



Ridgeland High

P.O. Box 250
Ridgeland, SC 29936

Grades	9-12 High School	
Enrollment	582 Students	
Principal	Brian Simon	843-717-1500
Superintendent	John Taylor	843-717-1100
Board Chair	Michael Hubbard	843-784-2654

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	At-Risk
2008	Excellent	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

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 GOAL

By 2010, SC'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.

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	4	7	8	12

* Ratings are calculated with data available by 03/25/2010.

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	N/A	63.6	56.0	N/A	N/A	61.7
Passed 1 subtest (%)	N/A	14.4	23.1	N/A	N/A	18.8
Passed no subtests (%)	N/A	22.0	20.9	N/A	N/A	19.5

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	100.0%	89.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	131	142
Number of Diplomas	98	99
Rate	74.8%	67.2%

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	40.3	57.7
English 1	29.0	47.2
Physical Science	24.6	32.5
US History and the Constitution	10.0	18.7
All Tests	26.4	38.0

* 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=582)				
Retention rate	3.3%	Down from 8.4%	7.3%	4.8%
Attendance rate	99.9%	Up from 99.5%	94.7%	95.5%
Eligible for gifted and talented	10.2%	Up from 5.9%	5.5%	9.2%
With disabilities other than speech	12.6%	Down from 16.1%	13.5%	12.6%
Older than usual for grade	10.1%	Down from 12.0%	11.9%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.1%	Up from 1.2%	1.2%	1.2%
Enrolled in AP/IB programs	2.6%	Down from 8.6%	5.3%	13.2%
Successful on AP/IB exams	N/A	N/A	31.5%	55.6%
Eligible for LIFE Scholarship	21.9%	Up from 20.8%	28.7%	29.8%
Annual dropout rate	4.7%	N/A	3.3%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	3.7%	3.0%
Enrollment in career/technology courses	211	Down from 259	340	523
Students participating in work-based experiences	15.3%	Down from 25.1%	12.7%	12.9%
Career/technology students attaining technical skills	71.8%	Down from 74.1%	78.1%	79.3%
Career/technology completers placed	100.0%	N/A	99.5%	98.8%
Teachers (n=36)				
Teachers with advanced degrees	50.0%	Down from 58.1%	52.5%	58.6%
Continuing contract teachers	55.6%	Up from 51.2%	60.8%	71.6%
Teachers with emergency or provisional certificates	25.0%	Down from 28.6%	16.7%	8.1%
Teachers returning from previous year	N/A	N/A	77.1%	85.0%
Teacher attendance rate	96.1%	Up from 94.9%	95.5%	95.5%
Average teacher salary*	\$48,652	Up 4.6%	\$45,936	\$47,761
Professional development days/teacher	13.0 days	No Change	11.0 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	26.2 to 1	Down from 28.3 to 1	21.7 to 1	26.1 to 1
Prime instructional time	93.6%	Up from 92.4%	89.0%	89.8%
Dollars spent per pupil**	\$11,520	N/A	\$9,498	\$7,883
Percent of expenditures for teacher salaries**	48.6%	N/A	53.3%	54.1%
Percent of expenditures for instruction**	53.0%	N/A	59.8%	60.2%
Opportunities in the arts	Excellent	Up from Good	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	40.2%	Down from 83.6%	91.3%	95.8%
Character development program	Below Average	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	62	100.0%	660	26.4%	131	74.8%	No
Gender							
Male	30	100.0%	323	26.3%	61	63.9%	N/A
Female	32	100.0%	337	26.4%	70	84.3%	N/A
Racial/Ethnic Group							
White	N/A	N/A	68	25.0%	13	38.5%	N/A
African American	56	100.0%	536	25.6%	107	79.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	51	33.3%	11	72.7%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	61	16.4%	N/A	N/A	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	43	34.9%	10	80.0%	N/A
Socio-Economic Status							
Subsidized meals	41	100.0%	457	27.8%	78	76.9%	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

Ridgeland High School: For the past two years, Ridgeland High School has been improving in all areas of academic achievement. Clearly substantiating this distinction are the multiple commendations of educational excellence received by the state of South Carolina as the Palmetto Gold School that recognized the fastest level of improvement in one year. Ridgeland High School is categorized in the state of South Carolina as being ranked number 7 in the state's Graduation Rate with 94% of our seniors moving to the future. Our vision in becoming the "Best High School in the Nation" has started on a positive note. During the year, many accomplishments were attained in moving toward making excellence a reachable goal. Our faculty and staff continue to push rigor, relevance, and rapport in our classrooms to meet our students' needs and to make our school being the best ever! Ridgeland's faculty and staff have participated in countless workshops and seminars to enhance classroom etiquette and objectives for student success. The 2008-09 school year has set the tone for excellence, marking a clear destination for perfection. We are in the process of exemplifying a most notable environment of educational efficacy. With the significant contributions from a committed, enthusiastic, talented, and intellectually astute student body, our parental organizations as well as a dedicated and creative team of faculty and staff, Ridgeland High School is heralded as a place where educational excellence is customary. Ridgeland High School will serve as a model because of the comprehensiveness of our academic, technical, artistic, and athletic programs. In respect to our curricular program of study, students are able to concentrate in the special area of interest and, at the same time, strengthen their aptitude by participating in our after-school tutorial and computer lab. Ridgeland High School is the great institution of excellence that it is today because of the talented students of the past. Potential students of Ridgeland High School, you are the future. Potential parents of Ridgeland High School, Ridgeland High School offers the best environment for your son/daughter to develop the academic and social foundations necessary for success in education and in life. While this acquisition satisfies the critical need for a new facility, it is incumbent of each of us to revitalize our commitment to sustaining an educational environment that reflects a passion among staff, students, and parents if we are to continue to be progressive and outstanding institution of learning. The results from the South Carolina High School Assessment Program (HSAP) for the past three years have shown increments of growth, and we are on our way to meet expected progress for our goals. Ridgeland High School's 2008 passage rate for first attempt tenth graders was 68.0%, an increase of 14% over the 2007 report card when students had a passage rate of 55.0% on the High School Assessment Program Test. 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, we increase from the goal of 64% to the actual score 79%. In the mathematics area, the goal of students to score 64% was actually surpassed in our final assessment of 70%. Teacher qualifications, training, and operational procedures were assessed by the administration. A need exists to retrain teachers in curriculum, discipline, and technology integration in the delivery of state standards. To assist in this matter, the leadership team meets bi-weekly to review data, assess the needs and implementation of curriculum, and develop monitoring strategies to improve student achievement. The faculty and staff continue to collect data for improvement of 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. Parental involvement is vital but is less observed at the high school level. However, research reveals that increased parental connection yields improved test results. Therefore, we are depending on you to help us make an encouraging difference in the academic success of Ridgeland High School. 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

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	0	0
Percent satisfied with learning environment	78.1%	N/R	N/R
Percent satisfied with social and physical environment	78.1%	N/R	N/R
Percent satisfied with school-home relations	46.9%	N/R	N/R

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

School Adequate Yearly Progress

NO

This school met 6 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. 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.6%	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
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	136	98.5	28	48	16	8	38.4	36.6	61.8	No	Yes
Male	65	100	32.3	41.9	19.4	6.5	40.3	37.8	57.4	N/A	N/A
Female	71	97.2	23.8	54	12.7	9.5	36.5	35.4	66.1	N/A	N/A
White	18	88.9	14.3	35.7	28.6	21.4	71.4	61.9	74.3	I/S	I/S
African American	106	100	31	47	15	7	35	34	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	28.6	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	16	100	73.3	13.3	13.3	0	20	16.7	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	25	38.5	I/S	I/S
Subsized meals	97	100	29.8	48.9	17	4.3	35.1	32.4	45.6	No	Yes

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

All Students	136	98.5	33.6	37.6	20.8	8	45.6	38.7	62.7	No	Yes
Male	65	100	37.1	38.7	19.4	4.8	40.3	35.7	61.8	N/A	N/A
Female	71	97.2	30.2	36.5	22.2	11.1	50.8	41.7	63.6	N/A	N/A
White	18	88.9	35.7	21.4	14.3	28.6	50	47.6	75.1	I/S	I/S
African American	106	100	35	39	20	6	42	36	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	52.4	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	16	100	80	13.3	0	6.7	13.3	13.3	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	50	52.3	I/S	I/S
Subsized meals	97	100	30.9	40.4	23.4	5.3	44.7	38.8	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	136	58.8	53.7	2.9	2.2	N/A	I/S	N/A	N/A	N/A	N/A
Male	65	50.8	46.2	3.1	1.5	N/A	I/S	N/A	N/A	N/A	N/A
Female	71	66.2	60.6	2.8	2.8	N/A	I/S	N/A	N/A	N/A	N/A
White	18	55.6	50.0	5.6	N/A	N/A	I/S	N/A	N/A	N/A	N/A
African American	106	62.3	56.6	2.8	2.8	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	10	30.0	30.0	N/A	N/A	N/A	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	16	43.8	37.5	6.3	N/A	N/A	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	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	97	61.9	57.7	1.0	3.1	N/A	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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

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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	138	96.4	23.3	33.3	33.3	10	57.5	50	69.7
	2009	136	98.5	28	48	16	8	38.4	36.6	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	137	96.4	32.5	33.3	28.3	5.8	45	37.7	67.2
	2009	136	98.5	33.6	37.6	20.8	8	45.6	38.7	62.7

* Adjusted to account for natural variation in performance.