



## Ridge Spring-Monetta High

10 J.P. Kneece Drive  
Monetta, South Carolina

<b>Grades</b>	9-12 High School	
<b>Enrollment</b>	269 Students	
<b>Principal</b>	william jay ward	803-685-2100
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Sanders	803-663-1703

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Excellent</b>
2007	Below Average	At-Risk
2006	Good	Excellent
2005	Average	At-Risk
2004	Excellent	Excellent

## 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
2	5	15	3	1

\* 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 (%)	76.8	82.1	79.1	68.5	71.8	74.0
Passed 1 subtest (%)	13.0	7.1	3.0	14.9	16.1	13.5
Passed no subtests (%)	10.1	10.7	17.9	16.6	12.6	12.5

**HSAP Passage Rate by Spring 2008**

Percent	Our High School	High Schools with Students Like Ours
	96.8%	91.4%

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	70	205
Number of Diplomas	57	149
Rate	81.4%	74.1%

**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	71.7	63.8
English 1	38.0	55.2
Physical Science	13.6	43.4
All Tests	37.1	53.1

\* 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
<b>Students (n=269)</b>				
Retention rate	6.1%	Up from 4.5%	6.5%	6.1%
Attendance rate	94.3%	Up from 93.8%	94.1%	95.0%
Eligible for gifted and talented	10.8%	Down from 11.7%	8.4%	8.3%
With disabilities other than speech	16.5%	Up from 15.1%	14.2%	13.0%
Older than usual for grade	10.4%	Up from 4.5%	11.8%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	1.1%	1.5%
Enrolled in AP/IB programs	15.6%	Down from 18.9%	9.7%	11.4%
Successful on AP/IB exams	N/A	N/A	33.1%	54.3%
Eligible for LIFE Scholarship	31.6%	Up from 22.7%	29.7%	30.5%
Annual dropout rate	5.3%	Up from 4.8%	4.8%	3.5%
Career/technology students in co-curricular organizations	15.5%	Up from 14.8%	4.8%	3.1%
Enrollment in career/technology courses	183	Down from 189	579	559
Students participating in work-based experiences	14.7%	Up from 13.9%	9.4%	10.6%
Career/technology students attaining technical skills	78.0%	Down from 89.7%	78.2%	79.6%
Career/technology completers placed	78.1%	Down from 81.1%	97.4%	98.5%
<b>Teachers (n=23)</b>				
Teachers with advanced degrees	60.9%	Up from 45.8%	58.4%	57.4%
Continuing contract teachers	82.6%	Up from 79.2%	64.5%	69.6%
Teachers with emergency or provisional certificates	0.0%	Down from 10.0%	11.8%	8.7%
Teachers returning from previous year	90.3%	Down from 93.6%	83.9%	85.0%
Teacher attendance rate	93.6%	No Change	95.2%	95.4%
Average teacher salary	\$49,326	Up 8.4%	\$46,451	\$46,061
Professional development days/teacher	10.0 days	Down from 11.3 days	11.4 days	11.4 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	3.0	3.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.8 to 1	25.9 to 1	25.4 to 1
Prime instructional time	86.8%	Up from 85.8%	87.9%	89.1%
Dollars spent per pupil*	\$13,606	Up 5.8%	\$7,492	\$7,279
Percent of expenditures for teacher salaries*	44.3%	Down from 45.5%	55.0%	55.3%
Percent of expenditures for instruction*	46.0%	Down from 46.9%	59.9%	60.8%
Opportunities in the arts	Poor	Down from Excellent	Excellent	Excellent
Parents attending conferences	100.0%	Up from 96.3%	93.6%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Below Average	Down from Average	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Good	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	63	96.8%	205	37.1%	70	81.4%	No
<b>Gender</b>							
Male	27	100.0%	124	37.9%	31	77.4%	N/A
Female	36	94.4%	81	35.8%	39	84.6%	N/A
<b>Racial/Ethnic Group</b>							
White	30	100.0%	75	56.0%	34	73.5%	N/A
African American	31	93.5%	109	27.5%	32	93.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	19	21.1%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Disabled	N/A	N/A	40	30.0%	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	16	12.5%	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	38	94.7%	160	31.3%	41	80.5%	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**

The 2007-2008 school year was very successful. We had 58 students participate in the graduation ceremony, which should result in an improvement of the school's graduation rate from the previous year. In addition, the total amount of scholarships and awards increased \$50,000 over last year's total amount.

Four teachers have left our school for different reasons, but all positions are filled. We do welcome back Mr. James Arnold, who was on military leave, to our school. We are very proud and honored to have him return to our campus.

For the 2008-2009 year, parents should see some new and more challenging courses offered to our students. The school has received Title One, Act 135 and Technical Assistance funding from the state. Afterschool tutoring, improvements in the Science classes, new technology equipment and instructional materials are just a few items to be funded by these programs.

The entire staff is dedicated toward providing the students with the best education possible at RS-M High.

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	28	54	27
Percent satisfied with learning environment	89.3%	84.6%	88.9%
Percent satisfied with social and physical environment	89.3%	87.0%	69.2%
Percent satisfied with school-home relations	89.3%	81.5%	92.6%

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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 7 out of 7 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	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

  

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

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**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	67	100	14.8	32.8	34.4	18	62.3	72.8	69.7	Yes	Yes
Male	32	100	13.3	33.3	30	23.3	70	69.5	64.6	N/A	N/A
Female	35	100	16.1	32.3	38.7	12.9	54.8	75.9	74.8	N/A	N/A
White	27	100	3.7	29.6	40.7	25.9	81.5	84	81.7	I/S	I/S
African American	34	100	20	40	30	10	46.7	52.6	53.6	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	100	83.1	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	63.6	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	17	100	50	21.4	21.4	7.1	35.7	25.9	25.2	I/S	I/S
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	40	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	55.8	47.3	I/S	I/S
Subsized meals	44	100	23.7	34.2	36.8	5.3	44.7	54.5	55.1	I/S	Yes

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

All Students	67	100	16.4	27.9	34.4	21.3	68.9	70.4	67.2	Yes	Yes
Male	32	100	13.3	23.3	43.3	20	76.7	71.3	66.3	N/A	N/A
Female	35	100	19.4	32.3	25.8	22.6	61.3	69.6	68	N/A	N/A
White	27	100	7.4	29.6	37	25.9	81.5	81.2	79.6	I/S	I/S
African American	34	100	20	30	36.7	13.3	60	50.7	49.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	100	88.9	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	65.5	60	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	17	100	57.1	28.6	14.3	0	35.7	22.6	23.8	I/S	I/S
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	60.5	54.9	I/S	I/S
Subsized meals	44	100	23.7	28.9	34.2	13.2	60.5	53.3	53.1	I/S	Yes

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

All Students	86	95.3	89.5	3.5	1.2	1.2	I/S	N/A	N/A	N/A	N/A
Male	51	94.1	88.2	3.9	2.0	N/A	I/S	N/A	N/A	N/A	N/A
Female	35	97.1	91.4	2.9	N/A	2.9	I/S	N/A	N/A	N/A	N/A
White	32	90.6	81.3	3.1	3.1	3.1	I/S	N/A	N/A	N/A	N/A
African American	47	97.9	95.7	2.1	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	7	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	12	100.0	N/AV	N/AV	N/AV	N/AV	I/S	N/A	N/A	N/A	N/A
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	66	93.9	90.9	1.5	1.5	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

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 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	56	100.0	7.4	29.6	35.2	27.8	77.8	79.5	70.7
	2008	67	100	14.8	32.8	34.4	18	62.3	72.8	69.7

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

All Students	2007	56	100.0	14.8	18.5	35.2	31.5	75.9	70.3	62.2
	2008	67	100	16.4	27.9	34.4	21.3	68.9	70.4	67.2

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