



RIDGELAND MIDDLE

PO Box 250
Ridgeland, S.C. 29936

Grades	6-8 Middle School	
Enrollment	404 Students	
Principal	Jeannie Jefferson	843-717-1401
Superintendent	Dr. Vashti Washington	843-717-1100
Board Chair	Michael Hubbard	843-784-2654

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	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 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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

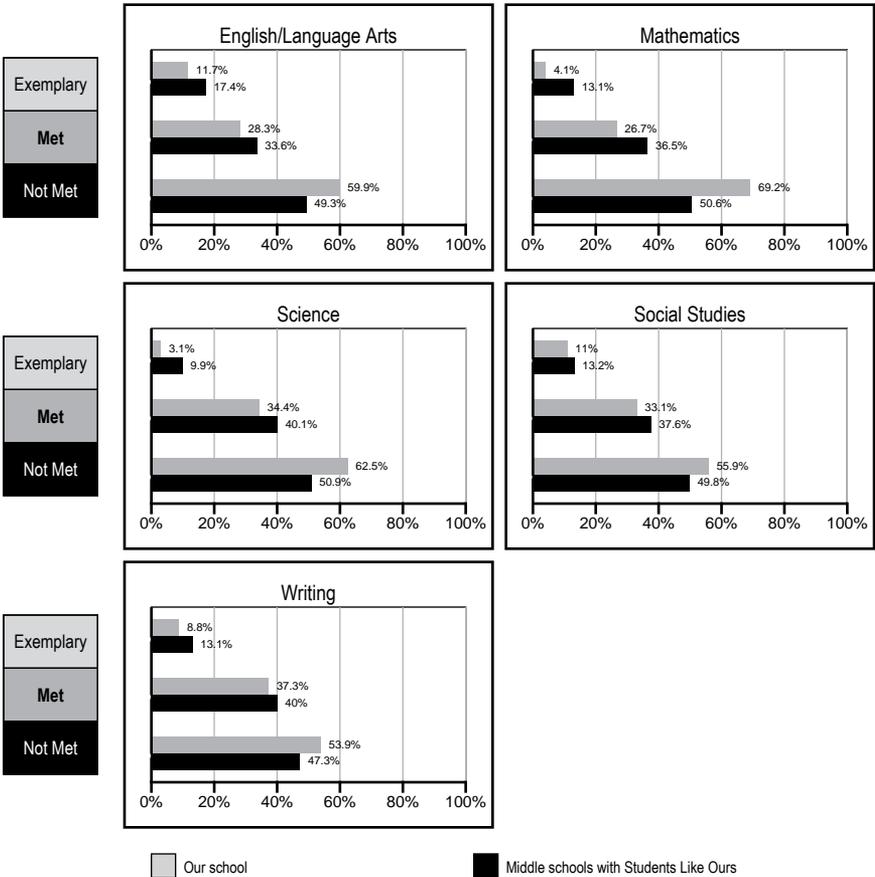
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	14	33	18

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	89.7%
English 1	N/A	87.5%
Physical Science	N/A	52.6%
US History and the Constitution	N/A	N/A
All Subjects	N/A	88.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=404)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	13.4%	24.2%
Retention rate	1.2%	Up from 0.2%	1.0%	0.7%
Attendance rate	99.3%	Up from 99.1%	95.3%	95.9%
Eligible for gifted and talented	12.3%	Up from 7.9%	7.0%	16.4%
With disabilities other than speech	11.4%	Down from 13.1%	14.5%	12.0%
Older than usual for grade	1.7%	Down from 5.0%	4.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 8.0%	0.3%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	60.5%	No Change	57.6%	58.5%
Continuing contract teachers	47.4%	Up from 44.7%	64.7%	80.0%
Teachers with emergency or provisional certificates	25.9%	Down from 31.0%	12.7%	4.0%
Teachers returning from previous year	66.1%	Up from 60.7%	77.7%	84.6%
Teacher attendance rate	99.6%	Up from 95.5%	95.7%	95.4%
Average teacher salary*	\$48,769	Up 0.5%	\$44,451	\$46,561
Professional development days/teacher	11.5 days	Up from 7.1 days	10.4 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	14.2 to 1	Down from 17.1 to 1	18.0 to 1	21.1 to 1
Prime instructional time	96.8%	Up from 93.2%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.2%	Down from 94.7%	97.4%	98.1%
Character development program	Below Average	Down from Excellent	Good	Good
Dollars spent per pupil**	\$9,701	Up 1.6%	\$10,026	\$7,802
Percent of expenditures for instruction**	75.3%	Up from 65.4%	60.4%	63.8%
Percent of expenditures for teacher salaries**	63.6%	Up from 60.0%	55.9%	60.0%

* 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

The 2009-2010 school year started off as one filled with optimistic uncertainty. Nonetheless, we went about the planning and preparation for the year with student achievement and success as our focal point. Our ultimate goal was to make the best use of the resources that we had available so that each student would receive optimum support.

One major reason for our early concern was due in part to the revelation that one of the key components of student academic assistance would not be available this year due to budgetary concerns. Our regular after-school tutorial program was eliminated due to lack of funding. This had a direct and profound impact on our remediation efforts and greatly limited our ability to provide assistance outside the regular classroom environment. We were able to garner voluntary efforts on the part of the teaching core to assist in filling this void.

Budgetary constraints also resulted in the elimination of two regular teaching positions, thus requiring the adjustment of teaching teams and scheduling to accommodate this loss. For this reason as well as the fact that we hired six new teachers, it became necessary for us to restructure each grade-level academic team. We previously discovered that our academic teams had most of our experienced teachers assigned to the eighth grade. We sought to ensure that the wealth of the experience would be equitably distributed throughout each of the teams respectively. This restructuring effort was implemented not only to assist students, but to ensure the success of our least experienced teachers.

For the same fiscal reasons as stated above, we were unable to put into place our regularly scheduled summer tutorial program, which has been paramount in our efforts to maintain the momentum which is generated during the regular academic year. Parents have been thus forced to generate individual efforts to provide the support usually rendered during the summer months.

Another key handicap which impeded the planning process was the late receipt of testing data from the previous school term. Inasmuch as we had our in-house MAP (Measures of Academic Progress) testing data available, this in no way compares to the specificity of the PASS testing data which would have greatly assisted us in our diagnostic preparatory efforts. If this much needed data is to be a resource for us in coming years, it has to be made available prior to the start of the academic year. However, in spite of the previously mentioned challenges, we were able to navigate our way through the school year in an acceptably successful manner. As a member of the state's Palmetto Priority Schools, we are the recipients of targeted academic assistance. One of the key components of this assistance is the bi-weekly visitation of our PPS Liaison who monitors the academic progress as well as the processes we have in place to affect student achievement. This monitoring process dictated that we formulated a 'Memorandum of Agreement' which highlighted academic focus goals for the year. We are proud to announce that we accomplished all goals outlined in this document, and have thus satisfied our annual commitment to the PPS office. We are eagerly anxious to review the outcome of our recent PASS testing efforts, as we believe that they will document the success of this year.

As we close this year, we are eagerly optimistic about the appointment of our newly assigned superintendent, and her new staff of individuals who will undoubtedly be a key asset to the district as well as this school. This will render the kind of supervision from the district leadership that is paramount in assisting individual schools to perform at a level needed to ensure optimum student performance.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	95	19
Percent satisfied with learning environment	67.9%	69.1%	61.1%
Percent satisfied with social and physical environment	71.4%	72.0%	68.4%
Percent satisfied with school-home relations	39.3%	80.4%	61.1%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 20 out of 29 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

R

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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.2%	0.0%	No
Student attendance rate	99.3%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	396	99	59.2	28.3	12.5	54.9	64.9	83.5	No	Yes
Gender										
Male	198	98.5	63.6	28.3	8	48.7	60.6	80.1	N/A	N/A
Female	198	99.5	54.7	28.2	17.1	61.3	69.7	87	N/A	N/A
Racial/Ethnic Group										
White	52	98.1	46.3	34.1	19.5	58.5	76.1	89.6	No	Yes
African American	298	99	63.3	26	10.7	50.9	61.1	74.6	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	45	100	46.7	37.8	15.6	75.6	70.3	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	46	97.8	81.8	9.1	9.1	22.7	27	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	45.2	40.5	14.3	76.2	69.5	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	325	99.1	60.5	27.5	12.1	54.2	63.7	76.9	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	396	99.5	68.6	27.4	4.1	47.2	53.5	80.4	No	Yes
Gender										
Male	198	99.5	72.3	25.5	2.1	44.1	51.1	78.4	N/A	N/A
Female	198	99.5	64.6	29.3	6.1	50.3	56.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	52	98.1	46.3	43.9	9.8	61	69	87.8	Yes	Yes
African American	298	99.7	73	24.1	2.8	42.2	47.5	69.3	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	45	100	62.2	33.3	4.4	64.4	62.5	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	46	100	N/A	N/A	N/A	20	28	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	64.3	31	4.8	64.3	62.3	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	325	99.7	69.1	27.4	3.6	46.6	52.6	72.8	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	277	98.6	62.3	34.6	3.1	37.7	36.3	67.3
Gender								
Male	138	99.3	67.4	30.2	2.3	32.6	36.8	66.9
Female	139	97.8	57	39.1	3.9	43	35.7	67.7
Racial/Ethnic Group								
White	37	97.3	51.7	41.4	6.9	48.3	56.6	79.6
African American	207	98.6	62.6	34.9	2.6	37.4	31.5	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	32	100	71.9	25	3.1	28.1	40.2	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	32	90.6	N/A	N/A	N/A	3.6	14.3	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	31	100	74.2	22.6	3.2	25.8	39.3	58.6
Socio-Economic Status								
Subsidized meals	227	98.2	62.1	35.5	2.3	37.9	35.3	55.4
Social Studies								
All Students	269	99.6	55.5	33.5	11	44.5	45.4	70.9
Gender								
Male	138	99.3	60.9	28.6	10.5	39.1	42.2	70.1
Female	131	100	49.6	38.8	11.6	50.4	49.2	71.7
Racial/Ethnic Group								
White	35	100	51.7	24.1	24.1	48.3	57	79.2
African American	204	99.5	56.9	33.8	9.2	43.1	41.1	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	29	100	51.7	41.4	6.9	48.3	51.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	30	100	83.3	10	6.7	16.7	21.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	26	100	53.8	42.3	3.8	46.2	50.8	68
Socio-Economic Status								
Subsidized meals	222	99.6	56.7	33.3	10	43.3	42.8	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	398	98.7	53.8	37.4	8.9	46.2	46.9	72.1	99.3	99.5
Gender										
Male	200	99	64.2	32.1	3.7	35.8	38.4	65.2	99.1	99.4
Female	198	98.5	42.9	42.9	14.3	57.1	56.4	79.2	99.5	99.7
Racial/Ethnic Group										
White	50	100	42.9	42.9	14.3	57.1	59.6	80.8	99	99.3
African American	302	98.3	57.4	35.6	7	42.6	44.2	59.7	99.3	99.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	99.9	99.9
Hispanic	45	100	42.2	44.4	13.3	57.8	48.5	64.6	99.6	99.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	99.8
Disability Status										
Disabled	47	89.4	N/AV	N/AV	N/AV	9.8	10	27.7	98.7	99.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	42	100	42.9	47.6	9.5	57.1	48.5	63.7	99.7	99.6
Socio-Economic Status										
Subsidized meals	331	98.8	54.8	38.4	6.8	45.2	45.5	61.9	99.3	99.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	158	100	59.3	32	8.7	40.7
	7	153	98.7	58.6	26.9	14.5	41.4
	8	112	99.1	46.5	38.4	15.2	53.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	120	100	46.8	37.6	15.6	53.2
	7	154	97.4	68.8	21.5	9.7	31.3
	8	122	100	59.1	27.8	13	40.9
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	158	100	74.7	24	1.3	25.3
	7	153	98	59.7	34	6.3	40.3
	8	112	100	70	25	5	30
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	120	100	60.6	33.9	5.5	39.4
	7	154	98.7	75.9	20.7	3.4	24.1
	8	122	100	67	29.6	3.5	33
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	78	100	79.5	19.2	1.4	20.5
	7	153	98.7	62.8	33.1	4.1	37.2
	8	54	100	58.3	33.3	8.3	41.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	63	98.4	75.4	22.8	1.8	24.6
	7	152	100	62.8	35.2	2.1	37.2
	8	62	95.2	47.3	45.5	7.3	52.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	80	100	37.7	54.5	7.8	62.3
	7	153	98	70.8	23.6	5.6	29.2
	8	58	100	38.5	53.8	7.7	61.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	57	100	32.7	50	17.3	67.3
	7	152	99.3	67.6	25.5	6.9	32.4
	8	60	100	45.6	38.6	15.8	54.4
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	161	98.1	65.8	31.5	2.7	34.2
	7	151	95.4	56.1	37.4	6.5	43.9
	8	116	97.4	58.8	30.4	10.8	41.2
2010	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	122	100	46.4	43.8	9.8	53.6
	7	154	99.4	65.3	27.9	6.8	34.7
	8	122	96.7	46	43.4	10.6	54

Abbreviations for Missing Data

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