

Pine Ridge Middle

735 Pine Ridge Drive
West Columbia, South

Grades	6-8 Middle School	
Enrollment	461 Students	
Principal	Cindy M. Hall	803-755-7400
Superintendent	Venus J. Holland, Ed. D.	803-739-8399
Board Chair	Rick Shull	803-796-9172

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Good
2005	Average	Good

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

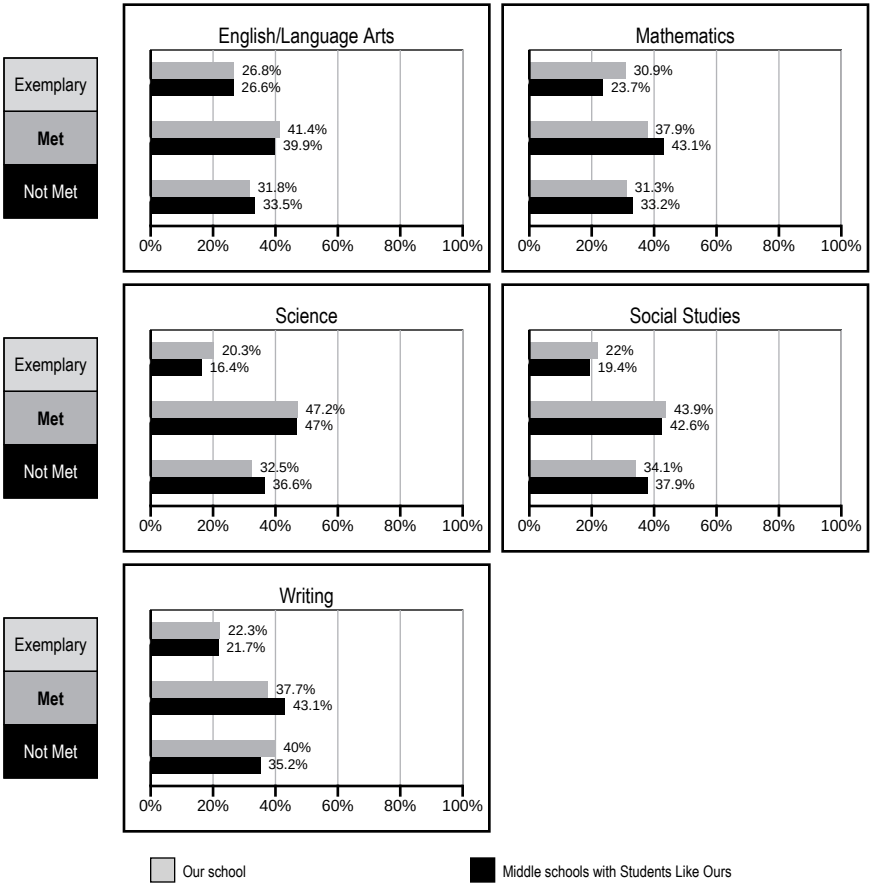
97.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	33	7	0

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.7%
English 1	100.0%	94.7%
Physical Science	N/A	94.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=461)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	17.4%	21.6%
Retention rate	0.4%	Down from 3.2%	1.7%	1.2%
Attendance rate	95.3%	Down from 95.7%	95.6%	95.9%
Eligible for gifted and talented	17.3%	Up from 16.4%	14.1%	14.8%
With disabilities other than speech	14.0%	Down from 16.6%	13.8%	12.6%
Older than usual for grade	2.4%	Down from 3.0%	3.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Up from 0.2%	1.0%	0.6%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	66.7%	Up from 65.6%	55.4%	56.9%
Continuing contract teachers	69.7%	Down from 81.3%	72.1%	72.7%
Teachers with emergency or provisional certificates	7.4%	Up from 6.7%	4.8%	5.3%
Teachers returning from previous year	74.3%	Down from 85.8%	81.3%	82.9%
Teacher attendance rate	96.3%	Down from 96.5%	95.3%	95.2%
Average teacher salary*	\$45,250	Up 5.8%	\$45,812	\$46,599
Professional development days/teacher	10.7 days	Down from 16.7 days	10.5 days	10.8 days
School				
Principal's years at school	1.0	No Change	3.0	3.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 21.9 to 1	19.8 to 1	20.1 to 1
Prime instructional time	91.1%	No Change	90.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.8%	98.1%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$6,672	Down 3.7%	\$7,708	\$7,645
Percent of expenditures for instruction**	64.2%	Down from 65.2%	64.3%	63.4%
Percent of expenditures for teacher salaries**	62.1%	Down from 62.5%	58.1%	57.0%

* 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

Pine Ridge Middle School, continues to provide students a safe and welcoming environment where teachers can teach and students can learn. Our mission is to prepare students for high school, while teaching the skills necessary to be responsible productive citizens.

At Pine Ridge Middle, all decisions concerning our academic, athletic, and extra-curricular programs are based on what is best for students. Using MAP assessment data, test scores, and teacher recommendation, students are placed in core courses, using flexible grouping strategies. Students are reevaluated for flexible grouping after each period of MAP testing as well as on an as needed basis. Teachers incorporate technology into their lessons, engaging all students in the learning. The science scores have greatly improved due to the interactive labs and the research skills that are taught, and the data derived from science MAP testing. . EOC test scores have improved by providing a more challenging curriculum and requiring interdisciplinary activities and projects. All students in both Algebra I and English I had a 100% passing rate for their EOC tests.

Besides our core courses, we offer students a number of electives, including physical education, health, music, art, Spanish, keyboarding, band, and career education. We are now offering two high school credit courses, Spanish 1 and Business Computer Applications 1.

All of our students participate in the various clubs offered at our school. One of our most active clubs is the recycling club. For the school's recycling efforts, PRMS continues to win many awards and recognitions. Athletics is an important part of our students' lives. This year our football team placed second in the Palmetto Athletic Conference, and our volleyball team placed third. The girls' track team has been undefeated for seven straight years, and the boys' team has placed competitively for the past seven years as well.

With all stakeholders working together—students, parents, teachers, staff—Pine Ridge students will achieve continued success.

Mitch Campbell, SIC Chairperson
Cindy Hall, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	113	18
Percent satisfied with learning environment	78.3%	54.5%	82.4%
Percent satisfied with social and physical environment	87.5%	49.0%	72.2%
Percent satisfied with school-home relations	62.5%	73.8%	82.4%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 19 out of 21 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	0.0%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.4%	0.0%	No
Student attendance rate	95.3%	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 = 58.8% (Met or Exemplary)

All Students	460	99.8	34.4	41.2	24.4	78	82.1	82.8	Yes	Yes
Gender										
Male	215	100	42.5	35.2	22.3	68.4	77.5	79.3	N/A	N/A
Female	245	99.6	27.5	46.3	26.2	86	86.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	259	100	30.2	39.7	30.2	80.6	89	89.5	Yes	Yes
African American	172	99.4	44.2	42.2	13.6	72.1	72.4	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.9	92.3	I/S	I/S
Hispanic	25	100	18.2	50	31.8	86.4	72.7	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	64	98.4	78.9	19.3	1.8	35.1	49.7	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	17.6	52.9	29.4	82.4	69.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	290	99.7	39.8	43.2	17	73.9	74.7	75.5	Yes	Yes

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

All Students	460	99.8	33.6	41	25.4	77.7	79	78.9	Yes	Yes
Gender										
Male	215	100	38.3	34.2	27.5	72	76.5	77	N/A	N/A
Female	245	99.6	29.7	46.7	23.6	82.5	81.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	259	100	27.7	41.3	31	82.2	86.8	87.2	Yes	Yes
African American	172	99.4	43.5	43.5	13	69.5	66.4	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	97	93	I/S	I/S
Hispanic	25	100	31.8	22.7	45.5	81.8	75.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	64	98.4	68.4	28.1	3.5	42.1	44.7	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	19	100	35.3	17.6	47.1	76.5	72.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	290	99.7	37.5	43.2	19.3	73.1	71.3	70.2	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
Science								
All Students	309	99.7	32.2	47.6	20.3	67.8	68	67.5
Gender								
Male	147	100	32.3	39.8	27.8	67.7	66.4	67
Female	162	99.4	32	54.2	13.7	68	69.7	68
Racial/Ethnic Group								
White	177	100	28.5	44.2	27.3	71.5	79.7	79.5
African American	115	99.1	39.4	54.8	5.8	60.6	49.8	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	75	84.3
Hispanic	15	100	26.7	33.3	40	73.3	59.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	39	97.4	N/AV	N/AV	N/AV	29.4	37.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	55.8	59.6
Socio-Economic Status								
Subsided meals	195	99.5	36.5	48.9	14.6	63.5	56.3	55.1

Social Studies								
All Students	309	99.7	34.1	43.9	22	65.9	73.2	72.3
Gender								
Male	146	100	38.8	32.8	28.4	61.2	70.7	71.5
Female	163	99.4	30.1	53.6	16.3	69.9	75.7	73.2
Racial/Ethnic Group								
White	177	100	30.5	42.5	26.9	69.5	80.5	80.7
African American	112	99.1	40.8	47.6	11.7	59.2	61.6	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.2	88.5
Hispanic	18	100	33.3	26.7	40	66.7	69.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	47	97.9	76.2	19	4.8	23.8	41.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	15	100	38.5	30.8	30.8	61.5	67.9	67.9
Socio-Economic Status								
Subsided meals	191	99.5	42.7	41.6	15.7	57.3	65.2	62.1

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	School Attendance Rate	District Attendance Rate
Writing										
All Students	468	100	40	37.7	22.3	60	68.3	70.2	95.3	95.8
Gender										
Male	220	100	50.3	32	17.8	49.7	59.9	63.2	95.3	95.8
Female	248	100	31.3	42.5	26.2	68.7	76.8	77.5	95.3	95.9
Racial/Ethnic Group										
White	265	100	37.2	34.4	28.3	62.8	76.1	79.1	94.9	95.6
African American	175	100	48.4	39.5	12.1	51.6	56.1	57.6	95.6	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.9	86.2	97	96.5
Hispanic	24	100	18.2	50	31.8	81.8	62.8	62.6	96.8	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	93.9	95.6
Disability Status										
Disabled	68	100	91.9	6.5	1.6	8.1	23	26.1	93.7	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.2
English Proficiency										
Limited English Proficient	19	100	23.5	41.2	35.3	76.5	59.2	61.2	96.7	96.2
Socio-Economic Status										
Subsidized meals	299	100	43.6	38.8	17.6	56.4	58.8	58.9	94.9	95.4

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	159	100	35	44.1	21	65
	7	158	99.4	28.5	42.4	29.1	71.5
	8	143	100	40.6	36.7	22.7	59.4
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	159	100	31.5	49	19.6	68.5
	7	158	99.4	28.5	39.1	32.5	71.5
	8	143	100	42.2	34.4	23.4	57.8
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	80	100	35.6	49.3	15.1	64.4
	7	158	99.4	27.8	50.3	21.9	72.2
	8	71	100	38.7	38.7	22.6	61.3
Social Studies							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	79	100	22.9	55.7	21.4	77.1
	7	158	99.4	37.1	37.7	25.2	62.9
	8	72	100	39.4	45.5	15.2	60.6
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	161	100	40.4	36.3	23.3	59.6
	7	163	100	37.7	37	25.3	62.3
	8	144	100	42.3	40	17.7	57.7

Abbreviations for Missing Data

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