



Ridge Spring-Monetta High

10 J.P. Kneece Drive
Monetta, South Carolina

Grades	9-12 High School	
Enrollment	293 Students	
Principal	Mason Cummings	803-685-2100
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	At-Risk
2008	Good	Excellent
2007	Below Average	At-Risk
2006	Good	Excellent
2005	Average	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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	6	15	5	2

* Ratings are calculated with data available by 03/25/2010.

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

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	82.1	79.1	67.6	71.8	74.0	71.0
Passed 1 subtest (%)	7.1	3.0	17.6	16.1	13.5	15.6
Passed no subtests (%)	10.7	17.9	14.9	12.6	12.5	13.4

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	92.2%	92.8%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	68	220
Number of Diplomas	48	156
Rate	70.6%	72.4%

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	66.7	64.3
English 1	41.1	53.5
Physical Science	23.9	42.9
US History and the Constitution	24.1	31.0
All Tests	39.3	47.3

* 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=293)				
Retention rate	6.9%	Up from 6.1%	5.3%	4.8%
Attendance rate	94.4%	Up from 94.3%	94.7%	95.5%
Eligible for gifted and talented	11.5%	Up from 10.8%	8.9%	9.2%
With disabilities other than speech	12.6%	Down from 16.5%	14.2%	12.6%
Older than usual for grade	13.7%	Up from 10.4%	10.5%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	1.6%	1.2%
Enrolled in AP/IB programs	16.8%	Up from 15.6%	7.6%	13.2%
Successful on AP/IB exams	N/A	N/A	42.2%	55.6%
Eligible for LIFE Scholarship	27.5%	Down from 31.6%	29.1%	29.8%
Annual dropout rate	3.7%	Down from 5.3%	3.7%	3.5%
Career/technology students in co-curricular organizations	10.2%	Down from 15.5%	7.4%	3.0%
Enrollment in career/technology courses	202	Up from 183	540	523
Students participating in work-based experiences	5.6%	Down from 14.7%	10.9%	12.9%
Career/technology students attaining technical skills	70.5%	Down from 78.0%	79.4%	79.3%
Career/technology completers placed	85.0%	Up from 78.1%	96.8%	98.8%
Teachers (n=23)				
Teachers with advanced degrees	60.9%	No Change	55.2%	58.6%
Continuing contract teachers	78.3%	Down from 82.6%	70.0%	71.6%
Teachers with emergency or provisional certificates	4.5%	Up from 0.0%	8.8%	8.1%
Teachers returning from previous year	88.2%	Down from 90.3%	84.0%	85.0%
Teacher attendance rate	93.0%	Down from 93.6%	95.4%	95.5%
Average teacher salary*	\$50,756	Up 2.9%	\$47,621	\$47,761
Professional development days/teacher	9.9 days	Down from 10.0 days	9.5 days	10.8 days
School				
Principal's years at school	11.0	Up from 10.0	3.0	3.0
Student-teacher ratio in core subjects	23.4 to 1	Up from 20.5 to 1	25.2 to 1	26.1 to 1
Prime instructional time	86.1%	Down from 86.8%	89.4%	89.8%
Dollars spent per pupil**	\$12,797	Down 6.3%	\$8,201	\$7,883
Percent of expenditures for teacher salaries**	42.9%	Down from 44.3%	52.9%	54.1%
Percent of expenditures for instruction**	46.7%	Up from 46.0%	59.4%	60.2%
Opportunities in the arts	Good	Up from Poor	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	92.5%	95.8%
Character development program	Average	Up from Below Average	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

* 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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	51	92.2%	257	39.3%	68	70.6%	No
Gender							
Male	25	88.0%	143	39.9%	36	61.1%	N/A
Female	26	96.2%	114	38.6%	32	81.3%	N/A
Racial/Ethnic Group							
White	25	100.0%	104	52.9%	39	66.7%	N/A
African American	21	85.7%	127	27.6%	24	79.2%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	24	41.7%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	29	24.1%	10	50.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	17	23.5%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	28	85.7%	186	33.3%	39	66.7%	N/A

NOTE: 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

Students, parents and community of RS-M High:

Ridge Spring-Monetta High School did very well in 2008-09. The school met “AYP” for 2008 and received the South Carolina High School Report Card rating of “Excellence” for absolute academic gains and improvement from the previous year. With these ratings, RS-M High received “Gold Awards” in both areas and an incentive award of \$3,800. In addition, our little school was nationally recognized as one of “2000 Best High Schools” in the nation by US News and World Report, a nationally known magazine. In fact, our school was only one of nineteen in the state of South Carolina to receive this recognition. All these are fantastic achievements for our school and community.

RS-M High was the only school to receive a grade of “excellent” in the district. In addition, the school was one of three schools to get a grade of “good,” the only high school to meet “AYP,” receive gold awards in both areas, and we had the highest graduation rate in the district.

These are not “fluke” achievements and recognitions. Our school was not “just lucky” when it comes to receiving these recognitions. One only has to look at our record over the past six years and find that RS-M High has been recognized for achieving “AYP” for four of the last six years and obtained an “Excellent” rating over the last five of six years.

So, how has the school been able to accomplish so much in a location where many would not have expected these achievements? Well, it starts from the “Top Down” and “The Bottom Up.” Everyone is committed to making a difference in our students’ lives by giving the best academics and a clean and safe environment to learn. We get support from our area superintendent, advisory council, community, parents, assistant principal, guidance counselors, cafeteria staff, librarian, support staff, SRO, maintenance and custodial personnel. All their efforts are the reasons the school has been so successful.

Our staff and students will celebrate the achievements and recognitions we received and will continue to work just as hard for each new year brings more challenges. I am very thankful to share a small part in these accomplishments and recognitions over these past years. I have enjoyed my eleven years as principal and wish the best for everyone. “RS-M High is the Best Little High School in South Carolina!”

Bill Ward, Principal
Dana Stone, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	49	40
Percent satisfied with learning environment	86.4%	73.5%	73.7%
Percent satisfied with social and physical environment	86.4%	75.5%	57.9%
Percent satisfied with school-home relations	85.7%	81.3%	64.1%

* 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

School Adequate Yearly Progress	NO
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This school met 4 out of 9 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
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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 Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.4%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	75	98.7	23.9	35.2	35.2	5.6	52.1	65.9	61.8	No	Yes
Male	43	100	29.3	31.7	39	0	43.9	60.7	57.4	N/A	N/A
Female	32	96.9	16.7	40	30	13.3	63.3	70.8	66.1	N/A	N/A
White	31	96.8	14.8	22.2	55.6	7.4	74.1	76.9	74.3	I/S	I/S
African American	37	100	27	45.9	21.6	5.4	37.8	48.2	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.4	77.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	48.5	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	19.9	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	46.9	38.5	I/S	I/S
Subsized meals	50	98	31.3	43.8	22.9	2.1	35.4	49	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	75	98.7	25.4	36.6	18.3	19.7	47.9	66.5	62.7	No	Yes
Male	43	100	24.4	39	19.5	17.1	46.3	66	61.8	N/A	N/A
Female	32	96.9	26.7	33.3	16.7	23.3	50	66.9	63.6	N/A	N/A
White	31	96.8	7.4	37	22.2	33.3	74.1	77	75.1	I/S	I/S
African American	37	100	32.4	40.5	18.9	8.1	32.4	49.4	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	85.7	83.8	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	51.5	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	20.8	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	46.9	52.3	I/S	I/S
Subsized meals	50	98	33.3	43.8	18.8	4.2	33.3	49.7	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	75	93.3	85.3	4.0	2.7	1.3	I/S	N/A	N/A	N/A	N/A
Male	43	95.3	86.0	4.7	4.7	N/A	I/S	N/A	N/A	N/A	N/A
Female	32	90.6	84.4	3.1	N/A	3.1	I/S	N/A	N/A	N/A	N/A
White	31	96.8	83.9	3.2	6.5	3.2	I/S	N/A	N/A	N/A	N/A
African American	37	94.6	91.9	2.7	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	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	50	92.0	88.0	N/A	4.0	N/A	I/S	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2008	67	100	14.8	32.8	34.4	18	62.3	72.8	69.7
	2009	75	98.7	23.9	35.2	35.2	5.6	52.1	65.9	61.8

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2008	67	100	16.4	27.9	34.4	21.3	68.9	70.4	67.2
	2009	75	98.7	25.4	36.6	18.3	19.7	47.9	66.5	62.7

* Adjusted to account for natural variation in performance.