

Ridgeland Elementary

PO Box 2290/250 Jaguar
Ridgeland, S.C. 29936

Grades	PK-5 Elementary School	
Enrollment	1,013 Students	
Principal	Sharyn T. Cox	843-717-1300
Superintendent	John Taylor	843-717-1100
Board Chair	Michael Hubbard	843-784-2654

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

Ridgeland Elementary	06/01/10-2701011

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

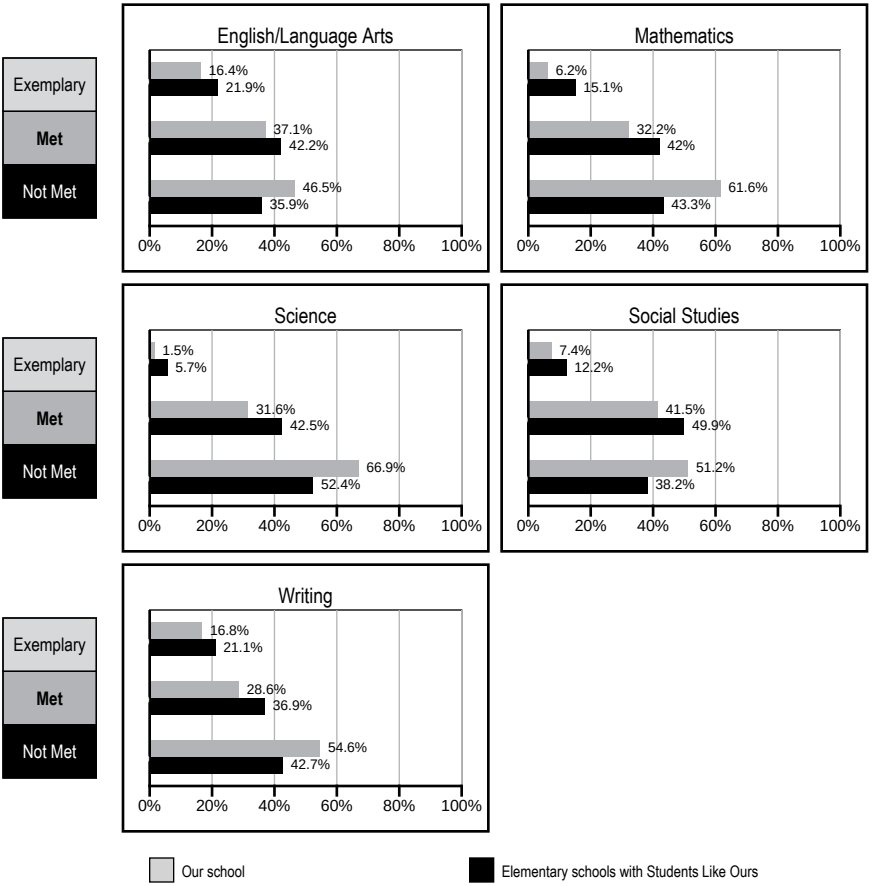
Percent of students tested in 2008-09 whose 2007-08 test scores were located	93.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	65	62	32

* 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,013)				
First graders who attended full-day kindergarten	95.9%	Down from 100.0%	100.0%	100.0%
Retention rate	1.5%	Down from 11.3%	2.4%	1.9%
Attendance rate	94.9%	Up from 94.7%	96.0%	96.3%
Eligible for gifted and talented	1.4%	Down from 3.8%	3.1%	10.0%
With disabilities other than speech	6.6%	Down from 8.0%	7.5%	7.7%
Older than usual for grade	1.7%	Down from 3.3%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.3%	0.0%	0.0%
Teachers (n=64)				
Teachers with advanced degrees	64.1%	Up from 54.4%	57.1%	59.4%
Continuing contract teachers	68.8%	Up from 47.1%	71.6%	80.0%
Teachers with emergency or provisional certificates	3.9%	Down from 13.0%	0.0%	0.0%
Teachers returning from previous year	77.1%	Down from 79.7%	81.7%	85.9%
Teacher attendance rate	94.3%	Down from 94.4%	95.2%	95.1%
Average teacher salary*	$48,856	Up 13.7%	$45,790	$47,149
Professional development days/teacher	6.4 days	Down from 7.0 days	10.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 21.5 to 1	16.7 to 1	18.8 to 1
Prime instructional time	88.1%	Down from 88.3%	90.1%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	$5,800	Down 6.7%	$8,668	$7,458
Percent of expenditures for instruction**	70.8%	Down from 73.6%	68.3%	68.8%
Percent of expenditures for teacher salaries**	63.9%	Down from 64.1%	61.9%	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

Ridgeland Elementary School serves 1034 students in grades K4 through fifth; this is a change in configuration from the 2007-2008 school year which included sixth grade. We are a Title One School. Our student population is comprised of 96% free and reduced lunch students. We are located in a rural area of the "Low Country." In 2007, Ridgeland Elementary was classified as an "At-Risk" school. An External Review Team as well as an External Review Team Liaison (ERTL) was assigned to the school in 2008. A Focused School Renewal Plan (FSRP) was developed to address the academic needs of our students. The FSRP addressed four student achievement goals in the areas of reading, math, and science. These were identified areas of weakness in achievement. Various strategies were implemented to ensure that the goals set would be reached. Ridgeland Elementary School satisfactorily implemented the strategies and met all of the goals in the FSRP for the 2008-2009 school year. There are still challenges to overcome. However, we feel that we are making progress. Our staff members are working diligently to meet the needs of our students. They meet regularly to review student assessments and use that information to make instructional decisions. They are implementing more hands on engaging lessons in the classroom and having students "show" what they know. Professional Development in the areas of Differentiated Instruction and Data Driven Instructional Decision Making has been provided to staff members this school year. We continue to use the Anderson Five Standards Based Curriculum in all grades. Parental involvement has been and still is a challenge area for us. Many of our parents work outside of the immediate area. A large number of them also work second jobs that inhibit the level of participation in school-based parental involvement activities. Students are encouraged to do their best and are recognized regularly for their accomplishments through various incentives as well as quarterly awards programs. Ridgeland Elementary School students are "Wild about Learning"! Sharyn T. Cox, Principal; Rosalyn Fulton-Warren, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	110	36
Percent satisfied with learning environment	71.9%	80.9%	77.8%
Percent satisfied with social and physical environment	70.2%	73.6%	59.4%
Percent satisfied with school-home relations	50.0%	87.3%	65.7%

* 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 24 out of 29 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	R

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	10.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.0%	0.0%	No
Student attendance rate	94.9%	94.0%*	Yes

* Or greater than last year

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Ridgeland Elementary										06/01/10-2701011
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	416	100	46.4	37.3	16.3	70.2	65.1	82.8	Yes	Yes
Gender										
Male	215	100	53	33.3	13.6	63.1	59.7	79.3	N/A	N/A
Female	201	100	39.4	41.5	19.1	77.7	71.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	51	100	23.8	45.2	31	90.5	79.4	89.5	Yes	Yes
African American	298	100	52	34.5	13.5	64.4	60.7	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	66	100	35.5	45.2	19.4	82.3	71.6	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	52	100	72	26	2	50	39.4	52	No	Yes
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	64	100	36.1	45.9	18	82	71.6	75.1	Yes	Yes
Socio-Economic Status										
Subsized meals	376	100	47.8	36.3	15.9	69.2	64.3	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	416	100	61.4	32.4	6.2	52.8	51.9	78.9	No	Yes
Gender										
Male	215	100	63.6	31.3	5.1	49.5	50	77	N/A	N/A
Female	201	100	59	33.5	7.4	56.4	54	80.9	N/A	N/A
Racial/Ethnic Group										
White	51	100	42.9	45.2	11.9	81	68.1	87.2	Yes	Yes
African American	298	100	66.5	27.4	6	46.6	47.1	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	66	100	51.6	45.2	3.2	61.3	59.7	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	52	100	N/AV	N/AV	N/AV	18	25.2	45.5	No	Yes
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	64	100	50.8	45.9	3.3	60.7	58.9	76.1	Yes	Yes
Socio-Economic Status										
Subsized meals	376	100	61.7	32.9	5.5	52.7	50.8	70.2	No	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	285	100	66.8	31.7	1.5	33.2	37.7	67.5
Gender								
Male	147	100	64.7	33.8	1.4	35.3	39.1	67
Female	138	100	69	29.5	1.6	31	36.3	68
Racial/Ethnic Group								
White	33	100	41.4	55.2	3.4	58.6	56.3	79.5
African American	206	100	71.4	27.6	1	28.6	33.3	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	45	100	61.9	35.7	2.4	38.1	42.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	41	100	82.9	14.6	2.4	17.1	20.2	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	43	100	63.4	34.1	2.4	36.6	42.9	59.6
Socio-Economic Status								
Subsized meals	258	100	67.4	31.4	1.2	32.6	36	55.1
Social Studies								
All Students	282	100	51	41.7	7.3	49	47.2	72.3
Gender								
Male	149	100	54.7	39.4	5.8	45.3	45.7	71.5
Female	133	100	46.7	44.3	9	53.3	49.1	73.2
Racial/Ethnic Group								
White	34	100	37	55.6	7.4	63	55.2	80.7
African American	204	100	55	37.6	7.4	45	44.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	43	100	42.9	50	7.1	57.1	53.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	32	100	N/AV	N/AV	N/AV	23.3	26.9	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	42	100	42.9	50	7.1	57.1	53.7	67.9
Socio-Economic Status								
Subsized meals	260	100	51.1	42.2	6.8	48.9	46.7	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	415	99	54.3	28.8	16.9	45.7	44.2	70.2	94.9	96.1
Gender										
Male	213	98.1	67.2	23.1	9.7	32.8	34.3	63.2	94.5	95.9
Female	202	100	41.1	34.7	24.2	58.9	55.1	77.5	95.4	96.4
Racial/Ethnic Group										
White	50	98	39	34.1	26.8	61	59.6	79.1	94.2	95.1
African American	297	99.3	59.6	27.5	12.9	40.4	40.6	57.6	95	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	94.7	96.2
Hispanic	67	98.5	41.3	31.7	27	58.7	47.3	62.6	95.5	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	92.9
Disability Status										
Disabled	49	93.9	N/AV	N/AV	N/AV	6.8	8	26.1	94.2	95.3
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	65	98.5	41.9	30.6	27.4	58.1	47.2	61.2	95.6	96.1
Socio-Economic Status										
Subsized meals	374	98.9	54	29.5	16.5	46	43.4	58.9	95	96.2

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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	143	100	40.2	36.4	23.5	59.8
	4	150	100	56.1	32.4	11.5	43.9
	5	123	100	41.7	44.3	13.9	58.3
	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	143	100	65.2	23.5	11.4	34.8
	4	150	100	53.2	43.9	2.9	46.8
	5	123	100	67	28.7	4.3	33
	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	74	100	74.6	23.9	1.4	25.4
	4	150	100	67.6	31.7	0.7	32.4
	5	61	100	55.2	41.4	3.4	44.8
	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
Social Studies							
2009	3	70	100	54	28.6	17.5	46
	4	150	100	50.4	47.5	2.2	49.6
	5	62	100	49.1	42.1	8.8	50.9
	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	142	98.6	50.4	23.7	26	49.6
	4	151	98.7	56.2	32.1	11.7	43.8
	5	122	100	56.4	30.8	12.8	43.6
	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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