



RIDGE VIEW HIGH

4801 Hardscrabble Road
Columbia, South Carolina

Grades	9-12 High School	
Enrollment	2,008 Students	
Principal	Sherrill Martin	803-699-2999
Superintendent	Dr. Katie Brochu	803-787-1910
Board Chair	Bill Flemming, Jr., D.M.D.	803-261-1992

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Below Average
2009	Average	At-Risk
2008	Good	Below Average
2007	Good	Below Average
2006	Excellent	Excellent

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
4	8	1	0	0

* 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 (%)	88.4%	80.7%	83.1%	89.0%	83.6%	85.4%
Passed 1 subtest (%)	7.1%	11.8%	10.0%	6.7%	10.6%	8.2%
Passed no subtests (%)	4.6%	7.5%	6.9%	5.1%	7.1%	6.4%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	92.4%	94.4%

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	492	480	289	334
Number of Graduates in Cohort	375	380	219	259
Rate	76.2%	79.2%	69.9%	73.6%

*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	88.6%	81.3%
English 1	80.8%	77.4%
Physical Science	66.2%	66.9%
US History and the Constitution	49.1%	56.2%
All Tests	70.1%	69.5%

* 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=2,008)				
Retention rate	4.2%	Down from 5.7%	3.1%	3.7%
Attendance rate	97.9%	Down from 98.3%	96.6%	95.4%
Eligible for gifted and talented	9.8%	Up from 9.2%	19.5%	12.4%
With disabilities other than speech	9.3%	Up from 8.8%	9.3%	12.8%
Older than usual for grade	5.4%	Down from 6.0%	6.7%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Down from 1.7%	1.0%	1.1%
Enrolled in AP/IB programs	16.5%	Down from 18.3%	30.4%	13.1%
Successful on AP/IB exams	68.8%	Up from 64.3%	59.6%	50.4%
Eligible for LIFE Scholarship	44.6%	Up from 33.8%	35.3%	30.4%
Annual dropout rate	1.9%	Down from 2.3%	2.8%	3.1%
Career/technology students in co-curricular organizations	5.7%	Up from 5.4%	1.9%	2.2%
Enrollment in career/technology courses	1002	Up from 980	678	424
Students participating in work-based experiences	14.9%	Up from 4.8%	7.7%	11.7%
Career/technology students attaining technical skills	78.6%	Down from 85.3%	84.0%	78.7%
Career/technology completers placed	99.3%	Up from 98.8%	99.7%	98.5%
Teachers (n=126)				
Teachers with advanced degrees	72.2%	Up from 71.2%	65.6%	60.4%
Continuing contract teachers	70.6%	Up from 68.8%	77.3%	76.6%
Teachers with emergency or provisional certificates	5.3%	Up from 5.2%	5.4%	6.5%
Teachers returning from previous year	89.4%	Up from 86.4%	89.1%	86.8%
Teacher attendance rate	95.3%	Up from 94.2%	96.0%	95.8%
Average teacher salary*	\$51,727	Up 1.3%	\$49,200	\$47,390
Professional development days/teacher	11.9 days	Up from 7.2 days	9.0 days	10.0 days
School				
Principal's years at school	6.0	Up from 5.0	3.5	4.0
Student-teacher ratio in core subjects	25.3 to 1	Down from 26.3 to 1	28.6 to 1	25.8 to 1
Prime instructional time	92.0%	Up from 91.2%	91.8%	90.1%
Dollars spent per pupil**	\$7,417	Down 1.0%	\$7,550	\$7,974
Percent of expenditures for teacher salaries**	65.1%	Up from 63.3%	60.7%	55.4%
Percent of expenditures for instruction**	68.7%	Up from 67.4%	64.2%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.0%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Below Average	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	368	92.4%	2015	70.1%	480	79.2%	No
Gender							
Male	169	90.5%	1017	68.9%	222	72.5%	N/A
Female	199	94.0%	998	71.3%	258	84.9%	N/A
Racial/Ethnic Group							
White	101	98.0%	427	82.0%	124	84.7%	N/A
African American	232	89.2%	1420	66.3%	314	76.4%	N/A
Asian/Pacific Islander	N/A	N/A	52	78.8%	N/A	N/A	N/A
Hispanic	22	95.5%	94	71.3%	26	84.6%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	25	64.0%	185	38.9%	34	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	14	100.0%	77	71.4%	18	83.3%	N/A
Socio-Economic Status							
Subsidized meals	96	86.5%	543	63.7%	135	64.4%	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

A new slogan that you will begin to see and hear is "We-Expect-Success." "Personalization" continues to be our guiding principle to promote student achievement and staff development. Recent South Carolina legislation (Education and Economic Development Act - EEDA), the Southern Association of Colleges and Schools plan, requirements to implement Small Learning Communities, and other Richland School District 2-directed expectations are all intended to help us accomplish an increase in the academic success of all of our students.

To accomplish our personalization focus we continue to ensure that opportunities are available in what I call the four A's:

Academics, Athletics, the Arts, and Student Activities. This focus has led to the implementation of an extremely successful Medical and Health Science magnet and continued advancements in our activities, athletics and arts programs.

Ridge View has been recognized as a Palmetto Gold Award winner for closing the achievement gap.

We will continue our very successful credit recovery and retrieval computer programs for qualified students using the NovaNet and ALEKS systems.

The Advisory Program has been very successful and students will continue to benefit from this personalized approach to guide their academic and social choices.

To help ensure our commitment to focus on the success of each student, the involvement of our dedicated parents is expected. Our efforts continue to include parents in the education process of their children.

To simplify all of the demands of the above expectations we will continue to focus our resources on the accomplishment of the following goals:

- Goal #1: Ensure academic success for all students.
- Goal #2: Ensure all students have a sense of belonging to the school and community.

Over the next year and a half one of the most exciting ventures will be to see our facilities updated and receive a major addition. While this will appear messy work, the results will significantly benefit our students.

Dr. Marty Martin

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	112	387	211
Percent satisfied with learning environment	72.3%	68.1%	78.3%
Percent satisfied with social and physical environment	84.8%	72.0%	62.9%
Percent satisfied with school-home relations	74.8%	80.2%	71.5%

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

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 14 out of 21 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	2.1%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.0%	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	518	98.8	9.3	26.9	33.3	30.4	72.9	71.4	65.9	Yes	Yes
Male	254	98	12.1	29.7	29.3	28.9	66.8	64.9	60.8	N/A	N/A
Female	264	99.6	6.8	24.3	37.1	31.9	78.5	77.6	71	N/A	N/A
White	102	98	2.1	12.4	32	53.6	90.7	87.5	77.5	Yes	Yes
African American	362	98.9	11.6	30.7	35.7	22	67.6	63.6	49.7	No	Yes
Asian/Pacific Islander	12	100	8.3	25	16.7	50	75	86.4	80.2	I/S	I/S
Hispanic	32	100	7.1	28.6	25	39.3	75	64.6	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	46	97.8	51.2	37.2	9.3	2.3	16.3	20.6	21.3	No	Yes
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	14	100	18.8	25	25	31.3	62.5	60.8	47.3	I/S	I/S
Subsidized meals	131	98.5	16.5	32.2	30.6	20.7	62.8	56.6	51.5	No	Yes

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

All Students	518	98.8	11.8	29.8	32.3	26.1	68.3	67.7	62.3	Yes	Yes
Male	254	98	14.2	27.2	33.2	25.4	69.4	66.1	61.7	N/A	N/A
Female	264	99.6	9.6	32.3	31.5	26.7	67.3	69.3	63	N/A	N/A
White	102	98	3.1	12.4	30.9	53.6	88.7	87.8	75	Yes	Yes
African American	362	98.9	14	35.4	33	17.6	63.1	58	44	No	Yes
Asian/Pacific Islander	12	100	8.3	8.3	33.3	50	83.3	93.2	85.5	I/S	I/S
Hispanic	32	100	10.7	35.7	32.1	21.4	60.7	59.3	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	46	97.8	53.5	32.6	11.6	2.3	23.3	20.1	22.1	No	Yes
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	14	100	12.5	25	31.3	31.3	68.8	65.8	52.6	I/S	I/S
Subsidized meals	131	98.5	16.5	38.8	33.1	11.6	57	50.8	48.1	No	Yes

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

All Students	517	96.1	48.3	21.3	15.7	14.7	30.4	N/A	N/A	N/A	N/A
Male	254	95.3	48.3	20.7	13.6	17.4	31.0	N/A	N/A	N/A	N/A
Female	263	97.0	48.2	22.0	17.6	12.2	29.8	N/A	N/A	N/A	N/A
White	102	94.1	27.1	16.7	21.9	34.4	56.3	N/A	N/A	N/A	N/A
African American	361	96.4	55.5	23.0	13.2	8.3	21.6	N/A	N/A	N/A	N/A
Asian/Pacific Islander	12	100.0	25.0	8.3	16.7	50.0	66.7	N/A	N/A	N/A	N/A
Hispanic	32	96.9	38.7	25.8	25.8	9.7	35.5	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	45	88.9	92.5	5.0	0.0	2.5	2.5	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	18	94.4	47.1	11.8	5.9	35.3	41.2	N/A	N/A	N/A	N/A
Subsidized meals	131	95.4	62.4	20.8	11.2	5.6	16.8	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*

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	519	98.7	7.7	34.2	34.4	23.7	69.1	68.2	61.8
	2010	518	98.8	9.3	26.9	33.3	30.4	72.9	71.4	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	519	98.3	15.4	29.4	25.8	29.4	66.3	67.6	62.7
	2010	518	98.8	11.8	29.8	32.3	26.1	68.3	67.7	62.3

* Adjusted to account for natural variation in performance.