



## Rivelon Elementary

350 Thomas B. Eklund  
Orangeburg, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	247 Students	
<b>Principal</b>	Paulette H. Faust	803-534-2949
<b>Superintendent</b>	Mr. Melvin Smoak	803-534-5454
<b>Board Chair</b>	Dr. Kalu Kalu	803-534-5454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	Good

## 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**

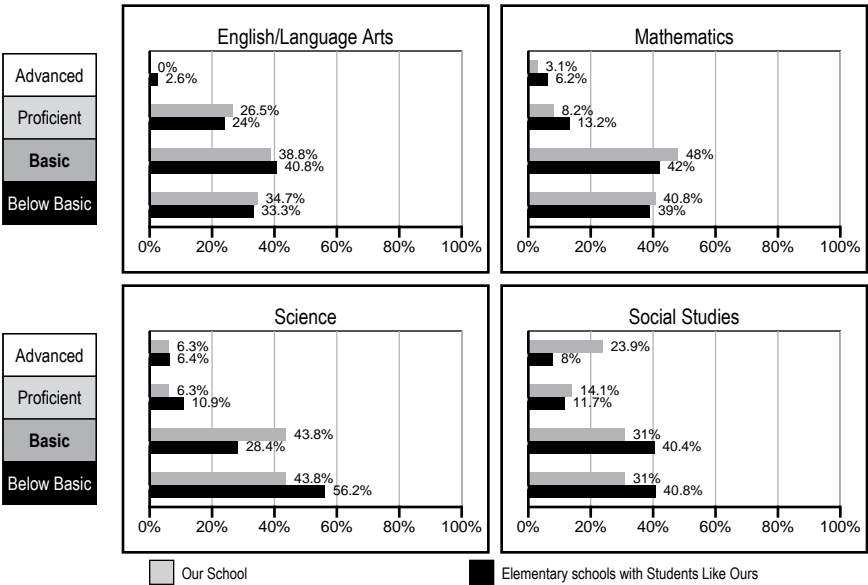
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

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

Excellent	Good	Average	Below Average	At-Risk
0	4	4	34	52

\* 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=247)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.0%	Up from 4.0%	3.1%	2.3%
Attendance rate	99.1%	Up from 96.2%	96.0%	96.3%
Eligible for gifted and talented	2.8%	Up from 1.5%	2.7%	10.4%
With disabilities other than speech	4.0%	Down from 10.2%	7.6%	7.5%
Older than usual for grade	3.2%	Up from 2.4%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=20)</b>				
Teachers with advanced degrees	75.0%	No Change	53.3%	56.7%
Continuing contract teachers	95.0%	No Change	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.7%	Up from 92.0%	82.5%	86.4%
Teacher attendance rate	90.8%	Down from 92.5%	94.8%	94.9%
Average teacher salary	\$48,081	Up 7.3%	\$43,596	\$45,345
Professional development days/teacher	9.0 days	Down from 10.7 days	13.6 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	11.2 to 1	Down from 14.7 to 1	16.4 to 1	18.5 to 1
Prime instructional time	88.2%	Up from 86.7%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.2%	Down from 99.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,829	Up 9.2%	\$8,228	\$7,052
Percent of expenditures for instruction*	65.5%	Down from 66.5%	68.3%	69.1%
Percent of expenditures for teacher salaries*	45.9%	Down from 61.5%	60.5%	64.2%

\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Rivelon Elementary School is located right outside the town limit of Orangeburg, S. C. The school has a population of approximately 250 students. We take pride in being a community school. A number of our students walk to and from school each day.

Here, at Rivelon, a Title 1 school, we feel that developing the whole child is important. We achieved this goal by providing character education for all of our students. Through our guidance counselor, each grade level has scheduled guidance sessions. Teachers use every opportunity to integrate character education into their daily lessons.

Of our students, 91 percent are African American, 8 percent are Caucasian, and 2 percent are Hispanic. Here, we try to address each subject using a different best-practice strategy or technique that will help our students relate the learning to real-world experiences.

We continue to employ science and social studies instructional resource teachers to conduct small-group instruction. We had several consultants that brought our instruction to a new level. The math, reading, social studies, and science teachers were given intensive training in using manipulatives and hands-on activities with our students. We used technology as an essential part of our instructional program at Rivelon Elementary. Another way we strengthened our reading program this year was by continuing our successful Books and Breakfast Program.

Here, at Rivelon, we feel that it is our job to encourage and motivate our students so that they believe they can become whatever they desire. We met our AYP for the 2007-2008 school year, and we are planning to meet it again this year.

Paulette H. Faust, Principal

Kevin Brown, School Improvement Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	31	14
Percent satisfied with learning environment	96.0%	87.1%	85.7%
Percent satisfied with social and physical environment	96.0%	90.0%	78.6%
Percent satisfied with school-home relations	70.8%	93.5%	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 7 out of 13 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

Continuing School Improvement

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	5.3%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.1%	94.0%	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	104	98.1	33.7	38.8	26.5	1	35.7	35	48.2	No	Yes
<b>Gender</b>											
Male	55	96.4	39.6	32.1	28.3	0	32.1	29.1	41.7	N/A	N/A
Female	49	100	26.7	46.7	24.4	2.2	40	41.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	46	60	I/S	I/S
African American	99	99	33.3	39.6	26	1	35.4	33.6	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.5	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	13	100	76.9	15.4	7.7	0	7.7	12.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	98	99	34.7	38.9	25.3	1.1	34.7	30.7	34	No	Yes

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

All Students	104	98.1	39.8	48	9.2	3.1	23.5	29	45.8	No	Yes
<b>Gender</b>											
Male	55	96.4	35.8	50.9	11.3	1.9	24.5	27.4	45.6	N/A	N/A
Female	49	100	44.4	44.4	6.7	4.4	22.2	30.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	43.3	59	I/S	I/S
African American	99	99	39.6	49	8.3	3.1	22.9	27.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.8	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.3	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	13	100	69.2	30.8	0	0	15.4	13.1	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	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	98	99	41.1	48.4	8.4	2.1	22.1	25.4	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	68	98.5	42.9	44.4	6.3	6.3	12.7	22	35.7	99.1	96
<b>Gender</b>											
Male	37	97.3	38.9	47.2	8.3	5.6	13.9	23.5	37.4	98.9	95.8
Female	31	100	48.1	40.7	3.7	7.4	11.1	20.5	33.8	99.3	96.2
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	36.6	49.2	96.8	94.6
African American	64	100	43.5	43.5	6.5	6.5	12.9	20.1	17	99.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	N/A	95.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	24.9	98.9	93.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	99.9	84.6
<b>Disability Status</b>											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	8.1	14	98.9	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	92.8
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	24.4	97.6	94
<b>Socio-Economic Status</b>											
Subsided meals	64	98.4	44.3	45.9	4.9	4.9	9.8	18.7	21.1	99.1	95.8
<b>Social Studies</b>											
All Students	72	98.6	29.6	31	15.5	23.9	39.4	24.2	34	99.1	96
<b>Gender</b>											
Male	41	97.6	27.5	32.5	12.5	27.5	40	25.8	36.6	98.9	95.8
Female	31	100	32.3	29	19.4	19.4	38.7	22.4	31.3	99.3	96.2
<b>Racial/Ethnic Group</b>											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	30.5	44.5	96.8	94.6
African American	69	100	30.4	30.4	14.5	24.6	39.1	23.5	19.1	99.2	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	58.9	N/A	95.6
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	0	27.5	98.9	93.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	99.9	84.6
<b>Disability Status</b>											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	9.8	14.4	98.9	95.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	92.8
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	97.6	94
<b>Socio-Economic Status</b>											
Subsided meals	71	98.6	30	31.4	14.3	24.3	38.6	20.9	21	99.1	95.8

\* 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	40	95	16.1	48.4	35.5	0	35.5	
	4	37	100	26.5	26.5	44.1	2.9	47.1	
	5	41	100	59.5	40.5	0	0	0	
	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
<b>2008</b>	3	35	97.1	21.9	43.8	31.3	3.1	34.4	
	4	37	97.3	30.6	33.3	36.1	0	36.1	
	5	32	100	50	40	10	0	10	
	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
<b>Mathematics</b>									
<b>2007</b>	3	40	97.5	18.8	50	31.3	0	31.3	
	4	37	100	44.1	38.2	14.7	2.9	17.6	
	5	41	100	37.8	54.1	5.4	2.7	8.1	
	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
<b>2008</b>	3	35	97.1	34.4	46.9	12.5	6.3	18.8	
	4	37	97.3	44.4	44.4	11.1	0	11.1	
	5	32	100	40	53.3	3.3	3.3	6.7	
	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
<b>Science</b>									
<b>2007</b>	3	20	100	68.8	18.8	6.3	6.3	12.5	
	4	37	100	58.8	32.4	8.8	0	8.8	
	5	21	100	50	44.4	0	5.6	5.6	
	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
<b>2008</b>	3	16	100	28.6	64.3	7.1	0	7.1	
	4	37	97.3	38.9	44.4	8.3	8.3	16.7	
	5	15	100	69.2	23.1	0	7.7	7.7	
	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
<b>Social Studies</b>									
<b>2007</b>	3	19	100	25	50	25	0	25	
	4	37	100	41.2	50	5.9	2.9	8.8	
	5	20	100	68.4	26.3	5.3	0	5.3	
	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
<b>2008</b>	3	18	100	11.1	27.8	27.8	33.3	61.1	
	4	37	97.3	22.2	36.1	11.1	30.6	41.7	
	5	17	100	64.7	23.5	11.8	0	11.8	
	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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