10.3	3.4	13.8	
	4	67	100	28.6	34.9	15.9	20.6	36.5	
	5	36	100	41.2	29.4	11.8	17.6	29.4	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies									
2007	3	33	100	3.2	35.5	45.2	16.1	61.3	
	4	67	98.5	29.3	55.2	10.3	5.2	15.5	
	5	34	100	45.2	29	19.4	6.5	25.8	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	30	100	14.3	50	25	10.7	35.7	
	4	67	100	36.5	33.3	22.2	7.9	30.2	
	5	38	100	50	36.1	11.1	2.8	13.9	
	6	N/A	I/S	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	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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