



Ridgeland Middle

PO Box 250

Ridgeland, S.C. 29936

Grades	6-8 Middle School	
Enrollment	461 Students	
Principal	Ranell Williams, Jr.	843-717-1401
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	At-Risk	At-Risk
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	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 2008-09 whose 2007-08 test scores were located

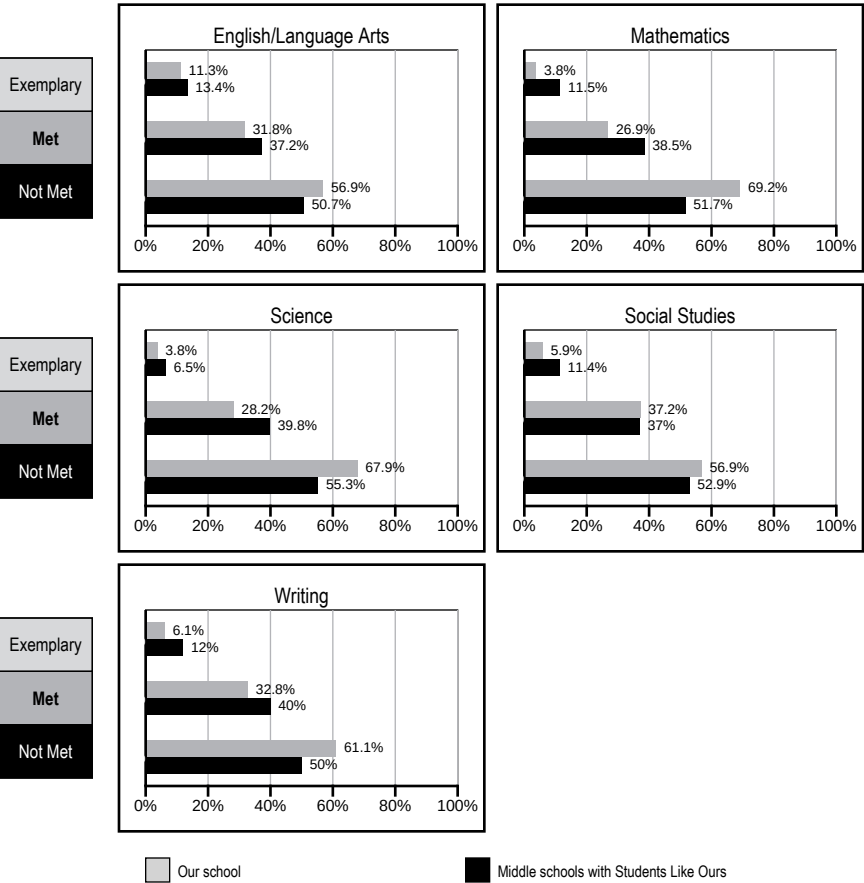
95.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	6	37	22

* Ratings are calculated with data available by 06/01/2010.

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	88.2%
English 1	N/A	84.9%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	N/A	86.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=461)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	15.6%	21.6%
Retention rate	0.2%	Down from 8.5%	2.3%	1.2%
Attendance rate	99.1%	Up from 98.4%	95.5%	95.9%
Eligible for gifted and talented	7.9%	Down from 12.1%	5.4%	14.8%
With disabilities other than speech	13.1%	Down from 13.9%	14.1%	12.6%
Older than usual for grade	5.0%	Down from 7.5%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	8.0%	Down from 25.4%	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	60.5%	Down from 62.2%	54.4%	56.9%
Continuing contract teachers	44.7%	Up from 37.8%	63.3%	72.7%
Teachers with emergency or provisional certificates	31.0%	Down from 41.4%	14.0%	5.3%
Teachers returning from previous year	60.7%	Down from 67.4%	76.4%	82.9%
Teacher attendance rate	95.5%	Up from 93.9%	94.8%	95.2%
Average teacher salary*	\$48,526	Up 0.4%	\$44,687	\$46,599
Professional development days/teacher	7.1 days	Down from 7.8 days	10.3 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	17.1 to 1	Down from 19.6 to 1	16.9 to 1	20.1 to 1
Prime instructional time	93.2%	Up from 91.1%	89.0%	89.9%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.7%	Up from 87.7%	95.9%	97.8%
Character development program	Excellent	Up from Below Average	Good	Good
Dollars spent per pupil**	\$9,552	Up 40.0%	\$9,939	\$7,645
Percent of expenditures for instruction**	65.4%	Down from 72.9%	60.3%	63.4%
Percent of expenditures for teacher salaries**	60.0%	Up from 59.2%	53.3%	57.0%

* 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

At Ridgeland Middle School, we started the 2008-09 school year positively reflecting on the past and optimistically looking forward to the future. With that in mind, we chose the following as our theme for the year, "Encouraged but not Satisfied." Several note-worthy accomplishments of the previous school year were reflected upon as a catalyst for the upcoming year. While we were very much proud of the accomplishments of the past, we did not wish to settle into complacency. The 2008-09 academic year had one major initial change. Due to academic and grade-level configuration changes, the ninth grade was moved to the high school, and we gained the sixth grade from the elementary school. This change led to Ridgeland being re-designated as a "true" middle school and thus lost its designation of "Junior High." As a result of this key change, teachers were strategically placed into academic teams by grade level and discipline. To assist teachers with this transition to the "teaming" concept, a nationally recognized consultant on the concept was enlisted to enlighten the staff with regard to this endeavor. Mr. Derius Swinton of Swinton and Associates provided for the staff a much-needed professional development opportunity. In addition to his initial presentation, specific follow-up sessions were scheduled throughout the year. His work proved to greatly enhance the collaborative efforts generated by the teaming process. The momentum of the previous school year generated much excitement and enthusiasm in anticipation of the present school year. It was obvious though from the very onset that the staff was not about to rest on the laurels of its past. Many activities and events chronicled the positive energies and successes of this year. Among those activities are improved PACT scores from the Spring '08 administration, MAP celebration/rally for select students meeting individual targeted goals, selection of Mrs. Christina Walker as Ridgeland Middle's and Jasper County School District's Teacher of the Year, repeat of boys basketball team as Conference Champions, continued quarterly recognition of students/staff during scheduled award programs, community involved Science Fair/Health Fair, grade level sponsored "Parent Nights," "Science Night," "Literacy Night," "Math Night," and "Career Day." Along with progress, however, come difficulties and challenges, which serve to become barriers to efforts of success. Among these is the continued challenge of sharing a K-12 facility with both the elementary and high schools. Another challenge continues to be that of staff retention and providing a "highly qualified" teacher in each and every classroom. A recent attendance of both the Principal and Instructional Coach to a job fair in Columbia has yielded a promising pool of candidates to fill present vacancies. As we continue to embark on the journey toward marked student achievement, positive incremental progress will continue to be our hallmark here at Ridgeland Middle School.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	138	4
Percent satisfied with learning environment	76.7%	58.8%	I/S
Percent satisfied with social and physical environment	74.4%	48.9%	I/S
Percent satisfied with school-home relations	67.4%	65.4%	I/S

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

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School Adequate Yearly Progress

N

This school met 15 out of 25 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		1.7%
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	13.0%	0.0%	No
Student attendance rate	99.1%	94.0%*	Yes

* Or greater than last year

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	423	99.3	55.8	31.7	12.4	54.3	65.1	82.8	No	Yes
Gender										
Male	212	99.5	59.4	30.2	10.4	48.5	59.7	79.3	N/A	N/A
Female	211	99.1	52.1	33.3	14.6	60.4	71.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	48	100	53.7	31.7	14.6	58.5	79.4	89.5	No	Yes
African American	328	99.4	57.3	29.8	12.9	53.1	60.7	73.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	44	97.7	46.3	48.8	4.9	61	71.6	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	59	100	85.5	5.5	9.1	23.6	39.4	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	38	97.4	48.6	48.6	2.9	60	71.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	338	99.4	58.4	30.9	10.7	52.7	64.3	75.5	No	Yes

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

All Students	423	99.3	68	27.9	4.1	47.7	51.9	78.9	No	Yes
Gender										
Male	212	99.5	70.8	25.2	4	44.6	50	77	N/A	N/A
Female	211	99.1	65.1	30.7	4.2	51	54	80.9	N/A	N/A
Racial/Ethnic Group										
White	48	100	56.1	39	4.9	56.1	68.1	87.2	No	Yes
African American	328	99.4	70.2	25.6	4.2	45	47.1	66.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	44	97.7	63.4	34.1	2.4	61	59.7	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	59	100	83.6	14.5	1.8	27.3	25.2	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	38	97.4	62.9	34.3	2.9	57.1	58.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	338	99.4	70	26.2	3.8	46.4	50.8	70.2	No	Yes

* 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

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	285	99.3	66.5	29.3	4.1	33.5	37.7	67.5
Gender								
Male	143	99.3	67.6	27.9	4.4	32.4	39.1	67
Female	142	99.3	65.4	30.8	3.8	34.6	36.3	68
Racial/Ethnic Group								
White	33	100	51.7	41.4	6.9	48.3	56.3	79.5
African American	222	99.6	67.6	28.6	3.8	32.4	33.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	28	96.4	72	24	4	28	42.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	41	100	78.9	18.4	2.6	21.1	20.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	26	96.2	69.6	26.1	4.3	30.4	42.9	59.6
Socio-Economic Status								
Subsided meals	226	99.6	67.8	29.4	2.8	32.2	36	55.1

Social Studies

All Students	291	99	55.3	38.1	6.6	44.7	47.2	72.3
Gender								
Male	152	99.3	56.2	37.7	6.2	43.8	45.7	71.5
Female	139	98.6	54.3	38.6	7.1	45.7	49.1	73.2
Racial/Ethnic Group								
White	33	100	57.1	39.3	3.6	42.9	55.2	80.7
African American	223	99.1	56.6	36.3	7.1	43.4	44.1	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	32	96.9	43.3	53.3	3.3	56.7	53.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	45	100	73.8	21.4	4.8	26.2	26.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	27	96.3	44	52	4	56	53.7	67.9
Socio-Economic Status								
Subsided meals	230	99.1	55.3	39.1	5.6	44.7	46.7	62.1

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	428	97	60.5	33.3	6.2	39.5	44.2	70.2	99.1	96.1
Gender										
Male	215	95.8	69	25.9	5.1	31	34.3	63.2	99.2	95.9
Female	213	98.1	51.8	40.9	7.3	48.2	55.1	77.5	99.1	96.4
Racial/Ethnic Group										
White	49	98	52.4	45.2	2.4	47.6	59.6	79.1	98.9	95.1
African American	331	96.7	61.5	31.3	7.2	38.5	40.6	57.6	99.1	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	99.9	96.2
Hispanic	45	97.8	61	36.6	2.4	39	47.3	62.6	99.6	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	92.9
Disability Status										
Disabled	58	84.5	N/AV	N/AV	N/AV	6.7	8	26.1	98.9	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	39	100	61.1	36.1	2.8	38.9	47.2	61.2	99.6	96.1
Socio-Economic Status										
Subsided meals	340	96.2	63.4	30.9	5.7	36.6	43.4	58.9	99.1	96.2

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
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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

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

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

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

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

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