



Ridgeland Hardeeville High School

250 Jaguar Trail
Ridgeland, SC 29936

Grades	9-12 High School	
Enrollment	750 Students	
Principal	Cassandra Jennings	843-717-1500
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	Below Average	Excellent
2012	At-Risk	At-Risk
2011	At-Risk	Below Average
2010	At-Risk	At-Risk
2009	Good	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>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
7	8	19	2	0

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

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

Percent	Our High School			High Schools with Students Like Ours		
	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	50.8%	52.4%	44.7%	64.2%	67.6%	71.8%
Passed 1 subtest (%)	27.4%	27.2%	34.5%	19.6%	18.2%	16.2%
Passed no subtests (%)	21.8%	20.4%	20.8%	16.2%	14.2%	12.7%

HSAP Passage Rate by Spring 2013

Percent	Our High School	High Schools with Students Like Ours
	78.4%	87.8%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	202	194	173	165
Number of Graduates in Cohort	126	136	124	125
Rate	62.4%	70.1%	72.0%	72.4%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	120	200	179	166
Number of Graduates in Cohort	93	133	133	128
Rate	77.5%	66.5%	76.1%	75.0%

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	41.4%	66.9%
English 1	51.7%	58.0%
Biology 1/Applied Biology 2	53.9%	65.4%
US History and the Constitution	27.4%	40.9%
All Tests	44.2%	57.7%

* 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=750)				
Retention rate	1.4%	Up from 0.9%	3.9%	2.9%
Attendance rate	97.7%	Down from 97.9%	94.7%	95.1%
Served by gifted and talented program	1.2%	N/A	10.9%	17.5%
With disabilities	12.2%	N/A	13.7%	11.9%
Older than usual for grade	10.3%	N/A	10.2%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Up from 0.6%	0.7%	1.1%
Enrolled in AP/IB programs	4.0%	Up from 3.1%	5.9%	15.1%
Successful on AP/IB exams	N/A	N/A	22.7%	51.5%
Eligible for LIFE Scholarship	34.4%	Up from 25.0%	30.0%	30.6%
Annual dropout rate	2.1%	Up from 1.5%	2.3%	2.3%
Career/technology students in co-curricular organizations	2.7%	Down from 2.9%	10.1%	7.2%
Enrollment in career/technology courses	482	Up from 366	350	418
Students participating in work-based experiences	57.9%	Up from 2.5%	3.4%	14.6%
Career/technology students attaining technical skills	83.1%	Up from 76.5%	81.2%	84.8%
Career/technology completers placed	100.0%	No Change	98.8%	98.3%
Teachers (n=48)				
Teachers with advanced degrees	64.6%	Up from 51.4%	61.7%	63.4%
Continuing contract teachers	60.4%	Up from 56.8%	71.4%	78.8%
Teachers returning from previous year	72.9%	Down from 75.3%	82.6%	86.2%
Teacher attendance rate	97.4%	N/R	94.8%	95.2%
Average teacher salary*	\$49,441	Up 4.9%	\$46,645	\$48,699
Professional development days/teacher	11.5 days	Down from 12.4 days	11.1 days	9.9 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	30.5 to 1	Up from 28.1 to 1	23.1 to 1	26.9 to 1
Prime instructional time	94.5%	N/R	87.9%	89.0%
Dollars spent per pupil**	\$6,403	Down 15.3%	\$9,349	\$7,919
Percent of expenditures for teacher salaries**	57.0%	Down from 59.7%	55.0%	57.0%
Percent of expenditures for instruction**	59.0%	Down from 61.9%	58.0%	60.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.8%	Up from 85.1%	98.1%	97.7%
Character development program	Average	Down from Excellent	Good	Good
Modern language program assessment	10.0	Up from Average	10.0	11.0
Classical language program assessment	N/A	N/A	N/A	15.0

* 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

Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	102	78.4%	667	44.2%	194	70.1%
Gender						
Male	50	74.0%	344	42.4%	90	61.1%
Female	52	82.7%	323	46.1%	104	77.9%
Racial/Ethnic Group						
White	17	64.7%	89	58.4%	24	58.3%
African American	78	79.5%	462	41.1%	140	74.3%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	115	45.2%	29	58.6%
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	21	38.1%	48	12.5%	32	37.5%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	115	45.2%	28	60.7%
Socio-Economic Status						
Subsidized meals	64	75.0%	487	43.5%	139	71.9%

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

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

Ridgeland Hardeeville High School is on an upward spiral! We are not where we would like to be, but we have made improvements. We continue to implement a balance of academics, interpersonal relationships, and development. The administration and teachers at Ridgeland Hardeeville High School are enthusiastic, conscientious, and determined to help our students enhance their ability to succeed in a globally competitive world.

We are pleased to report that there were gains in all areas of EOC. We are diligently trying to obtain our academic goals by utilizing the following initiatives: Dual Credit Courses at Technical College of the Low Country (TCL) and University of South Carolina-Beaufort, quarterly student recognition programs, 4X4 block schedule, grade- level parent nights, credit recovery lab, HSAP and EOC tutorial sessions during and after school, AVID elective, Upward Bound and Talent Search through TCL, to name a few. Additionally, our staff has participated in several professional developments. These included Cornell Note-taking, Literacy Workshop, Common Core, and Data Analysis. These focused efforts supported the success of our students, which made progress towards closing the achievement gap.

Our 2012-2013 graduating class received over \$2 million in scholarships. Forty-five of our students qualified for the LIFE Scholarship. One student received the ROTC scholarship.

In addition to our academic successes, Ridgeland Hardeeville High School student athletes had a competitive season. We did not achieve a championship title in any sport, but we made it to the play-offs in several sports. Varsity football, girls and boys' basketball, boys' soccer, volleyball, and softball all made it to the play-offs. Girls and boys track teams qualified for lower state and state competitions.

Ridgeland Hardeeville High School represents a stepping stone of the many instructional gateways our students will surpass towards their career aspirations. We recognize the students' diverse abilities, interests, and talents. By continuing to work with stakeholders at all levels, we will continue to use best practices to ensure academic success-within our walls and beyond.

Jennifer Smith, School Improvement Council Chair
 Cassandra Jennings, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	N/A	37
Percent satisfied with learning environment	73.5%	N/A	62.2%
Percent satisfied with social and physical environment	77.2%	N/A	65.8%
Percent satisfied with school-home relations	61.3%	N/A	56.7%

* 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

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	33.8
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 Hardeeville High 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 Data

	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	10.7%	0.0%	No

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	Graduation Rate
Grades 9-12							
All Students	219.7	209.2	70.3	63.6	96.1	95.6	62.4
Male	218.8	211.1	N/A	63.6	94.6	93.8	55.0
Female	220.7	207.0	N/A	63.5	97.8	97.8	71.4
White	N/A	N/A	N/A	N/A	90.6	90.6	33.3
African American	218.3	205.3	67.3	63.4	96.6	96.6	64.6
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	73.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	33.3
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	75.0
Subsidized meals	218.8	206.8	67.9	62.8	97.2	97.2	63.4
Annual Measurable Objective (AMO)	226	223	77	73	95.0	95	74.1

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*
English/Language Arts								
All Students	2012	107	96.3	24.5	51.0	17.6	6.9	24.5
	2013	205	96.1	23.0	45.9	23.5	7.7	31.1
Mathematics								
All Students	2012	107	95.3	43.1	41.2	11.8	3.9	15.7
	2013	205	95.6	53.3	27.7	13.8	5.1	19.0

Abbreviations for Missing Data

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