



Ridgeland High

P.O. Box 250
Ridgeland, SC 29936

Grades	10-12 High School	
Enrollment	426 Students	
Principal	Brian Simon	843-717-1500
Superintendent	Dr. Delacy Sanford	843-717-1100
Board Chair	Berty Riley	843-726-4857

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Excellent	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	0	0

* Ratings are calculated with data available by September 30.

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

Percent	Our High School			High Schools with Students Like Ours		
	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	0	0	63.6	0	0	0
Passed 1 subtest (%)	0	0	14.4	0	0	0
Passed no subtests (%)	0	0	22.0	0	0	0

HSAP Passage Rate by Spring 2008

Percent	Our High School	High Schools with Students Like Ours
	100.0%	0%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	100	0
Number of Diplomas	94	0
Rate	94.0%	0%

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	35.7	0
English 1	20.0	0
Physical Science	19.6	0
All Tests	27.9	0

* 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=426)				
Retention rate	8.4%	N/A	10.1%	6.1%
Attendance rate	99.5%	N/A	93.4%	95.0%
Eligible for gifted and talented	5.9%	N/A	3.7%	8.3%
With disabilities other than speech	16.1%	N/A	15.2%	13.0%
Older than usual for grade	12.0%	N/A	13.9%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	N/R	3.0%	1.5%
Enrolled in AP/IB programs	8.6%	N/R	5.1%	11.4%
Successful on AP/IB exams	N/A	N/A	16.8%	54.3%
Eligible for LIFE Scholarship	20.8%	N/R	25.0%	30.5%
Annual dropout rate	N/A	N/A	3.1%	3.5%
Career/technology students in co-curricular organizations	0.0%	N/A	5.3%	3.1%
Enrollment in career/technology courses	259	N/A	342	559
Students participating in work-based experiences	25.1%	N/A	4.8%	10.6%
Career/technology students attaining technical skills	74.1%	N/A	75.6%	79.6%
Career/technology completers placed	N/A	N/A	97.5%	98.5%
Teachers (n=43)				
Teachers with advanced degrees	58.1%	N/A	51.8%	57.4%
Continuing contract teachers	51.2%	N/A	54.7%	69.6%
Teachers with emergency or provisional certificates	28.6%	N/A	19.6%	8.7%
Teachers returning from previous year	N/A	N/A	79.3%	85.0%
Teacher attendance rate	94.9%	N/R	95.1%	95.4%
Average teacher salary	\$46,527	I/S	\$44,540	\$46,061
Professional development days/teacher	13.0 days	N/R	11.2 days	11.4 days
School				
Principal's years at school	1.0	N/R	2.0	3.0
Student-teacher ratio in core subjects	28.3 to 1	N/R	22.3 to 1	25.4 to 1
Prime instructional time	92.4%	N/R	87.8%	89.1%
Dollars spent per pupil*	N/A	N/A	\$8,861	\$7,279
Percent of expenditures for teacher salaries*	N/A	N/A	53.7%	55.3%
Percent of expenditures for instruction*	N/A	N/A	60.4%	60.8%
Opportunities in the arts	Good	N/R	Good	Excellent
Parents attending conferences	83.6%	N/R	83.6%	94.2%
SACS accreditation	Yes	N/R	Yes	Yes
Character development program	Below Average	N/R	Good	Good
Modern Language Program Assessment	N/A	N/A	Average	Good
Classical Language Program Assessment	N/A	N/A	N/A	Average

* 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 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	100	100.0%	136	27.9%	100	94.0%	Yes
Gender							
Male	42	100.0%	71	26.8%	42	90.5%	N/A
Female	40	100.0%	65	29.2%	40	95.0%	N/A
Racial/Ethnic Group							
White	10	100.0%	35	37.1%	10	70.0%	N/A
African American	66	100.0%	82	28.0%	66	97.0%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	10	100.0%	25	24.0%	10	80.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	57	100.0%	101	27.7%	57	94.7%	N/A

* 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

This year, New Ridgeland High School entered a new facility. In transitioning from the old to the new, we have implemented new programs and initiatives to address the needs of our students. Jasper County High School's 2007 passage rate for first attempt tenth graders was 55.0%, an increase of 14% over the 2006 report card when students had a passage rate of 41.0% on the High School Assessment Program Test. The passage rate on the report card in (2006) showed a 12.0% decrease from (2005) when students scored 53.2%. The tenth grade students are also assessed using Measures of Academic Performance (MAP) as a diagnostic tool. Through analyzing the figures, we know that on the English/Language Arts area 20% scored below basic, 46.8 % basic, 23.2% proficient and 10.0% were advanced. In the mathematics area, 41.7% scored below basic, 34.2% basic, 17.6 proficient, and 6.4% advanced.

Information based on the data reviewed from classroom observations, HSAP, EOCT, and teacher surveys results shows at least 30% of the teachers need training in standards based strategies' in interpreting HSAP/MAP data, and developing strategies to deliver the standards in classroom instruction. To assist in this matter, the leadership team meets bi-monthly to review data, assess the needs and implementation of curriculum and develop monitoring strategies to improve student achievement. Common Assessments and Benchmark Testing are used to identify student weaknesses and strengths on standardized tests. Other programs have been implemented to redirect our students to close the achievement gap. Moreover, the technology of computer based programs is being used for strategic planning. Ridgeland High School's new innovative initiative will bring the Performing and Visual Arts Academy to our campus. We will have three majors which will include Art, Vocal Music, and Instrumental Music. We plan to add Drama, Dance, and Telecommunications.

Parental involvement is vital at the high school level. Please feel free to contact me at any time to share ideas and express concerns regarding your child and/or Ridgeland High School. Our two major themes are "Bettering your best," and "Good is evil to Greatness." Together we can make a difference in our future leaders of tomorrow.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	87	12
Percent satisfied with learning environment	68.2%	52.9%	I/S
Percent satisfied with social and physical environment	87.0%	67.5%	50.0%
Percent satisfied with school-home relations	60.9%	78.8%	66.6%

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

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School Adequate Yearly Progress

NO

This school met 10 out of 13 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

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. Sanction: Implement the restructuring plan.
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 School	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	21.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	27.1%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	138	96.4	23.3	33.3	33.3	10	57.5	50	69.7	Yes	Yes
Male	61	96.7	29.1	32.7	30.9	7.3	56.4	47.6	64.6	N/A	N/A
Female	77	96.1	18.5	33.8	35.4	12.3	58.5	52.5	74.8	N/A	N/A
White	29	93.1	18.2	45.5	27.3	9.1	63.6	51.5	81.7	I/S	I/S
African American	102	97.1	25	29.3	35.9	9.8	56.5	50	53.6	Yes	Yes
Asian/Pacific Islander	1	I/S	83.1	I/S	I/S						
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	45.5	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.5	I/S	I/S
Disabled	25	92	78.3	13	4.3	4.3	13	11.8	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	36.8	47.3	I/S	I/S
Subsized meals	114	97.4	23	34	33	10	56	49.7	55.1	Yes	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	137	96.4	32.5	33.3	28.3	5.8	45	37.7	67.2	No	Yes
Male	60	98.3	34.5	32.7	27.3	5.5	49.1	38.1	66.3	N/A	N/A
Female	77	94.8	30.8	33.8	29.2	6.2	41.5	37.4	68	N/A	N/A
White	29	93.1	27.3	50	13.6	9.1	27.3	24.2	79.6	I/S	I/S
African American	101	98	33.7	30.4	30.4	5.4	48.9	41.2	49.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	88.9	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	31.8	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	69.5	I/S	I/S
Disabled	24	95.8	78.3	17.4	0	4.3	4.3	5.9	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	21.1	54.9	I/S	I/S
Subsized meals	113	97.3	33	34	28	5	44	36.3	53.1	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	49	89.8	85.7	2.0	2.0	N/A	I/S	N/A	N/A	N/A	N/A
Male	26	92.3	88.5	N/A	3.8	N/A	I/S	N/A	N/A	N/A	N/A
Female	23	87.0	82.6	4.3	N/A	N/A	I/S	N/A	N/A	N/A	N/A
White	15	93.3	80.0	6.7	6.7	N/A	I/S	N/A	N/A	N/A	N/A
African American	31	87.1	87.1	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	37	91.9	89.2	2.7	N/A	N/A	I/S	N/A	N/A	N/A	N/A

* Adj - 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 and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2008	138	96.4	23.3	33.3	33.3	10	57.5	50	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2008	137	96.4	32.5	33.3	28.3	5.8	45	37.7	67.2

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