



## HARLEYVILLE-RIDGEVILLE ELEMENTARY

1650 East Main Street  
Dorchester, SC 29437

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	436 Students	
<b>Principal</b>	Dr. Morris Ravenell	843-462-7671
<b>Superintendent</b>	Mr. Jerry G. Montjoy	(843) 563-4535
<b>Board Chair</b>	Dr. Kenneth Jenkins	(843) 563-3228

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	At-Risk

## 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

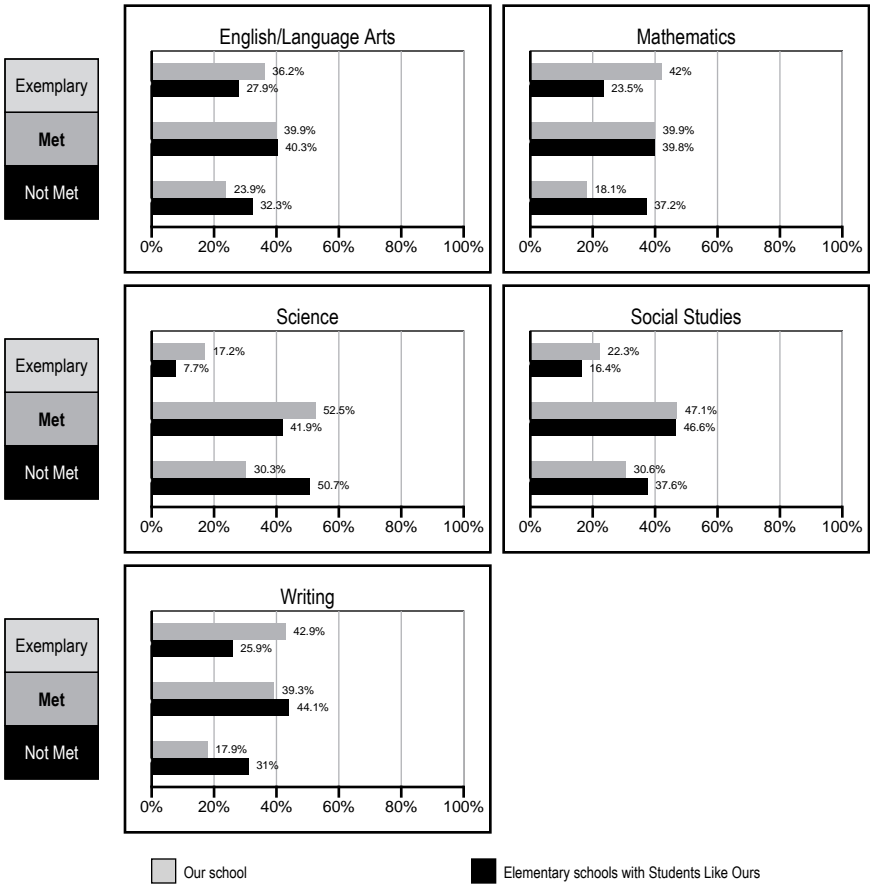
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	9	110	50	19

\* 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=436)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Up from 1.5%	1.5%	1.1%
Attendance rate	95.7%	Up from 94.6%	95.9%	96.2%
Served by gifted and talented program	6.3%	Up from 2.4%	6.1%	13.4%
With disabilities other than speech	7.4%	Down from 8.8%	4.3%	4.1%
Older than usual for grade	0.5%	Down from 1.5%	0.5%	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=35)</b>				
Teachers with advanced degrees	62.9%	Down from 65.7%	61.8%	62.5%
Continuing contract teachers	91.4%	Down from 97.1%	83.3%	88.2%
Teachers returning from previous year	96.0%	Up from 89.6%	85.4%	87.8%
Teacher attendance rate	94.0%	Up from 92.9%	95.0%	95.2%
Average teacher salary*	\$48,433	Up 0.1%	\$45,346	\$46,773
Professional development days/teacher	6.5 days	Down from 8.9 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	3.8	4.0
Student-teacher ratio in core subjects	16.3 to 1	Up from 16.0 to 1	17.9 to 1	19.9 to 1
Prime instructional time	88.8%	Up from 86.4%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.7%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,061	Down 3.5%	\$8,233	\$7,447
Percent of expenditures for instruction**	67.2%	Down from 68.2%	68.0%	68.4%
Percent of expenditures for teacher salaries**	64.2%	Up from 63.8%	64.2%	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**

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

Some initiatives that were utilized during the 2010 –2011 school year include: an After-School Homework Center, a Writing Consultant for grades four and five, a Math Consultant for grades K-5, ELA and Math Intervention Groups, several Computer Assisted Instruction Programs, and Response to Intervention Groups.

We have also implemented initiatives such as the Junior Robotics Team, the Junior Beta Club, Recycling Troopers, and the Wee Postal System to involve students in service learning experiences.

We continue to analyze the data from the MAP, PASS, Dominié, Study Island, and other assessments to address instructional needs in the classroom. Grade level teams meet weekly to address areas of concern.

We are proud of our students’ achievements academically and socially. As a school community, we continue to encourage character development as well as academic excellence. Our parents and the community have been very supportive of our efforts and are a valuable part of the education process.

We believe that with high expectations and support, our children will continue to achieve and excel.

Harriett Ramsey,  
SIC Chair

Morris Ravenell, Ed.D  
Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	28	58	53
Percent satisfied with learning environment	82.1%	81.0%	64.7%
Percent satisfied with social and physical environment	89.3%	67.2%	64.2%
Percent satisfied with school-home relations	46.4%	77.6%	74.5%

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

Abbreviations for Missing Data

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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.8%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.3%	0.0%	No
Student attendance rate	95.7%	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
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	206	99.5	23.7	39.7	36.6	83.5	76.6	82.4	Yes	Yes
<b>Gender</b>										
Male	113	100	28.3	36.8	34.9	82.1	73.2	78.7	N/A	N/A
Female	93	98.9	18.2	43.2	38.6	85.2	80.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	56	100	22.6	34	43.4	84.9	85.4	88.9	Yes	Yes
African American	129	100	26.2	41.8	32	81.1	71.1	72.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	14	100	N/AV	N/AV	N/AV	100	84.6	79.3	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	61.1	83	I/S	I/S
<b>Disability Status</b>										
Disabled	31	96.8	58.6	27.6	13.8	48.3	37.5	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	81.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	178	99.4	25	40.5	34.5	82.7	74.5	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	206	99.5	19.6	39.2	41.2	87.1	77.5	81.9	Yes	Yes
<b>Gender</b>										
Male	113	100	16	42.5	41.5	89.6	75.1	79.9	N/A	N/A
Female	93	98.9	23.9	35.2	40.9	84.1	80.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	56	100	9.4	37.7	52.8	92.5	85.8	88.9	Yes	Yes
African American	129	100	25.4	41.8	32.8	82.8	71.5	71.4	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	14	100	15.4	15.4	69.2	100	84.6	81.1	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	83.3	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	31	96.8	48.3	41.4	10.3	69	46.1	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	81.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	178	99.4	20.8	40.5	38.7	85.7	75.3	74.9	Yes	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
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**Science**

All Students	134	100	29.4	52.4	18.3	70.6	67	68.6
<b>Gender</b>								
Male	68	100	33.3	50.8	15.9	66.7	62.9	68.3
Female	66	100	25.4	54	20.6	74.6	71.5	68.9
<b>Racial/Ethnic Group</b>								
White	39	100	25	58.3	16.7	75	80.2	80.7
African American	81	100	34.2	50	15.8	65.8	57.8	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	73.7	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	75	70.8
<b>Disability Status</b>								
Disabled	23	100	54.5	36.4	9.1	45.5	39.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	76.9	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	116	100	28.4	53.2	18.3	71.6	64.1	57.3

**Social Studies**

All Students	132	99.2	30.6	46.8	22.6	69.4	72.9	72.5
<b>Gender</b>								
Male	80	100	24	48	28	76	72.6	72
Female	52	98.1	40.8	44.9	14.3	59.2	73.3	73.1
<b>Racial/Ethnic Group</b>								
White	36	100	26.5	50	23.5	73.5	82.9	81
African American	82	100	37.2	44.9	17.9	62.8	65.2	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	89
Hispanic	9	I/S	I/S	I/S	I/S	I/S	88.2	69.6
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	68.8	73.5
<b>Disability Status</b>								
Disabled	21	95.2	36.8	57.9	5.3	63.2	44	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	81.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	115	99.1	33.3	45.4	21.3	66.7	69.4	62.9

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	62	93.6	16.4	40	43.6	83.6	65	73.2	95.7	96.4
<b>Gender</b>										
Male	29	93.1	28	36	36	72	52.6	67.2	96.1	96.5
Female	33	93.9	6.7	43.3	50	93.3	76.6	79.4	95.1	96.3
<b>Racial/Ethnic Group</b>										
White	16	100	18.8	37.5	43.8	81.3	76.5	81.5	94.3	95.6
African American	42	92.9	16.2	43.2	40.5	83.8	58.5	61.3	96.5	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	97.4	97.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	66.7	96.6	97.3
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	72.2	91.4	93.9
<b>Disability Status</b>										
Disabled	11	72.7	I/S	I/S	I/S	I/S	22.7	26	94.3	95.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	65.7	97.8	98.1
<b>Socio-Economic Status</b>										
Subsidized meals	52	92.3	15.6	42.2	42.2	84.4	62.4	63.2	95.6	96.3

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	70	98.6	24.6	40	35.4	75.4
	4	64	100	31.6	36.8	31.6	68.4
	5	60	100	27.6	44.8	27.6	72.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	83	98.8	16.7	34.6	48.7	83.3
	4	60	100	32.1	41.1	26.8	67.9
	5	62	100	25.4	44.1	30.5	74.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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	70	98.6	32.3	38.5	29.2	67.7
	4	64	100	31.6	42.1	26.3	68.4
	5	60	100	51.7	31	17.2	48.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	83	98.8	23.1	34.6	42.3	76.9
	4	60	100	14.3	48.2	37.5	85.7
	5	62	100	18.6	37.3	44.1	81.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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	33	97	58.1	32.3	9.7	41.9
	4	64	100	26.3	63.2	10.5	73.7
	5	31	100	40	46.7	13.3	60
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	8	0	N/A	N/A	N/A	N/A	N/A
	3	42	100	28.2	46.2	25.6	71.8
	4	60	100	28.6	55.4	16.1	71.4
	5	31	100	33.3	56.7	10	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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	36	100	21.2	54.5	24.2	78.8
	4	64	100	21.1	63.2	15.8	78.9
	5	30	96.7	53.6	35.7	10.7	46.4
	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	41	97.6	20.5	46.2	33.3	79.5
	4	60	100	30.4	46.4	23.2	69.6
	5	31	100	44.8	48.3	6.9	55.2
	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	71	97.2	21.5	47.7	30.8	78.5
	4	63	100	29.8	43.9	26.3	70.2
	5	60	95	18.2	47.3	34.5	81.8
	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>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	62	93.6	16.4	40	43.6	83.6
	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

Abbreviations for Missing Data

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