



RIDGELAND HIGH

P.O. Box 250
Ridgeland, SC 29936

Grades	9-12 High School	
Enrollment	570 Students	
Principal	Casandra Jennings	843-717-1500
Superintendent	Dr. Vashti Washington	843-717-1100
Board Chair	Michael Hubbard	843-784-2654

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	At-Risk
2009	Good	At-Risk
2008	Excellent	N/A
2007	N/A	N/A
2006	N/A	N/A

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
0	5	17	5	11

* Ratings are calculated with data available by 03/24/2011.

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

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	63.6%	56.0%	47.2%	N/A	61.7%	64.9%
Passed 1 subtest (%)	14.4%	23.1%	27.3%	N/A	18.8%	18.1%
Passed no subtests (%)	22.0%	20.9%	25.6%	N/A	19.5%	17.5%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	78.2%	85.4%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	131	158	142	152
Number of Graduates in Cohort	98	113	99	106
Rate	74.8%	71.5%	67.2%	71.5%

*Used to calculate current AYP.

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	44.7%	62.4%
English 1	43.2%	53.7%
Physical Science	30.4%	38.4%
US History and the Constitution	10.5%	26.1%
All Tests	33.1%	44.3%

* 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=570)				
Retention rate	6.2%	Up from 3.3%	5.2%	3.7%
Attendance rate	99.9%	No Change	94.6%	95.4%
Eligible for gifted and talented	4.1%	Down from 10.2%	4.6%	12.4%
With disabilities other than speech	16.1%	Up from 12.6%	13.3%	12.8%
Older than usual for grade	10.5%	Up from 10.1%	13.3%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 2.1%	1.2%	1.1%
Enrolled in AP/IB programs	3.4%	Up from 2.6%	8.0%	13.1%
Successful on AP/IB exams	N/A	N/A	24.3%	50.4%
Eligible for LIFE Scholarship	20.0%	Down from 21.9%	26.9%	30.4%
Annual dropout rate	1.4%	Down from 4.7%	2.4%	3.1%
Career/technology students in co-curricular organizations	0.0%	No Change	4.7%	2.2%
Enrollment in career/technology courses	380	Up from 211	261	424
Students participating in work-based experiences	8.9%	Down from 15.3%	8.0%	11.7%
Career/technology students attaining technical skills	64.9%	Down from 71.8%	73.9%	78.7%
Career/technology completers placed	100.0%	No Change	96.8%	98.5%
Teachers (n=36)				
Teachers with advanced degrees	52.8%	Up from 50.0%	56.3%	60.4%
Continuing contract teachers	66.7%	Up from 55.6%	65.1%	76.6%
Teachers with emergency or provisional certificates	12.9%	Down from 25.0%	14.3%	6.5%
Teachers returning from previous year	N/A	N/A	81.1%	86.8%
Teacher attendance rate	99.0%	Up from 96.1%	95.6%	95.8%
Average teacher salary*	\$47,886	Down 1.6%	\$45,850	\$47,390
Professional development days/teacher	9.8 days	Down from 13.0 days	10.6 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	27.5 to 1	Up from 26.2 to 1	22.7 to 1	25.8 to 1
Prime instructional time	97.5%	Up from 93.6%	88.3%	90.1%
Dollars spent per pupil**	\$7,460	Down 35.2%	\$9,658	\$7,974
Percent of expenditures for teacher salaries**	51.0%	Up from 48.6%	52.8%	55.4%
Percent of expenditures for instruction**	59.6%	Up from 53.0%	59.0%	60.4%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	81.1%	Up from 40.2%	98.0%	96.0%
Character development program	Below Average	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	119	78.2%	677	33.1%	158	71.5%	No
Gender							
Male	52	71.2%	329	30.4%	73	67.1%	N/A
Female	66	83.3%	348	35.6%	84	75.0%	N/A
Racial/Ethnic Group							
White	25	84.0%	79	40.5%	39	53.8%	N/A
African American	88	77.3%	533	31.1%	108	79.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	65	40.0%	10	50.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	17	17.6%	69	15.9%	22	77.3%	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	48	33.3%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	85	77.6%	458	32.8%	107	72.0%	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

The status of a premier school can only be accomplished from the involvement of our parents in each child's education. Accountability is the key to keeping our students on track. Therefore, we are working hard to ensure that all students are well prepared to master the HSAP (High School Assessment Program) and EOCT (End of Course Test). As the 2009-2010 school year progresses, we have had to face several obstacles as a school. Because of furlough days and insufficient funding, we had to suspend programs. This was detrimental to student achievement; however, our staff and students rose to the occasion to maintain excellence in the classroom.

Ridgeland High School offers academic programs in basic and advanced courses. College preparatory classes in social studies, science, math, technology, and english are available to our students. Over 25% of our faculty and staff hold advanced degrees. Through collaborative teamwork, our teachers have made a total commitment to our students by offering to volunteer one hour per week after school for tutorials without compensation.

The results from the South Carolina High School Assessment Program (HSAP) for the past three years have shown increments of growth, but we fell short of our goals of expected progress. Ridgeland High School's 2009 passage rate for first attempt tenth graders dropped to 54.0%. Our EOCT results were positive ones. In all subject areas, test results increased across the board by 5%. These results are truly commendable. Recognition goes to our students, faculty, and staff who pooled their strategies and foresaw the implementation of other resources for student achievement.

Teacher qualifications, training, and operational procedures were assessed by the administration. A need exists to retrain teachers in curriculum, discipline, and technology integration for the delivery of state standards. To assist in this matter, the leadership team meets bi-weekly to review data, assess the needs and implementation of curriculum, and develop monitoring strategies to improve student achievement.

The faculty and staff continue to collect data for improvement of student achievement. Common Assessments and Benchmark Testing are used to identify student weaknesses and strengths on standardized tests. Other programs have been implemented to redirect our students to close the achievement gap. Moreover, the technology of computer based programs is being used for strategic planning.

The learning environment at Ridgeland High School is extremely competitive. Students are encouraged to actively engage in their own educational experience. Staff members provide a warm, nurturing atmosphere. Many teachers and administrators come early and stay late assisting with student projects and events. Teachers actively participate in and sponsor extracurricular activities and events. We developed, this year, a pilot of the 9th grade academy to help defray the dropout rate and 9th grade repeater rate. We are in the process of developing a summer transitional program for those 8th graders moving to 9th grade with the focus on math and english.

- Points of Interest:
- Received continuing Accreditation form Advance- ED (SACS)
- Completed Technical Assistance Visit from HSTW (High School That Works)
- Full Implementation of the 9th grade Academy
- Teachers Volunteered Extra Tutorial without stipends

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	67	22
Percent satisfied with learning environment	40.0%	58.2%	54.5%
Percent satisfied with social and physical environment	66.7%	67.7%	28.6%
Percent satisfied with school-home relations	28.0%	67.2%	35.0%

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

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School Adequate Yearly Progress

NO

This school met 6 out of 13 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. 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	N/A		1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.3%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.2%	0.0%	No

Abbreviations for Missing Data

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	193	91.7	29	42	18.9	10.1	40.2	41.3	65.9	No	Yes
Male	106	90.6	33.7	36	22.5	7.9	41.6	36.9	60.8	N/A	N/A
Female	87	93.1	23.8	48.8	15	12.5	38.8	46	71	N/A	N/A
White	22	77.3	20	33.3	33.3	13.3	53.3	60	77.5	I/S	I/S
African American	155	94.2	29.3	45.7	16.4	8.6	37.9	40.3	49.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	15	86.7	38.5	15.4	30.8	15.4	46.2	30.3	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	65.9	I/S	I/S
Disabled	30	90	73.9	13	4.3	8.7	13	16.7	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	11	90.9	45.5	18.2	27.3	9.1	36.4	26.7	47.3	I/S	I/S
Subsidized meals	134	91	29.7	43.2	17.8	9.3	40.7	41.5	51.5	No	Yes

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

All Students	193	92.7	42.7	42.7	9.4	5.3	25.7	27.4	62.3	No	Yes
Male	106	91.5	46.7	41.1	5.6	6.7	23.3	24.4	61.7	N/A	N/A
Female	87	94.3	38.3	44.4	13.6	3.7	28.4	30.7	63	N/A	N/A
White	22	77.3	26.7	60	13.3	0	40	40	75	I/S	I/S
African American	155	96.1	46.2	40.6	9.1	4.2	22.4	24	44	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	15	80	25	50	8.3	16.7	41.7	34.4	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	62.5	I/S	I/S
Disabled	30	93.3	58.3	33.3	0	8.3	16.7	22.6	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	11	81.8	30	50	10	10	40	34.5	52.6	I/S	I/S
Subsidized meals	134	93.3	43	42.1	9.9	5	22.3	25.7	48.1	No	Yes

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

All Students	180	88.3	89.3	7.5	2.5	0.6	3.1	N/A	N/A	N/A	N/A
Male	97	82.5	87.5	7.5	3.8	1.3	5.0	N/A	N/A	N/A	N/A
Female	83	95.2	91.1	7.6	1.3	0.0	1.3	N/A	N/A	N/A	N/A
White	19	73.7	78.6	7.1	14.3	0.0	14.3	N/A	N/A	N/A	N/A
African American	146	89.0	90.0	8.5	1.5	0.0	1.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	14	100.0	N/AV	N/AV	N/AV	N/AV	N/AV	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	24	62.5	N/AV	N/AV	N/AV	N/AV	N/AV	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	12	100.0	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Subsidized meals	124	90.3	89.3	8.9	1.8	0.0	1.8	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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	136	98.5	28	48	16	8	38.4	36.6	61.8
	2010	193	91.7	29	42	18.9	10.1	40.2	41.3	65.9

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

All Students	2009	136	98.5	33.6	37.6	20.8	8	45.6	38.7	62.7
	2010	193	92.7	42.7	42.7	9.4	5.3	25.7	27.4	62.3

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data