

Harleyville-Ridgeville Elementary

1650 East Main Street
Dorchester, SC 29437

Grades	PK-5 Elementary School	
Enrollment	456 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
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	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 GOAL

By 2010, SC'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.

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://www.eoc.sc.gov

Harleyville-Ridgeville Elementary	06/01/10-1804016

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

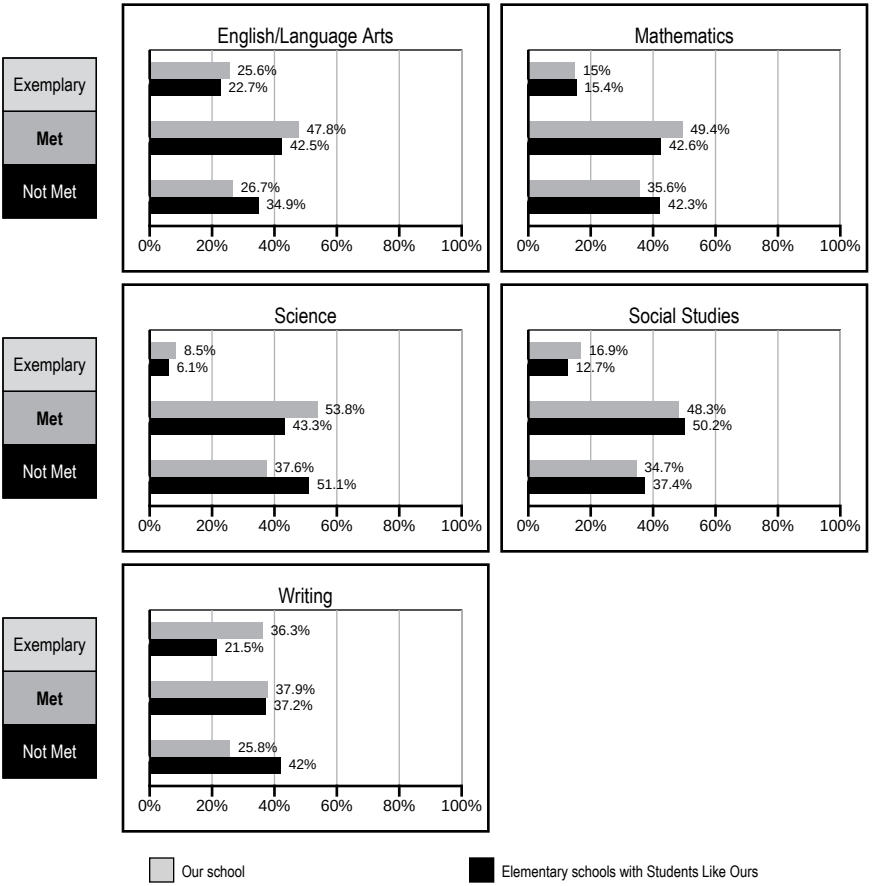
Percent of students tested in 2008-09 whose 2007-08 test scores were located	95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	82	65	31

* Ratings are calculated with data available by 06/01/2010.

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

Harleyville-Ridgeville Elementary 06/01/10-1804016

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=456)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.9%	Down from 4.0%	2.5%	1.9%
Attendance rate	94.7%	Down from 95.4%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 6.2%	3.6%	10.0%
With disabilities other than speech	7.3%	No Change	7.8%	7.7%
Older than usual for grade	1.7%	Up from 0.6%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	69.4%	Up from 55.6%	57.1%	59.4%
Continuing contract teachers	80.6%	No Change	72.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.4%	Up from 81.3%	82.2%	85.9%
Teacher attendance rate	94.2%	Down from 95.2%	95.2%	95.1%
Average teacher salary*	$48,229	Up 5.9%	$45,725	$47,149
Professional development days/teacher	11.5 days	Down from 12.6 days	11.0 days	11.1 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 16.8 to 1	16.7 to 1	18.8 to 1
Prime instructional time	87.2%	Down from 87.6%	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%	Up from 98.1%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	$9,750	Up 0.7%	$8,556	$7,458
Percent of expenditures for instruction**	65.9%	Up from 63.8%	68.1%	68.8%
Percent of expenditures for teacher salaries**	61.0%	Up from 58.3%	62.0%	63.2%

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

** 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 Elementary, 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.

Our students continue to make improvements in ELA. Once again we have met AYP requirements in the ELA area. A lot can be attributed to the focus on literacy stressed by the Reading First initiative that we have implemented over the past four years.

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

The results from the 2008 PACT indicate that we need to address math in grades three and five and social studies in grades four and five. We have made an effort to concentrate on those areas during the school year and anticipate having improved results on this year's PASS.

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

Our children will continue to make improvements academically and socially with the support and encouragement of our school community.

Morris Ravenell, Ed.D, Principal
Harriett Ramsey, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	57	39
Percent satisfied with learning environment	83.9%	78.9%	79.5%
Percent satisfied with social and physical environment	96.7%	71.4%	73.7%
Percent satisfied with school-home relations	58.1%	78.9%	81.1%

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

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School Adequate Yearly Progress

YES

This school met 15 out of 15 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	7.7%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.7%	94.0%*	Yes

* Or greater than last year

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Harleyville-Ridgeville Elementary										06/01/10-1804016
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	200	99.5	25.8	46.8	27.4	87.6	77.1	82.8	Yes	Yes
Gender										
Male	99	100	30.9	45.7	23.4	84	71.7	79.3	N/A	N/A
Female	101	99	20.7	47.8	31.5	91.3	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	44	100	25.6	28.2	46.2	84.6	83.7	89.5	I/S	Yes
African American	138	99.3	25.4	53.8	20.8	88.5	73.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	84.6	76.5	I/S	I/S
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	71.4	82.5	I/S	I/S
Disability Status										
Disabled	26	100	68.2	9.1	22.7	54.5	36.3	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	172	99.4	24.8	48.5	26.7	87.9	75.1	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	200	99.5	34.4	49.5	16.1	76.9	70.6	78.9	Yes	Yes
Gender										
Male	99	100	36.2	44.7	19.1	75.5	65.9	77	N/A	N/A
Female	101	99	32.6	54.3	13	78.3	75.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	44	100	28.2	43.6	28.2	79.5	82.4	87.2	I/S	Yes
African American	138	99.3	37.7	50.8	11.5	73.8	64.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	92.3	76	I/S	I/S
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	71.4	79.5	I/S	I/S
Disability Status										
Disabled	26	100	54.5	31.8	13.6	54.5	34.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	172	99.4	34.5	50.3	15.2	78.2	68.8	70.2	Yes	Yes

***** Adjusted to account for natural variation in performance.

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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
Science								
All Students	133	99.3	35.8	52.8	11.4	64.2	60.3	67.5
Gender								
Male	62	100	35.1	50.9	14	64.9	58.6	67
Female	71	98.6	36.4	54.5	9.1	63.6	61.9	68
Racial/Ethnic Group								
White	33	100	31	48.3	20.7	69	78.7	79.5
African American	89	98.9	39.8	53	7.2	60.2	50.9	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	19	94.7	37.5	25	37.5	62.5	33.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsized meals	111	100	35.5	53.3	11.2	64.5	55.6	55.1
Social Studies								
All Students	130	100	33.3	47.2	19.5	66.7	69.7	72.3
Gender								
Male	67	100	30.8	44.6	24.6	69.2	70.3	71.5
Female	63	100	36.2	50	13.8	63.8	69.1	73.2
Racial/Ethnic Group								
White	21	100	26.3	47.4	26.3	73.7	80	80.7
African American	98	100	34.4	47.3	18.3	65.6	65.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	50	72.2
Disability Status								
Disabled	16	100	42.9	21.4	35.7	57.1	43.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsized meals	117	100	32.4	48.6	18.9	67.6	67.6	62.1

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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
Writing										
All Students	198	96.5	25.8	37.9	36.3	74.2	64.4	70.2	94.7	95
Gender										
Male	99	95	32.6	35.9	31.5	67.4	57.1	63.2	94.7	94.9
Female	99	98	18.9	40	41.1	81.1	72	77.5	94.7	95.2
Racial/Ethnic Group										
White	43	97.7	27.5	37.5	35	72.5	74.7	79.1	93.7	94.1
African American	137	96.4	26.2	38.9	34.9	73.8	59.2	57.6	95.1	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	96.8	96.9
Hispanic	7	I/S	I/S	I/S	I/S	I/S	76.9	62.6	97.2	96.7
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	52.6	68.7	92.7	93.1
Disability Status										
Disabled	26	73.1	N/AV	N/AV	N/AV	N/AV	16.5	26.1	92.4	93.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	61.2	97.1	97.1
Socio-Economic Status										
Subsized meals	172	95.9	24.8	39.1	36	75.2	61.9	58.9	94.5	94.9

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PASS Performance By Grade Level							
	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	63	100	23	41	36.1	77
	4	60	100	32.1	51.8	16.1	67.9
	5	77	98.7	23.2	47.8	29	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
Mathematics							
2009	3	63	100	32.8	49.2	18	67.2
	4	60	100	37.5	44.6	17.9	62.5
	5	77	98.7	33.3	53.6	13	66.7
	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							
2009	3	32	100	40	46.7	13.3	60
	4	60	100	41.1	55.4	3.6	58.9
	5	41	97.6	24.3	54.1	21.6	75.7
	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
Social Studies							
2009	3	31	100	25.8	41.9	32.3	74.2
	4	60	100	33.9	58.9	7.1	66.1
	5	39	100	38.9	33.3	27.8	61.1
	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
Writing							
2009	3	62	100	26.2	39.3	34.4	73.8
	4	60	98.3	26.8	42.9	30.4	73.2
	5	76	92.1	24.6	32.3	43.1	75.4
	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

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