



Ridgeland Elementary School

250 Jaguar Trail
Ridgeland, SC 29936

Grades	PK-5 Elementary School	
Enrollment	1,020 Students	
Principal	Robert Candillo	843-717-1300
Superintendent	Vashti K. Washington	843-717-1100
Board Chair	Kathleen Snooks	843-726-8063

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	At-Risk	At-Risk
2011	At-Risk	At-Risk
2010	At-Risk	At-Risk
2009	At-Risk	At-Risk
2008	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://www.eoc.sc.gov>

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

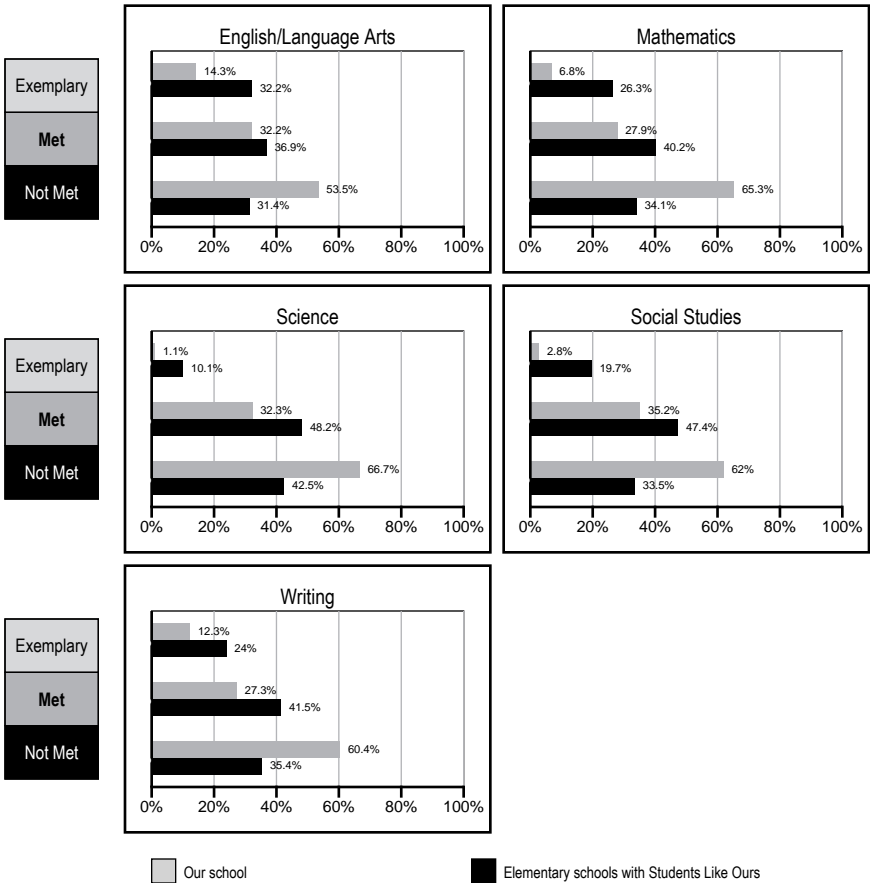
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	14	102	22	8

* Ratings are calculated with data available by 11/07/2012.

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

Exempt	"Exempt" 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=1,020)				
First graders who attended full-day kindergarten	99.3%	Down from 100.0%	100.0%	100.0%
Retention rate	0.1%	Down from 0.8%	1.3%	1.0%
Attendance rate	95.5%	Up from 94.5%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 1.0%	0.0%	0.0%
Teachers (n=60)				
Teachers with advanced degrees	70.0%	Up from 67.6%	61.3%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	82.6%	Down from 82.8%	86.8%	88.7%
Teacher attendance rate	N/R	N/R	95.0%	95.1%
Average teacher salary*	\$47,127	Down 0.9%	\$45,866	\$47,210
Professional development days/teacher	6.2 days	Down from 8.5 days	10.7 days	10.5 days
School				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 20.5 to 1	19.1 to 1	20.0 to 1
Prime instructional time	N/R	N/R	90.1%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 89.2%	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$6,059	Down 5.2%	\$7,651	\$7,247
Percent of expenditures for instruction**	74.9%	Up from 74.2%	67.3%	68.2%
Percent of expenditures for teacher salaries**	73.1%	Up from 72.5%	63.6%	65.7%

* 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

The 2011-12 school year at Ridgeland Elementary School primarily focused on reviewing our instructional practices in order to move children to "Met" and "Exemplary" levels of achievement. We continued our focus on Explicit Direct Instruction (EDI), technology integration, Response to Intervention (RtI) and full-implementation of Positive Behavioral Interventions and Supports (PBIS). Our two full-time Instructional Coaches met with teams regularly in order to provide ongoing instructional support and professional development. Three of our teachers were recipients of Donor's Choose grants to provide additional materials for our young learners.

Teachers met frequently to discuss instructional practices and analyze data such as Measures of Academic Progress (MAP), AIMSweb benchmarks and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This year we were able to host a team of Early Childhood Education majors from USCB who worked with students in our first-grade classes and we also partnered up with two young men in the Call Me Mister program at USCB. They worked with students in both kindergarten and first-grade.

Opportunities for parental involvement were established through the continuation of family nights, monthly PTO meetings, and open invitations for all parents to attend School Improvement Council meetings. This year we also hosted a luncheon for grandparents, a family-literacy and writing event, and a two-day visitation event for all parents (Through the Eyes of a Child). Communication with parents was sent home in both agendas and in our weekly "gold" folders. Information was translated by our school translator.

This year each grade demonstrated solid growth in the average RIT score on the Measures of Academic Progress assessment. In mathematics kindergarten grew 11.0 points, first-grade 14.5 points, second-grade 11.0 points, third grade 8.6 points, fourth-grade 6.0 points, and fifth-grade 5.6 points. In reading, kindergarten grew 10.0 points, first-grade 11.6 points, second-grade 10.9 points, third grade 7.3 points, fourth-grade 7.0 points, and fifth-grade 5.4 points. We also implemented the First in Math computerized program in March of this year. Students solved over 2.7 million math problems earning over 900,000 stickers (points). RES was ranked in 13th place in the state out of 75 schools that used the program. This deep math practice will result in higher math achievement scores in the future.

The 2012-13 school year will involve implementation of the research-based Everyday Mathematics program, literacy and writing across the curriculum, and a continued focus on the four core initiatives (EDI, technology, RtI, and PBIS). We are excited about our accomplishments and look forward to continued success at Ridgeland Elementary School. We encourage you to get involved with this wonderful place of learning!

Mr. Robert Candillo, Principal

Ms. Biner Lawyer-Green, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	135	102
Percent satisfied with learning environment	69.1%	73.7%	70.8%
Percent satisfied with social and physical environment	80.4%	73.3%	68.7%
Percent satisfied with school-home relations	40.4%	78.4%	79.8%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	36.7
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Ridgeland Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	9.4%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	619.0	606.0	579.8	592.6	100.0	100.0
Male	610.0	603.6	577.4	590.4	100.0	100.0
Female	628.7	608.5	582.3	595.1	100.0	100.0
White	646.2	624.2	600.0	610.7	100.0	100.0
African American	612.3	600.4	572.7	586.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	624.3	612.9	588.8	602.5	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	586.1	576.4	552.1	574.5	100.0	100.0
Limited English Proficient	622.1	612.5	589.0	602.0	100.0	100.0
Subsidized meals	613.6	602.7	574.9	591.0	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
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
2012	3	143	100	40.7	36.3	23	59.3
	4	158	100	55.2	31.5	13.3	44.8
	5	159	100	62.7	29.3	8	37.3
	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							
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
2012	3	143	100	64.4	25.9	9.6	35.6
	4	158	100	64.3	28	7.7	35.7
	5	159	100	66.7	30	3.3	33.3
	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							
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
2012	3	72	100	75.7	21.4	2.9	24.3
	4	158	100	66.4	32.9	0.7	33.6
	5	77	97.4	N/AV	N/AV	N/AV	42.3
	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							
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
2012	3	71	98.6	53.8	40	6.2	46.2
	4	158	100	54.5	42.7	2.8	45.5
	5	82	98.8	N/AV	N/AV	N/AV	16.9
	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							
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
2012	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	163	99.4	60.1	27.5	12.4	39.9
	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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