



## Ridge Spring-Monetta Elementary

422 Hazzard Circle  
Ridge Spring, South

<b>Grades</b>	PK-8 Elementary School	
<b>Enrollment</b>	673 Students	
<b>Principal</b>	Jim Hooper	803-685-2000
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Sanders	803-663-1703

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>Below Average</b>
2007	At-Risk	At-Risk
2006	Below Average	Below Average
2005	Below Average	At-Risk
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

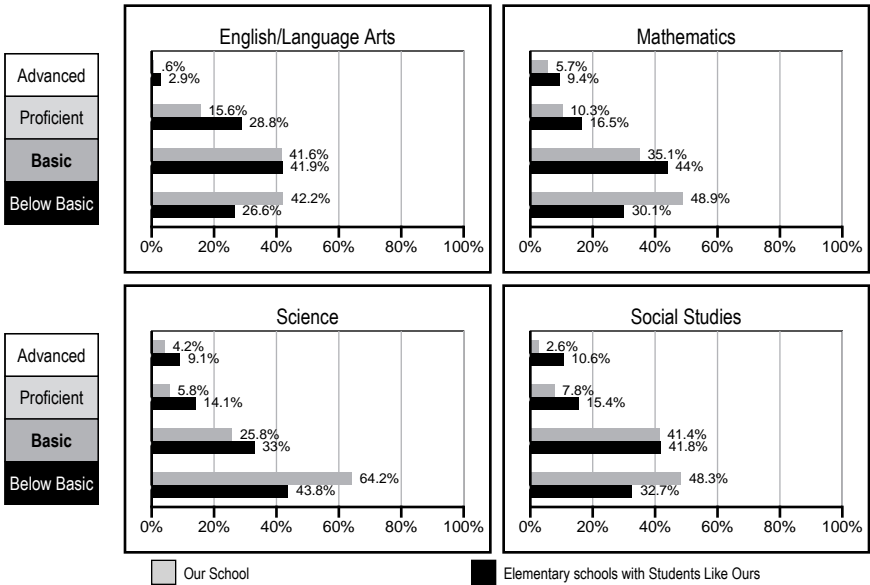
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.7%

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

Excellent	Good	Average	Below Average	At-Risk
0	0	20	62	11

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=673)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Down from 3.7%	2.8%	2.3%
Attendance rate	95.2%	No Change	96.0%	96.3%
Eligible for gifted and talented	9.2%	Down from 9.7%	6.5%	10.4%
With disabilities other than speech	6.7%	Up from 6.3%	8.7%	7.5%
Older than usual for grade	3.4%	No Change	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=52)</b>				
Teachers with advanced degrees	53.8%	Up from 48.2%	52.6%	56.7%
Continuing contract teachers	65.4%	Down from 76.8%	75.9%	77.3%
Teachers with emergency or provisional certificates	5.0%	Up from 4.7%	0.0%	0.0%
Teachers returning from previous year	86.7%	Down from 90.4%	85.9%	86.4%
Teacher attendance rate	94.5%	Down from 94.6%	94.7%	94.9%
Average teacher salary	\$45,395	Up 4.4%	\$44,473	\$45,345
Professional development days/teacher	4.0 days	Down from 7.4 days	13.0 days	12.6 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	15.9 to 1	Down from 16.4 to 1	18.2 to 1	18.5 to 1
Prime instructional time	88.3%	Up from 88.2%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.6%	Up from 64.0%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,714	Up 9.1%	\$7,358	\$7,052
Percent of expenditures for instruction*	69.7%	Down from 70.0%	69.1%	69.1%
Percent of expenditures for teacher salaries*	63.6%	Down from 63.7%	63.7%	64.2%

\* Prior year audited financial data are reported.

**Report of Principal and School Improvement Council**

This has been a good year at Ridge Spring-Monetta Elementary/Middle School. All students were provided with an appropriate curriculum that related to their needs, learning styles, and interests. Students learned in a physical and social environment that was safe, secure, healthful, and conducive to learning.

Among our accomplishments are the following: Technical Assistance Grant; two Westinghouse Grants; one EAA Grant; one Arts Infusion Grant; First Steps Grant; two Junior Scholars; EAA Afterschool Program for grades K-8; summer program for grades K-7; Keyboarding Class for grades 1-8; leveled bookroom to support Early Literacy; all Speech, Special Education, and K-3 teachers trained in the Reading First Model; and a Reading coach for K-3 classrooms.

Our teachers worked very hard this year. All grade levels focused on a Balanced Literacy Model for reading and writing while building classroom libraries. All classes in grades K-6 had at least 90 minutes devoted to ELA instruction. All ELA and Math teachers participated in intense staff development on Best Practices in Instruction. With Title One and Reading First, we purchased additional books for the Leveled Bookroom.

Becky Hughes was selected as Teacher of the Year and Margaret Campbell was selected as our Reading Teacher of the Year. Mrs. Campbell also received the Aiken County Reading Teacher of the Year.

Because of our 74.58% poverty level, Ridge Spring-Monetta Elementary/Middle is a Title One School. We received funds for salaries, materials, staff development, and parenting. According to our recent SACS survey, 100% of our faculty identified the need for greater parent involvement.

Ridge Spring-Monetta Elementary/Middle School is a Great Place to Learn!

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	39	52	42
Percent satisfied with learning environment	74.4%	65.4%	69.0%
Percent satisfied with social and physical environment	61.5%	63.5%	58.5%
Percent satisfied with school-home relations	46.2%	73.1%	64.3%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 12 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

Restructure

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. Sanction: Implement the restructuring plan.
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."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.8%	0.0%	No
Student attendance rate	95.2%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	417	99.5	42.2	41.5	15.5	0.8	25.1	49.8	48.2	No	Yes
<b>Gender</b>											
Male	223	99.1	53.2	33.5	12.8	0.5	20.7	43.8	41.7	N/A	N/A
Female	194	100	30.1	50.3	18.6	1.1	30.1	56.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	179	98.9	27.8	44.4	26	1.8	37.9	59.8	60	Yes	Yes
African American	204	100	53.7	39.5	6.8	0	14.7	33.8	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	33	100	53.8	34.6	11.5	0	19.2	39.7	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
<b>Disability Status</b>											
Disabled	49	98	77.8	17.8	4.4	0	8.9	15.2	16	No	Yes
<b>Migrant Status</b>											
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	27	100	70	20	10	0	15	43	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	327	99.7	48.3	40.3	11.4	0	18.8	35.8	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	417	100	43.6	43.8	8.5	4.1	21.1	46.9	45.8	No	Yes
<b>Gender</b>											
Male	223	100	45.4	42.9	7.8	3.9	19.5	47.9	45.6	N/A	N/A
Female	194	100	41.5	44.8	9.3	4.4	23	45.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	179	100	29.2	50.9	11.7	8.2	32.2	57.2	59	No	Yes
African American	204	100	54.7	37.9	6.3	1.1	11.6	29.7	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	33	100	57.7	38.5	3.8	0	19.2	40.1	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	49	100	69.6	23.9	6.5	0	10.9	15.8	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	27	100	70	25	5	0	15	42.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	327	100	49.5	41.5	6	3	15.7	32.8	31.4	No	Yes

\* Adj - 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

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	275	100	61.6	26	8.1	4.3	12.4	34.1	35.7	95.2	95.9
<b>Gender</b>											
Male	149	100	63.5	21.9	8	6.6	14.6	36.6	37.4	95.2	95.8
Female	126	100	59.5	30.6	8.3	1.7	9.9	31.3	33.8	95.3	96.1
<b>Racial/Ethnic Group</b>											
White	118	100	41.2	33.3	15.8	9.6	25.4	45.2	49.2	94.4	95.9
African American	135	100	79.4	18.3	2.4	0	2.4	16.4	17	96	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	N/A	97.6
Hispanic	21	100	64.7	35.3	0	0	0	24	24.9	95.6	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	95.6	95.8
<b>Disability Status</b>											
Disabled	33	100	80.6	19.4	0	0	0	12.8	14	94.4	94.9
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	97.1	96.5
<b>English Proficiency</b>											
Limited English Proficient	17	100	76.9	23.1	0	0	0	28	24.4	95.6	96.5
<b>Socio-Economic Status</b>											
Subsided meals	211	100	70.6	23.7	3.6	2.1	5.7	20.4	21.1	94.9	95.2
<b>Social Studies</b>											
All Students	277	100	56.5	31.4	7.5	4.7	12.2	30.3	34	95.2	95.9
<b>Gender</b>											
Male	155	100	56.4	30.7	8.6	4.3	12.9	33.8	36.6	95.2	95.8
Female	122	100	56.5	32.2	6.1	5.2	11.3	26.5	31.3	95.3	96.1
<b>Racial/Ethnic Group</b>											
White	119	100	44.1	36	13.5	6.3	19.8	38.6	44.5	94.4	95.9
African American	134	100	67.2	26.4	3.2	3.2	6.4	17	19.1	96	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	N/A	97.6
Hispanic	23	100	55.6	38.9	0	5.6	5.6	20.3	27.5	95.6	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	95.6	95.8
<b>Disability Status</b>											
Disabled	33	100	71	19.4	9.7	0	9.7	10.7	14.4	94.4	94.9
<b>Migrant Status</b>											
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	97.1	96.5
<b>English Proficiency</b>											
Limited English Proficient	19	100	71.4	28.6	0	0	0	23.9	27.3	95.6	96.5
<b>Socio-Economic Status</b>											
Subsided meals	225	100	63.7	27.5	5.4	3.4	8.8	18.6	21	94.9	95.2

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	71	98.6	33.8	45.6	17.6	2.9	20.6
	4	62	98.4	50	46.6	3.4	0	3.4
	5	71	100	38.8	44.8	16.4	0	16.4
	6	63	100	56.1	38.6	5.3	0	5.3
	7	90	100	51.2	34.9	11.6	2.3	14
	8	69	100	48.5	39.4	12.1	0	12.1
<b>2008</b>	3	60	98.3	34	41.5	22.6	1.9	24.5
	4	66	98.5	49.2	31.1	19.7	0	19.7
	5	61	100	40.4	54.4	5.3	0	5.3
	6	71	100	34.3	46.3	19.4	0	19.4
	7	69	100	49.2	41.3	9.5	0	9.5
	8	90	100	44.7	36.5	16.5	2.4	18.8
<b>Mathematics</b>								
<b>2007</b>	3	71	98.6	41.2	47.1	11.8	0	11.8
	4	62	98.4	44.8	41.4	10.3	3.4	13.8
	5	71	100	31.3	49.3	16.4	3	19.4
	6	63	100	38.6	43.9	15.8	1.8	17.5
	7	90	100	33.7	50	10.5	5.8	16.3
	8	69	100	43.9	45.5	7.6	3	10.6
<b>2008</b>	3	60	100	61.1	27.8	5.6	5.6	11.1
	4	66	100	43.5	35.5	11.3	9.7	21
	5	61	100	42.1	42.1	14	1.8	15.8
	6	71	100	32.8	46.3	13.4	7.5	20.9
	7	69	100	31.7	60.3	6.3	1.6	7.9
	8	90	100	50.6	47.1	2.4	0	2.4
<b>Science</b>								
<b>2007</b>	3	36	100	63.9	22.2	13.9	0	13.9
	4	62	98.4	75.9	19	5.2	0	5.2
	5	36	100	58.8	29.4	2.9	8.8	11.8
	6	32	100	70.4	22.2	7.4	0	7.4
	7	90	100	55.8	32.6	7	4.7	11.6
	8	33	100	61.3	32.3	3.2	3.2	6.5
<b>2008</b>	3	29	100	51.9	33.3	3.7	11.1	14.8
	4	66	100	67.7	19.4	9.7	3.2	12.9
	5	31	100	67.7	32.3	0	0	0
	6	36	100	58.8	20.6	14.7	5.9	20.6
	7	69	100	65.1	27	4.8	3.2	7.9
	8	44	100	51.2	29.3	14.6	4.9	19.5
<b>Social Studies</b>								
<b>2007</b>	3	34	97.1	40.6	46.9	6.3	6.3	12.5
	4	62	98.4	53.4	41.4	5.2	0	5.2
	5	35	100	54.5	33.3	3	9.1	12.1
	6	31	100	30	60	3.3	6.7	10
	7	90	100	59.3	36	2.3	2.3	4.7
	8	36	100	68.6	31.4	0	0	0
<b>2008</b>	3	31	100	40.7	44.4	11.1	3.7	14.8
	4	66	100	45.2	45.2	8.1	1.6	9.7
	5	30	100	61.5	30.8	3.8	3.8	7.7
	6	35	100	45.5	18.2	18.2	18.2	36.4
	7	69	100	74.6	19	3.2	3.2	6.3
	8	46	100	61.4	31.8	4.5	2.3	6.8

Abbreviations for Missing Data

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