



Ridgeland Elementary

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

Grades	PK-6 Elementary School	
Enrollment	1,185 Students	
Principal	Sharyn T. Cox	843-717-1300
Superintendent	Dr. Delacy Sanford	843-717-1100
Board Chair	Berty Riley	843-726-4857

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Average	At-Risk

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

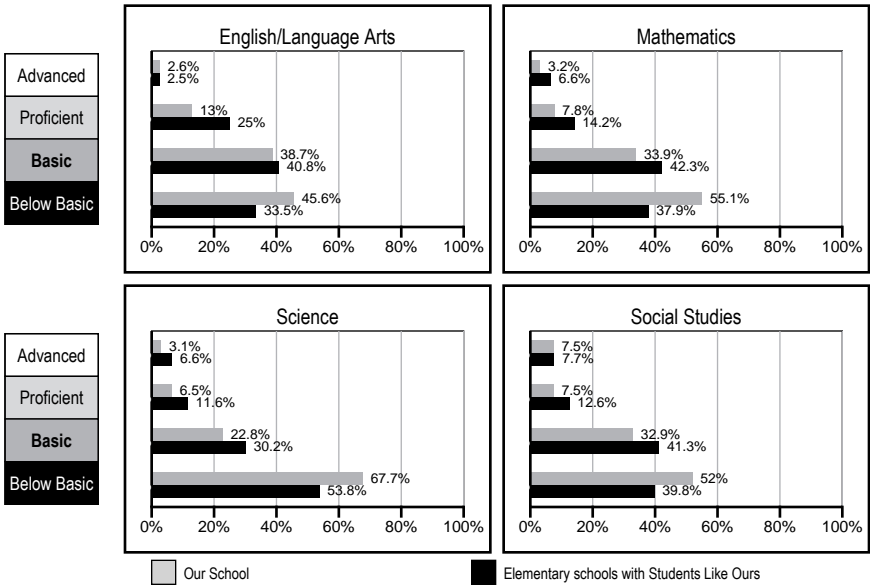
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	10	57	60

* 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
Students (n=1,185)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	11.3%	Up from 1.9%	3.1%	2.3%
Attendance rate	94.7%	Up from 93.9%	96.0%	96.3%
Eligible for gifted and talented	3.8%	Down from 4.7%	2.9%	10.4%
With disabilities other than speech	8.0%	Up from 4.6%	7.8%	7.5%
Older than usual for grade	3.3%	Up from 1.2%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=68)				
Teachers with advanced degrees	54.4%	Down from 56.9%	54.5%	56.7%
Continuing contract teachers	47.1%	Down from 56.9%	69.0%	77.3%
Teachers with emergency or provisional certificates	13.0%	Up from 11.4%	0.0%	0.0%
Teachers returning from previous year	79.7%	Down from 81.2%	82.6%	86.4%
Teacher attendance rate	94.4%	N/R	95.0%	94.9%
Average teacher salary	\$42,970	Up 13.7%	\$43,876	\$45,345
Professional development days/teacher	7.0 days	Down from 17.0 days	13.8 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 14.3 to 1	16.6 to 1	18.5 to 1
Prime instructional time	88.3%	N/R	89.4%	89.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 83.8%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,186	Up 2.8%	\$8,172	\$7,052
Percent of expenditures for instruction*	73.6%	Up from 73.2%	68.5%	69.1%
Percent of expenditures for teacher salaries*	64.1%	Up from 52.3%	61.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Ridgeland Elementary School is one of two elementary schools in Jasper County. The school was reconfigured for the 2007-2008 school year by having added grades five and six. We serve 1198 students in pre-kindergarten through sixth grade.

The Anderson Five Curriculum was adopted for use throughout the school district during the 2006-2007 school year, and we continue to use it to increase student achievement. This curriculum, along with other innovative strategies and best practices, enhances the learning environment at Ridgeland Elementary. Teachers are involved in professional learning communities and meet regularly to review assessment data and plan effective and engaging lessons for our students.

Our students are involved in challenging learning experiences through in class as well as school wide activities. An incentive program using Accelerated Reader was used school wide to encourage our students to read more. Our students are recognized for their academic accomplishments with rewards and awards. Parental involvement is encouraged through school based activities as well as PTA and SIC membership. Parents were invited to participate in activities such as Open House, Pancakes for Parents, Thanksgiving Lunch with their children, Family Reading and Math nights, PACT Fairs, and Family Fun Day. A monthly newsletter is published to keep our parents and community members informed of the events taking place at Ridgeland Elementary.

Ridgeland Elementary School is striving for academic excellence. We meet the needs of all of our students through a partnership with our administrators, teachers, support staff, parents, and community members.

Rosalyn Fulton-Warren, SIC President
Sharyn T. Cox, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	132	47
Percent satisfied with learning environment	46.2%	69.7%	65.2%
Percent satisfied with social and physical environment	55.8%	52.7%	50.0%
Percent satisfied with school-home relations	32.7%	62.9%	58.7%

* 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 17 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

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	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	1.8%
Classes in high poverty schools not taught by highly qualified teachers	21.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	20.6%	0.0%	No
Student attendance rate	94.7%	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	589	98.3	44.5	39.4	13.1	3	25.6	22.2	48.2	No	Yes
Gender											
Male	315	97.8	51.4	38	7.4	3.2	18	16.6	41.7	N/A	N/A
Female	274	98.9	36.7	41	19.5	2.8	34.3	28.4	55	N/A	N/A
Racial/Ethnic Group											
White	73	100	40.6	40.6	17.2	1.6	26.6	25.5	60	No	Yes
African American	433	98.4	47.4	39	10.1	3.5	23.7	20.7	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	78	98.7	32.4	42.3	23.9	1.4	33.8	25.1	38.4	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	81	95.1	74.2	22.7	0	3	7.6	7.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	76	98.7	32.9	41.4	24.3	1.4	34.3	25.5	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	508	98.2	45.9	39.6	12.2	2.4	24.6	21.3	34	No	Yes

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

All Students	589	99.5	54.5	34.4	7.9	3.1	17.7	16.1	45.8	No	Yes
Gender											
Male	315	99.4	58.7	30.9	8.3	2.1	15.6	15.2	45.6	N/A	N/A
Female	274	99.6	49.8	38.3	7.5	4.3	20.2	17.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	73	100	40.6	45.3	14.1	0	23.4	21.3	59	No	Yes
African American	433	99.5	58.4	31.2	7	3.5	16.7	14	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	78	98.7	45.8	43.1	8.3	2.8	18.1	20.5	38.1	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	81	98.8	82.4	14.7	2.9	0	5.9	6.5	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	76	98.7	46.5	42.3	8.5	2.8	18.3	20.3	38.7	No	Yes
Socio-Economic Status											
Subsided meals	508	99.6	56.1	33.5	7.7	2.6	16.8	15.4	31.4	No	Yes

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

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*	School Attendance Rate	District Attendance Rate
Science											
All Students	356	100	67.6	22.6	6.4	3.4	9.8	10.4	35.7	94.7	95.6
Gender											
Male	197	100	71.4	20.9	5.5	2.2	7.7	10.8	37.4	94.2	95.2
Female	159	100	62.8	24.8	7.6	4.8	12.4	10	33.8	95.3	96.1
Racial/Ethnic Group											
White	44	100	55.3	26.3	13.2	5.3	18.4	16.7	49.2	93.5	93.9
African American	254	100	70.6	20	5.5	3.8	9.4	9.5	17	95	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.7	98.9
Hispanic	55	100	63.5	32.7	3.8	0	3.8	8.6	24.9	94.7	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	49	100	90.5	7.1	0	2.4	2.4	6.4	14	93.1	94.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	94.4
English Proficiency											
Limited English Proficient	54	100	62.7	33.3	3.9	0	3.9	8.3	24.4	94.6	95.8
Socio-Economic Status											
Subsided meals	308	100	69.8	22.1	4.6	3.6	8.2	9.5	21.1	94.7	95.6
Social Studies											
All Students	353	99.4	51.3	33.4	7.8	7.5	15.3	11.4	34	94.7	95.6
Gender											
Male	174	100	55.1	29.1	8.2	7.6	15.8	13.1	36.6	94.2	95.2
Female	179	98.9	47.5	37.7	7.4	7.4	14.8	9.5	31.3	95.3	96.1
Racial/Ethnic Group											
White	48	95.8	41	35.9	15.4	7.7	23.1	20.9	44.5	93.5	93.9
African American	262	100	53.9	32.8	5.8	7.5	13.3	9.7	19.1	95	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.7	98.9
Hispanic	41	100	47.4	34.2	10.5	7.9	18.4	12.2	27.5	94.7	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	46	100	75	22.2	2.8	0	2.8	7.3	14.4	93.1	94.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	94.4
English Proficiency											
Limited English Proficient	40	100	47.4	34.2	10.5	7.9	18.4	12.7	27.3	94.6	95.8
Socio-Economic Status											
Subsided meals	306	99.7	52.9	33.1	6.5	7.6	14	9.3	21	94.7	95.6

* 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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	149	98.7	36.5	30.2	19	14.3	33.3
	4	158	99.4	47	38.3	14.8	0	14.8
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	144	97.9	32.6	41.5	16.3	9.6	25.9
	4	122	99.2	37.4	41.1	21.5	0	21.5
	5	162	97.5	50.7	39	10.3	0	10.3
	6	161	98.8	54.4	36.7	6.8	2	8.8
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	149	99.3	40.2	33.1	7.1	19.7	26.8
	4	158	99.4	65.8	23.5	8.1	2.7	10.7
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	144	99.3	46	39.4	5.8	8.8	14.6
	4	122	100	48.1	39.8	11.1	0.9	12
	5	162	98.8	65.8	26.8	6.7	0.7	7.4
	6	161	100	55.8	33.3	8.8	2	10.9
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	75	97.3	50	14.1	7.8	28.1	35.9
	4	158	100	76.7	18	4	1.3	5.3
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	70	100	58.8	25	10.3	5.9	16.2
	4	122	100	61.1	28.7	5.6	4.6	10.2
	5	81	100	75.3	15.6	7.8	1.3	9.1
	6	83	100	77	18.9	2.7	1.4	4.1
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	73	100	33.9	33.9	12.9	19.4	32.3
	4	158	99.4	47	40.3	8.7	4	12.8
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	74	97.3	41.8	29.9	10.4	17.9	28.4
	4	122	100	46.3	39.8	8.3	5.6	13.9
	5	79	100	62.5	23.6	8.3	5.6	13.9
	6	78	100	56.2	37	4.1	2.7	6.8
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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