

RICHLAND NORTHEAST HIGH

7500 Brookfield Road
Columbia, South Carolina

Grades	7-12 Middle School	
Enrollment	1,504 Students	
Principal	Ralph Schmidt	803-699-2800
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	At-Risk	Below Average
2009	Average	Average
2008	N/A	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.

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

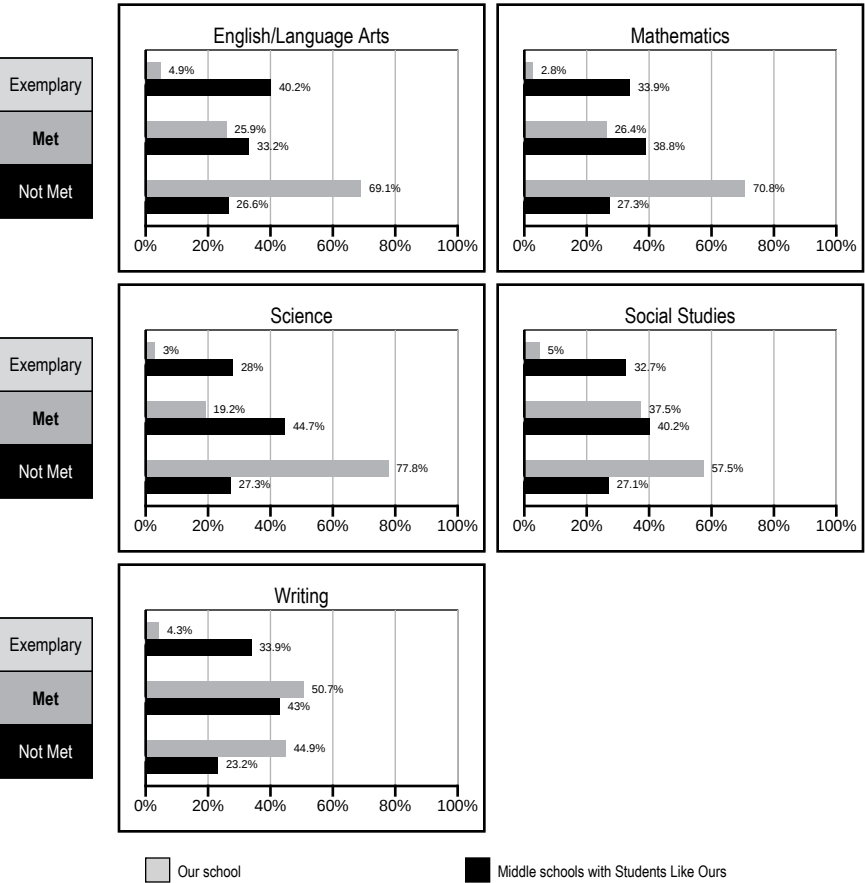
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	13	21	0	1

* Ratings are calculated with data available by 03/09/2011.

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	100.0%	98.6%
English 1	46.2%	96.9%
Physical Science	36.8%	19.5%
US History and the Constitution	N/A	N/A
All Subjects	43.6%	96.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,504)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	28.2%	24.2%
Retention rate	6.0%	Down from 8.0%	0.6%	0.7%
Attendance rate	97.2%	Down from 97.4%	96.0%	95.9%
Eligible for gifted and talented	16.3%	Up from 5.2%	20.4%	16.4%
With disabilities other than speech	9.5%	Down from 10.1%	11.1%	12.0%
Older than usual for grade	9.7%	Up from 8.1%	1.7%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.9%	Up from 2.2%	0.8%	0.5%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=108)				
Teachers with advanced degrees	75.0%	Down from 75.5%	59.2%	58.5%
Continuing contract teachers	63.0%	Up from 62.7%	82.3%	80.0%
Teachers with emergency or provisional certificates	10.1%	Down from 10.5%	3.9%	4.0%
Teachers returning from previous year	86.8%	Up from 85.7%	85.7%	84.6%
Teacher attendance rate	96.4%	Up from 95.9%	95.4%	95.4%
Average teacher salary*	\$53,326	Up 0.6%	\$46,637	\$46,561
Professional development days/teacher	10.2 days	Up from 8.5 days	9.6 days	10.2 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 16.3 to 1	21.9 to 1	21.1 to 1
Prime instructional time	92.7%	Up from 92.3%	90.3%	90.4%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.0%	Down from 100.0%	97.5%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$9,783	Up 5.5%	\$7,217	\$7,802
Percent of expenditures for instruction**	64.6%	Down from 64.9%	64.4%	63.8%
Percent of expenditures for teacher salaries**	60.2%	Up from 59.9%	60.8%	60.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

As we have in the past, the Richland Northeast High School administration, faculty, and School Improvement Council look on the annual State of South Carolina Report Card as a marker of our progress as well as a baseline from which we can improve. We are constantly looking at better ways to educate and nurture our students, and our efforts are paying off. In 2010, we received a South Carolina Department of Education ACT/SAT Performance Improvement Award: the Summa Cum Laude Award for Excellent Improvement, for exceeding the state ACT/SAT average over three years.

Test scores and statistics are only part of the RNE picture, however. We face and surmount challenges that go far beyond numbers - and we do it with remarkable success.

Alone among Richland School District Two's high schools, we are a Creative Ticket National School of Distinction and a Red Carpet school. In addition we have the distinction of appearing on all of Newsweek's list of best high schools nationwide. This year, RNE was one of 600 top-rated high schools chosen by Google to receive five computers. Though Google suggested that four of the laptops go to high-achieving math students and one to a math teacher, RNE opted to give all five to math students.

We had three National AP Scholars, eight AP Scholars with Distinction, twelve AP Scholars with Honor, and twenty-six AP Scholars and offered twenty-four AP courses. For the twenty-fourth year, all of our cosmetology students passed the state board examinations. Meanwhile, our nationally recognized Model UN team took its nineteenth first-place award at the National Model United Nations Conference.

The Palmetto Dramatics Association awarded its three top playwriting awards to Richland Northeast, which was the first time this association had given these awards to one school. Our Palmetto Center for the Arts Theatre students competed at the event, held jointly with the South Carolina Thespians. Our NJROTC qualified for the 2010 NJROTC National Drill, Academic, and Physical Fitness Championship - of the 700 NJROTC high school units nationwide, only twenty-four were invited to compete. One of our football players played in the Shrine Bowl and three of our athletes played in North-South All-Star Games.

We added three National Board Certified teachers. In addition, the four teachers who went through the renewal process retained their NBCT status. Teacher Daniel Cammisa was named a Claes Nobel Educator of Distinction, Perry McLeod was named Teacher of the Year for the National Society of Colonial Wars, and Nancy Riley was named South Carolina Cosmetology Teacher of the Year. Our teachers also won grants from the National Endowment for the Humanities and the South Carolina Department of Education. I am extremely honored to have been named The South Carolina Association of Student Councils Administrator of the Year for the 2009-2010 school year.

Along with all this, we've continued to emphasize community service, this year alone adopting dozens of families for Families Helping Families, collecting thousands of canned goods for God's Storehouse, raising thousands of dollars for Camp Kemo, and volunteering thousands of hours within the school and community. We're more than a school - we're the Cavalier Family.

Ralph Schmidt

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

No Child Left Behind

School Adequate Yearly Progress NO

This school met 10 out of 17 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

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 and Student Attendance

	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	0.6%	0.0%	No
Student attendance rate	97.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	68	67.7	52.2	39.1	8.7	69.6	85.9	83.5	No	Yes
Gender										
Male	35	54.3	52.6	42.1	5.3	63.2	82.7	80.1	N/A	N/A
Female	33	81.8	51.9	37	11.1	74.1	89.3	87	N/A	N/A
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	94	89.6	Yes	Yes
African American	52	73.1	52.6	36.8	10.5	65.8	81.9	74.6	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	94	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	80.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	52.7	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	83.4	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	50	70	54.3	37.1	8.6	65.7	78.5	76.9	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	68	67.7	60.9	34.8	4.3	58.7	82.4	80.4	No	Yes
Gender										
Male	35	54.3	57.9	36.8	5.3	52.6	80	78.4	N/A	N/A
Female	33	81.8	63	33.3	3.7	63	84.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	10	I/S	I/S	I/S	I/S	I/S	93.2	87.8	Yes	Yes
African American	52	73.1	65.8	31.6	2.6	55.3	76.8	69.3	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	95.8	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	92.3	83.2	I/S	I/S
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	47.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	83.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	50	70	68.6	28.6	2.9	57.1	73.2	72.8	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	40	97.5	59	38.5	2.6	41	72.1	67.3
Gender								
Male	17	94.1	62.5	31.3	6.3	37.5	70.9	66.9
Female	23	100	N/A	N/A	N/A	43.5	73.3	67.7
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	89.6	79.6
African American	31	100	64.5	32.3	3.2	35.5	63.1	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.2	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	70.5	58.6
Socio-Economic Status								
Subsidized meals	32	96.9	61.3	35.5	3.2	38.7	58.6	55.4

Social Studies								
All Students	40	97.5	56.4	38.5	5.1	43.6	77.1	70.9
Gender								
Male	17	94.1	56.3	37.5	6.3	43.8	75.3	70.1
Female	23	100	56.5	39.1	4.3	43.5	79.1	71.7
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	88.6	79.2
African American	34	100	58.8	35.3	5.9	41.2	71.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	71.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	3	I/S	I/S	I/S	I/S	I/S	44.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.1	68
Socio-Economic Status								
Subsidized meals	30	96.7	65.5	31	3.4	34.5	66.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	69	98.6	44.1	51.5	4.4	55.9	76.7	72.1	99.2	97
Gender										
Male	36	97.2	40	57.1	2.9	60	70.2	65.2	98.6	96.9
Female	33	100	48.5	45.5	6.1	51.5	83.4	79.2	99.7	97.1
Racial/Ethnic Group										
White	11	90.9	I/S	I/S	I/S	I/S	87.9	80.8	99.4	97.1
African American	52	100	44.2	50	5.8	55.8	71.3	59.7	99.2	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.8	87	N/A	97.9
Hispanic	5	I/S	I/S	I/S	I/S	I/S	66.4	64.6	99.8	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.4	N/A	96.5
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	32	27.7	99.6	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	71.7	63.7	99.7	97.2
Socio-Economic Status										
Subsidized meals	50	100	50	46	4	50	65.8	61.9	99.1	96.3

Abbreviations for Missing Data

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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							
2009	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	37	100	43.2	43.2	13.5	56.8
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	33	97	40.6	53.1	6.3	59.4
	8	35	40	78.6	7.1	14.3	21.4
Mathematics							
2009	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	37	100	32.4	56.8	10.8	67.6
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	33	97	53.1	40.6	6.3	46.9
	8	35	40	N/A	N/A	N/A	21.4
Science							
2009	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	37	100	27	56.8	16.2	73
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	33	97	53.1	43.8	3.1	46.9
	8	7	I/S	I/S	I/S	I/S	I/S

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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							
2009	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	37	100	40.5	37.8	21.6	59.5
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	33	97	N/A	N/A	N/A	40.6
	8	7	I/S	I/S	I/S	I/S	I/S
Writing							
2009	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	37	100	32.4	56.8	10.8	67.6
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	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	33	100	42.4	51.5	6.1	57.6
	8	36	97.2	45.7	51.4	2.9	54.3

Abbreviations for Missing Data

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