

RIDGELAND ELEMENTARY

250 Jaguar Trail
Ridgeland, SC 29936

Grades	PK-5 Elementary School	
Enrollment	1,055 Students	
Principal	Debra McDermott	843-717-1300
Superintendent	Dr. Vashti Washington	843-717-1100
Board Chair	Michael Hubbard	843-784-2654

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	At-Risk
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	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.

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

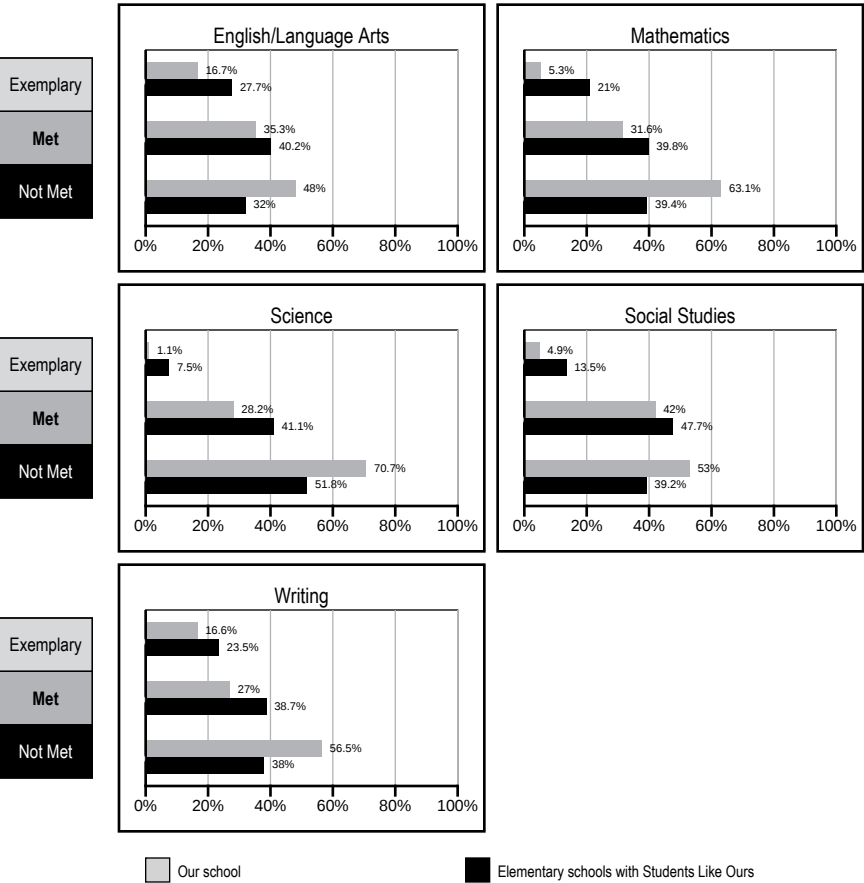
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	103	43	18

* Ratings are calculated with data available by 03/09/2011.

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=1,055)				
First graders who attended full-day kindergarten	88.8%	Down from 95.9%	100.0%	100.0%
Retention rate	0.2%	Down from 1.5%	1.6%	1.2%
Attendance rate	99.9%	Up from 94.9%	95.8%	96.1%
Eligible for gifted and talented	6.5%	Up from 1.4%	5.2%	11.7%
With disabilities other than speech	7.9%	Up from 6.6%	8.5%	8.0%
Older than usual for grade	1.7%	No Change	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=66)				
Teachers with advanced degrees	65.2%	Up from 64.1%	58.6%	60.5%
Continuing contract teachers	68.2%	Down from 68.8%	80.4%	84.6%
Teachers with emergency or provisional certificates	3.7%	Down from 3.9%	0.0%	0.0%
Teachers returning from previous year	81.5%	Up from 77.1%	84.9%	87.0%
Teacher attendance rate	98.9%	Up from 94.3%	95.2%	95.4%
Average teacher salary*	\$47,398	Down 3.0%	\$45,655	\$47,288
Professional development days/teacher	9.4 days	Up from 6.4 days	11.1 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Down from 21.8 to 1	18.0 to 1	19.2 to 1
Prime instructional time	98.1%	Up from 88.1%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	63.3%	Down from 100.0%	100.0%	100.0%
Character development program	Below Average	Down from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,406	Up 10.4%	\$8,280	\$7,548
Percent of expenditures for instruction**	75.8%	Up from 70.8%	67.8%	68.7%
Percent of expenditures for teacher salaries**	70.2%	Up from 63.9%	62.8%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Ridgeland Elementary School has demonstrated growth in student achievement over the last two years. Although growth has been demonstrated, we still strive for all students to excel academically and prepare socially to compete in a global society. To that end, the staff at Ridgeland Elementary School continues to implement the Anderson Five Standards Based Curriculum. The curriculum is enhanced by incorporating other innovative strategies and best practices to ensure student success. Teachers meet regularly to plan effective, engaging lessons that address higher order thinking skills and ensure that lessons are differentiated to address individual student needs. Scientific Learning's Fast Forward program (which strengthens students' cognitive skills) and Reading Revolutions' Fletcher's Place (which enhances our early literacy program) were implemented this year.

Our students continue to be involved in challenging learning experiences. The school-wide Accelerated Reader Incentive Program encourages our students to read on a regular basis. School-wide spelling bees and science fairs are held annually. Recognition is given to our students for their academic accomplishments through quarterly awards programs. Parents are always welcome at Ridgeland Elementary and various activities are sponsored annually to support parental involvement.

The 2009-2010 school year has been a year of transition for the Jasper County School District. This year alone, the district has transitioned through four school superintendents. Though faced with such transition, our focus has always been on the academic achievement of the students of Ridgeland Elementary School. We will continue to work with our administrators, staff, parents, and other community members to meet the needs of our students.

Sharyn T. Cox, Principal
Biner Lawyer-Green, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	116	47
Percent satisfied with learning environment	33.3%	87.9%	54.3%
Percent satisfied with social and physical environment	46.7%	72.4%	59.1%
Percent satisfied with school-home relations	32.1%	78.3%	65.2%

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

No Child Left Behind

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 22 out of 25 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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.9%	0.0%	No
Student attendance rate	99.9%	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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	472	90.3	47	35.3	17.7	68.9	64.9	83.5	Yes	Yes
Gender										
Male	253	89.3	53.6	33	13.3	63.9	60.6	80.1	N/A	N/A
Female	219	91.3	39.3	37.8	22.9	74.6	69.7	87	N/A	N/A
Racial/Ethnic Group										
White	58	93.1	18.8	52.1	29.2	87.5	76.1	89.6	Yes	Yes
African American	322	89.4	53.3	31.3	15.3	65.3	61.1	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	89	92.1	41.7	39.3	19	70.2	70.3	79.6	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	27	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	82	90.2	41.3	40	18.8	70	69.5	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	308	90.6	47.7	36.3	16	68	63.7	76.9	Yes	Yes

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

All Students	472	97.9	62.2	31.4	6.4	53.4	53.5	80.4	No	Yes
Gender										
Male	253	98	66.5	27.5	6	48.9	51.1	78.4	N/A	N/A
Female	219	97.7	57.1	36	6.9	58.6	56.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	58	96.6	43.8	39.6	16.7	79.2	69	87.8	Yes	Yes
African American	322	97.5	66.4	28.2	5.3	47.2	47.5	69.3	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	89	100	58.3	36.9	4.8	59.5	62.5	78.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	28	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	82	100	58	37	4.9	60.5	62.3	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	308	99	63.1	31.2	5.6	52.5	52.6	72.8	No	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	302	99	70	28.2	1.8	30	36.3	67.3
Gender								
Male	162	98.8	68.9	30.5	0.7	31.1	36.8	66.9
Female	140	99.3	71.3	25.6	3.1	28.7	35.7	67.7
Racial/Ethnic Group								
White	36	100	35.5	58.1	6.5	64.5	56.6	79.6
African American	204	98.5	76.8	21.6	1.6	23.2	31.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	84.4
Hispanic	60	100	N/A	N/A	N/A	33.3	40.2	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	14.3	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	57	100	N/A	N/A	N/A	30.4	39.3	58.6
Socio-Economic Status								
Subsidized meals	200	99.5	73.5	25	1.5	26.5	35.3	55.4

Social Studies

All Students	301	99	52.5	42.3	5.3	47.5	45.4	70.9
Gender								
Male	161	98.8	59.1	38.3	2.7	40.9	42.2	70.1
Female	140	99.3	45.2	46.7	8.1	54.8	49.2	71.7
Racial/Ethnic Group								
White	38	100	33.3	57.6	9.1	66.7	57	79.2
African American	200	98.5	60.7	35.6	3.7	39.3	41.1	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	60	100	38.6	52.6	8.8	61.4	51.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	21.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	54	100	38.9	53.7	7.4	61.1	50.8	68
Socio-Economic Status								
Subsidized meals	192	98.4	58	38.3	3.7	42	42.8	60.8

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	476	98.3	56.2	27.2	16.7	43.8	46.9	72.1	99.9	99.5
Gender										
Male	254	98.4	64.7	25	10.3	35.3	38.4	65.2	99.9	99.4
Female	222	98.2	46.6	29.6	23.8	53.4	56.4	79.2	99.9	99.7
Racial/Ethnic Group										
White	57	98.3	39.6	31.3	29.2	60.4	59.6	80.8	99.9	99.3
African American	328	98.2	59.9	26.6	13.5	40.1	44.2	59.7	99.9	99.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	99.9	99.9
Hispanic	87	100	53.6	26.2	20.2	46.4	48.5	64.6	99.9	99.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.9	99.8
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	10	27.7	99.9	99.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	82	98.8	53.8	26.3	20	46.3	48.5	63.7	99.9	99.6
Socio-Economic Status										
Subsidized meals	311	98.4	56.8	28.6	14.6	43.2	45.5	61.9	99.9	99.5

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							
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
2010	3	184	89.1	48.8	28.9	22.3	51.2
	4	141	83.7	49.6	35.3	15	50.4
	5	147	98	42.2	43	14.8	57.8
	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
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
2010	3	184	96.2	67.1	26.3	6.6	32.9
	4	141	100	55.2	38.8	6	44.8
	5	147	98	63	30.4	6.7	37
	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
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
2010	3	89	100	84.1	14.6	1.2	15.9
	4	140	99.3	62.9	35.6	1.5	37.1
	5	73	97.3	66.7	30.3	3	33.3
	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

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
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
2010	3	88	98.9	57.1	36.9	6	42.9
	4	141	100	46.3	51.5	2.2	53.7
	5	72	97.2	59.1	30.3	10.6	40.9
	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
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
2010	3	188	100	59.3	24.4	16.3	40.7
	4	142	97.2	53.4	27.8	18.8	46.6
	5	146	97.3	54.9	30.1	15	45.1
	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

Abbreviations for Missing Data

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