



Hardeeville Ridgeland Middle School

150 Hurricane Alley
Hardeeville, SC 29927

Grades	6-8 Middle School	
Enrollment	630 Students	
Principal	Jeannie Coulter Jefferson	843-784-8604
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	At-Risk	Average
2012	At-Risk	Below Average
2011	At-Risk	Average
2010	At-Risk	Below Average
2009	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 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>

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

Percent of students tested in 2012-13 whose 2011-12 test scores were located

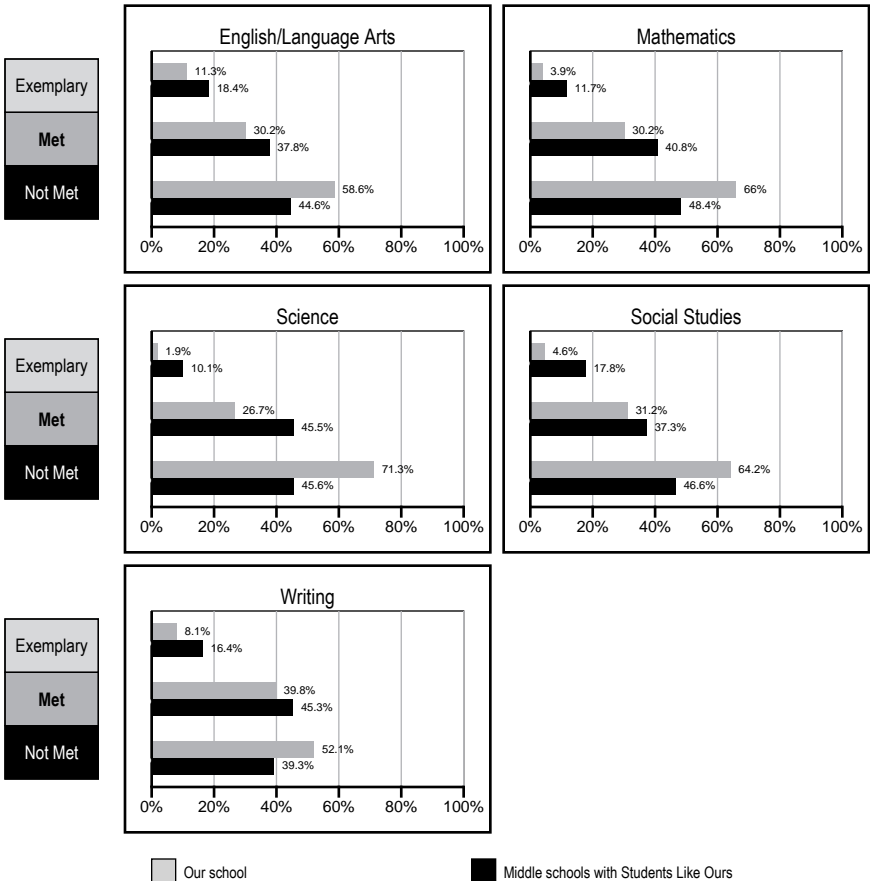
95.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	32	28	13

* Ratings are calculated with data available by 03/14/2014.

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	78.1%	91.1%
English 1	95.8%	85.9%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	85.7%	90.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=630)				
Students enrolled in high school credit courses (grades 7 & 8)	9.0%	Down from 11.7%	14.3%	24.6%
Retention rate	0.0%	Down from 0.2%	1.1%	0.6%
Attendance rate	99.4%	Up from 99.2%	95.2%	95.9%
Served by gifted and talented program	7.0%	N/A	7.3%	18.5%
With disabilities	15.2%	N/A	15.7%	13.0%
Older than usual for grade	8.8%	N/A	7.1%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 1.0%	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	61.5%	Up from 47.1%	60.8%	61.5%
Continuing contract teachers	59.6%	Up from 58.8%	70.1%	77.2%
Teachers returning from previous year	69.8%	Down from 75.4%	80.0%	85.9%
Teacher attendance rate	97.1%	Down from 97.6%	95.1%	94.9%
Average teacher salary*	\$49,102	Up 3.4%	\$45,003	\$47,313
Professional development days/teacher	9.6 days	Up from 6.3 days	9.4 days	10.1 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Down from 18.6 to 1	19.0 to 1	22.1 to 1
Prime instructional time	95.4%	Up from 83.5%	89.0%	89.6%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.0%	Up from 28.3%	99.1%	99.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$9,326	Down 2.9%	\$9,129	\$7,239
Percent of expenditures for instruction**	72.0%	Down from 73.5%	61.0%	63.0%
Percent of expenditures for teacher salaries**	66.0%	Down from 71.7%	55.0%	61.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2012-13 school year has indeed been full of changes for the new Hardeeville- Ridgeland Middle School. Still under the leadership of Ms. Jeannie C. Jefferson, serving as our Principal, Dr. Leroy R. Dinkins, Assistant Principal and Mrs. Sharyn Cox, serving as the Dean of Students we have continued to embrace our changes as we remain focus on our goal to increase our student achievement. Our primary goal was to make the best use of the resources that we had available to ensure student success. With these goals in mind we chose to make subtle changes for the school that would lead to the most advantageous student success. Two changes that we began implementing this year was single gender and differentiated instruction. The implementation of both programs has proven successful for both the teachers and the students. Teachers are still receiving professional development training for both of these new endeavors and we expect outstanding changes in our student achievement.

HRMS continued to use Title I and SIG funds to provide extended year Summer Enrichment classes for targeted students. This opportunity will strengthen reading and math skills acquired during the school year as well as develop creative and performing arts skills; therefore enabling HRMS to meet the needs of "the whole" child.

Throughout this school year all academic decision has been data driven. With the assistance of our instructional coaches, our teachers met weekly to discuss data, continue implementation of SIG goals and gain knowledge on continued instructional improvement. Coaches, parents, students, and teachers are now fully aware of MAP/PASS data and how to use it to improve student achievement.

As we bring to a close the first year of the newly consolidated HRMS, we continue to be optimistic about our district leadership and the support that has been given to HRMS.

Janine Wilson, School Improvement Council President
Jeannie Coulter Jefferson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	104	6
Percent satisfied with learning environment	62.5%	55.7%	N/A
Percent satisfied with social and physical environment	68.3%	65.4%	N/A
Percent satisfied with school-home relations	39.5%	70.6%	N/A

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

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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	20.8
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

Hardeeville Ridgeland Middle 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 and Student Attendance

	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	13.5%	0.0%	No
Student attendance rate	99.4%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	606.4	602.6	576.1	589.0	98.4	98.2
Male	599.9	599.9	573.9	585.3	97.6	97.2
Female	613.4	605.4	578.6	592.8	99.3	99.3
White	616.9	614.7	589.0	601.3	98.2	98.2
African American	599.6	597.9	569.1	582.2	98.5	98.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	622.2	611.4	592.0	603.2	98.6	98.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	563.2	575.1	544.9	563.6	98.9	98.9
Limited English Proficient	621.7	612.0	591.3	603.3	98.5	98.5
Subsidized meals	604.1	601.1	574.2	586.3	98.9	98.7
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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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							
2012	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	139	100	67.9	23.1	9	32.1
	7	158	99.4	56.4	31.4	12.1	43.6
	8	121	98.4	47.6	31.4	21	52.4
2013	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	234	98.7	60.1	28	11.9	39.9
	7	189	97.4	51.8	35.1	13.1	48.2
	8	196	99	60.7	29	10.4	39.3
Mathematics							
2012	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	139	100	59	34.3	6.7	41
	7	158	99.4	50.7	46.4	2.9	49.3
	8	121	98.4	63.8	29.5	6.7	36.2
2013	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	234	98.7	74.8	21.6	3.7	25.2
	7	189	97.4	60.1	32.7	7.1	39.9
	8	196	98.5	58.8	39.6	1.6	41.2
Science							
2012	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	69	95.7	68.8	29.7	1.6	31.3
	7	158	99.4	52.9	40.7	6.4	47.1
	8	59	94.9	52.8	37.7	9.4	47.2
2013	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	115	98.3	79.6	17.6	2.8	20.4
	7	188	97.3	64.7	32.9	2.4	35.3
	8	96	95.8	71.8	27.1	1.2	28.2

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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							
2012	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	70	98.6	47.8	43.3	9	52.2
	7	158	99.4	55.7	34.3	10	44.3
	8	60	95	47.8	30.4	21.7	52.2
2013	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	116	97.4	57	41.1	1.9	43
	7	189	97.4	69.6	26.8	3.6	30.4
	8	99	99	60.4	29.2	10.4	39.6
Writing							
2012	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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	119	98.3	39	39	21.9	61
2013	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	235	96.2	54.2	38.9	6.9	45.8
	7	190	95.8	48.2	44	7.8	51.8
	8	204	98.5	51.1	38.8	10.1	48.9

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