



## River Ridge Elementary

5960 Reidville Road  
Moore, SC 29369

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	727 Students	
<b>Principal</b>	Glenda Bigby	864-949-7620
<b>Superintendent</b>	Dr. Scott Turner	864-949-2350
<b>Board Chair</b>	Mr. Butch Coan	864-949-2350

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Good</b>
2008	Good	Average
2007	Good	Average
2006	Good	Average
2005	Good	Below Average

## 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.

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

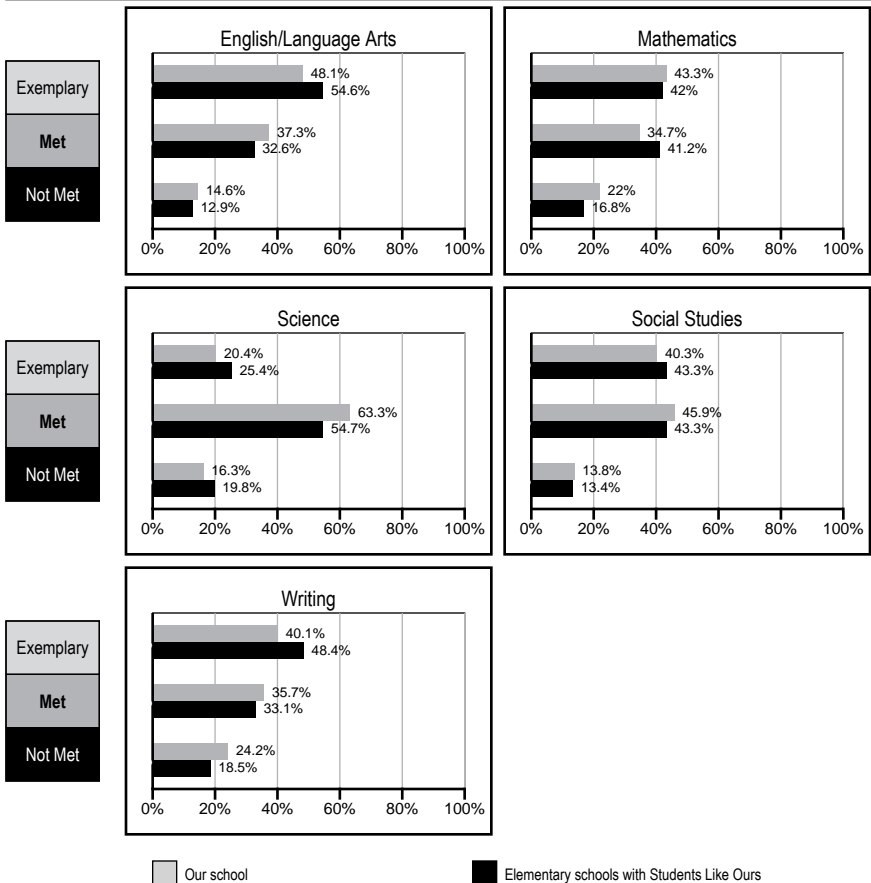
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.6%

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

Excellent	Good	Average	Below Average	At-Risk
23	5	3	0	0

\* 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
<b>Students (n=727)</b>				
First graders who attended full-day kindergarten	85.2%	Up from 83.3%	100.0%	100.0%
Retention rate	2.0%	Up from 1.7%	1.3%	1.9%
Attendance rate	97.0%	Up from 96.7%	96.7%	96.3%
Eligible for gifted and talented	18.9%	Up from 18.8%	19.3%	10.0%
With disabilities other than speech	5.1%	Down from 5.5%	5.5%	7.7%
Older than usual for grade	0.0%	No Change	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=43)</b>				
Teachers with advanced degrees	53.5%	Down from 56.8%	61.4%	59.4%
Continuing contract teachers	86.0%	Up from 77.3%	81.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.4%	Down from 82.4%	87.6%	85.9%
Teacher attendance rate	95.1%	Up from 92.8%	95.6%	95.1%
Average teacher salary*	\$48,430	Up 4.8%	\$48,653	\$47,149
Professional development days/teacher	15.2 days	Up from 15.1 days	11.3 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 7.0	3.0	4.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 20.8 to 1	19.8 to 1	18.8 to 1
Prime instructional time	91.0%	Up from 88.4%	91.5%	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**	\$6,633	Down 12.2%	\$6,783	\$7,458
Percent of expenditures for instruction**	71.7%	Down from 73.3%	70.6%	68.8%
Percent of expenditures for teacher salaries**	69.7%	Down from 71.2%	64.1%	63.2%

\* 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**

River Ridge Elementary School, located in one of Spartanburg County's fastest growing areas, houses 750 students in pre-kindergarten through fourth grade. The faculty and staff of eighty serve our students in a state-of-the-art facility. It is our belief that we are all stakeholders in the educational lives of every student. Through innovative and challenging educational experiences, we strive to meet the individual needs of all students.

This year, our school implemented year three of the Learning-Focused Schools initiative. This exciting school reform model provides greater focus on standards and curriculum for both teachers and students. Students learn reading through a balanced literacy approach which includes the use of the Rigby Literacy. We continue to integrate the Everyday Math Program in our math instruction. Science standards are addressed through exciting hands-on activities involving the use of grade-level science tubs during classroom instruction.

Opportunities for students are abundant at River Ridge Elementary School. Our Preschool Program involves three-, four-, and five-year-old students. In grades one through four, additional programs available include: ESOL Reading Intervention, REACH (Our Gifted/Talented Program), Creations (Our Gifted Art Program), PALS (Our Character Education Program), PTO Book Celebrations, Reading Renaissance, and various clubs. Students also have access to computers in labs and in classrooms, as well as the use of digital cameras, video cameras, laser disks, scanners, and SMART boards.

Student leadership is encouraged through participation in Student Council, WEE Deliver, Panda Patrol, School Store workers, flag helpers, and The Morning News Show Crew.

We are grateful for our continuing partnership with our PTO and the following local businesses: BASF Corporation, PEP (Publix Educational Partnership), Jocassee Designs, Zaxby's, McDonalds, Sonic, and Ingles. Students serve the school community through a variety of service learning projects such as Project HOPE, Pennies for Patients, Jump Rope for the Heart, Zig the Pig for cancer research, and Relay for Life.

River Ridge Elementary School has been recognized for the following awards: Palmetto Gold Award, Exemplary Writing School, Red Carpet School, Healthy Schools, Closing the Gap, and Schools of Promise.

Through these combined efforts, we will continue to provide all students at River Ridge Elementary School with the best educational opportunities possible.

Glenda Bigby, Principal  
Terry Shaw, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	34	129	75
Percent satisfied with learning environment	100.0%	86.8%	84.9%
Percent satisfied with social and physical environment	100.0%	93.8%	90.7%
Percent satisfied with school-home relations	97.1%	90.6%	88.7%

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

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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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.0%	0.0%	No
Student attendance rate	97.0%	94.0%*	Yes

\* Or greater than last year

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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 = 58.8% (Met or Exemplary)**

All Students	281	100	14.6	37.3	48.1	91.8	86.3	82.8	Yes	Yes
<b>Gender</b>										
Male	157	100	16.1	36.2	47.7	90.6	83.5	79.3	N/A	N/A
Female	124	100	12.6	38.7	48.7	93.3	89.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	210	100	11.4	35.3	53.2	93.5	89.1	89.5	Yes	Yes
African American	49	100	28.9	44.4	26.7	84.4	78.9	73.7	Yes	Yes
Asian/Pacific Islander	13	100	7.7	23.1	69.2	100	88.2	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	82.1	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	38	100	33.3	50	16.7	80.6	54.8	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	77.8	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	87	100	27.5	50	22.5	83.8	81.7	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	281	100	22	34.7	43.3	85.1	85.3	78.9	Yes	Yes
<b>Gender</b>										
Male	157	100	21.5	32.9	45.6	83.9	83.2	77	N/A	N/A
Female	124	100	22.7	37	40.3	86.6	87.6	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	210	100	21.4	29.9	48.8	85.6	88.6	87.2	Yes	Yes
African American	49	100	31.1	51.1	17.8	80	75.2	66.7	Yes	Yes
Asian/Pacific Islander	13	100	7.7	23.1	69.2	92.3	90.3	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	81.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	38	100	52.8	27.8	19.4	55.6	48.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	75.8	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	87	100	41.3	41.3	17.5	70	79.2	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

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
<b>Science</b>								
All Students	205	100	16.3	63.3	20.4	83.7	75.1	67.5
<b>Gender</b>								
Male	115	100	18.2	59.1	22.7	81.8	74.8	67
Female	90	100	14	68.6	17.4	86	75.4	68
<b>Racial/Ethnic Group</b>								
White	156	100	12.8	63.8	23.5	87.2	80.5	79.5
African American	33	100	38.7	58.1	3.2	61.3	58.5	50.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	87.5	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	68.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	24	100	37.5	58.3	4.2	62.5	36.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	64.6	59.6
<b>Socio-Economic Status</b>								
Subsidized meals	55	100	35.3	56.9	7.8	64.7	65.7	55.1
<b>Social Studies</b>								
All Students	207	100	13.8	45.9	40.3	86.2	77.9	72.3
<b>Gender</b>								
Male	113	100	13.2	43.4	43.4	86.8	77.6	71.5
Female	94	100	14.4	48.9	36.7	85.6	78.2	73.2
<b>Racial/Ethnic Group</b>								
White	147	100	12.9	39.3	47.9	87.1	81.2	80.7
African American	42	100	21.1	68.4	10.5	78.9	66.7	60
Asian/Pacific Islander	12	100	N/AV	N/AV	N/AV	100	94.8	88.5
Hispanic	6	I/S	I/S	I/S	I/S	I/S	72.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	30	100	28.6	53.6	17.9	71.4	45.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	76.5	67.9
<b>Socio-Economic Status</b>								
Subsidized meals	65	100	23.7	59.3	16.9	76.3	69.9	62.1

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	280	99.3	23.6	36	40.4	76.4	75.1	70.2	97	96.5
<b>Gender</b>										
Male	156	100	27.5	39.6	32.9	72.5	68.5	63.2	97	96.3
Female	124	98.4	18.6	31.4	50	81.4	82.4	77.5	97	96.7
<b>Racial/Ethnic Group</b>										
White	208	100	23.4	32.3	44.3	76.6	79.1	79.1	96.9	96.3
African American	50	96	29.5	50	20.5	70.5	63.4	57.6	97.4	97.1
Asian/Pacific Islander	13	100	7.7	30.8	61.5	92.3	87.1	86.2	97.2	97.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	65.3	62.6	96.2	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	95.3
<b>Disability Status</b>										
Disabled	37	97.3	62.9	22.9	14.3	37.1	27.8	26.1	97.1	95.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	64.9	61.2	97.4	96.9
<b>Socio-Economic Status</b>										
Subsidized meals	85	98.8	41.8	39.2	19	58.2	66.1	58.9	96.5	96

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>2009</b>	3	150	100	11.8	41	47.2	88.2
	4	131	100	17.7	33.1	49.2	82.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>Mathematics</b>							
<b>2009</b>	3	150	100	28.5	34	37.5	71.5
	4	131	100	14.5	35.5	50	85.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>Science</b>							
<b>2009</b>	3	74	100	15.3	72.2	12.5	84.7
	4	131	100	16.9	58.1	25	83.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>Social Studies</b>							
<b>2009</b>	3	76	100	23.6	44.4	31.9	76.4
	4	131	100	8.1	46.8	45.2	91.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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>2009</b>	3	149	98.7	29.6	37.3	33.1	70.4
	4	131	100	16.8	34.4	48.8	83.2
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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