



RICHLAND NORTHEAST HIGH

7500 Brookfield Road
Columbia, South Carolina

Grades	7-12 High School	
Enrollment	1,517 Students	
Principal	Ralph Schmidt	803-699-2800
Superintendent	Katie Brochu, Ed.D.	803-787-1910
Board Chair	Stephanie Burgess, Ph.D.	803-530-9899

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

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

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>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
15	9	16	1	1

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

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	70.7%	75.1%	67.7%	78.5%	80.9%	79.1%
Passed 1 subtest (%)	12.0%	15.9%	16.9%	11.6%	10.4%	12.2%
Passed no subtests (%)	17.4%	9.0%	15.4%	9.9%	9.0%	8.7%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	84.7%	91.8%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	468	422	317	301
Number of Graduates in Cohort	262	263	232	218
Rate	56.0%	62.3%	74.2%	72.6%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	466	N/A	305
Number of Graduates in Cohort	N/A	262	N/A	220
Rate	N/A	56.2%	N/A	71.6%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	82.5%	79.1%
English 1	72.2%	67.8%
Biology 1/Applied Biology 2	69.0%	70.8%
Physical Science	50.6%	58.8%
US History and the Constitution	55.7%	49.2%
All Tests	64.6%	64.7%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=1,517)				
Retention rate	5.4%	Down from 6.0%	3.5%	3.4%
Attendance rate	95.7%	Down from 97.2%	94.6%	95.0%
Served by gifted and talented program	14.5%	Down from 16.3%	15.6%	12.4%
With disabilities other than speech	9.5%	No Change	10.6%	9.9%
Older than usual for grade	8.3%	Down from 9.7%	6.7%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.6%	Down from 2.9%	0.9%	0.9%
Enrolled in AP/IB programs	36.7%	Up from 21.6%	14.2%	13.0%
Successful on AP/IB exams	61.2%	Down from 64.1%	51.6%	51.7%
Eligible for LIFE Scholarship	11.7%	Down from 23.5%	32.1%	30.1%
Annual dropout rate	3.5%	Down from 3.8%	3.2%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	2.1%	2.9%
Enrollment in career/technology courses	738	Up from 597	458	419
Students participating in work-based experiences	0.5%	Down from 2.8%	12.2%	7.2%
Career/technology students attaining technical skills	80.0%	Up from 74.7%	83.6%	83.0%
Career/technology completers placed	90.0%	Down from 94.4%	97.6%	98.4%
Teachers (n=107)				
Teachers with advanced degrees	75.7%	Up from 75.0%	61.1%	61.1%
Continuing contract teachers	75.7%	Up from 63.0%	86.6%	80.6%
Teachers returning from previous year	85.6%	Down from 86.8%	88.5%	86.5%
Teacher attendance rate	95.5%	Down from 96.4%	95.7%	95.5%
Average teacher salary*	\$52,067	Down 2.4%	\$47,477	\$46,884
Professional development days/teacher	11.1 days	Up from 10.2 days	10.9 days	10.0 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	25.9 to 1	Up from 21.4 to 1	29.2 to 1	26.5 to 1
Prime instructional time	90.7%	Down from 92.7%	89.1%	89.3%
Dollars spent per pupil**	\$10,004	Up 2.3%	\$7,377	\$7,804
Percent of expenditures for teacher salaries**	62.5%	Up from 60.2%	56.2%	58.0%
Percent of expenditures for instruction**	64.8%	Up from 64.6%	59.4%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.9%	Up from 91.0%	97.0%	97.3%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		Met AYP Objective
	n	%	t	%	n	%	
All Students	294	84.7%	1795	64.6%	468	56.0%	No
Gender							
Male	140	79.3%	857	62.5%	243	45.3%	N/A
Female	154	89.6%	887	66.0%	225	67.6%	N/A
Racial/Ethnic Group							
White	66	93.9%	374	90.4%	112	55.4%	N/A
African American	195	82.1%	1196	56.6%	302	58.9%	N/A
Asian/Pacific Islander	11	100.0%	17	58.8%	N/A	N/A	N/A
Hispanic	20	75.0%	151	61.6%	39	46.2%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	27	44.4%	120	35.8%	25	48.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	20	70.0%	106	57.5%	17	47.1%	N/A
Socio-Economic Status							
Subsidized meals	119	80.7%	886	56.0%	140	57.1%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Each year, we at Richland Northeast High School welcome the perspective that the State of South Carolina Report Card offers on our progress and our statistical standing among other high schools in the state. Our administration, faculty, and School Improvement Council work hard to help our students reach the markers set for them. We also understand that reaching those markers is only one indication of a quality education, and for that reason we continue to stretch ourselves beyond what is expected. This has been a year of significant changes, both in an expansion of our educational environment and refurbishing of our physical one.

This year we became an International Baccalaureate Candidate School as part of Richland School District Two's IB Continuum. Designated teachers have spent much of the year revamping our curricula to bring them in line with IB standards, with the goal of implementing IB-level coursework in 2011 – 12. As such, we join more than 3,260 schools in 140 countries (more than 945,000 students worldwide). We expect the effect of the IB Programme to be profound, significantly boosting academic achievement throughout the school as we work to meet the program's rigorous standards. We will grant our first IB Diplomas to the Class of 2014.

In addition, we are progressing through a campus wide refurbishment that began in summer 2010. The grant-funded initiative will bring our thirty-three-year-old campus up to date, increasing instructional space and upgrading current facilities as needed.

We continue to accrue honors and awards at the national and regional level. The Magnet Schools of America Association named our lead Convergence Media teacher, Lynn Washington, its 2011 Magnet Teacher of the Year; Ralph Schmidt was one of eight finalists for the Magnet Principal of the Year award. The South Carolina Theatre Association gave Palmetto Center for the Arts Theatre teacher Donna Wilson its Lifetime Service Award.

RNE had five 2011 National Achievement Scholarship Semifinalists and three winners, along with a National Merit Scholarship winner and a finalist for the U.S. Presidential Scholarship. Our Model UN Team took first place for the twentieth time (out of twenty-two years) at the National Model UN competition. Our Student Government won three top awards from the South Carolina Association of Student Councils, and our Theatre Department was once again invited to represent the U.S. at Scotland's Edinburgh Fringe Festival, the fifth time in the past decade. Our NJROTC again competed in the NJROTC Nationals, one of only two teams statewide to qualify. This is just a taste of the year's achievements.

We continue to stress community service, again adopting dozens of families for Families Helping Families, extending our HOPE for the Holidays fall service project into the year-round HOPE 365, and coming together as a school to back the Junior Horizon class's No More Empty Plates campaign to fight hunger. Am I proud of the Cavalier Family? You bet.

Regards,
Ralph Schmidt

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	65	217	31
Percent satisfied with learning environment	89.2%	76.4%	96.7%
Percent satisfied with social and physical environment	87.7%	77.0%	73.3%
Percent satisfied with school-home relations	76.9%	82.2%	80.6%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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No Child Left Behind

School Adequate Yearly Progress	No
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This school met 9 out of 19 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	N/A
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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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.4%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	342	93.3	19.4	28.6	28.6	23.3	59.0	74.2	68.0	No	Yes
Male	188	92.0	26.0	30.5	25.3	18.2	51.3	70.2	63.1	N/A	N/A
Female	154	94.8	11.6	26.4	32.6	29.5	68.2	78.2	73.1	N/A	N/A
White	63	95.2	3.7	9.3	22.2	64.8	88.9	90.4	79.4	Yes	Yes
African American	231	92.2	23.7	33.9	28.5	14.0	49.5	66.8	51.7	No	Yes
Asian/Pacific Islander	10	100.0	N/A	N/A	N/A	N/A	N/A	83.9	83.2	I/S	I/S
Hispanic	37	94.6	21.2	33.3	36.4	9.1	60.6	63.5	62.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	66.4	I/S	I/S
Disabled	45	91.1	56.3	25.0	9.4	9.4	21.9	28.7	22.8	I/S	No
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	23	91.3	38.9	44.4	16.7	N/A	38.9	49.2	45.1	I/S	I/S
Subsidized meals	181	91.7	26.4	33.8	29.7	10.1	47.3	59.9	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	342	93.3	23.2	34.0	25.6	17.2	55.1	66.9	62.3	No	Yes
Male	188	92.6	27.7	34.2	22.6	15.5	51.0	64.9	61.4	N/A	N/A
Female	154	94.2	17.7	33.8	29.2	19.2	60.0	68.9	63.2	N/A	N/A
White	63	95.2	5.6	18.5	29.6	46.3	87.0	88.1	75.3	Yes	Yes
African American	231	92.2	29.8	35.6	24.5	10.1	47.3	56.9	42.9	No	Yes
Asian/Pacific Islander	10	100.0	N/A	N/A	N/A	N/A	N/A	90.3	84.3	I/S	I/S
Hispanic	37	94.6	21.2	51.5	21.2	6.1	39.4	50.5	59.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	64.1	I/S	I/S
Disabled	45	88.9	59.4	25.0	9.4	6.3	25.0	22.9	21.5	I/S	No
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	23	91.3	33.3	44.4	16.7	5.6	33.3	49.2	47.1	I/S	I/S
Subsidized meals	181	91.2	31.8	31.1	30.4	6.8	48.6	52.4	48.5	No	No

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)											
All Students	342	92.4	57.3	15.2	13.6	13.9	27.5	N/A	N/A	N/A	N/A
Male	188	91.0	60.8	11.7	13.5	14.0	27.5	N/A	N/A	N/A	N/A
Female	154	94.2	53.1	19.3	13.8	13.8	27.6	N/A	N/A	N/A	N/A
White	63	93.7	22.0	11.9	25.4	40.7	66.1	N/A	N/A	N/A	N/A
African American	231	93.1	67.4	14.4	11.6	6.5	18.1	N/A	N/A	N/A	N/A
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	37	86.5	56.3	28.1	3.1	12.5	15.6	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	45	84.4	81.6	2.6	10.5	5.3	15.8	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	23	69.6	81.3	12.5	6.3	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	181	92.3	69.5	12.6	10.2	7.8	18.0	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	386	98.2	12.5	31.0	28.1	28.4	67.3	71.4	65.9
	2011	342	93.3	19.4	28.6	28.6	23.3	59.0	74.2	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	385	98.4	19.3	28.3	27.5	24.9	63.7	67.7	62.3
	2011	342	93.3	23.2	34.0	25.6	17.2	55.1	66.9	62.3

* Adjusted to account for natural variation in performance.

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