



SC Annual School Report Card Summary

Ridgeland Elementary School
 Jasper
 Grades: PK-5 Enrollment: 1,020
 Principal: Robert Candillo
 Superintendent: Vashti K. Washington
 Board Chair: Kathleen Snooks

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	At-Risk	At-Risk	TBD	TBD	F	N/A
2011	At-Risk	At-Risk	N/A	N/A	Not Met	N/A
2010	At-Risk	At-Risk	N/A	N/A	Not Met	N/A

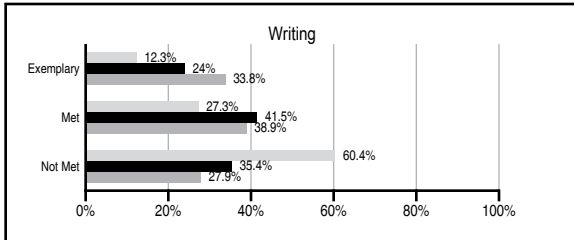
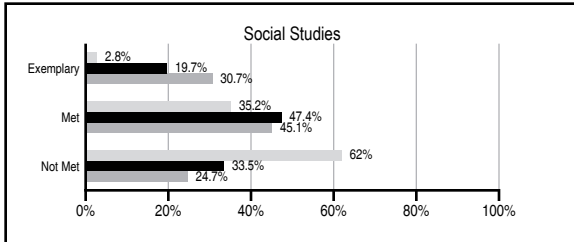
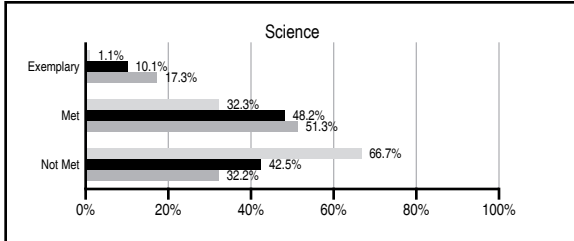
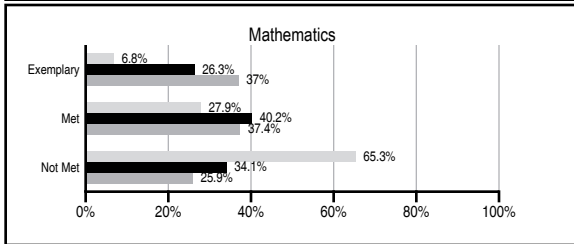
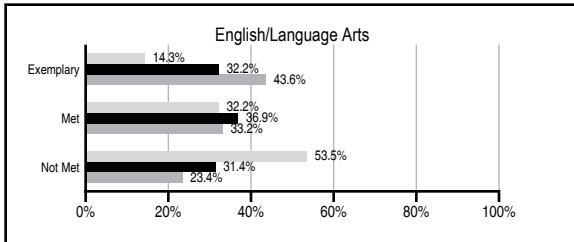
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
6	14	102	22	8

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Ridgeland Elementary School [Jasper]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,020)				
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
Classes not taught by highly qualified teachers	0.0%	Down from 2.7%	0.0%	0.0%
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%
ESEA composite index score	36.7	N/A	88.3	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status