

SC Annual School Report Card Summary

RIDGELAND HIGH

Jasper

Grades: 9-12

Enrollment: 570

Principal: Casandra Jennings

Superintendent: Dr. Vashti Washington

Board Chair: Michael Hubbard

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	At-Risk	At-Risk	TBD	TBD	Not Met	N/A
2009	Good	At-Risk	N/A	N/A	Not Met	N/A
2008	Excellent	N/A	N/A	Gold	Not Met	N/A

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. Schools with Students Like Ours are High Schools with Poverty Indices of no more than 5% above or below the index for this school.

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2009	2010	2009	2010
Passed 2 subtests (%)	56.0%	47.2%	61.7%	64.9%
Passed 1 subtest (%)	23.1%	27.3%	18.8%	18.1%
Passed no subtests (%)	20.9%	25.6%	19.5%	17.5%

HSAP PASSAGE RATE (%) BY SPRING 2010

	Our High School	High Schools with Students Like Ours
Passage Rate	78.2%	85.4%

ON-TIME GRADUATION RATE

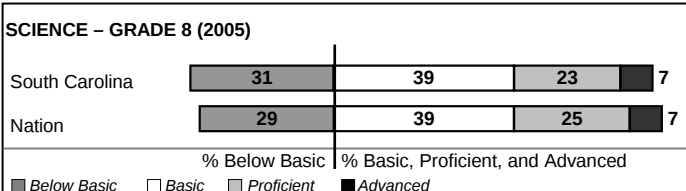
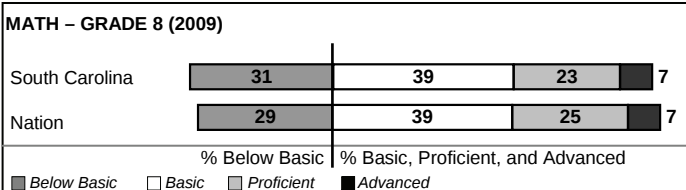
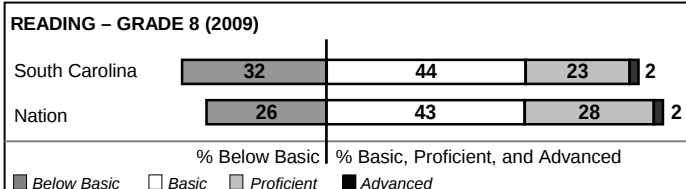
	Our High School	High Schools with Students Like Ours
Number of students	158	152
Number of Diplomas	113	106
Rate (%)	71.5%	71.5%

END OF COURSE TESTS - 2010

% of students scoring 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

NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

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RIDGELAND HIGH [Jasper]

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
Career/technology students attaining technical skills	64.9%	Down from 71.8%	73.9%	78.7%
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
Classes not taught by highly qualified teachers	14.2%	Up from 10.6%	6.1%	2.8%
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
% of AYP objectives met	46.2%	No Change	59.4%	69.2%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 students at the highest high school grade level at this school and their parents were included.

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 for 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

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