



RIDGE SPRING-MONETTA ELEMENTARY

422 Hazzard Circle
Ridge Spring, South

Grades	PK-8 Elementary School	
Enrollment	610 Students	
Principal	Callie Herlong	803-685-2000
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Ms. Rosemary B. English	803-648-1126

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	At-Risk
2010	Below Average	Below Average
2009	Below Average	Below Average
2008	At-Risk	Below Average
2007	At-Risk	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

Percent of students tested in 2010-11 whose 2009-10 test scores were located

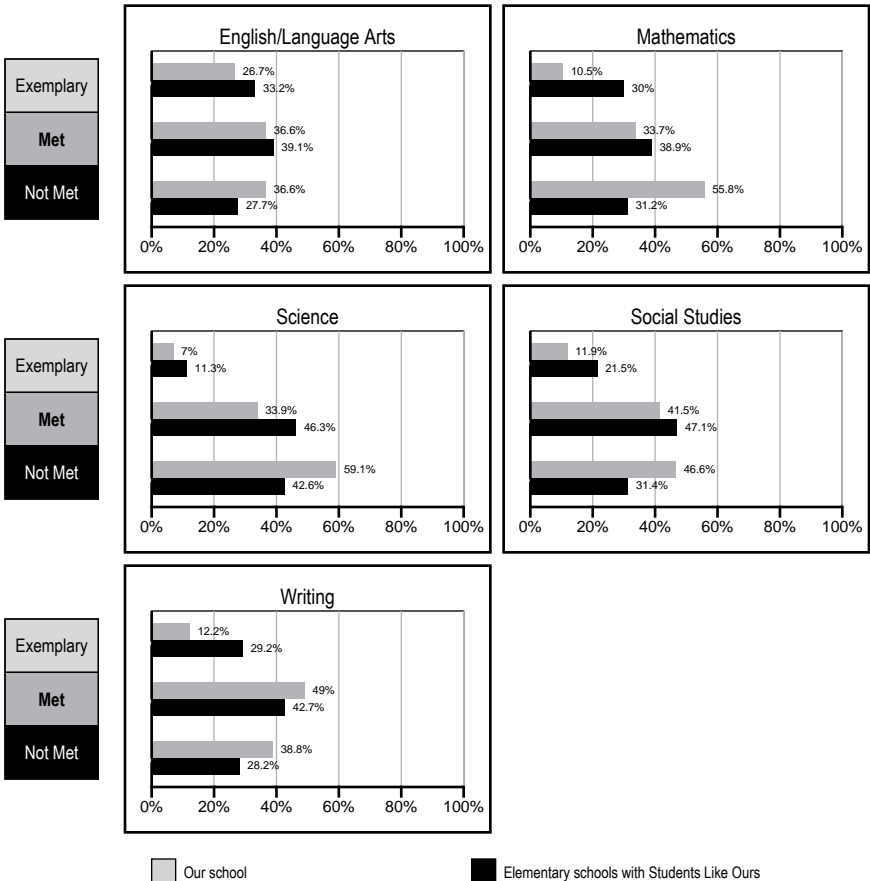
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	12	98	14	2

* Ratings are calculated with data available by 11/09/2011.

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=610)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.7%	Up from 1.3%	1.5%	1.1%
Attendance rate	95.1%	Up from 94.5%	95.9%	96.2%
Served by gifted and talented program	4.3%	Down from 5.6%	9.2%	13.4%
With disabilities other than speech	6.0%	Down from 9.3%	4.5%	4.1%
Older than usual for grade	1.5%	Up from 0.7%	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	60.9%	Down from 62.5%	60.0%	62.5%
Continuing contract teachers	82.6%	Up from 81.3%	87.7%	88.2%
Teachers returning from previous year	85.5%	Up from 82.9%	86.9%	87.8%
Teacher attendance rate	96.0%	Up from 94.4%	95.1%	95.2%
Average teacher salary*	\$46,165	Down 0.6%	\$46,064	\$46,773
Professional development days/teacher	9.0 days	Up from 6.6 days	11.0 days	10.5 days
School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 19.8 to 1	19.5 to 1	19.9 to 1
Prime instructional time	89.4%	Up from 87.7%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$7,697	Down 1.3%	\$7,476	\$7,447
Percent of expenditures for instruction**	69.7%	Up from 66.7%	67.3%	68.4%
Percent of expenditures for teacher salaries**	67.1%	Up from 63.5%	64.2%	65.8%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Ridge Spring-Monetta Elementary/Middle School can be found in the small, agricultural community of Ridge Spring. Located in Saluda County, the school serves students from four counties: Aiken, Saluda, Edgefield, and Lexington. The area is generally rural and consists of row crops and peach and cattle farms. Several small towns are located in this area: Monetta, Ridge Spring, and Ward with the largest being Ridge Spring. Our Pre-Kindergarten-8th grade school includes approximately 640 students with an 87% poverty index. Our faculty and staff consists of 50 teachers, 3 administrators, 2 guidance counselors, and 35 staff members who work diligently to provide a standards-driven, student-focused environment.

Our Title I funds were used to decrease class size, increase home/school communication, and to put a greater emphasis on literacy and technology. Classrooms are internet accessible with SMART board trained instructors. We have two stationary labs and three mobile labs with wireless access. In our middle school math classrooms, there are at least five stand alone computers for individualized enrichment and remediation. We also have SMART response systems, wireless voting devices, for immediate feedback. During the 2010-2011 school year, we obtained six iPod carts containing forty iPods each and thirteen iPads for whole/small group instruction.

Community involvement activities included participation in the Ridge Spring Harvest Festival, Learning Fest, and Math, Science, Technology parent nights. Our strong arts program represents our school annually with community- school performances at the Monetta holiday ceremony, Ridge Spring Harvest Festival, parades and local shows. Our school community raised more than \$4,000 for the American Heart Association by participating in Jump Rope for Heart and donated over 1,000 cans of food to the Harvest Hope Food Bank.

Professionally, our teachers have continued to implement our district’s reading initiative, the ten key practices outlined in Making Middle Grades Work (MMGW), established and implemented school-wide expectations, and set goals to measure improvement in student achievement. In 2011-12, our focus will remain on professional learning and application of knowledge. A continuation of data analysis, collaboration, and engagement will drive our efforts in order for us to continue to strive towards our mission.

Doug Edwards, School Improvement Council Chair
 Callie Herlong, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 13 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	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%**	Yes

* Or greater than last year

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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 = 79.4% (Met or Exemplary)

All Students	394	99.2	45.5	31.5	23	67.1	82.9	82.4	No	Yes
Gender										
Male	206	99	56	27.7	16.2	60.2	79.3	78.7	N/A	N/A
Female	188	99.5	33.3	35.8	30.9	75.2	86.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	182	100	35.5	35.5	28.9	76.5	87.5	88.9	No	Yes
African American	161	98.8	61.2	24.5	14.3	52.4	75.5	72.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	47	97.9	33.3	38.5	28.2	79.5	81.2	79.3	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.7	83	I/S	I/S
Disability Status										
Disabled	59	96.6	83	5.7	11.3	26.4	43.7	48.1	No	Yes
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	34	97.1	36.7	30	33.3	76.7	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	310	99	50	30.4	19.6	63.4	76.8	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	394	99.2	59.6	30.6	9.8	56.5	80.6	81.9	No	Yes
Gender										
Male	206	99	64.9	27.7	7.3	53.9	79	79.9	N/A	N/A
Female	188	99.5	53.3	33.9	12.7	59.4	82.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	182	100	51.8	33.7	14.5	63.3	86	88.9	No	Yes
African American	161	98.8	68.7	25.2	6.1	48.3	71.7	71.4	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.5	94.6	I/S	I/S
Hispanic	47	97.9	59	35.9	5.1	53.8	78.5	81.1	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	91.5	84.4	I/S	I/S
Disability Status										
Disabled	59	96.6	86.8	5.7	7.5	30.2	41.3	47.3	No	Yes
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	34	97.1	53.3	40	6.7	56.7	78.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	310	99	64.9	27.5	7.6	54	73.6	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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	262	99.2	58.4	33.6	8	41.6	64.8	68.6
Gender								
Male	132	100	57.3	36.3	6.5	42.7	65.1	68.3
Female	130	98.5	59.6	30.7	9.6	40.4	64.4	68.9
Racial/Ethnic Group								
White	121	99.2	44.5	45.5	10	55.5	74.3	80.7
African American	106	100	74.7	20.2	5.1	25.3	49.3	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	84.6	85.3
Hispanic	34	97.1	57.1	35.7	7.1	42.9	59.8	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	70.8
Disability Status								
Disabled	41	97.6	76.3	13.2	10.5	23.7	28.2	35.7
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	42.9
English Proficiency								
Limited English Proficient	24	95.8	54.5	40.9	4.5	45.5	58.9	60.7
Socio-Economic Status								
Subsidized meals	200	99	63.9	30	6.1	36.1	53.6	57.3
Social Studies								
All Students	263	100	50.2	39.8	10	49.8	66.7	72.5
Gender								
Male	149	100	54	37.4	8.6	46	67.1	72
Female	114	100	45.1	43.1	11.8	54.9	66.2	73.1
Racial/Ethnic Group								
White	119	100	42.6	42.6	14.8	57.4	72.6	81
African American	105	100	63.3	29.6	7.1	36.7	56.9	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.8	89
Hispanic	35	100	38.7	58.1	3.2	61.3	67	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.4	73.5
Disability Status								
Disabled	42	100	76.9	17.9	5.1	23.1	30.6	40.5
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	53.8
English Proficiency								
Limited English Proficient	24	100	39.1	56.5	4.3	60.9	64.6	69.7
Socio-Economic Status								
Subsidized meals	211	100	54.5	37.7	7.9	45.5	57.8	62.9

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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	118	99.2	50	41.7	8.3	50	76.1	73.2	95.1	95.9
Gender										
Male	56	98.2	56.9	39.2	3.9	43.1	71.4	67.2	94.7	95.9
Female	62	100	43.9	43.9	12.3	56.1	81	79.4	95.7	96
Racial/Ethnic Group										
White	60	100	43.9	45.6	10.5	56.1	82.3	81.5	94.1	95.8
African American	49	98	63.6	31.8	4.5	36.4	66.3	61.3	96.4	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.6	87	91.4	96.6
Hispanic	9	I/S	I/S	I/S	I/S	I/S	69.9	66.7	95.3	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	72.2	89.4	95.6
Disability Status										
Disabled	11	90.9	I/S	I/S	I/S	I/S	24.3	26	94.6	94.9
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	40.5	96.2	96.2
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	68.6	65.7	95.4	96.4
Socio-Economic Status										
Subsidized meals	94	98.9	52.4	40.5	7.1	47.6	66.2	63.2	94.9	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	3	73	98.6	25.4	27	47.6	74.6
	4	66	100	44.4	34.9	20.6	55.6
	5	53	98.1	36.7	49	14.3	63.3
	6	71	98.6	54	31.7	14.3	46
	7	67	100	55	21.7	23.3	45
	8	64	100	56.9	27.6	15.5	43.1
Mathematics							
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
2011	3	73	98.6	49.2	33.3	17.5	50.8
	4	66	100	57.1	30.2	12.7	42.9
	5	53	98.1	57.1	40.8	2	42.9
	6	71	98.6	73	20.6	6.3	27
	7	67	100	58.3	28.3	13.3	41.7
	8	64	100	62.1	32.8	5.2	37.9
Science							
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
2011	3	36	97.2	45.2	35.5	19.4	54.8
	4	66	98.5	59.7	32.3	8.1	40.3
	5	26	100	N/AV	N/AV	N/AV	33.3
	6	35	100	58.1	35.5	6.5	41.9
	7	67	100	55	38.3	6.7	45
	8	32	100	70	23.3	6.7	30

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	3	37	100	27.3	42.4	30.3	72.7
	4	66	100	52.4	41.3	6.3	47.6
	5	27	100	50	42.3	7.7	50
	6	35	100	46.9	43.8	9.4	53.1
	7	66	100	62.7	30.5	6.8	37.3
	8	32	100	50	46.4	3.6	50
Writing							
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
2011	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	53	98.1	38.8	49	12.2	61.2
	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	65	100	59.3	35.6	5.1	40.7

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