



RIDGELAND ELEMENTARY

250 Jaguar Trail Unit 103
Ridgeland, SC 29936

Grades	PK-5 Elementary School	
Enrollment	1,000 Students	
Principal	Robert Candillo	843-717-1300
Superintendent	Dr. Vashti K. Washington	843-717-1100
Board Chair	Kathleen Snooks	843-726-8063

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	At-Risk
2010	At-Risk	At-Risk
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
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

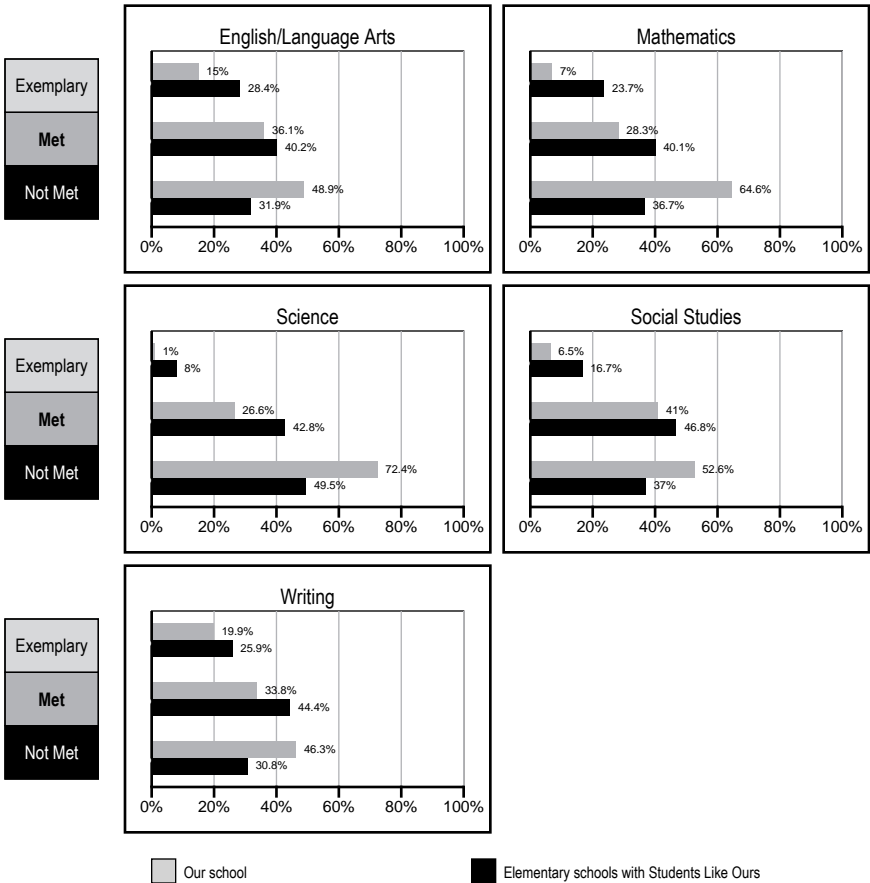
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	7	110	47	15

* 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=1,000)				
First graders who attended full-day kindergarten	100.0%	Up from 88.8%	100.0%	100.0%
Retention rate	0.8%	Up from 0.2%	1.5%	1.1%
Attendance rate	94.5%	Down from 99.9%	95.9%	96.2%
Served by gifted and talented program	4.3%	Down from 6.5%	6.4%	13.4%
With disabilities other than speech	3.6%	Down from 7.9%	4.4%	4.1%
Older than usual for grade	0.6%	Down from 1.7%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.0%	0.0%	0.0%
Teachers (n=68)				
Teachers with advanced degrees	67.6%	Up from 65.2%	61.5%	62.5%
Continuing contract teachers	58.8%	Down from 68.2%	83.3%	88.2%
Teachers returning from previous year	82.8%	Up from 81.5%	85.5%	87.8%
Teacher attendance rate	91.9%	Down from 98.9%	95.1%	95.2%
Average teacher salary*	\$47,536	Up 0.3%	\$45,375	\$46,773
Professional development days/teacher	8.5 days	Down from 9.4 days	10.2 days	10.5 days
School				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.5 to 1	18.1 to 1	19.9 to 1
Prime instructional time	83.8%	Down from 98.1%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	89.2%	Up from 63.3%	100.0%	100.0%
Character development program	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,389	Down 0.3%	\$8,094	\$7,447
Percent of expenditures for instruction**	74.2%	Down from 75.8%	67.9%	68.4%
Percent of expenditures for teacher salaries**	72.5%	Up from 70.2%	64.7%	65.8%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Ridgeland Elementary is located in the heart of Jasper County, a rural county of approximately 650 square miles. Ridgeland Elementary is part of the North Campus.

Prior to the 2007-2008 school year, Ridgeland Elementary served students in Pre-K through 4th grade. At the beginning of the 2007-2008 school year, we moved into a new facility which resulted in the reconfiguration of grades to include 5th and 6th grade. The school was reconfigured for the 2008-2009 which removed 6th grade from our school. Currently, Ridgeland Elementary School serves 1,031 students from Pre-K to 5th grade. Sixty-three percent of our students are African American, 22% are Hispanic, 13% are White and 1% other. Our student attendance for last school term was 99.9%.

Ridgeland Elementary School has been identified as an At-Risk school. In 2010 the school met 22 of its 25 goals for Adequate Yearly Progress.

Our school currently has 66 certified staff members. Based on the 2010 school report card, 65.2 percent of our teachers have advanced degrees. There are noersteachers with emergency or provisional certificates. Eighty one percent of the staff returned from last year.

2010 PASS results show students at 68.9 % in meeting ELA standards and at 53.4% in meeting Mathematics standards in grades 3rd through 5th.

The Measure of Academic Progress (MAP) testing is done for grades Kindergarten through 5th in the fall, winter and spring of the year in both Reading and Math. After Fall testing 65 % of Kindergarten children were below their expected RIT target in Reading and 82 % were below in Math. First grade students were 76 % below in Reading and 93% below in Math. Our second grade students were 74 % below in Reading and 74% below in Math. Third grade students were 72 % below in Reading and 75% below in Math. Fourth grade students were at 70 % below in Reading and 74 % below in Math. Our fifth grade students were 65 % below in Reading and 75 % were below in Math.

Our teachers are working diligently to implement the district's goals to help improve the academic achievement of our students. These areas include: Explicit Direct Instruction (EDI), Response to Intervention (RTI), Positive Behavior Intervention & Support (PBIS), and E-Portfolio.

Ms. Debra McDermott, Principal (2010-2011)
Ms. Biner Lawyer-Green, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	132	98
Percent satisfied with learning environment	60.8%	82.2%	57.7%
Percent satisfied with social and physical environment	70.6%	74.2%	53.7%
Percent satisfied with school-home relations	32.7%	81.1%	61.5%

* 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 18 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

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	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	94.5%	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	464	100	48.5	35.7	15.8	67.1	63.7	82.4	No	Yes
Gender										
Male	247	100	58.4	32	9.5	58.4	56.7	78.7	N/A	N/A
Female	217	100	37	40	23	77	71.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	59	100	31.4	41.2	27.5	78.4	78	88.9	Yes	Yes
African American	307	100	54	32.6	13.3	63.2	58.6	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	95	100	40.2	43.5	16.3	73.9	70.7	79.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	67	100	77.8	14.3	7.9	38.1	35.2	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	86	100	42.2	44.6	13.3	73.5	69.9	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	285	100	51.1	34.8	14.1	65.9	61.9	75.4	No	Yes

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

All Students	464	100	64	28.5	7.4	49.4	52.7	81.9	No	Yes
Gender										
Male	247	100	68.8	25.1	6.1	43.3	47.8	79.9	N/A	N/A
Female	217	100	58.5	32.5	9	56.5	58.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	59	100	54.9	31.4	13.7	60.8	61.6	88.9	No	Yes
African American	307	100	68.4	26.3	5.3	43.9	48.3	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	95	100	55.4	34.8	9.8	60.9	60.7	81.1	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	67	100	81	14.3	4.8	25.4	26.4	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	86	100	57.8	37.3	4.8	60.2	59.9	81.4	No	Yes
Socio-Economic Status										
Subsidized meals	285	100	65.2	27.9	6.9	48.6	51.8	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	316	100	71.7	26.3	2	28.3	38.1	68.6
Gender								
Male	166	100	75.3	22.1	2.6	24.7	36.1	68.3
Female	150	100	67.6	30.9	1.4	32.4	40.4	68.9
Racial/Ethnic Group								
White	38	100	N/AV	N/AV	N/AV	48.4	51.9	80.7
African American	212	100	77.3	20.2	2.5	22.7	34.2	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	65	100	63.5	34.9	1.6	36.5	42	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	44	100	83.7	9.3	7	16.3	20.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	59	100	66.7	31.6	1.8	33.3	40.9	60.7
Socio-Economic Status								
Subsidized meals	199	100	76	22.4	1.6	24	37.6	57.3
Social Studies								
All Students	316	99.7	52	40.8	7.1	48	48.6	72.5
Gender								
Male	165	99.4	58.8	35.3	5.9	41.2	44.7	72
Female	151	100	44.7	46.8	8.5	55.3	52.6	73.1
Racial/Ethnic Group								
White	35	100	34.4	46.9	18.8	65.6	64	81
African American	214	99.5	59.4	34.5	6.1	40.6	42.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	65	100	38.1	57.1	4.8	61.9	59.4	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	42	100	73.7	18.4	7.9	26.3	22.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	60	100	N/AV	N/AV	N/AV	60.3	58.6	69.7
Socio-Economic Status								
Subsidized meals	194	99.5	59.7	36	4.3	40.3	45.8	62.9

Abbreviations for Missing Data

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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	149	98	46.3	33.8	19.9	53.7	49.3	73.2	94.5	97.6
Gender										
Male	78	97.4	64.4	28.8	6.8	35.6	40.5	67.2	94.1	97.4
Female	71	98.6	25.4	39.7	34.9	74.6	59.8	79.4	95	97.9
Racial/Ethnic Group										
White	22	100	42.1	31.6	26.3	57.9	61.5	81.5	92.3	96.6
African American	91	96.7	52.4	35.4	12.2	47.6	43.4	61.3	94.9	97.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	91.5	97.7
Hispanic	33	100	37.5	28.1	34.4	62.5	57.1	66.7	95	98.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2	92.1	92.1
Disability Status										
Disabled	25	88	N/AV	N/AV	N/AV	4.5	6.4	26	93.1	96.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	37.9	27.6	34.5	62.1	56.8	65.7	95.3	98.5
Socio-Economic Status										
Subsidized meals	85	98.8	46.9	33.3	19.8	53.1	47.3	63.2	94.7	98.2

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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	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
2011	3	148	100	48.9	29.2	21.9	51.1
	4	169	100	53.8	36.7	9.5	46.2
	5	147	100	41.9	41.2	16.9	58.1
	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
Mathematics							
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
2011	3	148	100	69.3	20.4	10.2	30.7
	4	169	100	60.1	34.2	5.7	39.9
	5	147	100	63.2	30.1	6.6	36.8
	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
Science							
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
2011	3	75	100	79.4	16.2	4.4	20.6
	4	168	100	72	27.4	0.6	28
	5	73	100	63.2	33.8	2.9	36.8
	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

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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	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
2011	3	74	100	44.3	42.9	12.9	55.7
	4	168	100	52.9	43.3	3.8	47.1
	5	74	98.7	58.2	32.8	9	41.8
	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
Writing							
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
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	149	98	46.3	33.8	19.9	53.7
	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

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