



Ridgeland Elementary School

250 Jaguar Trail
Ridgeland, SC 29936

| | | |
|-----------------------|--------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 795 Students | |
| Principal | Robert Candillo | 843-717-1300 |
| Superintendent | Dr. Vashti K. Washington | 843-717-1100 |
| Board Chair | Berty Riley | 843-263-6984 |

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2013 | At-Risk | Average |
| 2012 | At-Risk | At-Risk |
| 2011 | At-Risk | At-Risk |
| 2010 | At-Risk | At-Risk |
| 2009 | 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

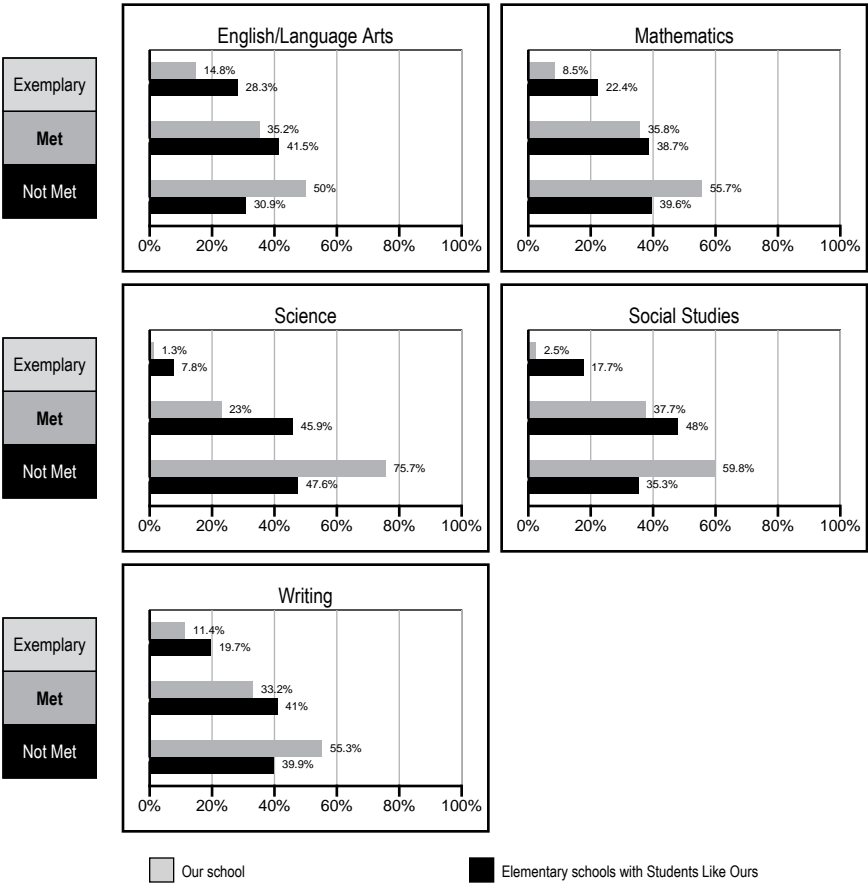
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 94%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 1 | 13 | 100 | 47 | 15 |

* Ratings are calculated with data available by 12/14/2013.

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=795) | | | | |
| First graders who attended full-day kindergarten | 96.5% | Down from 99.3% | 100.0% | 100.0% |
| Retention rate | 0.5% | Up from 0.1% | 1.1% | 0.9% |
| Attendance rate | 94.6% | Down from 95.5% | 95.9% | 96.3% |
| Served by gifted and talented program | 1.3% | N/A | 2.7% | 7.2% |
| With disabilities | 10.7% | N/A | 13.5% | 12.4% |
| Older than usual for grade | 1.5% | N/A | 3.0% | 1.9% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.5% | Up from 0.8% | 0.0% | 0.0% |
| Teachers (n=58) | | | | |
| Teachers with advanced degrees | 56.9% | Down from 70.0% | 60.0% | 62.5% |
| Continuing contract teachers | 62.1% | Down from 68.3% | 76.7% | 83.3% |
| Teachers returning from previous year | 73.4% | Down from 82.6% | 84.9% | 88.3% |
| Teacher attendance rate | 95.8% | N/R | 94.9% | 95.0% |
| Average teacher salary* | \$46,743 | Down 0.8% | \$46,154 | \$48,193 |
| Professional development days/teacher | 8.0 days | Up from 6.2 days | 10.4 days | 11.0 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 23.2 to 1 | Up from 22.3 to 1 | 18.2 to 1 | 20.1 to 1 |
| Prime instructional time | 89.1% | N/R | 89.5% | 90.0% |
| 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 | No Change | Good | Excellent |
| Dollars spent per pupil** | \$5,366 | Down 11.4% | \$8,254 | \$7,364 |
| Percent of expenditures for instruction** | 75.0% | Up from 74.9% | 67.0% | 68.0% |
| Percent of expenditures for teacher salaries** | 71.0% | Down from 73.1% | 64.0% | 66.0% |

* 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

We have experienced quite a successful year at Ridgeland Elementary School. The 2012-2013 school year focused on moving more children to "Met" and "Exemplary" levels of achievement in mathematics, writing, and reading. We continued our focus on Explicit Direct Instruction (EDI), technology integration, Response to Intervention (RtI) and implementation of Positive Behavioral Interventions and Supports (PBIS). We were excited to receive the PBIS "Ribbon" award last school year and this year we earned the honor of being named a PBIS "Banner" school.

Teachers met regularly to discuss instructional practices and analyze data such as Measures of Academic Progress (MAP), AIMSweb benchmarks/progress monitoring, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This year students in both Kindergarten and first-grade benefited from partnerships with the United Way, participating in both Alphabet Junction (Kindergarten) and Reading Power (first-grade). Over 25 tutors worked with identified children in reading in order to close gaps at an early age. We also implemented the new Journeys reading series and Study Island program to provide children with practice in all content areas.

Opportunities for parental involvement were established through the continuation of family nights, a monthly Family Math Power Hour, regular PTA meetings, and open invitations for all parents to attend School Improvement Council meetings. This year we, once again, 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 "Wednesday" folders. Information was posted on our school website and our Facebook page. Our school translator interpreted for parents and translated many documents. This year, each grade demonstrated solid growth in the average RIT score on the Measures of Academic Progress (MAP) assessment. Three teachers were recognized for growth in MAP scores in reading or math. Thirty-six teachers were recognized for growth in both subjects, with seven teachers growing 100% of their students in both subjects. We continued the First in Math computerized program across the school year. Students solved over 3.3 million math problems earning over 1.3 million stickers (points). RES was ranked in 5th place in the state out of 59 schools that used the program and we were featured on a local news station. In terms of technology upgrades, we were able to install 14 new, interactive boards and repair/move all existing boards for the benefit of each homeroom.

The 2013-14 school year will involve the continued implementation of the research-based Everyday Mathematics program, balanced literacy and writing across the curriculum, along with extensive training in the Common Core State Standards. We will also implement a new Backpack Buddies program in order to assist children in need. We are very excited about our accomplishments and look forward to continued success at Ridgeland Elementary School. We encourage our parents and community members to get involved with this wonderful place of learning!

Mr. Robert Candillo, Principal

Ms. Jeanine Bostick, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 53 | 116 | 47 |
| Percent satisfied with learning environment | 84.9% | 84.5% | 76.6% |
| Percent satisfied with social and physical environment | 94.4% | 82.6% | 64.6% |
| Percent satisfied with school-home relations | 82.6% | 84.2% | 78.2% |

* 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

ESEA/Federal Accountability Rating System

In July 2013, 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 | 51.6 |
| 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 | 2.3% |
| Classes in high poverty schools not taught by highly qualified teachers | 8.8% | 4.9% |

| | Our School | State Objective | Met State Objective |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 6.7% | 0.0% | No |
| Student attendance rate | 94.6% | 94.0%* | Yes |

* Or greater than last year

Abbreviations for Missing Data

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

Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 620.7 | 609.1 | 573.6 | 594.3 | 99.8 | 99.8 |
| Male | 613.4 | 605.3 | 572.6 | 595.1 | 99.5 | 99.5 |
| Female | 629.0 | 613.5 | 574.8 | 593.3 | 100.0 | 100.0 |
| White | 639.9 | 627.3 | 606.2 | 600.3 | 100.0 | 100.0 |
| African American | 615.9 | 603.6 | 567.6 | 590.2 | 99.6 | 99.6 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 626.8 | 619.0 | 575.7 | 605.6 | 100.0 | 100.0 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | 584.0 | 583.7 | 548.8 | 576.7 | 100.0 | 100.0 |
| Limited English Proficient | 623.9 | 618.5 | 575.9 | 603.3 | 100.0 | 100.0 |
| Subsidized meals | 618.3 | 608.6 | 571.9 | 593.6 | 99.7 | 99.7 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0 | 95.0 |

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 | | | | | | | |
| 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 |
| 2013 | 3 | 142 | 99.3 | 43.9 | 33.3 | 22.7 | 56.1 |
| | 4 | 124 | 100 | 54 | 39.8 | 6.2 | 46 |
| | 5 | 132 | 100 | 52.5 | 32.8 | 14.8 | 47.5 |
| | 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 | | | | | | | |
| 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 |
| 2013 | 3 | 142 | 99.3 | 63.6 | 28.8 | 7.6 | 36.4 |
| | 4 | 124 | 100 | 46.9 | 43.4 | 9.7 | 53.1 |
| | 5 | 132 | 100 | 54.9 | 36.9 | 8.2 | 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 |
| Science | | | | | | | |
| 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 |
| 2013 | 3 | 72 | 98.6 | N/AV | N/AV | N/AV | 26.6 |
| | 4 | 124 | 100 | 72.6 | 24.8 | 2.7 | 27.4 |
| | 5 | 66 | 98.5 | 82.3 | 16.1 | 1.6 | 17.7 |
| | 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 |

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 | | | | | | | |
| 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 |
| 2013 | 3 | 70 | 95.7 | N/AV | N/AV | N/AV | 37.9 |
| | 4 | 124 | 100 | 51.3 | 45.1 | 3.5 | 48.7 |
| | 5 | 66 | 97 | 73.3 | 23.3 | 3.3 | 26.7 |
| | 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 |
| Writing | | | | | | | |
| 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 |
| 2013 | 3 | 140 | 96.4 | 56.2 | 29.2 | 14.6 | 43.8 |
| | 4 | 123 | 99.2 | 48.2 | 46.4 | 5.4 | 51.8 |
| | 5 | 131 | 99.2 | 59.5 | 26.4 | 14 | 40.5 |
| | 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 |

Abbreviations for Missing Data

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