



RIVELON ELEMENTARY

350 Thomas B. Eklund
Orangeburg, South

Grades	PK-5 Elementary School	
Enrollment	267 Students	
Principal	Paulette H. Faust	803-534-2949
Superintendent	Cynthia Wilson	803-534-5454
Board Chair	Lisa Jenkins	803-533-7927

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Excellent*
2010	Average	Below Average
2009	Below Average	At-Risk
2008	Below Average	Below Average
2007	Below Average	At-Risk

* 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

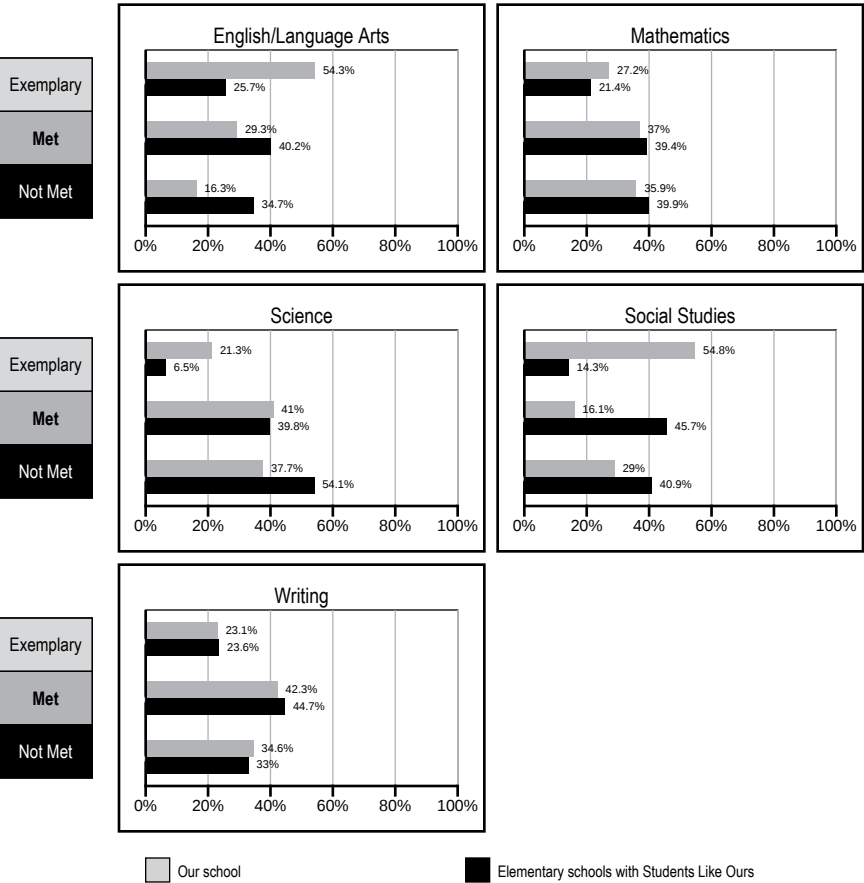
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	70	47	20

* 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
Students (n=267)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 1.3%	1.5%	1.1%
Attendance rate	95.4%	Up from 95.0%	96.0%	96.2%
Served by gifted and talented program	4.8%	Up from 2.9%	5.1%	13.4%
With disabilities other than speech	0.9%	Down from 10.8%	4.3%	4.1%
Older than usual for grade	1.6%	Up from 1.5%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.8%	0.0%	0.0%
Teachers (n=18)				
Teachers with advanced degrees	83.3%	Up from 82.4%	61.9%	62.5%
Continuing contract teachers	100.0%	No Change	81.8%	88.2%
Teachers returning from previous year	91.1%	Down from 91.3%	84.6%	87.8%
Teacher attendance rate	88.7%	Down from 90.5%	95.2%	95.2%
Average teacher salary*	\$51,001	Up 2.3%	\$45,188	\$46,773
Professional development days/teacher	21.3 days	Up from 13.7 days	10.6 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Up from 17.8 to 1	17.5 to 1	19.9 to 1
Prime instructional time	80.5%	Down from 83.2%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,325	Up 3.8%	\$8,760	\$7,447
Percent of expenditures for instruction**	65.7%	Up from 64.7%	67.5%	68.4%
Percent of expenditures for teacher salaries**	61.6%	Up from 61.3%	63.9%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

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 260 students. We take pride in being a community school. Here, at Rivelon, a school-wide Title I learning institution, 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. Our population consists of, 91 percent African American, 8 percent Caucasian and 2 percent Hispanic. Here, we try to address each subject using a different best-practice researched-based strategy that will help our students relate their learning to real-world experiences.

Our third grade students were recognized for their originals poems being published in a national publication. Teachers were given intensive training with a systematic approach in analyzing and using data to respond to the individual needs of the students. Teachers also used technology to extend and enrich the instructional program at Rivelon. We are excited about the implementation of the "Voyager Reading and Math Program". These two programs have proven to be effective in responding to intervention for our students. We feel that these two programs will help teachers respond to the individual needs of our students, so that "Failure will never be an Option" at Rivelon Elementary!

Paulette H. Faust, Principal
Mary Allen, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	22	12
Percent satisfied with learning environment	100.0%	100.0%	83.3%
Percent satisfied with social and physical environment	100.0%	95.5%	75.0%
Percent satisfied with school-home relations	91.7%	95.5%	83.3%

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

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
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This school met 10 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	
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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	2.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.8%	0.0%	No
Student attendance rate	95.4%	94.0%**	Yes

* Or greater than last year

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	103	100	16.7	28.1	55.2	88.5	75.1	82.4	Yes	Yes
Gender										
Male	60	100	24.1	29.3	46.6	84.5	71.9	78.7	N/A	N/A
Female	43	100	5.3	26.3	68.4	94.7	78.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	81.9	88.9	I/S	I/S
African American	98	100	16.1	29	54.8	89.2	74.1	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	77.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	23	100	26.1	26.1	47.8	73.9	48.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	82.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	98	100	16.5	28.6	54.9	89	72.5	75.4	Yes	Yes

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

All Students	103	100	35.4	37.5	27.1	74	72.4	81.9	No	Yes
Gender										
Male	60	100	48.3	27.6	24.1	67.2	69.7	79.9	N/A	N/A
Female	43	100	15.8	52.6	31.6	84.2	75.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	76.6	88.9	I/S	I/S
African American	98	100	34.4	38.7	26.9	74.2	71.5	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	23	100	65.2	26.1	8.7	43.5	45.1	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	88.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	98	100	36.3	37.4	26.4	72.5	70.1	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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	69	100	38.1	39.7	22.2	61.9	57.9	68.6
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Gender

Male	39	100	50	28.9	21.1	50	58.9	68.3
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Female	30	100	20	56	24	80	57	68.9
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Racial/Ethnic Group

White	2	I/S	I/S	I/S	I/S	I/S	72.5	80.7
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African American	66	100	37.7	41	21.3	62.3	56.3	51.4
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	78.9	85.3
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	47.8	61.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
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Disability Status

Disabled	12	100	66.7	25	8.3	33.3	38.6	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	50	60.7
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Socio-Economic Status

Subsidized meals	65	100	40.7	39	20.3	59.3	54.3	57.3
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Social Studies

All Students	68	100	27.7	18.5	53.8	72.3	65	72.5
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Gender

Male	40	100	33.3	23.1	43.6	66.7	61.8	72
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Female	28	100	19.2	11.5	69.2	80.8	68.4	73.1
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Racial/Ethnic Group

White	3	I/S	I/S	I/S	I/S	I/S	74.2	81
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African American	64	100	25.8	19.4	54.8	74.2	63.7	60
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.4	89
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	75	69.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
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Disability Status

Disabled	16	100	43.8	43.8	12.5	56.3	44.1	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	80	69.7
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Socio-Economic Status

Subsidized meals	65	100	27.4	19.4	53.2	72.6	61.8	62.9
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Abbreviations for Missing Data

N/A–Not Applicable

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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	28	92.9	34.6	42.3	23.1	65.4	66.9	73.2	95.4	95.9
Gender										
Male	17	88.2	46.7	40	13.3	53.3	59.8	67.2	95.3	95.5
Female	11	100	18.2	45.5	36.4	81.8	74.1	79.4	95.5	96.3
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	65.2	81.5	95.1	94.3
African American	27	92.6	32	44	24	68	66.9	61.3	95.4	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	97.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	94.8	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	89.2	94.6
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	27.2	26	95	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	94.8	96.2
Socio-Economic Status										
Subsidized meals	25	92	39.1	43.5	17.4	60.9	63	63.2	95.3	95.7

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	38	94.7	24.2	21.2	54.5	75.8
	4	38	94.7	43.8	34.4	21.9	56.3
	5	36	100	34.4	37.5	28.1	65.6
	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
2011	3	41	100	11.1	8.3	80.6	88.9
	4	34	100	18.8	21.9	59.4	81.3
	5	28	100	21.4	60.7	17.9	78.6
	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
Mathematics							
2010	3	38	100	27.3	39.4	33.3	72.7
	4	38	97.4	28.1	59.4	12.5	71.9
	5	36	100	46.9	46.9	6.3	53.1
	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
2011	3	41	100	50	36.1	13.9	50
	4	34	100	28.1	15.6	56.3	71.9
	5	28	100	25	64.3	10.7	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
Science							
2010	3	19	100	N/A	N/A	N/A	29.4
	4	37	97.3	51.6	32.3	16.1	48.4
	5	18	94.4	43.8	50	6.3	56.3
	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
2011	3	21	100	47.1	41.2	11.8	52.9
	4	34	100	18.8	46.9	34.4	81.3
	5	14	100	71.4	21.4	7.1	28.6
	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

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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							
2010	3	19	100	5.9	52.9	41.2	94.1
	4	36	100	41.9	51.6	6.5	58.1
	5	18	100	68.8	25	6.3	31.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	20	100	21.1	26.3	52.6	78.9
	4	34	100	15.6	12.5	71.9	84.4
	5	14	100	64.3	21.4	14.3	35.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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
Writing							
2010	3	38	97.4	37.5	25	37.5	62.5
	4	37	91.9	51.6	32.3	16.1	48.4
	5	36	91.7	41.4	41.4	17.2	58.6
	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
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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	28	92.9	34.6	42.3	23.1	65.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	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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