



RIDGE SPRING-MONETTA ELEMENTARY

422 Hazzard Circle
Ridge Spring, South

Grades	PK-8 Elementary School	
Enrollment	654 Students	
Principal	Jim Hooper	803-685-2000
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	Below Average	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 2009-10 whose 2008-09 test scores were located

98.4%

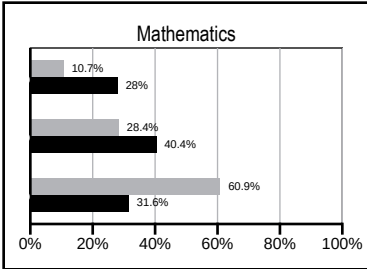
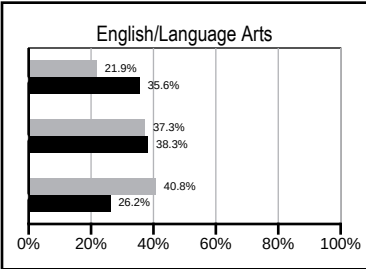
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	13	99	12	1

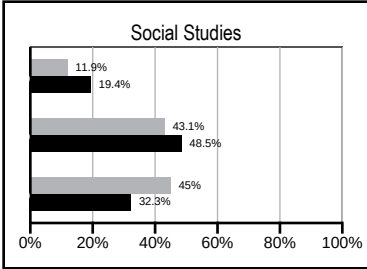
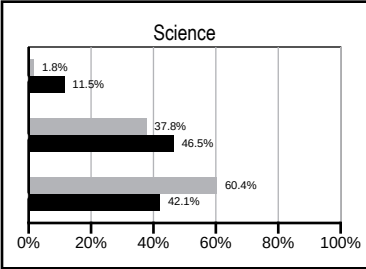
* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)

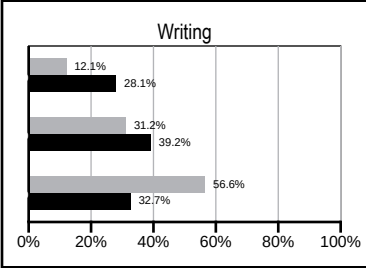
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school

Elementary schools with Students Like Ours

* 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=654)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 1.5%	1.5%	1.2%
Attendance rate	94.5%	Down from 95.0%	95.7%	96.1%
Eligible for gifted and talented	5.6%	Up from 5.3%	9.6%	11.7%
With disabilities other than speech	9.3%	Up from 6.1%	8.9%	8.0%
Older than usual for grade	0.7%	Up from 0.4%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	62.5%	Up from 61.2%	59.8%	60.5%
Continuing contract teachers	81.3%	Up from 71.4%	85.0%	84.6%
Teachers with emergency or provisional certificates	10.9%	Up from 7.0%	0.0%	0.0%
Teachers returning from previous year	82.9%	Down from 84.3%	87.4%	87.0%
Teacher attendance rate	94.4%	Down from 95.2%	94.8%	95.4%
Average teacher salary*	\$46,445	Up 0.9%	\$46,733	\$47,288
Professional development days/teacher	6.6 days	Up from 4.1 days	11.1 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 18.6 to 1	19.3 to 1	19.2 to 1
Prime instructional time	87.7%	Down from 89.6%	89.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.1%	100.0%	100.0%
Character development program	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,802	Down 4.6%	\$7,574	\$7,548
Percent of expenditures for instruction**	66.7%	No Change	67.4%	68.7%
Percent of expenditures for teacher salaries**	63.5%	Up from 51.5%	64.4%	65.1%

* 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

At Ridge Spring-Monetta Elementary/Middle School, we strive to create an educational environment that promotes a passion for learning and achievement. Our goal is to provide our students with an educational experience that will serve them as they compete and contribute in a global society. RSMEM's mission is to provide each student with an educational environment that meets his/her developmental, emotional, and instructional needs. Our academic programs are aligned with the state standards, and instruction is based on the data gained from student assessments.

During the 2009-2010 school year, RSMEM's focus was the implementation of the Aiken County Reading Initiative. This initiative demonstrates Aiken County Public School's unwavering commitment to embrace its responsibility for ensuring that each student at any level becomes a successful reader and writer. The following steps were taken to support the reading initiative:

-- Three reading interventionists worked fulltime with 1st and 6th grade students.

-- One of RSME's kindergarten classrooms became a model classroom for the district. This classroom allowed teachers to observe a successful implementation of the model. Elementary schools sent kindergarten teachers to visit our model classroom.

-- District specialists worked with RSMEM's teachers and organized an exchange program for teachers to visit model classrooms around the district.

-- RSMEM piloted the middle school version of the county's reading initiative.

The 2009-2010 school year witnessed the creation of RSMEM's School Intervention Teams. These teams were created at both the elementary and middle school level to consolidate the school's intervention resources and ensure that students receive the appropriate interventions needed for success. SIT enables the school to identify struggling students early, allowing interventions to make the greatest impact.

RSMEM held its 1st Fall Festival in October. The festival was an opportunity for the community to join with the school and provide an afternoon of fun for our families.

In 2009-2010, RSMEM met all the AYP criteria for reading but did not meet the state minimum in 2 sub categories in math. For the 2010-2011 school year, RSMEM will continue with the reading initiative and will increase our focus in mathematics.

Making Middle Grades Work will be implemented during the 2010-2011 school year at RSMEM. The middle school teachers will attend a summer conference where they will receive the training needed to create an implementation plan for integrating the MMGW philosophy at RSMEM.

Jim Hooper, Principal
Doug Edwards, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	50	49	70
Percent satisfied with learning environment	64.0%	77.6%	62.3%
Percent satisfied with social and physical environment	66.0%	67.3%	43.5%
Percent satisfied with school-home relations	46.9%	77.6%	60.9%

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

Abbreviations for Missing Data

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

No Child Left Behind

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

This school met 19 out of 23 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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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	401	99.5	43	35.3	21.7	73.5	85.1	83.5	Yes	Yes
Gender										
Male	219	100	51.5	31.9	16.7	66.7	82.1	80.1	N/A	N/A
Female	182	98.9	32.9	39.4	27.6	81.8	88.2	87	N/A	N/A
Racial/Ethnic Group										
White	193	99.5	35.3	35.9	28.8	81	89.8	89.6	Yes	Yes
African American	165	99.4	52.3	36.1	11.6	62.6	77.6	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.1	92.7	I/S	I/S
Hispanic	40	100	45.5	27.3	27.3	81.8	81.9	79.6	I/S	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.3	85.1	I/S	I/S
Disability Status										
Disabled	48	100	62.5	22.5	15	47.5	50.3	51.7	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	50	25	25	78.6	81.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	302	99.7	50.4	32.5	17.1	67.5	79.4	76.9	Yes	Yes

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

All Students	401	99	58.6	31.8	9.6	62.3	79.8	80.4	Yes	Yes
Gender										
Male	219	100	65.7	26	8.3	54.9	78.1	78.4	N/A	N/A
Female	182	97.8	50	38.8	11.2	71.2	81.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	193	98.5	47.3	37.5	15.2	71.2	86.1	87.8	Yes	Yes
African American	165	99.4	71	25.2	3.9	51.6	70	69.3	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
Hispanic	40	100	66.7	30.3	3	60.6	76.9	78.3	I/S	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	83.3	83.2	I/S	I/S
Disability Status										
Disabled	48	100	80	12.5	7.5	35	43.1	46.1	No	Yes
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	31	100	64.3	32.1	3.6	60.7	76.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	302	99	65.4	27.5	7.1	56.1	72.1	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	262	98.5	60	35.5	4.5	40	65.3	67.3
Gender								
Male	136	98.5	61.6	34.4	4	38.4	65.8	66.9
Female	126	98.4	58.3	36.7	5	41.7	64.8	67.7
Racial/Ethnic Group								
White	137	98.5	44.7	50	5.3	55.3	76.4	79.6
African American	95	97.9	79.8	16.9	3.4	20.2	48.8	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87.2	84.4
Hispanic	27	100	N/A	N/A	N/A	27.3	53.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	70.6	69.5
Disability Status								
Disabled	31	93.6	66.7	25	8.3	33.3	29.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	20	100	N/A	N/A	N/A	27.8	53.7	58.6
Socio-Economic Status								
Subsidized meals	196	98	68.9	27.9	3.3	31.1	53	55.4

Social Studies

All Students	255	99.2	45.1	43	11.8	54.9	66.2	70.9
Gender								
Male	143	100	49.2	38.6	12.1	50.8	66.5	70.1
Female	112	98.2	40	48.6	11.4	60	66	71.7
Racial/Ethnic Group								
White	119	98.3	35.4	46	18.6	64.6	73.7	79.2
African American	114	100	59.8	33.6	6.5	40.2	53.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	80.3	86.8
Hispanic	21	100	N/A	N/A	N/A	82.4	65.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	71.2
Disability Status								
Disabled	29	100	66.7	29.2	4.2	33.3	31.4	39.3
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	17	100	N/A	N/A	N/A	86.7	65.1	68
Socio-Economic Status								
Subsidized meals	195	99	50.8	39.7	9.5	49.2	55.5	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	409	98.3	51.7	36.2	12.1	48.3	73.1	72.1	94.5	95.9
Gender										
Male	222	98.2	60.6	32.5	6.9	39.4	66.6	65.2	94.3	95.8
Female	187	98.4	41.2	40.6	18.2	58.8	80	79.2	94.8	96
Racial/Ethnic Group										
White	200	98.5	38.6	44.6	16.8	61.4	79.8	80.8	93.6	95.7
African American	167	97.6	68.2	27.3	4.5	31.8	62.9	59.7	95.4	96
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.4	87	95	97.6
Hispanic	40	100	51.5	33.3	15.2	48.5	66.1	64.6	95.2	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	80.6	73.4	N/A	96.4
Disability Status										
Disabled	49	91.8	84.2	10.5	5.3	15.8	24.3	27.7	93.5	95
Migrant Status										
Migrant	1	I/S	N/A	N/A	N/A	N/A	N/A	63.5	95.6	95.6
English Proficiency										
Limited English Proficient	31	100	57.1	28.6	14.3	42.9	65.3	63.7	95.6	96.5
Socio-Economic Status										
Subsidized meals	307	98.4	58.5	33.2	8.3	41.5	63.6	61.9	94.3	95.3

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	56	98.2	38.5	40.4	21.2	61.5
	4	58	100	52.9	35.3	11.8	47.1
	5	80	100	41.1	41.1	17.8	58.9
	6	60	100	53.4	31	15.5	46.6
	7	79	100	47.1	27.1	25.7	52.9
	8	64	100	41	37.7	21.3	59
2010	3	71	98.6	42.9	22.2	34.9	57.1
	4	56	100	34.6	42.3	23.1	65.4
	5	58	100	42.1	47.4	10.5	57.9
	6	78	100	44.6	40.5	14.9	55.4
	7	62	98.4	47.4	33.3	19.3	52.6
	8	76	100	45.1	28.2	26.8	54.9
Mathematics							
2009	3	56	98.2	57.7	36.5	5.8	42.3
	4	58	100	56.9	33.3	9.8	43.1
	5	80	100	49.3	45.2	5.5	50.7
	6	60	100	56.9	37.9	5.2	43.1
	7	79	100	44.3	45.7	10	55.7
	8	64	100	70.5	27.9	1.6	29.5
2010	3	71	98.6	66.7	23.8	9.5	33.3
	4	56	98.2	38.5	46.2	15.4	61.5
	5	58	100	73.7	19.3	7	26.3
	6	78	100	51.4	33.8	14.9	48.6
	7	62	96.8	56.1	36.8	7	43.9
	8	76	100	63.4	32.4	4.2	36.6
Science							
2009	3	26	100	79.2	16.7	4.2	20.8
	4	58	100	51	39.2	9.8	49
	5	39	100	N/AV	N/AV	N/AV	30.6
	6	30	100	62.1	34.5	3.4	37.9
	7	79	100	50	44.3	5.7	50
	8	32	100	64.5	29	6.5	35.5
2010	3	37	94.6	68.8	28.1	3.1	31.3
	4	56	98.2	51.9	46.2	1.9	48.1
	5	28	100	64.3	32.1	3.6	35.7
	6	41	100	65	27.5	7.5	35
	7	61	98.4	57.9	38.6	3.5	42.1
	8	39	100	58.3	33.3	8.3	41.7

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	29	96.6	39.3	42.9	17.9	60.7
	4	58	100	39.2	45.1	15.7	60.8
	5	41	97.6	56.8	35.1	8.1	43.2
	6	30	100	N/AV	N/AV	N/AV	27.6
	7	79	100	47.1	30	22.9	52.9
	8	32	100	56.7	36.7	6.7	43.3
2010	3	33	100	48.3	37.9	13.8	51.7
	4	56	98.2	32.7	53.8	13.5	67.3
	5	30	100	62.1	31	6.9	37.9
	6	38	100	31.4	62.9	5.7	68.6
	7	61	98.4	56.1	35.1	8.8	43.9
	8	37	100	42.9	34.3	22.9	57.1
Writing							
2009	3	55	100	53.8	34.6	11.5	46.2
	4	58	100	67.3	26.9	5.8	32.7
	5	81	98.8	55.4	33.8	10.8	44.6
	6	62	100	65	31.7	3.3	35
	7	79	100	37.5	43.1	19.4	62.5
	8	63	100	52.5	41	6.6	47.5
2010	3	74	96	64.5	25.8	9.7	35.5
	4	57	98.3	48.1	40.4	11.5	51.9
	5	59	100	55.2	29.3	15.5	44.8
	6	81	98.8	56	33.3	10.7	44
	7	62	98.4	53.6	39.3	7.1	46.4
	8	76	98.7	34.3	48.6	17.1	65.7

Abbreviations for Missing Data

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