



SC Annual School Report Card Summary

RIDGELAND MIDDLE

Jasper

Grades: 6-8

Enrollment: 404

Principal: Jeannie Jefferson

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	Below Average	TBD	TBD	Not Met	R
2009	At-Risk	At-Risk	N/A	N/A	Not Met	R
2008	At-Risk	Below Average	N/A	N/A	Not Met	R

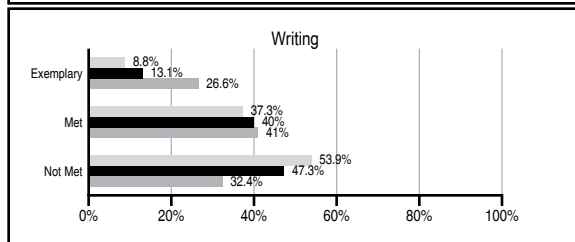
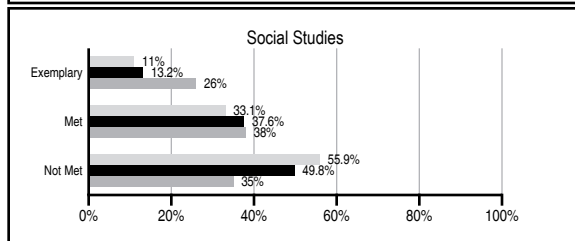
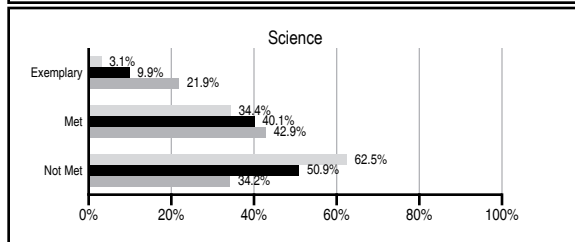
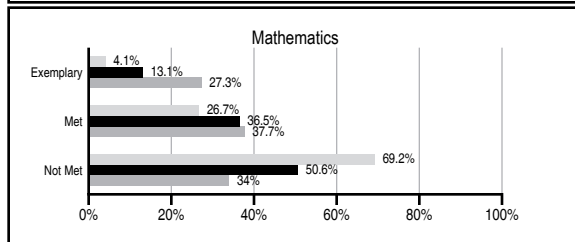
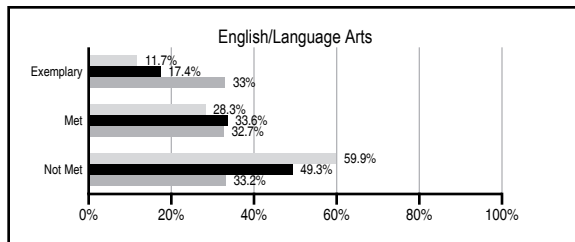
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	0	14	33	18

* Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle schools statewide



NAEP PERFORMANCE*

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

READING – GRADE 8 (2009)

South Carolina	32	44	23	2
Nation	26	43	28	2

% Below Basic % Basic, Proficient, and Advanced

Below Basic Basic Proficient Advanced

MATH – GRADE 8 (2009)

South Carolina	31	39	23	7
Nation	29	39	25	7

% Below Basic % Basic, Proficient, and Advanced

Below Basic Basic Proficient Advanced

SCIENCE – GRADE 8 (2005)

South Carolina	31	39	23	7
Nation	29	39	25	7

% Below Basic % Basic, Proficient, and Advanced

Below Basic Basic Proficient Advanced

END OF COURSE TESTS - 2010

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	89.7
English 1	N/A	87.5
Physical Science	N/A	52.6
US History and the Constitution	N/A	N/A
All Subjects	N/A	88.0

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

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

RIDGELAND MIDDLE [Jasper]

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=404)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	13.4%	24.2%
Retention rate	1.2%	Up from 0.2%	1.0%	0.7%
Attendance rate	99.3%	Up from 99.1%	95.3%	95.9%
Eligible for gifted and talented	12.3%	Up from 7.9%	7.0%	16.4%
With disabilities other than speech	11.4%	Down from 13.1%	14.5%	12.0%
Older than usual for grade	1.7%	Down from 5.0%	4.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Down from 8.0%	0.3%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	60.5%	No Change	57.6%	58.5%
Continuing contract teachers	47.4%	Up from 44.7%	64.7%	80.0%
Teachers with emergency or provisional certificates	25.9%	Down from 31.0%	12.7%	4.0%
Teachers returning from previous year	66.1%	Up from 60.7%	77.7%	84.6%
Teacher attendance rate	99.6%	Up from 95.5%	95.7%	95.4%
Average teacher salary*	\$48,769	Up 0.5%	\$44,451	\$46,561
Classes not taught by highly qualified teachers	10.2%	Down from 13.0%	4.8%	1.3%
Professional development days/teacher	11.5 days	Up from 7.1 days	10.4 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	14.2 to 1	Down from 17.1 to 1	18.0 to 1	21.1 to 1
Prime instructional time	96.8%	Up from 93.2%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.2%	Down from 94.7%	97.4%	98.1%
Character development program	Below Average	Down from Excellent	Good	Good
Dollars spent per pupil**	\$9,701	Up 1.6%	\$10,026	\$7,802
Percent of expenditures for instruction**	75.3%	Up from 65.4%	60.4%	63.8%
Percent of expenditures for teacher salaries**	63.6%	Up from 60.0%	55.9%	60.0%
% of AYP objectives met	69.0%	Up from 60.0%	88.2%	92.3%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	28	95	19
Percent satisfied with learning environment	67.9%	69.1%	61.1%
Percent satisfied with social and physical environment	71.4%	72.0%	68.4%
Percent satisfied with school-home relations	39.3%	80.4%	61.1%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2009-2010 school year started off as one filled with optimistic uncertainty. Nonetheless, we went about the planning and preparation for the year with student achievement and success as our focal point. Our ultimate goal was to make the best use of the resources that we had available so that each student would receive optimum support.

One major reason for our early concern was due in part to the revelation that one of the key components of student academic assistance would not be available this year due to budgetary concerns. Our regular after-school tutorial program was eliminated due to lack of funding. This had a direct and profound impact on our remediation efforts and greatly limited our ability to provide assistance outside the regular classroom environment. We were able to garner voluntary efforts on the part of the teaching core to assist in filling this void.

Budgetary constraints also resulted in the elimination of two regular teaching positions, thus requiring the adjustment of teaching teams and scheduling to accommodate this loss. For this reason as well as the fact that we hired six new teachers, it became necessary for us to restructure each grade-level academic team. We previously discovered that our academic teams had most of our experienced teachers assigned to the eighth grade. We sought to ensure that the wealth of the experience would be equitably distributed throughout each of the teams respectively. This restructuring effort was implemented not only to assist students, but to ensure the success of our least experienced teachers.

For the same fiscal reasons as stated above, we were unable to put into place our regularly scheduled summer tutorial program, which has been paramount in our efforts to maintain the momentum which is generated during the regular academic year. Parents have been thus forced to generate individual efforts to provide the support usually rendered during the summer months.

Another key handicap which impeded the planning process was the late receipt of testing data from the previous school term. Inasmuch as we had our in-house MAP (Measures of Academic Progress) testing data available, this in no way compares to the specificity of the PASS testing data which would have greatly assisted us in our diagnostic preparatory efforts. If this much needed data is to be a resource for us in coming years, it has to be made available prior to the start of the academic year. However, in spite of the previously mentioned challenges, we were able to navigate our way through the school year in an acceptably successful manner. As a member of the state's Palmetto Priority Schools, we are the recipients of targeted academic assistance. One of the key components of this assistance is the bi-weekly visitation of our PPS Liaison who monitors the academic progress as well as the processes we have in place to affect student achievement. This monitoring process dictated that we formulated a 'Memorandum of Agreement' which highlighted academic focus goals for the year. We are proud to announce that we accomplished all goals outlined in this document, and have thus satisfied our annual commitment to the PPS office. We are eagerly anxious to review the outcome of our recent PASS testing efforts, as we believe that they will document the success of this year.

As we close this year, we are eagerly optimistic about the appointment of our newly assigned superintendent, and her new staff of individuals who will undoubtedly be a key asset to the district as well as this school. This will render the kind of supervision from the district leadership that is

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