

RIVERSIDE HIGH SCHOOL PORTFOLIO

“To Instruct, To Inspire, To Prepare”

“Reaching Higher Standards”

**1998 Palmetto’s Finest High School
Home of the Warriors
2001 School of Promise**

Andrew B. Crowley, Principal

**Greenville County Schools
W. Burke Royster, Superintendent**

Plan: 2014-15 through 2017-18

Update: March 27, 2015

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Riverside High School

SCHOOL DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2015-16 (*one year*)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes components required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann.

§§59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Ms. Lisa Wells		
Printed Name	Signature	Date

SUPERINTENDENT

Mr. W. Burke Royster		
Printed Name	Signature	Date

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Tammie Pinson		
Printed Name	Signature	Date

PRINCIPAL

Mr. Andrew Crowley		
Printed Name	Signature	Date

SCHOOL ADDRESS: 784 Hammett Bridge Road
Greer, SC 29650

SCHOOL TELEPHONE: (864)355-7800

PRINCIPAL' S EMAIL ADDRESS: acrowley@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <u>POSITION</u> | <u>NAME</u> |
|---|--------------------|
| 1. PRINCIPAL: | Andrew B. Crowley |
| 2. TEACHER: | Betty Templeton |
| 3. PARENT/GUARDIAN: | Maureen Watts |
| 4. COMMUNITY MEMBER: | Belle Mercado |
| 5. SCHOOL IMPROVEMENT COUNCIL: | Tammie Pinson |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) | |

<u>POSITION</u>	<u>NAME</u>
<u>Parent</u>	<u>Beverly Adamson</u>
<u>Parent</u>	<u>Stephanie Barry</u>
<u>Parent</u>	<u>Laura Phillips</u>
<u>Student</u>	<u>Rebecca Drake</u>
<u>Student</u>	<u>Lydia Elsey</u>
<u>Student</u>	<u>Dan Freeman</u>
<u>Student</u>	<u>Carly Owens</u>
<u>Student</u>	<u>Chad Ross</u>
<u>Student</u>	<u>Brooke Worthington</u>
<u>Student</u>	<u>Erin Woods</u>
<u>Student</u>	<u>Hope Woolf</u>
<u>PTA</u>	<u>Maureen Watts</u>
<u>PTA</u>	<u>Pam Freeman</u>
<u>SIC</u>	<u>Tammie Pinson</u>

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

_____ **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children's education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child's individual test results and an interpretation of the results, providing parents with information on the district's curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal's and superintendent's evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised *Standards for Staff Development*.

X **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

_____ **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth

through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X Collaboration

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years;

promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

X Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

Riverside High School Portfolio

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Riverside High School

***“To Instruct, To Inspire, To
Prepare”***

“Reaching Higher Standards”

Introduction

**Portfolio Committees
Team Members and
Roles**

Introduction

The Strategic Planning Committee, composed of eight members, the Principal and the Curriculum Resource Teacher has led the faculty through the School Portfolio and the self-assessment process for Riverside High School. Each team member guided a committee of ten faculty members, one parent and one student leader through the various sections of the School Portfolio. Each committee updated a section of the portfolio to reflect the most recent test data, student honors, professional development, and Riverside's strategies for the 2013-2018 Action Plan. Once the strategies and plan were in place, the Strategic Planning Team began the task of assessing Riverside High School through the five standards developed by AdvancEd. Each committee met on Wednesday afternoons for six weeks to review and evaluate each section of the standard carefully to determine which level of 1 to 4 best described and matched the organization and atmosphere of Riverside High School. After the committees determined the level for each section, through consensus, the committees established lists of evidence which confirmed their decision on the rubrics. After the evidence was collected, the committee chairs began the process of writing and developing a narrative which encompassed the entire standard, rather than its parts. They collaborated with their members to make sure all areas of the standard were included. Each committee chair explained and reviewed his standard with one of the assistant principals. When all the narratives had been reviewed, each committee shared the findings with the entire faculty, the School Improvement Council, and the PTSA Board.

Strategic Planning Teams for School Portfolio

School Community: Carrie Fussell

Bridget Hall, Linda Kirkland, Vicki Fisher, Sherry Williams, Amanda Wald, Michael Pettit, Murray Long, Erin Shuler, Terri Wheat

School Personnel: Sam Oates

Brent Boling, Nate Crain, Brian Herbert, Jamie Hogue, Tia Foster, Travis Pitman, Jenny Taylor, Tara Cole, Bryan Woody

School Population: Cathy Derrick

William Sumerel, Bekki Benjamin, Mary Anna Elsey, Deanna Polly, Heather Greene, Kelly Ackerman, Gloria Brendle, Anne Snow, Holly Cameron

Academic/ Behavioral Features: Susan Candee

Cindy Armstrong, Karen Becker, David Dejesa, Donna Fowler, Jessica McCraw, Katrina Hester, John Linn, Aaron Linder, Kim Pauls, Michelle Obusgewski, Lindsey Beam

School Achievement Needs and Assessment: Sylvia Hodge and Mary

Margaret Delap, Rick Martin, Lynda Collins, Sandy Taylor, Donna Roberts, Evelyn Ray, Susan Mayberry, Julie Faulk, Karen Carnes, Stephanie Walton, Becky Rogers

Teacher Quality Needs and Assessment: Kapp Abbott

Cheryl Youmans, Jackie McKeithan, Lisa Nickles, Carolee Dover, Donna Meng, Steve Johnson, John Harper, Amy Pruitt, Kelsey Johnson, Phil Smith

School Climate Needs and Assessment: Renee Smith

Lisa Williams, David Hickman, April Raymond, Esser Sitton, Marjorie Hintalla, Erica Brewster, Andrea Crain, Vickie Bartlett, Sherry McAbee

Technology Refresh Committee: Dan Tollison

William Sumerel, Jeremy Chassereau, Robin Chandler, Matt Nicely, Bill Baker, Julie Teague, Gloria Brendle, Eric Cummings, Lynn Tate, Toby Williams, Carol Clark, Bethany Enjain

Strategic Planning Teams for Accreditation Self-Assessment

Standard 5—Using Results for Continuous Improvement: Carrie Fussell
Bridget Hall, Linda Kirkland, Vicki Fisher, Sherry Williams, Amanda Wald,
Michael Pettit, Murray Long, Erin Shuler, Terri Wheat, Lydia Elsey
Administrator: Stephanie Smith

Standard 5—Using Results for Continuous Improvement: Sam Oates
Brent Boling, Nate Crain, Brian Herbert, Jamie Hogue, Tia Foster, Travis
Pitman, Jenny Taylor, Tara Cole, Bryan Woody, Rebecca Drake
Administrator: Stephanie Smith

Standard 3—Teaching and Assessing for Learning—3.7-3.12: Cathy
Derrick, William Sumerel, Bekki Benjamin, Mary Anna Elsey, Deanna Polly,
Heather Greene, Kelly Ackerman, Gloria Brendle, Anne Snow, Hope Woolf,
Holly Cameron
Administrator: Dom LaColla

Standard 2—School Governance and Leadership: Susan Candee
Cindy Armstrong, Brian Herbert, Karen Becker, David Dejesa, Donna
Fowler, Jessica McCraw, Katrina Hester, John Linn, Aaron Linder, Kim
Pauls, Cathy Hudson, Carly Owens, Michelle Obuszewski, Lindsey Beam
Administrator: Sallie Austin

Standard 3—Teaching and Assessing for Learning—3.1-3.6: Sylvia Hodge
and Mary Margaret Delap
Lynda Collins, Sandy Taylor, Donna Roberts, Evelyn Ray, Susan Mayberry,
Julie Faulk, Karen Carnes, Stephanie Walton, Becky Rogers, Laura Phillips,
Brooke Worthington, Rick Martin
Administrator: Andy Laye

Standard 4—Resources and Support Systems—4.1-4.3: Kapp Abbott
Cheryl Youmans, Jackie McKeithan, Lisa Nickles, Carolee Dover, Donna
Meng, Steve Johnson, John Harper, Amy Pruitt, Kelsey Johnson, Maureen
Watts, Chad Ross, Phil Smith
Administrator: Stephanie Smith

Standard 1—Purpose and Direction: Renee Smith
Lisa Williams, David Hickman, April Raymond, Esser Sitton, Marjorie
Hintalla, Erica Burts-Brewster, Andrea Crain, Vickie Bartlett, Sherry
McAbee, Pam Freeman, Erin Wood
Administrator: Sallie Austin

Standard 4—Resources and Support Systems—4.4-4.7: Dan Tollison
William Sumerel, Jeremy Chassereau, Robin Chandler, Matt Nicely, Bill
Baker, Julie Teague, Gloria Brendle, Eric Cummings, Lynn Tate, Toby
Williams, Carol Clark, Beverly Adamson, Bethany Enjaian
Administrator: Stephanie Smith

LEADERSHIP

Riverside High School shares the decision-making process in the following ways:

Administrative Leadership Team 2014 - 2015

- Andy Crowley, Principal
- Sallie Austin, Assistant Principal
- Dom LaColla, Assistant Principal
- Stephanie Smith, Assistant Principal
- Murray Long, Athletic Director
- Betty Templeton, Curriculum Resource Teacher
- Cathy Derrick, Director of School Counseling

Departmental Chairs 2014 - 201454

MATH
Sylvia Hodge

ENGLISH
Mary Margaret Delap

SPECIAL EDUCATION
Carrie Fussell

SOCIAL STUDIES
Susan Candee

FINE ARTS
Donna Fowler

P.E.
Sam Oates

LANGUAGE
Evelyn Ray
Bill Baker

BUSINESS EDUCATION
Julie Teague

GUIDANCE
Cathy Derrick

SCIENCE
Renee Smith

RIVERSIDE HIGH SCHOOL – 2013/2014

ADMINISTRATION

Andy Crowley, Principal

Sallie Austin, Assistant Principal
Dom LaColla, Assistant Principal
Stephanie Smith, Assistant Principal
Dell Aycock, Secretary
Debbie Bird, Clerk
Zach Cummings, Attendance Clerk
Patti Yandle, Bookkeeper
Murray Long, Athletic Director
Kim Scanlon, R.N., Nurse
Betty Templeton, Curriculum Resource
Steve Anderson, SRO

MEDIA SERVICES

Dan Tollison, Media Specialist

Toby Williams, Media Clerk
Carol Clark, Media Clerk

ENGLISH

Mary Margaret Delap, Chair

Cindy Armstrong
Bekki Benjamin
Jeremy Chassereau
Tara Cole
Heather Greene
Linda Kirkland
Jackie McKeithan
Donna Meng
April Raymond
Katrina Hester
Esser Sitton
Lisa Williams
Karen Vaughan - .5

P.E.

Sam Oates, Chair

Travis Pitman
Jenny Taylor
Murray Long - .5
Phil Smith

SCIENCE

Renee Smith, Chair

Vickie Bartlett
Karen Becker
Lindsay Beam
Erin Shuler
David Hickman
Matthew Nicely
Kim Pauls
Amy Pruitt
Sandra Taylor
Stephanie Walton
Bryan Woody
Cheryl Youmans

GUIDANCE

Linda Collins
Cathy Derrick
Marjorie Hintalla
William Sumerel
Becky Rogers
Kristie Garrett, Registrar
Clarence Lewis, Instr Aide

ISS

Joe Novotassky

BUSINESS ED

Julie Teague, Chair

Erica Brewster
Donna Roberts

SOCIAL STUDIES

Susan Candee, Chair

Brent Boling
Eric Cummings
David Dejesa
Mary Anna Elsey
Julie Faulk
Vicki Fisher
Tia Foster
John Harper
Steve Johnson
Rick Martin
Sharon McAbee
Michael Pettit

WORLD LANGUAGE

Evelyn Ray, Spanish, Co-Chair

Bill Baker, German, Co-Chair

Kapp Abbott, Spanish
Carolee Dover, French
Bethany Enjaian - .5
Leslie Gallagher, French - .5
Jamie Hogue, Spanish
Evelyn Ray, Spanish
Kelsey Johnson, Spanish
Sherry Williams, Spanish
Terri Zavodnik, ESOL

FINE ARTS

Donna Fowler, Choral, Chair/Art

Rachelle Bianchi - Art
Gloria Brendle - Art
Amanda Wald - Art
Quintus WRIGHT - Band
Ashley Rhoden - Strings

SPECIAL EDUCATION

Carrie Fussell, Chair/LD Resource

Lynn Tate, LD Resource
Karen Carnes, TMH Self-Contained
Josh Herlong, SC Aide
Hope Greenwood, SC Aide
Deanna Polly, LD Neuro Self-Contained
Ann Moody, SC Aide
Nick Lilly, SC Aide

Alta Kayse, LD SC Aide
Terri Wheat, EMD Self-Contained
Aaron Linder, LD Resource
Rose Anderson, TMH Aide
Tonya Bryant, TMH Aide
Francenia Williams, LD Self-Contained - .5
Jessica McCraw, LD Self-Contained

CAFETERIA

Rita Anders, Manager

Marilyn Mitchell
Linda Carroll
Menda Taylor
Misty Graham
Dawn Waters
Robin Patane
Tamara Ruiz
Sue Somers
Emily Stenzel
Bradley

CUSTODIANS

Denis Hertel, Plant Eng.

Stanley Beeks
Rolly Crichlow
Gloria Gonzalez
Steve Mayson
Cindy McCoy
Glenn Miller
Mary Morrone
David Schmidlin
James Smalls
Jannie Thomas
Steven Torman

MATH

Sylvia Hodge, Chair

Kelly Ackerman
Holly Cameron
Robin Chandler
Andrea Crain
Nate Crain
Bridget Hall
Brian Herbert
Mindy Imperati - .5
John Linn
Susan Mayberry
Lisa Nickles
Michelle Obuszewski - .5
Anne Snow

**RIVERSIDE HIGH SCHOOL
WHO DOES WHAT
2014-2015**

Academic Team - Robin Chandler, Cheryl Youmans

AP Coordinator/Test Administrator – Cathy Derrick

Advisor/Advisee Agenda Items – Cathy Derrick

Advisory Committee - Mary Anna Elsey

All State Band Auditions – Quintus Wrighten

ACS Chemistry Olympiad – Kim Pauls, Cheryl Youmans

Assistance Team Committee – Carrie Fussell

Athletics:

Athletic Director – Murray Long

Assistant Athletic Directors – Eric Cummings, Sam Oates

Athletic Letters – Murray Long

Baseball – Travis Pitman (Head)

Basketball - Varsity Boys – Greg Miller

Basketball - Varsity Girls - Jennifer Taylor (Head)

Cross Country – Eric Cummings (Head), Heather Greene (Assistant)

Football - Varsity – Phil Smith (Head), Rick Martin (Assistant), Joe Novotasky
(Assistant)

Clarence Lewis (Assistant), Michael Pettit (Assistant), Nick Lilly
(Assistant)

Josh Herlong (Assistant) Tyson Wright (Assistant)

Golf - Varsity Boys - Sam Oates (Head), Bryan Woody (JV Head);

Varsity Girls – Bryan Woody (Head)

Soccer – Varsity Boys – Nate Crain (Assistant)

Tennis Girls – Mary Anna Elsey (Head), Bekki Benjamin (Assistant)

Track and Field Girls – Eric Cummings (Head), Heather Greene (Assistant),

Volleyball –April Raymond (Head), Kelly Ackerman (JV), Toby Williams (Assistant)

Wrestling – John Harper (Head)

Football Ticket Takers/Sales –Sam Oates

Fall Senior Night – Mary Anna Elsey, Eric Cummings

Atlas Club – Anne Snow, Bethany Enjaian

Beta Club - Karen Becker, Matt Nicely, Dee Polly

Bi-Lingual Peer Tutoring – Betty Templeton, Terri Zavodnick

Biology Club – Karen Becker, Stephanie Walton

Black Heritage Bowl - Tia Foster

Bridges to a Brighter Future – Marjorie Hintalla

Calendar Committee – Betty Templeton, Dell Aycock

Campus Beautification – Renee Smith, Erin Shuler, PTA

Central Spirit Committee – Carrie Fussell, Bridget Hall, Julie Faulk, Holly Cameron, Michelle Obuszewski

Chess Club – Jeremy Chassereau

Class Sponsors -

Senior Class – Kapp Abbott, Vickie Bartlett, Sandy Taylor

Junior Class – Cindy Armstrong, Bill Baker

Sophomore Class – Jessica McCraw, Dee Polly

Freshman Class – Amanda Wald, Brent Boling

Credit Recovery – Clarence Lewis

Critical Reading Period Committee - Karen Becker, Betty Templeton, Lindsey Beam, Sam Oates, Travis Pittman, Lisa Williams, Rick Martin, Ann Snow, Terri Wheat

Curriculum Guide – Cathy Derrick

Delta Physics Club - Bryan Woody, Matt Nicely

Department Chairs – English - Mary Margaret Delap, Math - Sylvia Hodge, Social Studies - Susan Candee, Science – Renee Smith, Fine Arts – Donna Fowler, World Language – Evelyn Ray/Bill Baker, Business Ed - Julie Teague, Special Ed –Carrie Fussell, P. E. - Sam Oates, Guidance - Cathy Derrick

Drama and Musical Productions – Donna Fowler

Edmodo Reps – Tara Cole, Andrea Crain, Robin Chandler, Renee Smith, Michael Pettot, Jamie Hogue, Dee Polly, Gloria Brendle

Emergency Fund - Erica Brewster

End of Course Test Coordinator – Becky Rogers, Lynda Collins

English Vertical Team – Linda Kirkland, Mary Margaret Delap, Bekki Benjamin, April Raymond, Lisa Williams

English Team Leaders -

Grade 9 - Jeremy Chassereau
Grade 10 - April Raymond
Grade 11 - Linda Kirkland
Grade 12 - Jackie McKeithan

Environmental Club – Renee Smith, Erin Shuler

Executive Committee –Dan Tollison, Stephanie Walton, Erin Shuler

Fellowship of Christian Athletes – Jenny Taylor, John Linn, Brian Herbert, Donna Roberts, Josh Herlong

First Aid Responders –Steve Anderson (SRO), Mary Anna Elsey, Eric Cummings, Stephanie Smith, Lynn Tate, Kim Pauls, Donna Fowler, Travis Pitman, David Hickman

504 Coordinator – Lynda Collins, Becky Rogers

Fixed Assets Coordinator –Toby Williams, Dan Tollison, Carol Clark

FBLA - Julie Teague, Jessica McCraw

GSA – Mary Anna Elsey

German Club – Bill Baker

Graduation Lines - Susan Mayberry, Mary Margaret Delap, Eric Cummings, Carrie Fussell

Greenville Federal Credit Union – Mary Margaret Delap

Grievance Committee - Erica Brewster

Tutoring – Betty Templeton, Becky Rogers

Headliners – Donna Roberts

Homecoming Activities – Carrie Fussell, Bridget Hall, Holly Cameron, Julie Faulk, Michelle Obuszewski

Junior Marshalls - Sylvia Hodge, Karen Becker, Cindy Armstrong, Susan Candee

Key Club - Sharon McAbee, Andrea Crain

MAP Test Coordinator/ Test Coordinator – Becky Rogers

Mentors/Buddies – Betty Templeton

Message Sign – Kapp Abbott

Miss RHS – Stephanie Walton, Executive Committee

Miss Sakamow Pageant – Robin Chandler, Lisa Nickles, Susan Mayberry, Vicki Fisher

Mr. Riverside Pageant –Dan Tollison, Stephanie Walton, Erin Shuler, Executive Committee

Mu Alpha Theta – Robin Chandler, Brian Herbert, Holly Cameron

National Art Honor Society - Rachelle Bianchi, Gloria Brendle, Amanda Wald

NCTE Writing Competition – Mary Margaret Delap, Bekki Benjamin, Linda Kirkland, Lisa Williams

National Forensic League – David Dejesa

National Honor Society - Sylvia Hodge, Susan Mayberry, Susan Candee, Julie Teague

National German Honor Society – Bill Baker

Parking Lot Student Assignments –Murray Long

Peer Tutoring – Betty Templeton

Personal Professional Development Coordinator – Karen Becker

Poetry Out Loud – April Raymond, Tara Cole, Mary Margaret Delap

PowderPuff – Mary Anna Elsey

Power School/Power Teacher – Lynda Collins, William Sumerel

Power Teacher Buddies – David Dejesa, Lynn Tate, Tara Cole, Lisa Williams, April Raymond, Bridget Hall, Robin Chandler, Anne Snow, Lisa Nickles, Kapp Abbott, Carolee Dover, Kim Pauls, David Hickman

Promethean Board Reps –Dan Tollison, Robin Chandler, Holly Cameron, Erin Shuler, Lynn Tate, Jessica McCraw, David Dejesa, Kapp Abbott, Amanda Wald, Jeremy Chassereau

PSAT and Explore Coordinator – William Sumerel

PTSA Newsletter – Julie Teague, Betty Templeton, PTSA

RPR Advisor – Kapp Abbott

Recycling – Paper – Renee Smith, Erin Shuler

Recycling – Plastic Bottles – Parents/Athletics, Erin Shuler

Red Ribbon Week – SRO Steve Anderson, Steve Johnson, Terri Wheat, PTSA

Reflections and Art Displays – Rachelle Bianchi, Karen Vaughan

Remembrance Committee – Jackie McKeithan, Robin Chandler, Sherry Williams

Representative Committee – TBD

Riverside Book Club – Mary Margaret Delap, April Raymond

Rubicon/Atlas Reps – Julie Teague, Lisa Nickles, Lindsey Beam, Teri Wheat, Steve Johnson, Sharon McAbee, Lisa Williams, Rachelle Bianchi, Bill Baker

Sakamow Advisor – Katrina Hester

School Messenger – William Sumerel

SIC - Betty Templeton, Sylvia Hodge, Bridget Hall, Cathy Derrick, Esser Sitton, Lynda Collins

School Store – PTA Parents

Sequoia Publication – Heather Greene, Katrina Hester

Service Learning Program – Mary Anna Elsey

Sex Education Contact - Sam Oates, Jenny Taylor

Shakespeare Union Competition –Tara Cole, April Raymond, Mary Margaret Delap

Social Committee – Erica Brewster, Amy Pruitt, Donna Roberts, Tara Cole, Jessica McCraw, Julie Teague, Carolee Dover, Fran Williams

Sociedad Honoraria Hispanica – Kapp Abbott, Evelyn Ray, Kelsey Johnson

Societe Honoraire de Francais - Carolee Dover

Special Education Contact – Carrie Fussell

Special Olympics Coordinator – Lynn Tate

Speech Team Coach –David Dejesa

Spirit Week Activities – Dan Tollison, Stephanie Walton, Erin Shuler, Executive Committee

Staff Development - Sylvia Hodge, Linda Kirkland, Betty Templeton, Bekki Benjamin, Karen Becker, Carrie Fussell, April Raymond, Kelly Ackerman, Esser Sitton, John Harper, Bill Baker, John Linn

S.T.A.N.D. –Steve Johnson

STEP Team –Rachelle Bianchi, Erica Brewster

Strategic Planning Team – Andy Crowley, Betty Templeton, Sam Oates, Susan Candee, Sylvia Hodge, Cathy Derrick, Kapp Abbott, Renee Smith, Mary Margaret Delap, Dan Tollison

Student-Parent Handbook – Sallie Austin, Dom LaColla, Stephanie Smith, Dell Aycock

Teacher Cadet Program – Sylvia Hodge

Teacher Website Support –Julie Teague, Robin Chandler, Karen Carnes

Technology Assistance Coordinator – Toby Williams, Dan Tollison

Technology Committee – Dan Tollison, Chair, Kim Pauls

Test Coordinator - Lynda Collins

Tri-M Music Honor Society – Donna Fowler

Tutoring Program – Betty Templeton

United Way - Sallie Austin

Warrior Buddies – Betty Templeton

Warrior Nation – Kelly Ackerman, John Harper

Warrior of the Month –Marjorie Hintalla, Betty Templeton, Jackie McKeithan, Sallie Austin, Debbie Bird, Lisa Nickles, Donna Meng, Amanda Wald

Warrior Women – Jamie Hogue, Kelsey Johnson

Webmaster – Karen Carnes

Youth in Government –Lindsey Beam , Eric Cummings, Cindy Armstrong, Sallie Austin

Wellness Team – Sam Oates, Travis Pitman, Becky Rogers, Karen Becker, Rita Anders, Lisette Bishop, Kim Scanlon, Gretchen Lentz, Mary Kathryn Harris, Betty Templeton

10/7/14

Riverside High School

“To Instruct, To Inspire, To Prepare”

“Reaching Higher Standards”

Portfolio

Executive Summary

Needs Assessment

**Challenges
Awards**

Executive Summary

Student Achievement Needs Assessment:

- At Riverside, student academic achievement is a priority. We continually analyze assessment results and work to address the academic needs of our students by implementing new programs and strategies.
 - Riverside students continue to improve HSAP and EOC.
 - Riverside students score above the state and national averages on the ACT and SAT.
 - In 2014, Riverside High School met AYP with an “Excellent” in Absolute Rating and an “Excellent” in Improvement Rating on the School Report Card.
 - In 2014, Riverside High met AYP on the new ESEA Waiver with a 93.2 rating of an A.
 - Riverside’s African-American population has highest percentage not passing of all subgroups of HSAP. Riverside will continue to offer HSAP tutoring to all students who do not score 200 or better.
 - The overall trend for four year HSAP – First Attempt has continued to increase in the percentage of those passing with a 2 or better and in the percentage of those scoring Advanced or Proficient.
 - The scores of SAT do not truly reflect the percentage of students who take it because students have not been required to state the school code for Riverside so their scores are not computed in the final percentages. The school code became a requirement for applying to take the SAT on January 1, 2013. The scores for the class of 2015 will be more accurate.
 - The graduation rate has fluctuated somewhat because of the requirements surrounding who qualified as a graduate. Students who leave Riverside to complete their high school career by receiving a GED also count as drop-outs.

Executive Summary

Teacher and Administrator Quality Needs Assessment:

- 100 percent of teachers are certified by South Carolina
- 63 percent of teachers have Master's degrees
- 17 percent of teachers have Master's degrees plus 30 hours
- 90 percent of teachers are technology proficient
- 9 percent of teachers are National Board certified

Executive Summary

School Climate Needs Assessment:

School climate at Riverside High School is a positive one given our survey results. Attendance rates and the number of discipline referrals are indicative of a safe and healthy school. In addition, we have a high level of parental involvement.

- Attendance rates are lowest for our eleventh graders
- Discipline referrals had a dramatic drop for the year 2011-12 from previous years.
- Tardy referrals have declined.
- Survey data results for parents, teachers, and students show a high rating of satisfaction in most areas with school-home relations being the weakest.
- Reporting of discipline violations changed three times during this period so records do not reflect accuracy.

Executive Summary

Challenges for 2010 – 2014:

- Having enough computers available for student use.
- Raising enough funds to install Promethean Boards in all classrooms. 14 rooms still need Promethean Boards.
- Adding courses lost because of Recession when teacher: student ratio was raised.
- Reducing class size below the thirty-five in many classes due to the loss of sixteen teachers from 2007-08 – 2010-11.
- Offering tutoring programs without funds.
- Handling an increase of Poverty Index from 21.0 to 32.46 in three years.
- Dealing with a more diverse student body with seventy-two different languages.
- Developing a Crisis Management Plan which assures safety for all students in a new facility with three floors.
- Working with new schools in athletics with a change from AAA to AAAA.
- Training the faculty on new and ever changing software for student grades, websites, student referrals, and student attendance on a daily basis.

Executive Summary

Significant Awards and Accomplishments for three years:

- 6 perfect scores on complete SAT.
- 5 perfect scores on Math portion of SAT.
- 1 perfect score of 36 on ACT.
- 77 AP Scholars (2008 - 2012).
- 155 National Merit Scholars (1984 – 2012).
- Scholastic Scoreboard team Champion in 2013.
- Youth in Government Governor 2009, 2010, 2011, 2012 and 2013
- Largest National Forensics League Chapter and Largest Art Honor Society.
- 27 Qualifiers to NFL National Tournament 2010 – 2014.
- 2014 SC Forensic Coach of the Year.
- 40% of student body enrolled annually in fine arts courses.
- All County, All Region, and All State band and orchestra students.
- SC AAAA Speech and Debate Champions for 2009, 2010, 2011, 2012, 2013, 2014, and 2015.
- 40 Athletic teams with 8 – 50 student athletes.
- Recipients of the Athletic Director's Cup 5 times - 2007-08 and 2008-09 last times in AAA.
- AAAA State Titles in Girl's and Boy's Swimming and Girls's and Boys Cross Country and Track in 2014 and 2015.
- Cumulative GPA average for athletes for 2013-14 of 3.62.
- 1 coach President of SC Track and Cross Country Coaches Association.
- 1 coach head of North Team in girls' tennis.
- Swimming coach with most swimming titles in South Carolina.
- Region Coaches of the Year 2013 in both girls and boys LaCrosse.
- Host of three SCASC District Rallies.
- Host school SC Association of Student Councils in 2009.
- Raised \$83,000 for Wounded Warrior Project (2011) and \$66,000 for Shriner's Hospital (2012).

Riverside High School

“To Instruct, To Inspire, To Prepare”

“Reaching Higher Standards”

Portfolio

School Profile

School Profile

School Community:

School History:

- Founded in 1973
- New development, along with community involvement is improving local services and courses offered (Med 360° will offer health services, and local church offers Bible class)

Facilities:

- School was founded in 1973, moved into new building in 2006 (Energy Efficient / Green School)
- All academic classrooms are equipped with Promethean Boards
- 3 computer labs handle classes up to 30 students each and 4 laptop mobile labs can be used throughout the building
- Auditorium seats 660; cafeteria seats 600 and was recently decorated with school paraphernalia
- Athletics boast 1 full-size gym, 1 smaller auxiliary gym, lighted football stadium seats 3500; lighted baseball, softball, and tennis courts; new rubberized track

Leadership

- Current administration: Principal - Andrew Crowley; 3 Assistant Principals - Sallie Austin, Dom LaColla, and Stephanie Smith; one Curriculum Resource Teacher - Betty Templeton; one Athletic Director – Murray Long
- Mr. Crowley is in his seventeenth year as principal of Riverside and has thirty-one years as an educator
- Principal's honors: 2014 SC PTA High School Principal of the Year, 2006 Met Life Educator of the Year and 2004 SCASC Principal of the Year
- Administrative jobs are divided among the assistant principals
- Multiple levels of leadership teams
 - Weekly administrative sessions (Principal, Assistant Principals, CRT, Athletic Director, Director of Counseling Services)
 - Monthly Department Chair meetings (one teacher designated to represent each department)
 - Department meetings - Monthly
 - Vertical teaming with departments and grade levels
 - School Improvement Council
 - PTA Board

Parental Involvement:

- Student body of 1563 from two primary feeder schools (Riverside Middle and Northwood Middle)
- Industry: 701 business establishments in the area - largest sectors are wholesale trade (100 businesses) and retail trade (134); largest employer in the area is BMW; over 95% of the community members work in the private sector
- Speech, band, and athletics have booster clubs to provide support for their organizations:
 - Speech Booster Club provided 1,500 volunteer hours by thirty active parents
 - Band Booster Club involved eighty parents volunteering twenty hours per week for a total of 40,900 volunteer hours
 - 697 Athletic Booster Club volunteers provided 10,455 volunteer hours
 - Mothers in Touch includes 48 volunteers for a total of 5,184 hours
 - The Parent Teacher Student Association has also provided numerous volunteer hours (school store, selling spirit wear, tutoring, etc.)
 - The SIC Committee has contributed twenty-five parent volunteers for a total of 250 hours
- According to the reporting system of those who sign in at the front office, there are a reported 860 volunteers and 58,289 hours; however actual volunteer time is somewhere in the range of 185,000 to 200,000 hours of volunteer service when including hours that are completed after school hours

School Improvement Council (SIC):

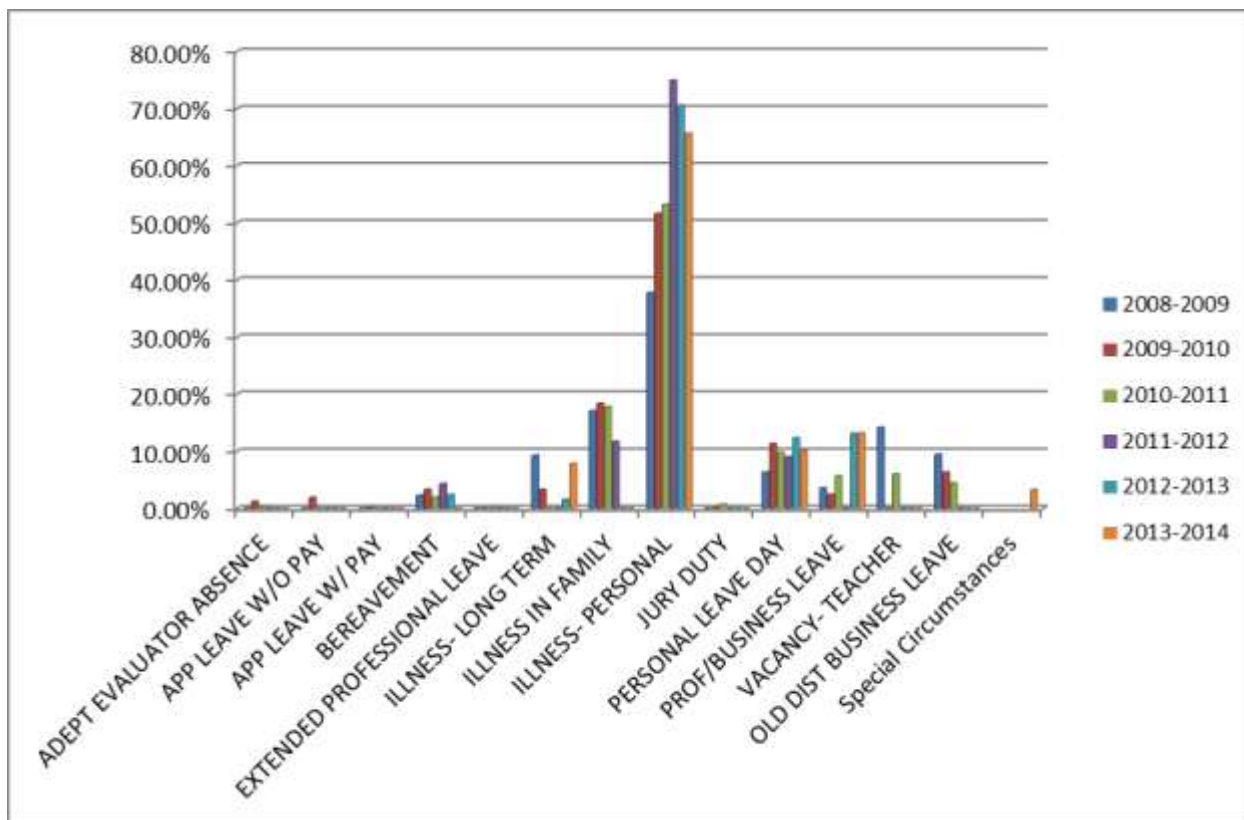
- SIC provides leadership and support for the development of the School Improvement Plan through the School Portfolio
- SIC works closely with teachers, parents, students, community members, and the administrative team to support the effective implementation of the strategies for the improvement
- SIC implements and improves as the SAT/Reading Period, the Teacher Mentor Program, the Advisor/Advisee Program, HSAP tutoring and seminars on drugs and alcohol, along with bullying and cyber bullying.
- SIC has invited legislators to discuss bills pending in our state and has addressed legislative issues, No Child Left Behind mandates, and tax reform for education
- SIC has discussed and studied current and relevant No Child Left Behind versus South Carolina Waiver and the impact demographics has on our school
- SIC evaluates and assesses the School Report Card Survey results every year at one of its monthly meetings.

School Profile

School Personnel:

The Riverside faculty has remained fairly stable even during a time of severe budgetary constraints.

- 100 percent of teachers are certified by South Carolina
- 60 percent of teachers have Master's degrees
- 17 percent of teachers have Master's degrees plus 30 hours
- 1 percent of teachers have an EdD
- 90 percent of teachers are technology proficient
- 9 percent of teachers are National Board certified



TYPE OF ABSENCE	2012- 2013	2013- 2014
ADEPT EVALUATOR ABSENCE	0.00%	0.00%
APP LEAVE W/O PAY	0.00%	0.00%
APP LEAVE W/ PAY	0.00%	0.00%
BEREAVEMENT EXTENDED	2.37%	0.00%
PROFESSIONAL LEAVE	0.00%	0.00%
ILLNESS- LONG TERM	1.58%	8.0%
ILLNESS IN FAMILY	0.00%	0.00%
ILLNESS- PERSONAL	70.57%	66.0%
JURY DUTY	0.00%	0.00%
PERSONAL LEAVE DAY	12.34%	10.0%
PROF/BUSINESS LEAVE	13.13%	13.0%
VACANCY- TEACHER OLD DIST BUSINESS LEAVE	0.00%	0.00%
SPECIAL CIRCUMSTANCES	0.00%	3.0%

School Profile

Student Population:

- The total enrollment has increased by 150 students over the past four years.
- The past four years have seen enrollment percentages generally increase in every demographic group with the exception of white students whose percentage has steadily declined.
- The attendance rate for the past four years has hovered over an impressive 96-97%.
- The number of students receiving free or reduced lunch has increased over 5% over the past four years.
- There has been no significant fluctuation in graduation rates over the study period.
- For the past three years, 100% of the candidates for a South Carolina diploma have passed HSAP.
- The number of students participating in athletics has steadily increased over the past four years.
- The number of special education students has remained somewhat steady over the past four years.
- The retention rate has remained steady over the past four years.
- The number of successful scores on Advanced Placement exams has fluctuated over the past four years.

Current Demographics:

Ethnic profile by number and percentage on the 15 day count.

	#	%
Asian	90	5.0
African-American	156	9.6
African American/American	0	0
Hispanic	140	8.6
American Indian/Alaska Native	4	.6
Hawaiian-Pacific Islander	3	.5
White	1188	73.3
White/Asian	0	0
White/African American	0	0
White/American Indian	0	0
Multi- Race	39	2.4
Unclassified	0	0

School Profile

School's Major Academic and Behavioral Features:

Academic Accomplishments

Riverside is justifiably proud of its history of academic accomplishments in all areas. In addition to items noted in other parts of the report, we have also had 6 perfect scores on the Complete SAT, 5 perfect scores on the math section of the SAT and 1 perfect score on the ACT. Riverside students have always taken rigorous academic courses offered through Advanced Placement courses. In 2007-2008, 272 students took 462 exams for a passing rate of 58%. In 2008-09 261 students took 480 tests. In May 2010, students took 472 tests with a passage rate of 74.5% up from 67.9% in 2009. In 2011, 505 students took tests with a passage rate of 65.3%. In 2012, 475 students took tests with a passage rate of 70.3%. In 2013, 220 Riverside students took 454 exams with a passage rate of 76.2%. In 2014, 274 Riverside students took 500 exams with a passage rate of 75.4%. Riverside also had 409 AP Scholars (2008-2014). In 2012, the total number of AP Scholars was 67, including 17 AP Scholars with Honors and 19 AP Scholars with Distinction. In 2013 the total number of AP Scholars was 70, and in 2014 the total was 77. From 1984-2014, we have had 155 National Merit Scholars. In 2013-14, Riverside had 7 Commended Scholars. For the past five years we had 25 regional Science and Engineering Fair participants. The class of 2012 earned \$14.2 million in scholarships. The class of 2014 earned \$13,297,256 in scholarships.

Riverside's Academic Team was the AAA champion at the USC Challenge in 2009 and the first place winner at the Fall Academic Tournament in 2010. In 2011, the team made semi-finalist and runner up at Scholastic Scoreboard. The team placed second overall at the USC Challenge in 2012. Also in 2012, they were second place at the Dorman Season Ender Tournament, USC Challenge AAAA High School Champions, and Scholastic Scoreboard semi-finalist. In 2013, the team was the Southside High School Tiger Invitational Champion and Scholastic Scoreboard Champion. The team will compete in a national tournament in the summer of 2013. In 2014 the team won Scholastic Scoreboard, the SC NAQT tournament, and placed first in the USC Challenge.

Riverside has the strongest and largest speech and debate program in South Carolina and is recognized as a School of Excellence as one of the top twenty speech programs in America. Riverside maintains the largest National Forensic League (NFL) chapter in SC and was the largest producer of new degrees in during the 2012, 2013, 2014, and 2015 seasons. In January 2015, the Barkley Forum for high schools at Emory University awarded Riverside with a chair of membership for excellence in speech.

Riverside's NFL speech team has won seven 4A regional championships, 2009, 2010, 2011, 2012, 2013, 2014, and 2015 and won four consecutive State Championships in 2012, 2013, 2014, and 2015. The 2015 season was the program's first undefeated season with eleven sweepstakes victories across, North Carolina, South Carolina, Georgia, and Tennessee. David Dejesa, Director of Speech and Debate, served as the President of SC Forensic Coaches Association from 2010-2012 and currently serves on the SC NSDA District committee. He will be recognized for five successful years of

coaching with his first diamond award during the NSDA National Tournament in June in Dallas, Texas. During the 2012, 2013, and 2014 National Forensic League National Tournaments, Riverside students have advanced to semi-final and final rounds in United State Extemporaneous Speaking, Congressional Debate, and Expository Speaking.

Riverside has 123 members in National Honor Society and 190 members in Beta Club. An outgrowth of higher academic accomplishments has been the establishment of the National Art Honor Society, Tri-M Music Society, National French Honor Society, the National Spanish Honor Society, and the National German Society.

Career Education

From 2012-2015, 191 students attend J. Harley Bonds Career Center, with 56 attending the Fine Arts Center and 6 attending the Golden Strip Career Center. J. Harley Bonds Career Center offers students the opportunity to pursue a technical career interest while earning high school credits and possibly dual college credits. Students can earn licenses and or national certification in their area of interest. Programs include Agriculture Science, Automotive Technology, Building Construction, Computer Science, Culinary Arts, Health Science, and Welding. Our students are also welcome to attend other career centers that offer classes that J. Harley Bonds Career Center does not currently have. In the past we have had students attend Golden Strip for their Child Care program and Donaldson Center for their Aircraft Maintenance program.

We had one career development facilitator through May 2012 and through her efforts, Riverside students experienced career lunches, shadowing programs, on-site field trips, and career education information throughout the school year. Every other year, Riverside students were able to participate in Career Day where representatives from different fields of interest speak to groups of interested students. Our Career facilitator along with our guidance department met one on one with students and their parents to discussed what career the student is interested in pursuing as well as Riverside High School courses that would be beneficial for that career path. The Career facilitator discusses assessment results at that time. Access to South Carolina Occupational Information System (SCOIS) and its Career Assessments is given to all students every year. These assessments are to help the students see their strengths and weaknesses and how their personality matches up with different careers and career clusters.

Riverside has 3 special education classes in which students work on an Occupational Diploma; Learning Disabled/ self-contained, Learning Disabled/ Neurological/self-contained, and Intellectual Disabled/Neurological/self-contained. These classes focus on vocational training, with the goal of co-op employment in the senior year. The Occupational Diploma students attend the career center their sophomore year where they are exposed to all the programs offered by J. Harley Bonds. If the student in the Occupational Program is successful at the career center their sophomore year, he may be invited back to attend a regular education program of their choice. The goal for the student is to complete the program at the career center and be employable in that field during the second half of their senior year. Students in the Occupational Program are required to complete 360 hours of paid employment in lieu of passing the HSAP exam to graduate with an Occupational Diploma.

The Moderately Mentally Handicapped (MMH) class participates in Supported Employment Training (S.E.T.) in which the students are placed on a job for training purposes without pay during their junior year. The goal is to work toward independence on a job. Then the goal for their senior year is for the student to obtain paid employment to successfully transition into society after high school.

Fine Arts

The Fine Arts Department consists of six teachers offering instruction in Drama, Jazz Band, Marching Band, Stringed Instruments, Choral Music, Visual Arts, and Art History. Riverside sends students to the Greenville County Fine Arts Center and to the Governor's School for the Arts. Approximately 40% of the student body is enrolled annually in a fine arts course. Riverside has the largest chapter of the National Art Honor Society. NAHS members are actively involved in community service projects that support the Greenville County Zoo and the Greenville Children's Hospital. The visual arts program has been cited by the President's Council for the Arts. A large number of students take Advanced Placement classes in art, including both AP Art History and AP Art Studio. The visual art students annually participate and earn recognition in various competitive art shows within Riverside High, as well as community art shows, such as Artisphere and the annual Fourth Congressional District Show.

The Riverside Music Department has a Tri-M Music Honor Society chapter. Riverside band and orchestra consistently win All-Academic, All-County, All-Region, and All-State honors. The choral students also compete for spots in the All-State choir as individuals. As a group, they have competed and earned superiors at the State Choral Festival and participate annually in the District Honor Choir. The music department has performed throughout the country including New York City, Chicago, Orlando, Los Angeles and Miami. The Drama Department presents musical theater holding auditions that are open to the entire student body. Productions include *How to Succeed in Business Without Really Trying*, *Grease*, *Once Upon a Mattress*, *The Wizard of Oz*, and most recently *Hello Dolly*. The Music Department is consistently recognized by the media, local service organizations, St. Francis Hospital, and the Greenville Children's Hospital. Riverside graduates distinguish themselves throughout the country.

Athletics

Each year Riverside fields 42 athletic teams at the varsity, junior varsity, and 'C'/'D' team levels. In 2011-2012 693 students participated, in 2012-2013 695 students participating and in 2013-2014 795 students participated. These teams include football (4), volleyball (2), girls' cross country (2), boys' cross country (2), girls' tennis (2), boys' tennis (1), girls' basketball (2), boys' basketball (3), wrestling (2), baseball (2), softball (1), boys' golf (2), girls' golf (1), boys' track (2), girls' track (2), boys' soccer (2), girls' soccer (2), swimming (2), lacrosse (4), and cheer (2). Parents of athletes and Athletic Booster Club members are very active supporters who staff a souvenir stand, work in the press box, provide pre-game meals to our teams, and sell athletic equipment and apparel during lunch shifts. They also work gates and concession stands at athletic events.

Riverside High School has had many athletic accomplishments: the Athletic Director's Cup has been awarded to RHS in 2001-2001, 2002-2003, 2003-2004, 2007-2008, and 2008-2009 for having the most outstanding AAA athletic program in the state.

In 2010, Riverside was moved to AAAA. In the 2013-2014 school year, Riverside won State Championships in Girls Cross Country, Girls Swimming and Boys Swimming. In the fall of 2014 (14-15 year), Riverside won State Championships in Girls Cross Country, Boys Cross Country, Girls Swimming, and Boys Swimming. This was the 1st time in the History of SC that 1 high school has won 4 State Championships in the same sports season. The Girls Cross Country team was twice named National Cross Country Team of the Week in 2014. Our student athletes had a cumulative GPA of 3.4 in the 2012 year. In the school year of 2012-2013 our athletes had a GPA of 3.62. In the school year of 2013-2014 our athletes had a GPA of 3.71. Riverside has many coaches' accomplishments as well. Among those honored were Eric Cummings as Head Coach of Shrine Bowl Run in 2011, President of the SC Track and Cross Country Coaches Association in 2011-2014, State Cross Country Coach of the Year for 2014 and 2015. Mary Anna Elsey was Head Coach for the North team for girls' tennis in 2011 and President of the SC Tennis Coaches Association. Eddie Hughes, who has the most swimming titles of any coach in the state and in the 2014 season, was State Coach of the year. Phil Smith was named the Football Region Coach of the Year in 2014.

Student Leadership

Riverside maintains the tradition as one of the most active student councils in the Southeast. Although the South Carolina Association of Student Councils held it first convention in 1948, and Riverside only opened in 1973, it has hosted more state conventions (which means more state presidents) than any other school. We have sent delegates to the National Association of Student Councils Conference, held key state offices including president, and hosted the state convention in the 2008-2009 school year. In the 2009-2010, 2012-2013, and 2013-14 school years, Riverside hosted the SCASC District Rally. In 2014, over 800 students attended the Rally hosted at Riverside. We have sent a delegation to the Southern Association of Student Councils Conference every year and served as Parliamentarian. In the past, as president, we hosted the annual conference for 1000 delegates from all over the South. At the state level we had 9 officers including president in 2008-2009, when we hosted the state convention. We have also hosted several district rallies for schools in our area. Riverside's current principal was named Administrator of the Year by the South Carolina Association of Student Councils (SCASC). In spring 2009, Riverside served as the host school for SCASC. Every summer, Riverside Student Council members receive training at the SCASC leadership camp. At the 2015 SCASC Convention the delegates selected a Riverside student for 2015-16 President and 2015-16 district leader.

Riverside groups spearhead many service projects including a blood drive and campaigns to send three eight year old terminally ill children to Disney World through the Make-a-Wish Foundation and a Spirit Week to raise funds for charity where in, 2011, Riverside raised \$83,000 for the Wounded Warrior Project. In 2012 Riverside raised \$66,000 for Shriner's Children's hospital. In 2013 Riverside raised \$55,000 for the Down Syndrome Family Alliance. In 2014, Riverside raised \$75,000 for Camp Courage. Because of the success of these projects the student council added a Make a Wish Mini Week in 2013 and raised 11,000 to help send a young heart transplant patient and his family to Disney World.

Service Learning

Riverside offers numerous opportunities for student service outside student council. We continue to offer a Service Learning class where students work with local elementary schools and middle schools to tutor and mentor younger students. These students also volunteer within Riverside to help Special Education classes as well as work in the community at places such as CenterQuest, Oakleaf Village, Greer Community Ministries, National Health Care, among others. Service Learning students work in teams to volunteer at local community events and organizations, accumulating over 6000 volunteer service hours yearly.

Teacher Cadets

Teacher Cadets is a dual credit course where students may receive three hours college credit from North Greenville University and an extra quality point in GPA. In this course, the students examine all aspects of the educational process at the elementary, middle, and high school levels. The Teacher Cadets assist teachers at Buena Vista Elementary in all phases of their work.

Psychology

As part of the Psychology course (all levels), students take field trips to Washington Center (for the mentally handicapped population aged 5-21) to prepare to mentor and coach a special needs child in the Greenville area Special Olympics. Prior to these trips, all psychology students participate in a district-wide competitive fundraiser to benefit the Special Olympics. Each year, psychology students adopt Washington Center students for Special Olympics, held in April. They plan this day through lessons, fundraising, field trips, and research.

Riverside High School

“To Instruct, To Inspire, To Prepare”

“Reaching Higher Standards”

Mission,

Vision,

Beliefs

Mission, Vision, Beliefs

The Riverside Community Believes:

1. Learning is an active, life-long process and the primary priority at our school.
2. Every student is important.
3. All students can learn.
4. All students should be challenged and encouraged to reach their potential in all areas.
5. All students should have the opportunity to learn in an environment where they and the staff are physically safe, and their dignity and mutual respect are maintained.
6. All students should have equal access to the total school program.
7. All students are encouraged to respect and understand the various cultures that comprise the community of learners at Riverside.
8. Educational experiences should enable students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.
9. Curriculum and instruction should incorporate a variety of learning activities which accommodate the differences in students' learning styles.
10. Education is a shared responsibility nurtured by home, school, and the community.

Motto:

To instruct, prepare, and inspire students for success in future endeavors.

Mission Statement:

The mission of Riverside High School is to prepare students to become confident, competent, ethical individuals and responsible citizens by creating a positive and nurturing school environment where staff, students, parents, and the community work together to promote lifelong learning and to provide opportunities for students to reach their maximum potential.

Vision Statement:

Through a plan for the continuous improvement of the school, with directed focus on students through effective teaching and leadership, Riverside seeks:

1. To use shared decision making by gathering data and information for determining an effective educational direction for Riverside High School.
2. To increase the level of student performance by using various teaching strategies and methods.

3. To communicate and integrate the identified student learning standards in all levels of school instruction.
4. To encourage core values such as honesty and integrity in our students.
5. To continue a shared approach of leadership responsibilities through shared and supportive decision making.
6. To involve parents, teachers, students, and businesses in a coordinated effort to support the school's mission.

Riverside High School

“To Instruct, To Inspire, To Prepare”

“Reaching Higher Standards”

Data Analysis And Needs Assessment

Student Achievement Needs Assessment

HSAP Analysis:

Taking the High School Assessment Program Exit Exam is required for every student to receive a high school diploma in South Carolina. Students must achieve a 200 or better in both English/Language Arts and Mathematics. All high schools must disaggregate data on this test for accountability purposes. Please refer to the tables which follow this analysis.

The HSAP first attempt results of the *Occupational Diploma* students at Riverside High School have been included in these data tables.

1st attempt – passed both parts

From the 08-09 to the 09-10 academic school years, the passing rate for the first attempt in both Math and ELA increased by 1.9%. From the 09-10 to the 10-11 academic school years, the first-attempt passing rate increased by 1.4%. From the 2010-2011 to the 2011-2012 academic school years, the first attempt passing rate increased by 1.9%

Seniors/Diploma Candidates

From the 08-09 to the 09-10 academic school years, the passing rate for the Seniors/Diploma Candidates in both Math and ELA increased by 0.3% reaching 100% of these students passing in 2010. From the 09-10 to the 10-11 academic school years, the passing rate for the Seniors/Diploma Candidates remained at 100%. From the 2010-2011 to the 2011-2012 academic school years, the passing rate for the Seniors/Diploma Candidates remained at 100%.

ELA – 1st attempt – pass

From the 08-09 to the 09-10 academic school years, the passing rate for the first attempt in ELA increased by 0.9%. From the 09-10 to the 10-11 academic school years, the first-attempt passing rate increased by 1.5%. From the 2010-2011 to the 2011-2012 academic school years, the first-attempt passing rate decreased by 0.5%.

Math – 1st attempt – pass

From the 08-09 to the 09-10 academic school years, the passing rate for the first attempt in Math increased by 2.3%. From the 09-10 to the 10-11 academic school years, the first-attempt passing rate increased by 0.4%. From the 2010-2011 to the 2011-2012 academic school years, the first-attempt passing rate increased by 2.8%.

Student Achievement Needs Assessment

END OF COURSE Analysis:

All students at Riverside High School that are enrolled in a course requiring an EOC test are required to take that test at the end of the course. Results for middle school students that take an EOC test are not included in these data tables even though these middle school students are future Riverside High School students and will not repeat the course.

English 1 EOC

From the 08-09 to the 09-10 academic school years, the passing rate of the English 1 EOC test increased by 2.8%. From the 09-10 to the 10-11 academic school years, the passing rate decreased by 1.4%. From the 2010-2011 to the 2011-2012 academic school years, the passing rate decreased by 1.5%. By 2013-2014 the scores remained steady at 86 passage rate. Most students who took this test were freshmen.

Algebra 1 EOC

From the 08-09 to the 09-10 academic school years, the passing rate of the Algebra 1 EOC test increased by 5.8%. From the 09-10 to the 10-11 academic school years, the passing rate decreased by 4%. From the 2010-2011 to the 2011-2012 academic school years, the passing rate increased by 6%. In 2013-2014, 91.8% passed EOC with a mean score of 85.2. Most students who took this test were freshmen.

Physical Science EOC

From the 08-09 to the 09-10 academic school years, the passing rate of the Physical Science EOC test increased by 4.1%. From the 09-10 to the 10-11 academic school years, the passing rate decreased by 2%. Most students who took this test were freshmen. The state of South Carolina discontinued the Physical Science EOC in 2011-2012.

Biology EOC

The Biology EOC was not administered at Riverside High School in 2009 or 2010. The data for the Biology EOC is for the academic school year 2010-2011. There was an 89.60% passing rate. From the 2010-2011 to the 2011-2012 academic school years, the passing rate increased by 3.7%. The passage rate for 2013- 2014 maintained steady at 87.7% passage rate. Most students who took this test were sophomores.

US History EOC

From the 08-09 to the 09-10 academic school years, the passing rate of the US History EOC test increased by 1.3%. From the 09-10 to the 10-11 academic school years, the passing rate increased by 0.9%. From the 2010-2011 to the 2011-2012 academic school years, the passing rate decreased by 3.5%. In 2013-2014 the passage rate soared 69.0 to 85.2%. Most students who took this test were juniors.

Table : 2008-2009

		% Pass	Number of Students
HSAP			
	<i>1st attempt – passed both parts</i>	87.8%	366 out of 408
	<i>Seniors/Diploma Candidates</i>	99.7%	321
	<i>ELA – 1st attempt – pass</i>	93.7%	424
	<i>Math – 1st attempt – pass</i>	89.6%	424
EOC			
	<i>English 1</i>	85.3%	389
	<i>Algebra 1</i>	87.4%	270
	<i>Physical Science</i>	79.1%	399
	<i>Biology</i>	n/a	n/a
	<i>US History</i>	73.1%	388

Table 1: 2009-2010

		% Pass	Number of Students
HSAP			
	<i>1st attempt – passed both parts</i>	89.7%	374 out of 426
	<i>Seniors/Diploma Candidates</i>	100.0%	392
	<i>ELA – 1st attempt – pass</i>	94.6%	398
	<i>Math – 1st attempt – pass</i>	91.9%	398
EOC			
	<i>English 1</i>	88.1%	364
	<i>Algebra 1</i>	93.2%	268
	<i>Physical Science</i>	83.2%	381
	<i>Biology</i>	n/a	n/a
	<i>US History</i>	74.4%	387

Table 2: 2010-2011

		% Pass	Number of Students
HSAP			
	<i>1st attempt – passed both parts</i>	91.1%	347 out of 381
	<i>Seniors/Diploma Candidates</i>	100.0%	384
	<i>ELA – 1st attempt – pass</i>	96.1%	380
	<i>Math – 1st attempt – pass</i>	92.3%	379
EOC			
	<i>English 1</i>	86.7%	361
	<i>Algebra 1</i>	89.2%	280
	<i>Physical Science</i>	81.2%	384
	<i>Biology</i>	89.6%	359
	<i>US History</i>	75.3%	353

Table 3: 2011-2012

		% Pass	Number of Students
HSAP			
	<i>1st attempt – passed both parts</i>	93%	360 out of 387
	<i>Seniors/Diploma Candidates</i>	100%	338
	<i>ELA – 1st attempt – pass</i>	95.6%	386
	<i>Math – 1st attempt – pass</i>	95.1%	386
EOC			
	<i>English 1</i>	85.2%	366
	<i>Algebra 1</i>	95.2%	269
	<i>Physical Science</i>	--	--
	<i>Biology</i>	93.3%	328
	<i>US History</i>	71.8%	383

Table 4: 2012-2013

		% Pass	Number of Students
HSAP			
	<i>1st attempt – passed both parts</i>	91.7%	365
	<i>Seniors/Diploma Candidates</i>	71.4%	7
	<i>ELA – 1st attempt – pass</i>	96.9%	396
	<i>Math – 1st attempt – pass</i>	92.6%	396
EOC			
	<i>English 1</i>	89.8%	344
	<i>Algebra 1</i>	91.4%	303
	<i>Physical Science</i>	N/A	
	<i>Biology</i>	89.9%	757
	<i>US History</i>	79.4%	366

Table 5: 2013-2014

		% Pass	Number of Students
HSAP			
	<i>1st attempt – passed both parts</i>	92.7%	390
	<i>Seniors/Diploma Candidates</i>	%	
	<i>ELA – 1st attempt – pass</i>	94.6%	390
	<i>Math – 1st attempt – pass</i>	90.8%	392
EOC			
	<i>English 1</i>	86.0%	221
	<i>Algebra 1</i>	91.8%	250
	<i>Physical Science</i>	N/A	
	<i>Biology</i>	87.7%	372
	<i>US History</i>	85.2%	339

AYP Analysis:

Close scrutiny of academic achievement results reveals that all students and subsets performed well above the expectation level of the ESEA Waiver. A summary of the 2009-2012 AYP Ratings for Math and ELA is as follows:

All figures are taken from the 2009 School Report Card.

ENGLISH LANGUAGE ARTS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS	424	5.6	21	33.1	40.3
Male	224	5.1	22.2	32.9	39.8
Female	200	6.1	19.7	33.3	40.9
White	323	2.8	17.6	32.9	46.7
African American	46	20.9	53.5	20.9	4.7
Asian Pacific	16	6.3	0	37.5	56.3
Hispanic	34	12.9	25.8	41.9	19.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S
Disabled	37	33.3	42.4	18.2	6.1
MATHEMATICS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
All Students	424	8.9	18.1	22.2	50.7
Male	224	7.9	17.6	20.8	53.7
Female	200	10.1	18.7	23.7	47.5
White	323	6	15.7	21.3	57.1
African American	46	27.9	53.5	11.6	7
Asian/Pacific Islander	16	6.3	0	6.3	87.5
Hispanic	34	16.1	6.5	48.4	29
American Indian/Alaskan	2	I/S	I/S	I/S	I/S
Disabled	37	45.5	33.3	9.1	12.1

All figures are taken from the 2010 School Report Card.

ENGLISH LANGUAGE ARTS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
All Students	398	5.4	21.4	28.3	44.9
Male	211	8.7	23.1	25.5	42.8
Female	187	1.6	19.6	31.5	47.3
White	280	1.8	16.7	27.2	54.3
African American	54	13	42.6	33.3	11.1
Asian Pacific	22	19	19	23.8	38.1
Hispanic	37	11.1	27.8	36.1	25
American Indian/Alaskan	3	I/S	I/S	I/S	I/S
MATHEMATICS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
All Students	398	7.9	19.9	27	45.2
Male	211	9.1	18.8	25.5	46.6
Female	187	6.5	21.2	28.8	43.5
White	280	3.6	16.3	25.4	54.7
African American	54	24.1	37	29.6	9.3
Asian/Pacific Islander	22	19	9.5	23.8	47.6
Hispanic	37	11.1	25	38.9	25
American Indian/Alaskan	3	I/S	I/S	I/S	I/S

N/A – Not Applicable I/S – Insufficient Sample

All figures are taken from the 2011 School Report Card.

ENGLISH LANGUAGE ARTS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
All Students	380	4.1	11.8	29.3	54.8
Male	201	6.3	10.5	31.4	51.8
Female	179	1.7	13.2	27.0	58.0
White	255	3.2	6.9	29.6	60.3
African American	39	7.9	18.4	39.5	34.2

Asian Pacific	34	3.2	12.9	12.9	71.0
Hispanic	52	6.1	30.6	30.6	32.7
American Indian/Alaskan	0	N/A	N/A	N/A	N/A
MATHEMATICS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
All Students	379	7.4	15.9	31.8	44.9
Male	200	8.4	17.3	29.3	45.0
Female	179	6.3	14.4	34.5	44.8
White	254	5.7	13.4	34.0	47.0
African American	39	18.4	28.9	28.9	23.7
Asian/Pacific Islander	34	3.2	3.2	25.8	67.7
Hispanic	52	10.2	26.5	26.5	36.7
American Indian/Alaskan	0	N/A	N/A	N/A	N/A

All figures are taken from the 2012 School Report Card.

ENGLISH LANGUAGE ARTS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
All Students	390	4.9	12.8	33.6	48.7
Male	205	9.3	12.2	36.1	42.4
Female	185	1	12	38.5	53.5
White	289	2.4	9.7	37	50.9
African American	35	22.9	25.7	34.3	17.1
Asian Pacific	29	3.5	6.8	19.2	72.5
Hispanic	36	8.3	27.8	33.3	30.6
American Indian/Alaskan	1	0	0	0	100
MATHEMATICS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
All Students	397	6.5	18.6	26.7	48.2

Male	211	8.1	19.1	25.8	47
Female	186	4.4	14.8	28.3	52.5
White	295	2.7	13.9	28.1	55.3
African American	37	27.1	32.4	29.7	10.8
Asian/Pacific Islander	26	0	3.8	15.4	80.8
Hispanic	38	18.4	39.5	15.8	26.3
American Indian/Alaskan	1	0	0	0	100

All figures are taken from the 2013 School Report Card.

Sub-Groups not included on the School Report Card due to changes by ESEA Waiver.

ENGLISH LANGUAGE ARTS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
All Students	392	2.8%	15.3%	25.8%	56.0%
Male					
Female					
White					
African American					
Asian Pacific					
Hispanic					
American Indian/Alaskan					
MATHEMATICS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
All Students	392	7.2%	21.0%	27.1%	44.8%
Male					
Female					
White					
African American					
Asian/Pacific Islander					
Hispanic					

American Indian/Alaskan					
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All figures are taken from the 2014 School Report Card

Sub-Groups not included on the School Report Card due to changes by ESEA Waiver.

ENGLISH LANGUAGE ARTS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
All Students	390	5.4%	13.1%	32.6%	49.0%
Male	205	6.8%	15.6%	35.1%	42.4%
Female	185	3.8%	10.3%	29.7%	56.2%
White	286	3.8%	10.8%	32.9%	52.4%
African American	44	9.1%	22.7%	36.4%	31.8%
Asian Pacific	0				
Hispanic	29	6.9%	27.6%	27.6%	37.9%
American Indian/Alaskan	1				
MATHEMATICS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
All Students	392	9.2%	18.4%	31.1%	41.3%
Male	206	9.7%	15.0%	33.5%	41.7%
Female	186	8.63%	22.0%	28.5%	40.9%
White	286	6.6%	15.0%	35.3%	43.0%
African American	45	22.2%	28.9%	28.9%	20.0%
Asian/Pacific Islander	0				
Hispanic	30	20.0%	36.7%	10.0%	33.3%
American Indian/Alaskan	1				

ELA – Four Year HSAP Trend – First Attempt						
School Year	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or advanced
2009	424	5.6	21.0	33.1	40.3	73.4
2010	398	5.4	21.4	28.3	44.9	73.2
2011	380	4.1	11.8	29.3	54.8	84.1
2012	390	4.9	12.8	33.6	48.7	82.3
2013	392	2.8	15.3	25.8	56.0	81.8
2014	390	5.4	13.1	32.6	49.0	81.8

MATH – Four Year HSAP Trend – First Attempt						
School Year	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or advanced
2009	435	7.8	20.0	34.4	37.8	72.2
2010	398	7.9	19.9	27.0	45.2	72.2
2011	379	7.4	15.9	31.8	44.9	76.7
2012	397	6.5	18.6	26.7	48.1	74.8
2013	392	7.2	21.0	27.1	44.8	71.9
2014	392	9.2	18.4	31.3	41.3	72.6

SCHOOL REPORT CARD Analysis:

The objectives to be met to achieve AYP include student performance, graduation rate or student attendance, and participation in the state testing program. In 2009 Riverside met 13 of the 17 objectives, in 2010 we met 18 of 21 objectives, and, finally, in 2011 we met 17 of the 17 objectives, meeting AYP standards. In 2012 AYP was replaced with a grade for each school. Riverside High School received a grade of A (90.1).

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2008	Excellent	Excellent	Did not meet AYP
2009	Excellent	Good	Did not meet AYP
2010	Excellent	Good	Did not meet AYP
2011	Excellent	Excellent	Met AYP
2012	Excellent	Good	A (90.1)
2013	Excellent	Good	B
2014	Excellent	Excellent	A (93.5)

PSAT Analysis:

The PSAT scores reflect only the juniors tested at Riverside High and do not include any sophomore scores. Scores for the PSAT range from 0-80, with the mean averages given in the chart above. The Average Selection Index score ranges from 0-240.

RHS scores have varied slightly over this 5-year period. The math averages have dropped slightly during this 5-year period, while critical reading and writing averages have increased.

Riverside High PSAT	# of Juniors Tested	Critical Reading Average	Math Average	Writing Average	Average Selection Index
2008-2009	166	51.9	54.3	50.7	156.9
2009-2010	168	52.7	54.9	51.1	158.7
2010-2011	130	51.8	54.3	50.1	156.2
2011-2012	159	53.0	52.7	50.0	155.7
2012-2013	152	52.7	53.4	52.2	158.3
2013-2014	165	51.5	52.7	48.6	152.8
2014-2015	156	51.1	53.0	49.2	153.3

ACT/SAT Analysis:

The scores represented in the chart below are based only on scores of students tested in their senior year. The scores do not include students who took these tests in their junior year. It should be noted that if juniors take these exams and score high enough in the junior year, they may not take these exams in their senior year, therefore, these averages may not include students' highest scores, as some high scores would have been achieved in the junior year.

ACT

SC scores have remained below the national average for the ACT from 2008-2009 through 2011-2012, while RHS scores have consistently been above both national and state averages. RHS scores for the ACT range from 23.6-24.5 in the years below.

SAT

RHS students have consistently scored higher than the national and state averages for all subtests of the SAT from 2008-2009 through 2013-2014.

Reading: RHS students scored an average of 53 points higher than the State average and an average of 37.5 points higher than the National average.

Math: RHS students scored an average of 54 points higher than the State average and an average of 31.5 points higher than the National average.

Writing: RHS students scored an average of 50.25 points higher than the State average and an average of 25.75 points higher than the National average.

ACT/SAT SCORES

ACT	2009-10				2010-11				2011-12				2012-13				2013-14			
	RHS	RHS	SC	Nation	RHS	RHS	SC	Nation	RHS	RHS	SC	Nation	RHS	RHS	SC	Nation	RHS	RHS	SC	Nation
	RHS # tested	Comp	Comp	Comp	RHS # tested	Comp	Comp	Comp	RHS # tested	Comp	Comp	Comp	RHS # tested	Comp	Comp	Comp	RHS # tested	Comp	Comp	Comp
	171	23.6	20	21	168	24.5	20.1	21.1	161	23.9	20.2	21.1	156	23.4	20.1		197	24.1	20.4	21.0
SAT	2009-10				2011-12				2012-13				2012-13				2013-14			
	RHS # tested	RHS	SC	Nation	RHS # tested	RHS	SC	Nation	RHS # tested	RHS	SC	Nation	RHS # tested	RHS	SC	Nation	RHS # tested	RHS	SC	Nation
1587	313				296				281			284					298			
Crit Read		534	484	501	532	482	497		527	481	496		522	479	491		533	488	497	
Math		543	495	516	550	490	514		541	488	514		531	484	503		540	490	513	
Writing		512	468	492	514	464	489		509	462	488		563	460	480		514	465	487	
Total		1589	1447	1509	1596	1436	1500		1577	1431	1498		1557	1423	1474		1587	1443	1497	

ADVANCED PLACEMENT Analysis:

Riverside High School offers twelve AP courses for upper classmen. The number of tests has remained above 450 throughout this time period. The overall pass rate for Riverside students on AP exams exceeds both state and national averages.

ADVANCED PLACEMENT

	2008-09	2008-09	2008-09	2008-09	2009-10	2009-10	2009-10	2009-10	2010-11	2010-11	2010-11	2010-11	2011-12	2011-12	2011-12	2011-12	2012-13	2012-13	2012-13	2012-13
	#Tested	% Pass-RHS	% Pass SC	% Pass-Global	#Tested	% Pass-RHS	% Pass SC	% Pass-Global	#Tested	% Pass-RHS	% Pass SC	% Pass-Global	#Tested	% Pass-RHS	% Pass SC	% Pass-Global	#Tested	% Pass-RHS	% Pass SC	% Pass-Global
<i>English Lit & Comp</i>	61	95.0%	59.3%	59.6%	64	98.4%	58.4%	57.3%	68	89.7%	57.6%	57.2%	34	94.1%	57.9%	56.6%	53	96.2%	58.8%	57.6%
<i>Calculus AB</i>	32	93.8%	55.8%	59.6%	41	87.8%	47.7%	55.7%	24	70.8%	51.2%	56.3%	46	71.7%	53.9%	59.7%	23	100%	57.7%	58.9%
<i>Calculus BC</i>	9	66.7%	75.9%	80.1%	10	80.0%	81.4%	82.8%	8	75.0%	75.7%	80.3%	5	100%	76.1%	82.4%	11	90.9%	80.7%	80.5%
<i>Statistics</i>	70	68.6%	51.8%	58.6%	89	69.3%	53.2%	58.6%	132	59.1%	53.7%	58.8%	86	72.1%	55.4%	59.2%	85	72.9%	54.8%	57.6%
<i>Biology</i>	60	80.0%	54.3%	50.9%	69	69.6%	52.8%	49.3%	88	53.4%	53.6%	50.6%	93	53.8%	52.9%	50.9%	98	67.3%	64.5%	62.9%
<i>Chemistry</i>	32	84.4%	56.9%	56.1%	41	92.7%	62.0%	55.0%	25	92.0%	57.0%	55.1%	34	91.2%	56.6%	55.8%	24	87.5%	55.1%	58.0%
<i>Physics B/C</i>	22	72.7%	70.6%	60.7%	19	52.6%	63.8%	59.5%	45	35.6%	65.6%	61.5%	25	36%	64.6%	62%	26	38.4%	62.7%	65.2%
<i>Environmental</i>	26	80.8%	60.3%	50.0%	22	72.7%	61.9%	57.3%	20	75.0%	63.0%	57.2%	21	95.2%	62.7%	50.4%	11	72.7%	51.9%	48.0%
<i>US History</i>	31	90.3%	49.5%	52.4%	43	90.7%	50.2%	52.6%	43	72.7%	51.8%	52.8%	43	90.7%	55.4%	54.6%	34	91.1%	55.4%	53.6%
<i>European History</i>	21	90.5%	67.5%	67.0%	16	87.5%	65.5%	65.5%	25	92.0%	66.8%	64.9%	19	78.9%	65%	65.8%	8	87.5%	62.7%	63.7%
<i>Art History</i>	108	23.1%	47.8%	57.0%	72	38.9%	59.1%	61.4%	28	57.1%	71.4%	60.3%	48	54%	62.1%	59.9%	71	57.7%	65.1%	60.3%
<i>Art Studio</i>	5	0.2%	69.9%	68.0%	5	40.0%	65.2%	70.2%	6	0.3%	77.1%	70.8%	7	28.5%	79.8%	73.7%	5	60%	78.1%	77.2%

GRADUATION RATE Analysis:

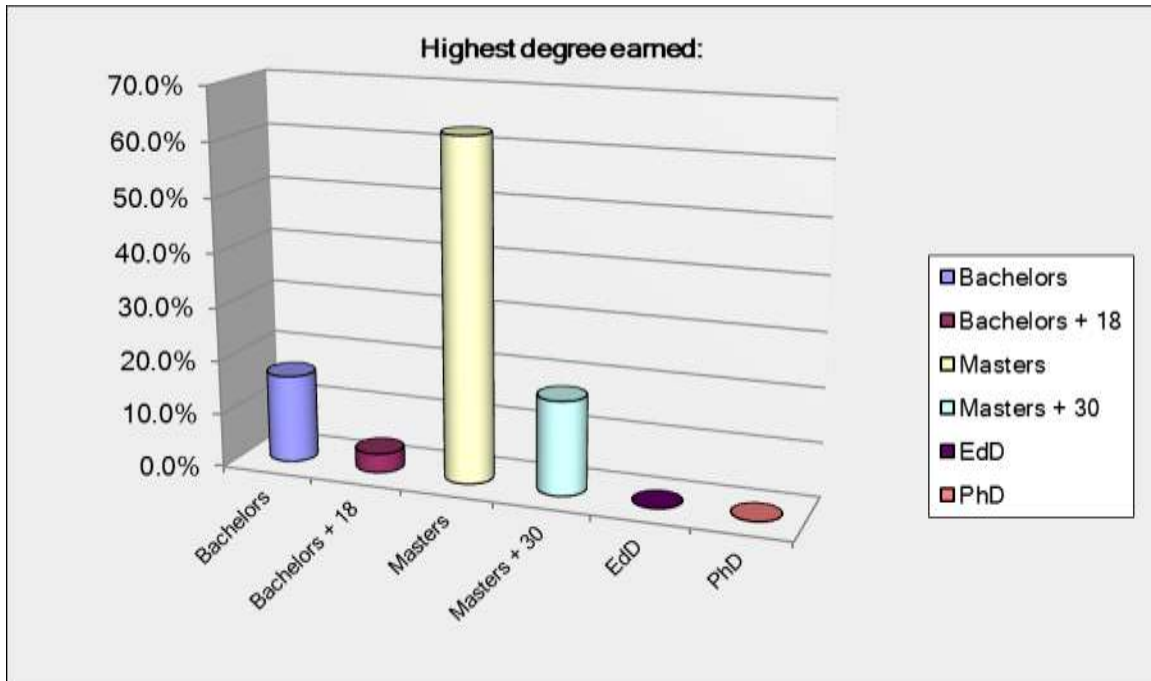
Graduation rates reflect only students who obtained a diploma within four years after beginning ninth grade. Not included are students who began at RHS in grade 9 and later transferred to another high school to pursue a state diploma. These students are documented by a "request for records" from the next high school. Unfortunately, some students are included in the aggregate that are not served by Riverside and some who are not on a diploma track. Examples include students who cannot be tracked after leaving RHS (for example, students who transfer and their destination school does not request a transcript), students who pursue a GED, and special education students who receive an Occupational Diploma or a District Certificate. This second set of students remains in the Riverside composite and lowers our graduation rate even though they are not being served in a diploma track at Riverside.

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
83.2%	85.3%	82%	82.3%	91.2%

Teacher and Administrator Quality Needs Assessment

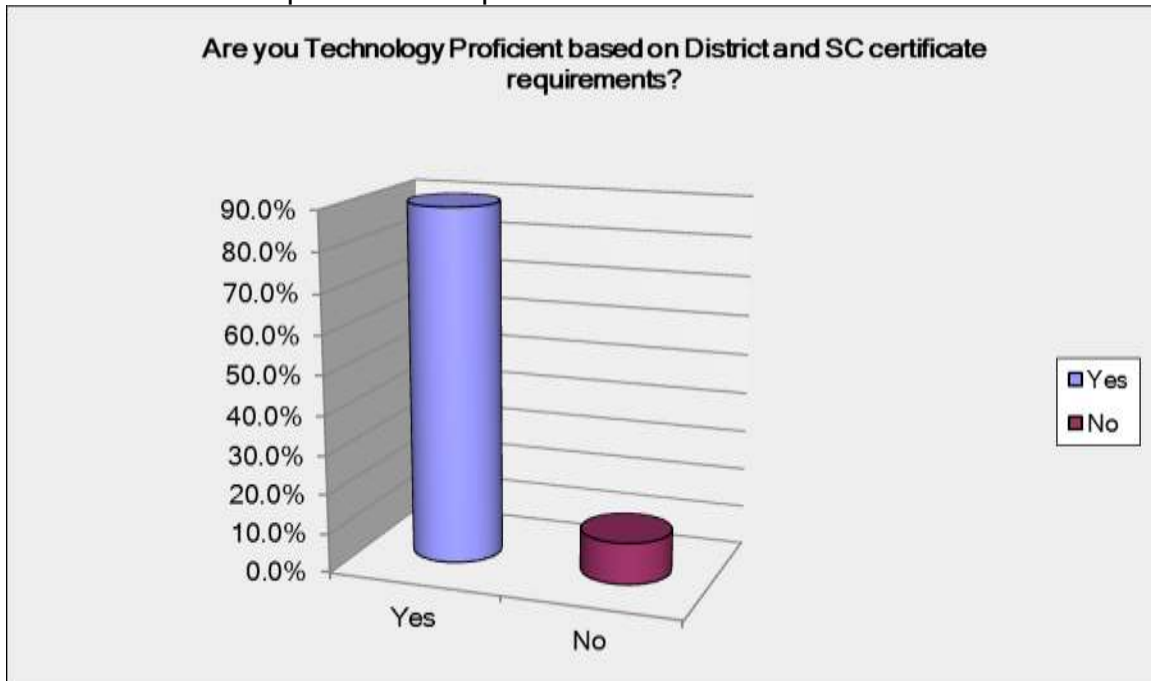
Analysis:

Over 70% of Riverside's teaching staff has attained a Master's Degree or above. Two have doctoral degrees.



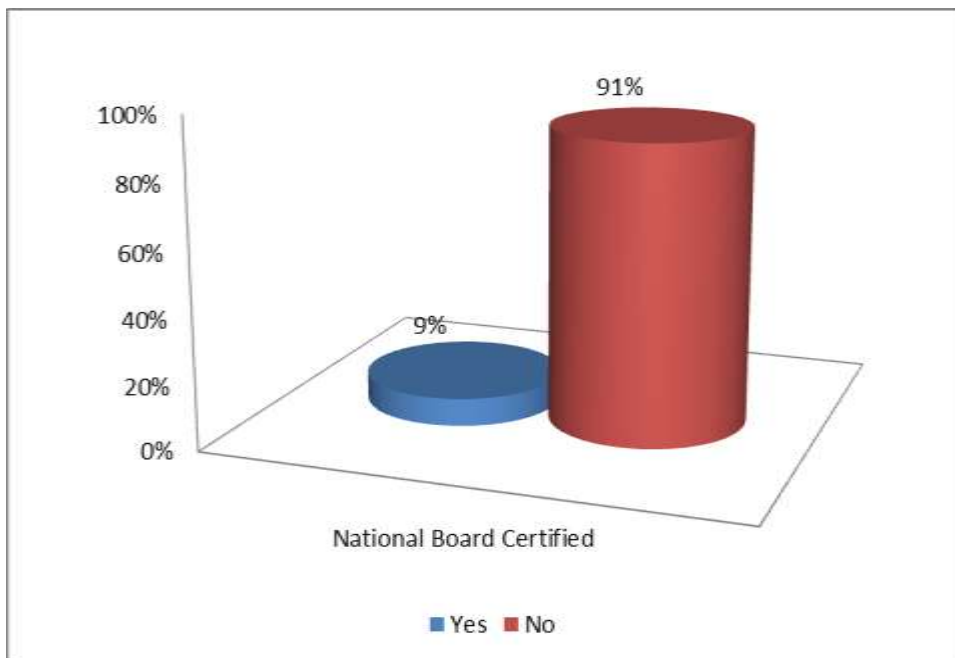
TECHNOLOGY PROFICIENCY ANALYSIS:

Less than 10% of the faculty has not completed the requirement of Technology Proficiency. Three faculty members are Induction level or First Year. They will complete this requirement after they become “Continuing” teachers at the end of their second year. 100% of those who need to renew their proficiency for 2013 and 2014 have completed this requirement.



Analysis:

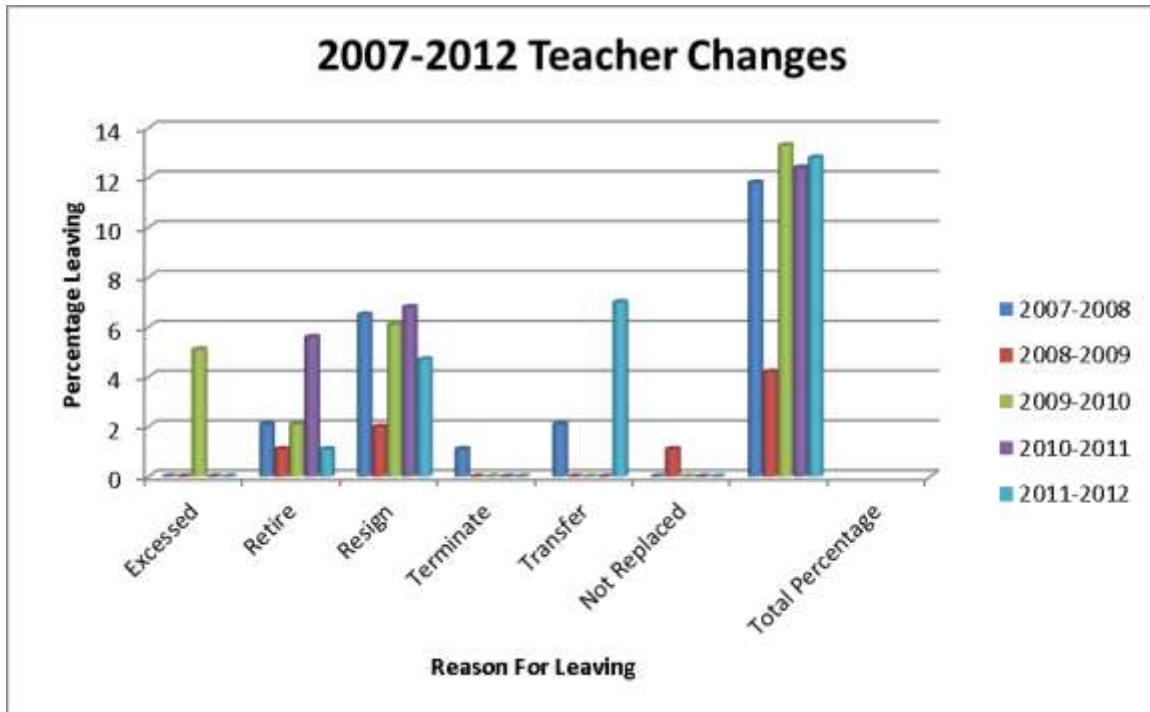
Every year teachers apply for National Board Certification. 9% of the faculty have National Board Certification.



The staff has remained between 86-93 members from 2007-2014.

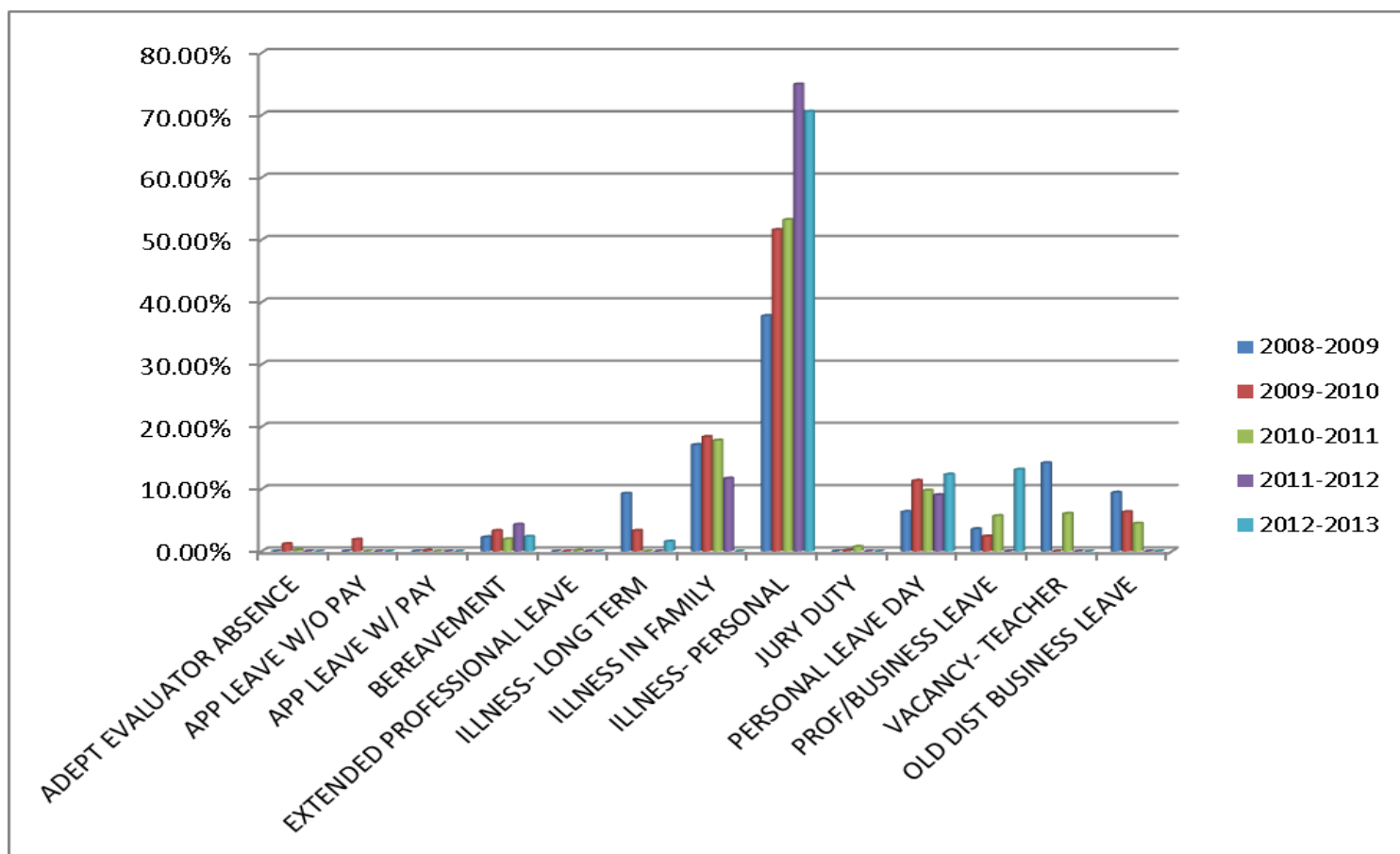
Staff changes include resignation, retirement, and excessing of teachers.

Staff absences have remained constant among years with most being in two areas: illness in family and personal illness. ***Note: Maternity leave, short-term illness and use of personal sick leave in last year before retirement are all included in the category Illness-Personal. The personal illness category is most used due to maternity leave, short-term illness, flu outbreaks and the use of sick days before retirement.



**Reasons for
Teacher
Changes**

	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012
Excessed	0	0	5.1	0	0
Retire	2.1	1.1	2.1	5.6	1.1
Resign	6.5	2	6.1	6.8	4.7
Terminate	1.1	0	0	0	0
Transfer	2.1	0	0	0	7.0
Not Replaced	0	1.1	0	0	0
Total Percentage	11.8	4.2	13.3	12.4	12.8



TYPE OF ABSENCE	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ADEPT EVALUATOR ABSENCE	0.00%	1.20%	0.19%	0.00%	0.00%
APP LEAVE W/O PAY	0.00%	1.91%	0.00%	0.00%	0.00%
APP LEAVE W/ PAY	0.00%	0.10%	0.00%	0.00%	0.00%
BEREAVEMENT	2.28%	3.31%	1.96%	4.32%	2.37%
EXTENDED PROFESSIONAL LEAVE	0.00%	0.00%	0.09%	0.00%	0.00%
ILLNESS- LONG TERM	9.28%	3.31%	0.00%	0.00%	1.58%
ILLNESS IN FAMILY	17.10%	18.37%	17.80%	11.70%	0.00%
ILLNESS- PERSONAL	37.79%	51.61%	53.22%	74.94%	70.57%
JURY DUTY	0.00%	0.10%	0.75%	0.00%	0.00%
PERSONAL LEAVE DAY	6.35%	11.35%	9.79%	9.05%	12.34%
PROF/BUSINESS LEAVE	3.58%	2.41%	5.68%	0.00%	13.13%
VACANCY- TEACHER	14.17%	0.00%	6.06%	0.00%	0.00%
OLD DIST BUSINESS LEAVE	9.45%	6.33%	4.47%	0.00%	0.00%

These numbers include classroom teachers/guidance counselors/media specialists/CRT/Athletic Director.

2007-2008	93 (CR-85/Guid-4/MC-2/CRT-1/Smith-1)
2008-2009	95 (CR-87/Guid-4/MC-2/CRT1/Smith-1)
2009-2010	98 (CR-89/Guid-5/MC-2/CRT-1/Smith-1)
2010-2011	89 (CR-82/Guid-4/MC-1/CRT-1/Smith-1)
2011-2012	86 (CR-79/Guid-4/MC-1/CRT-1/Smith-1)
2012-2013	87.5 (CR-80/Guid-4.5/MC-1/CRT-1/Long-1)
2013-2014	93 (CR-85.5/Guid-4.5/KC-1/CRT-1/Long-1)

2014-2015 Professional Development Plan and Schedule
Conference Period Groups--First and third Thursdays

Emphasis: Teachers Teaching Teachers for Student-Centered Learning

September 4 –“Odds and Ends of Curriculum”

September 18—“Integrating Informational texts and Argumentative Essays”

October 2—“Introducing Riverside’s Wellness Plan”

October 23—“Using Educational Apps in the Classroom”

November 6—“Note taking Skills for Critical Thinking and Assessment”

November 20—“Developing a Positive School Climate”

December 4—“Introducing Google Classroom—Session # 1”

December 18—“Dealing with Struggling Students”

January 7—“Using Google—Session # 2—Inserts”

January 22—“Motivating Students Second Semester”

February 5—“Preparing for the ACT”

February 19—“Using Google—Session # 3--Google Docs”

March 5—“Meeting Twenty-First Century Graduation Needs”

March 19—“Preparing for Work Keys Assessment in Grade 11”

April 9—“Using Google—Session # 4—Google Docs”

April 16—“Dealing with the Logistics for ACT Administration”

April 23—“Assessment for AP and EOC Testing”

May 12—“Reaching Benchmarks for the EOC”

Tie in all PD with the district emphasis on Student Centered Coaching

Luncheon Meetings with Departments—Specific dates for each departments—

“Integrating Technology and Academic Support”— Edmodo, Enrich,

Rubicon/Atlas, Promethean Board updates, and Google

End of Course Assistance—monthly meetings with teachers in Algebra 1, English 1, Biology, and U S History

Technology Proficiency—after school in H112 in November and December

Teacher Certification—work with all teachers who recertify their teaching certificates for June 30, 2015

New Faculty Seminars—All Mondays in September and First Monday of October—May—Address concerns and questions about Riverside's policies and procedures, Introduce Levels of Rigor , Review major parts of Learning Focused Strategies, PAS-T portfolio, Professionalism, Classroom Management , strategies for ESOL students, and special requests

Mentor/Buddies—Monthly updates on progress of new faculty members

Assist –a- Teacher—work for one week with requests from each faculty member for certification, technology proficiency, curricular needs, PAS-T goals and standards, and classroom management problems

School Improvement Council—monthly agendas, minutes, and communication with SIC members

Graduation Rate—monitor the students in Class of 2015 with the Grade 12 counselor and locate/trace any student who leave Riverside High School

Standardized Testing—meet with departments about the sections on the ACT and ACT Workkeys in preparation for the administration in April.

2014-2015 Professional Development Schedule

Conference Period Groups—First and Third Thursdays—Topics announced later
September 4 & 18—Academic Specialists—September 18, October 2 & 23, November 6 & 20, December 4 & 18, January 22 & 29, February 5 & 19, March 5 & 19, April 2 & 16

2014-2015 Luncheon Department Meetings—Working with Technology

First Tuesday—Science—September 2, October 7, November 4, December 2, February 3, March 3, April 7, May 5

Second Tuesday—Fine Arts & English—September 9, October 14, November 11, December 9, February 10, March 10, April 14, May 12

Third Tuesday—Social Studies—September 16, October 21, November 18, December 16, February 17, March 17, April 21, May 19

Fourth Tuesday—World Languages—September 23, October 28, November 25, January 26, February 24, March 24, April 28, May 26

Second Monday—Physical Education—September 8, October 13, November 10, December 8, February 9, March 9, April 13, May 11

Third Monday—Business Education—September 15, October 20, November 17, December 15, January 20, February 17, March 17, April 20, May 18

Third Thursday—Special Education Resource—must move to another day---

Fourth Thursday—Mathematics—September 25, October 23, January 22, February 26, March 26, April 23, May 28

Sign up on the Portal: September 22, October 27, November 24, January 26(for December and January), February 23, March 23, and April 27

Conference Periods with Mr. Crowley—August 27, September 24, October 22, January 21, February 18, March 18, April 15, May 20

Developing Your Gradebook for New Faculty Members—TBD after August 14—probably August 21 or 22

**Greenville County School District
Professional Development Areas of Emphasis
2013-2014**

ELA

- Text complexity
- Opinion/argument writing
- Informational writing
- Narrative writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Science

- Cross-walking the current SC Science Standards with the 2014-2015 SC Science Standards
- Scientific inquiry/inquiry-based learning
- Informational writing
- Constructing performance assessments
- Formative assessment (with an emphasis on speaking, listening, and questioning)

Social Studies

- Opinion/argument writing using primary sources, secondary sources and DBQ's
- Informational writing
- Constructing performance assessments
- Formative assessments (with an emphasis on speaking, listening, and questioning)

Mathematics

- Standards for Mathematical Practice – Implications for instruction
- Standards for Mathematical Content – Topics new to each course and/or grade level
- Constructing performance assessments

World Languages

- Overview of the World Language standards & curriculum
- Linking the communication modes & culture to assessment
- Proficiency levels and the impact on assessment
- Constructing performance assessments

Pre-K/5K

- 5K Balanced Literacy implementation

- Constructing performance assessments
- PreK curriculum support/implementation

PE/Health

- Cross curricular connections
- Technology for PE teachers and students
- Promoting fitness
- SPARK-CATCH training

Visual and Performing Arts

- CCSS implications for Visual and Performing Arts
- Arts integration strategies
- Arts education for the 21st Century

ESOL/RTI/GT/SPED

- Preparing all students for CCSS curriculum/instruction/assessment
- Meeting the needs of the exceptional student
- Strategies for collaboration between exceptional educators and regular educators

School Climate Needs Assessment

In reviewing data related to school report card surveys, student attendance, discipline data and parent involvement, overall RHS has a positive school climate. A few areas need improvement: 9th grade attendance rate and a further reduction in disciplinary referrals. The majority of students, teachers and parents are satisfied with the school environment.

SCHOOL REPORT CARD SURVEY Analysis:

Survey results for the years 2008-2014 were analyzed. The overall satisfaction rating is quite high for all years and remains relatively consistent. The faculty make up does not change very much year to year, and the satisfaction with the school environment is over 95%. The student and teacher survey data are more difficult to analyze and detect areas needing improvement because the group responding changes year to year. The following items were noted when analyzing the detailed data from 2014:

Teacher Response:

For all years teachers responded with an average of approximately 95% satisfaction in all three areas: Learning Environment, Social and Physical Environment, and School-Home Relations. The question "The rules for behavior are enforced at my school" was the one with the lowest number in agreement.

Parent Response:

Parents responded closer to 89% satisfaction in all areas but School Home Relations, where the satisfaction rate is closer to 79%. In looking at the detailed survey from 2012, parents mostly disagreed with the following statements: Teachers contacting them to say good things about their child, and Teachers telling them how they can help their child learn.

Student Response:

Students responded between 85% satisfaction with the following areas: Learning Environment, Social and Physical Environment, and School Home Relations. Students responded with an average 77 % satisfaction range with the Learning Environment, much lower than their parents. In looking at the 2011 detailed survey data, they most strongly disagreed in the following area: Classes being interesting and fun. From this survey data, students and parents would like more positive feedback from teachers regarding student work.

SURVEY RESULTS FOR 2008-2014:**Percent satisfied with Learning Environment:**

YEAR	Teachers	Students	Parents
2008	97.8	79.0	89.4
2009	95.0	79.8	91.6
2010	97.8	79	89.4
2011	93.9	70.3	87.7
2012	95.3	79.8	91.4
2013	96.4	84.5	86.1
2014	98.9	83.2	91.8

Percent satisfied with Social and Physical Environment:

YEAR	Teachers	Students	Parents
2008	96.7	85.4	90.0
2009	95.1	82.7	89.3
2010	96.7	85.4	90.0
2011	94.0	80.2	86.8
2012	92.9	85.3	83
2013	98.8	86.9	86.9
2014	98.9	88.3	89.3

Percent satisfied with School-Home Relations:

YEAR	Teachers	Students	Parents
2008	97.8	89.2	78.9
2009	98.8	88.3	80.4
2010	97.8	89.2	78.9
2011	96.4	80.6	74.0
2012	93	87.7	85.1
2013	95.2	93.7	83.1
2014	96.8	90.0	69.6

DISCIPLINE DATA Analysis:

The numbers for this report are as accurate as possible given the fact that over a three year period The School District of Greenville County changed systems used to report discipline three times. The systems used to report the discipline were as follows: SASI, PowerSchool, and Incident Management System.

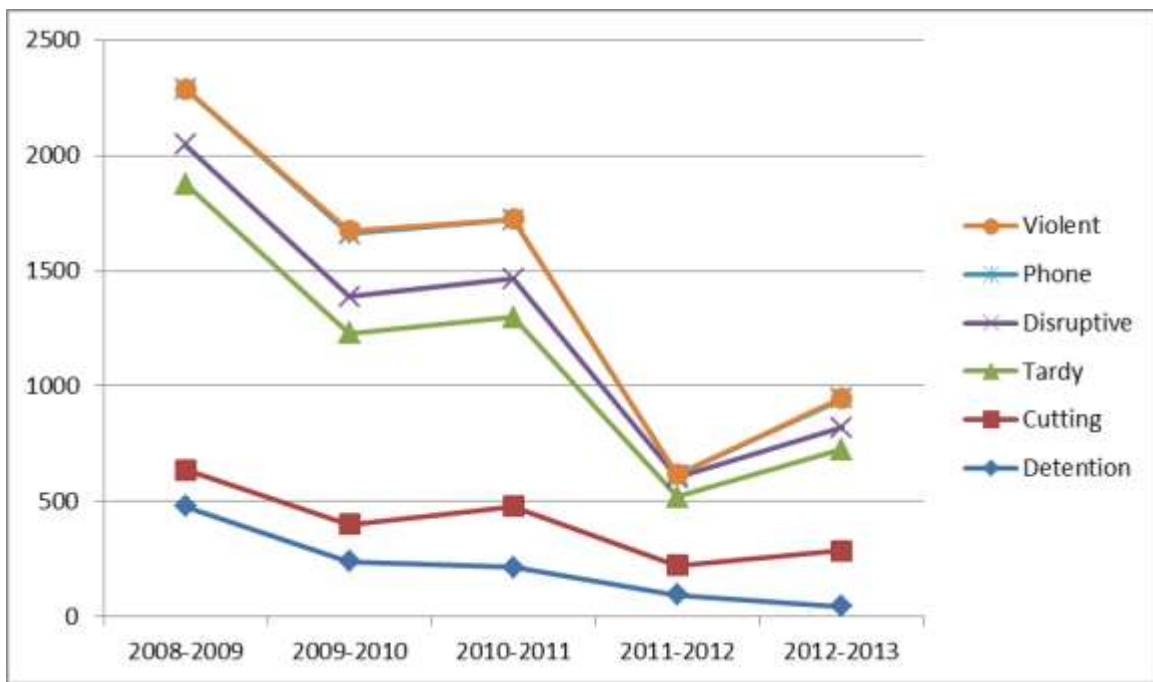
Another issue with the reporting procedure is the way that violations are classified or reported. One example is "phone violations" are reported as "uncooperative" based on the fact that the students were told at the beginning of the year to turn phones off and place them in their locker when they report to school. Results compiled follow and are accurate go to what Riverside High School has experienced as of April 2013.

The number of referrals in 2011-2012 was lower by 42% than the prior year and the sense is that our students have not improved their behavior by that amount but that less referrals are being written. The school changed how referrals were

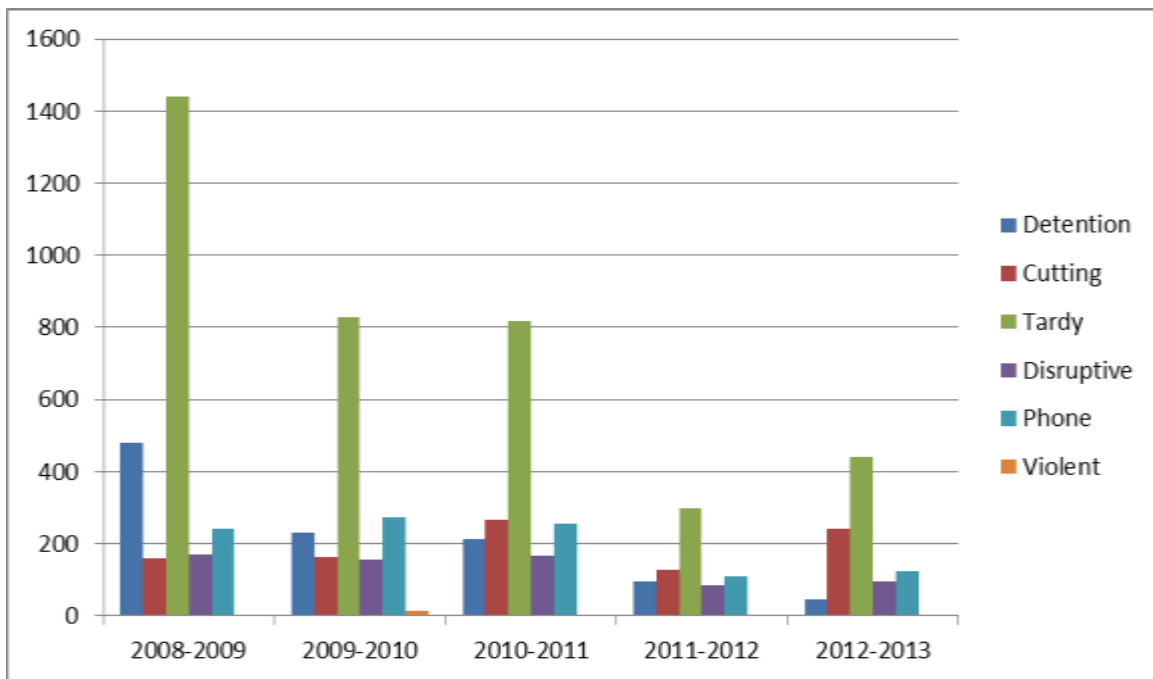
written from a paper format to a computerized system: Incident Management System. Communication between the administrator and the teacher has dwindled somewhat because of the computerized system. In the past, teachers received a copy of the referral with action taken by the administrator so the teacher was aware that action had been taken and what that action was. In 2012-2013 there was a consistent increase in all violations but not an increase in violent incidents. There was a consistent drop in tardy referrals due to implementation of a school wide tardy policy in 2011-2012. There is no data on the number of dress code violations. With regard to dispositions of incidents from 2011to 2012, there was an 18% increase in detentions, and 64% change in In School Suspensions, and a 50% increase in suspensions possibly because the teachers are improving their skills of reporting via the new incident management program.

DISCIPLINE DATA RESULTS

Violation	2010-2011	2011-2012	2012-2013	2013-2014
Detention	213	94	46	N/A
Violation				
Cutting	266	129	241	N/A
Tardy	819	298	439	N/A
Disruptive	168	83	95	N/A
Phone Violation	256	111	125	N/A
Violent	1	3	3	N/A
Disposition/Result	2010-2011	2011-2012	2012-2013	N/A
Detention	1903	763	898	N/A
In School Suspension	542	160	262	N/A
Suspension	160	84	126	N/A



Charts such as these are unavailable for 2013-2014.



Charts such as these are unavailable for 2013-2014.

PARENT INVOLVEMENT

In compiling the data for this section, the following were contacted: parent volunteer coordinator, band, speech and debate, and athletic boosters. Firm numbers were difficult to document. Most of these organizations do not maintain

records of parent volunteer hours consistently. Likewise, our sign-in system school-wide cannot track which parents have been in the building or for what purposes. The sign in system works for volunteers and visitors during the school day. Most of the booster club volunteers work after school hours at athletic events or band and speech competitions. Parents run the school store, provide food for several faculty meetings and conference period meetings, recognize the faculty during Teacher Appreciation Week, and assist in student orientations as well as their work in many ways after school hours. RHS also has good parent turnout for student orientations.

PARENT VOLUNTEER DATA Analysis:

Band Boosters

Approximately 65 parents were active in the program in 2011-2012. For 2012-2013, that number increased to 70; for 2013-2014, the number continued to increase to 100.

Speech and Debate Boosters

Approximately 30 parents were active with speech and debate activities 2011-2012. For 2012-2013, that number increased to 50; for 2013-2014, 75 parents worked with speech and debate.

Athletic Boosters

Booster Club Events – Volunteer Hours 2011-2012 Event	Volunteers	Hours Each	Total Hours
Football Game Spirit Wear	8 Volunteers – 6 games	3	144
Spirit Wear Sales during School	4 Volunteers – 18 weeks	2	144
Spirit Wear Preparations	2 Volunteers – 19 weeks	3	114
Silent Auction	15 volunteers	10	150
Silent Auction Preparation	25 volunteers	10	250
Concessions during 12 games (Varsity & JV Football)	12 Volunteers x 12 games	4	576
Concession Preparations	2 Volunteers x 12 games	4	96

Booster Club Board	4 volunteers x 12 months	15	720
Membership Drive	4 volunteers x 2 months	10	80
Parking at Football Games	1 volunteers x 6 games	2	12
Booster Ticket Booth during football games	1 volunteers x 3 games	3	9
Serving at Award Ceremonies	2 volunteers x 3 events	3	18
Booster Communications	1 hour per day – 52 weeks – 5 days per week	1	260
Total		2573	

Charts such as these are unavailable for 2013-2014.

Athletic Boosters

Booster Club Events – Volunteer Hours 2012-2013 Event	Volunteers	Hours Each	Total Hours
Football Game Spirit Wear	8 Volunteers – 6 games	3	144
Spirit Wear Sales during School	4 Volunteers – 18 weeks	2	144
Spirit Wear Preparations	2 Volunteers – 19 weeks	3	114
Silent Auction	15 volunteers	10	150
Silent Auction Preparation	25 volunteers	10	250
Concessions during 12 games (Varsity & JV Football)	12 Volunteers x 12 games	4	576
Concession Preparations	2 Volunteers x 12 games	4	96
Booster Club Board	6 volunteers x 12 months	15	1080
Membership Drive	4 volunteers x 2 months	10	80
Parking at Football Games	1 volunteers x 6 games	2	12

Booster Ticket Booth during football games	1 volunteers x 3 games	3	9
Serving at Award Ceremonies	2 volunteers x 3 events	3	18
Booster Communications	1 hour per day – 52 weeks – 5 days per week	1	260
Total		2933	

Charts such as these are unavailable for 2013-2014.

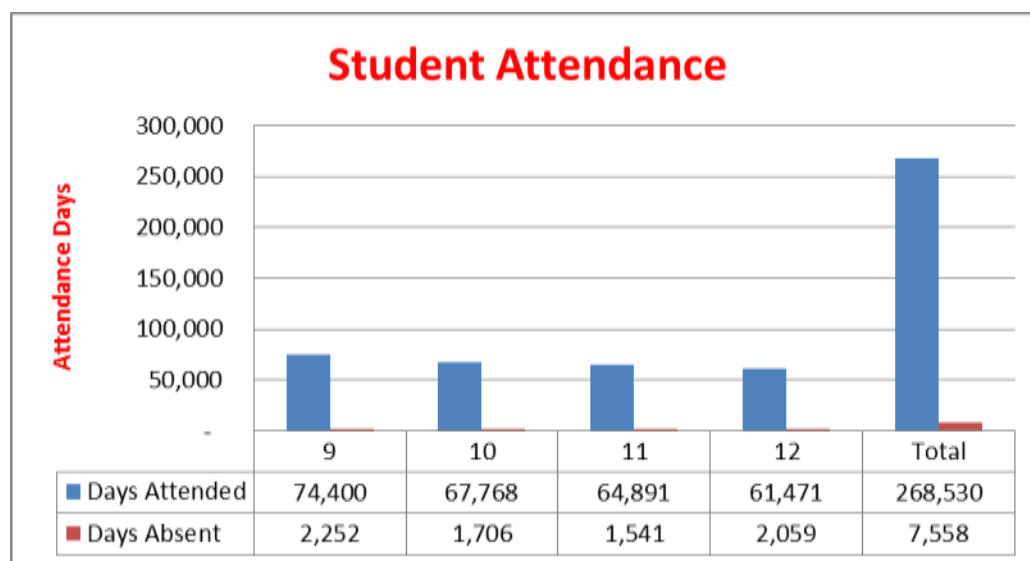
STUDENT ATTENDANCE

2012-2013 School Attendance

Grade	Days Attended	Days Absent
9	74,400	2,252
10	67,768	1,706
11	64,891	1,541
12	61,471	2,059
Total	268,530	7,558

2013-2014 School Attendance

Grade	Days Attended	Days Absent
9	N/A	
10	N/A	
11	N/A	
12	N/A	
Total	13,037,420	401,547



ATTENDANCE SUMMARY

Grade Level	Total in Grade	Asian	Black or African American	Hispanic /Latino	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Un-classified
9	421	22	61	40	0	11	1	286	0
10	382	25	30	39	1	6	2	279	0
11	368	25	38	49	0	6	2	247	1
12	346	18	37	31	1	2	2	255	0
Total	1,517	90	166	159	2	25	7	1,067	1

As of June 1, 2012

DATA FOR THE 2011 – 2012 ACADEMIC YEAR:

Riverside High School students missed a total of 7,558 days over the course of the 2011-2012 school year in grades 9-12. In regards to days absent, ninth graders had the highest total of missed days with 2,252 days absent. Our twelfth graders were second with 2,059 days absent. Our tenth graders had 1,706 days absent. Our eleventh graders had the best overall attendance missing 1,541 days. For days attended, ninth graders were present 74,400 days. Tenth graders were present for 67,768 days. Eleventh graders were present for 64,891 days. Twelfth graders were present for 61,471 days.

As far as the demographic makeup of ethnicities at Riverside High School it is broken down into 8 possible categories. These categories are Black/African American, Asian, Hispanic/Latino, 2 or more Race, American Indian or Alaska Native, White and Unclassified. Overall there were 1,067 White students, 166 Black or African American students, 159 Hispanic/Latino students, 2 American Indian or Alaska Native students, 25 Two or More Races, 7 Pacific Islander students, and 1 student as unclassified. There is a smaller number of Black/African American and Hispanic in 12th grade compared to the other grades. Ninth grade had the greatest number of students with 421 students and Twelfth grade had the least with 346 students. Tenth and eleventh grade had an identical number of Asian students. The total enrollment for the 2011-2012 academic year was 1,512 as of June 1, 2012.

DATA FOR THE 2011 – 2012 ACADEMIC YEAR:

Data for the current school year will be available on June 6, 2013.

Riverside High School

***“To Instruct, To Inspire, To
Prepare”***

“Reaching Higher Standards”

Action Plan

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups on ACT each year.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the standard as measured by the ACT.

ANNUAL OBJECTIVE: Annually meet or exceed the standard as measured by the ACT.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

ACT %TESTED

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

ELA – School – High	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

ELA – District - HS	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

Math – School - High	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				

Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

Math – District - HS	Baseline 2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0
Actual Performance				
All Students				
Male				
Female				
White				
African-American				
Asian/Pacific Islander				
Hispanic				
American Indian/Alaskan				
Disabled				
Limited English Proficient				
Subsidized Meals				

Baseline data to be established in 2014-15.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

FIVE YEAR PERFORMANCE GOAL: Meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

ANNUAL OBJECTIVE: Annually meet or exceed the state objective(s) for national career readiness certification as measured by WorkKeys.

DATA SOURCE(S): WorkKeys report produced by ACT

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X			
School Actual				
District Projected	X			
District Actual				

Baseline data to be established in 2014-15.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Level 2 and above) in English Language Arts on the High School Assessment Program (HSAP) 1st attempt from 95.6% in 2012 to 97.0% in 2018.

ANNUAL OBJECTIVE: Annually increase by .2 percentage point(s) students meeting standard in English Language Arts on the High School Assessment Program (HSAP).

DATA SOURCE(S): SDE School Report Card – last page

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.0	96.2	96.4	96.8	97.0
School Actual	95.6	97.1	94.6				
District Projected	X	X	92.9	93.9	94.9	95.9	96.9
District Actual	91.9	92.4	92.5				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ENGLISH I

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from __85.2__% in 2012 to __87.5__% in 2018.

ANNUAL OBJECTIVE: Increase by __.5__ percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	85.5	86.0	86.5	87.0	87.5
School Actual	85.2	89.8	86.0				
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (HS only)	71.1	78.4	77.4				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

HSAP % MATH

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics on the High School Assessment Program (HSAP) 1st attempt from 95.1 % in 2012 to 96.5 % in 2018.

ANNUAL OBJECTIVE: Increase by .2 percentage points annually students meeting standard in mathematics on the High School Assessment Program (HSAP).

DATA SOURCE(S): SDE School Report Card – last page

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.5	95.7	96.0	96.2	96.5
School Actual	95.1	92.9	90.8				
District Projected	X	X	85.7	86.7	87.7	88.7	89.7
District Actual	84.7	86.2					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ALGEBRA I

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from ___93.6___% in 2012 to ___94.8___% in 2018.

ANNUAL OBJECTIVE: Increase by ___2___ percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.0	94.2	94.4	94.6	94.8
School Actual	93.6	91.4	91.8				
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (HS only)	78.0	83.2	82.7				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

HSAP % TESTED

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually. **MAINTAIN 100% TESTED.**

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

ELA – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance	100.0						
All Students	99.7	100.0	99.7				
Male	99.5	100.0	100.0				
Female	100.0	100.0	99.5				
White	99.6	100.0	99.7				
African-American	100.0	100.0	100.0				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	100.0	100.0	N/A				
American Indian/Alaskan	N/A	N/A	N/A				
Disabled	N/A	100.0	100.0				
Limited English Proficient	N/A	N/A	N/A				
Subsidized Meals	100.0	100.0	98.7				

ELA – District - High School	Baseline 2011-12	Plannin g Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.0	99.1					
Male	98.8	98.9					
Female	99.3	99.3					
White	99.0	99.2					
African-American	99.0	98.7					
Asian/Pacific Islander	99.3	100.0					
Hispanic	98.9	99.4					
American Indian/Alaskan	100.0	N/A					
Disabled	97.5	96.8					
Limited English Proficient	98.6	99.2					
Subsidized Meals	98.3	98.9					

Math – School	Baseline 2011-12	Plannin g Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance	100.0						
All Students	99.7	100.0	99.5				
Male	99.5	100.0	99.5				
Female	100.0	100.0	99.5				
White	99.6	100.0	99.7				
African-American	100.0	100.0	100.0				
Asian/Pacific Islander	N/A	N/A	N/A				
Hispanic	100.0	100.0	N/A				
American	N/A	N/A	N/A				

Indian/Alaskan							
Disabled	N/A	100.0	97.1				
Limited English Proficient	N/A	N/A	N/A				
Subsidized Meals	100.0	100.0	98.7				

Math – District High School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	98.9	98.9					
Male	98.6	98.7					
Female	99.2	99.0					
White	98.8	98.9					
African-American	99.0	98.8					
Asian/Pacific Islander	99.3	100.0					
Hispanic	99.1	99.0					
American Indian/Alaskan	100.0	N/A					
Disabled	96.7	95.8					
Limited English Proficient	98.6	98.6					
Subsidized Meals	98.1	98.6					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % BIOLOGY I

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from __93.0__% in 2012 to _95.5__% in 2018.

ANNUAL OBJECTIVE: Increase by __.5__ percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	93.5	94.0	94.5	95.0	95.5
School Actual	93.0	90.1	87.7				
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3	84.5				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % US HIST/CONST I

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from 71.9 % in 2012 to 74.0 % in 2018.

ANNUAL OBJECTIVE: Increase by .5 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

DATA SOURCE(S): SDE School Report Card

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	72.0	72.5	73.0	73.5	74.0
School Actual	71.9	79.1	85.2				
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9	75.3				

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including Advanced Placement (AP) exams, the Scholastic Aptitude Tests (SAT), and the ACT.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students scoring 3 or above (out of a possible 5) on all AP examinations from ___65.3___% in 2011 to ___71.5___% by 2018.

ANNUAL OBJECTIVE: Increase by __.2___ percentage points annually students scoring 3 or above (out of a possible 5) on all AP examinations.

DATA SOURCE(S): AP report produced by the College Board

School Name	Baseline 2010-11	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	70.5	70.7	70.9	71.1	71.3	71.5
School Actual	65.3	70.3	74.4	70.0				
District Projected	X	X		57	58	59	60	61
District Actual	56	53	55	54				

SAT AVG.

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase by __2__ points each, the mean scores on respective subtests and the mean composite score on the SAT.

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by __6__ points.

DATA SOURCE(S): SAT report produced by The College Board

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	529	531	533	535	537
Critical Reading Actual	527	48.4	533				
Math Projected	X	X	543	545	547	549	551
Math Actual	541	487	540				
Writing Projected	X	X	511	513	515	517	519
Writing Actual	509	415	514				
Composite Projected	X	X	1583	1589	1595	1601	1607
Composite Actual	1577	1423	1587				

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	493	495	497	499	501
Critical Reading Actual	491	496	499				
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492	496				
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474	472				
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462	1467				

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase by .1 point(s) each, the mean scores on respective subtests and the mean composite score on the ACT.

ANNUAL OBJECTIVE: Annually increase the mean score on the ACT English, Math, Reading and Science subtests by .1 point(s) each.

DATA SOURCE(S): ACT report produced by ACT

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
English Projected	X	X	23.4	23.5	23.6	23.7	23.8
English Actual	23.3	TBA	23.7				
Math Projected	X	X	24.3	24.4	24.5	24.6	24.7
Math Actual	24.2	TBA	24.1				
Reading Projected	X	X	24.3	24.4	24.5	24.6	24.7
Reading Actual	24.2	TBA	24.4				
Science Projected	X	X	23.6	23.7	23.8	23.9	24.0
Science Actual	23.5	TBA	N/A				
Composite Projected	X	X	24.0	24.1	24.2	24.3	24.4
Composite Actual	23.9	23.4	24.1				

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
English Projected	X	X	21.3	21.4	21.5	21.6	21.7
English Actual	21.2	21.6	X				
Math Projected	X	X	21.7	21.8	21.9	22.0	22.1
Math Actual	21.6	21.7	X				
Reading Projected	X	X	22.2	22.3	22.4	22.5	22.6
Reading Actual	22.1	22.8	X				
Science Projected	X	X	21.7	21.8	21.9	22.0	22.1
Science Actual	21.6	21.9	X				
Composite Projected	X	X	21.8	21.9	22.0	22.1	22.2
Composite Actual	21.7	22.1	X				

GRADUATION RATE

☒ **Student Achievement** ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (4 year cohort) student graduation rate by __.5__ percentage points each year, from _82.0__% in 2012 to __84.5__% in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by __.5__ percentage points annually.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	82.5	83.0	83.5	84.0	84.5
School Actual	82.0	82.3	91.2				
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7				

Student Achievement

STRATEGY Activity	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Align Common Core Standards in teaching units	August – September	All Faculty Members	\$0.00	N/A	Syllabi Lesson Plans
Continue Three Levels of instruction	August – May	Andrew Crowley	\$0.00	District Funds	Master Schedule
Continue Critical Reading Period	August – May	Andrew Crowley	\$0.00	N/A	Master Schedule
Incorporate Learning Focused Strategies in grades 9-12	August – October	All Faculty Members	\$0.00	District/Professional Development Funds	Lesson Plans
Emphasize Vocabulary in all Subject Areas	August – May	All Faculty Members	\$0.00	N/A	Word Walls
Purchase Common Core Materials	August – May	Betty Templeton	\$1000	PTSA	Lesson Plans
Continue HSAP Tutoring	August – May	Betty Templeton	\$0.00	N/A	HSAP Exam Scores
Use Student Tutors during and after School	August – May	Betty Templeton	\$0.00	N/A	Tutoring Schedule
Incorporate Software and Web-based programs	August – May	Dan Tollison	TBD	District Funds/PTSA	Log of Usage Note book
Continue USA Testprep for US History	August – May	Dan Tollison	\$325.00	PTSA	Log of Usage Note book
Develop Assessments to meet Common Core	August – May	All Faculty Members	\$0.00	N/A	Units
Continue Procedure for Student Transfers	August – May	Guidance	\$0.00	N/A	Notebook of Gr. 9
Increase Students taking ACT/SAT	August – May	Guidance	\$0.00 Students pay in Gr. 11	N/A	Numbers of students taking ACT/SAT

Technology Proficiency

☐ Student Achievement ☒ **Teacher/Administrator Quality** ☐ School Climate ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (5 year) student Teacher Completion of Technology Proficiency rate by __.3__ percentage points each year, from _98.4__% in 2012 to __99.6__% in 2018.

ANNUAL OBJECTIVE: Increase the on-time Teacher Completion of Technology Proficiency rate by __.4__ percentage points annually.

DATA SOURCE(S): Technology Proficiency Report from District ETS.

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98.4	98.7	99.0	99.3	99.6
School Actual	98.4	98.4	98.4				

PROFESSIONAL DEVELOPMENT

☐ Student Achievement ☒ **Teacher/Administrator Quality** ☐ School Climate ☐ Other Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Increase the number of Highly Qualified Teachers to 100%.

ANNUAL OBJECTIVE: Increase the number of Highly Qualified Teachers by .8 percentage points from 96.2 in 2012 to 100.0 percentage points in 2018.

DATA SOURCE(S):

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	X	X	97.0	97.8	98.6	99.4	100.0
Actual	96.2	96.0	97.0	97.0			

☒ **Teacher/Administrator Quality**

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementa tion</u>
Plan Professional Development for two times each month	August - May	Betty Templeton	\$0.00	N/A	PD Calendar Attendance Sheets
Integrate Common Core Standards in All Subject Areas	August - May	All Faculty	\$0.00	N/A	Lesson Plans
Hold Technology Training once a month	August - May	CRT	\$0.00	N/A	Professional Development Calendar
Continue Discussion of Strategies for Classrooms	August - May	CRT	\$0.00	N/A	Professional Development Calendar
Continue use of <i><u>Better Teaching</u></i>	August - June	CRT	\$109.00	PTA	Copies on-line
Train Faculty in Argumentative Writing	August - November	CRT	\$0.00	N/A	Copies of Task Performance
Continue Work on Text Complexity in Departments	August - November	CRT	\$0.00	N/A	Copies of Informational Texts
Continue Monitoring Technology Proficiency and Recertification	August - July	CRT	\$0.00	N/A	Update from ETS and Human Resources

STUDENT ATTENDANCE

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	96.0	95.7	N/A				
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0				

OUT OF SCHOOL SUSPENSION AND STUDENT EXPULSION

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ **School Climate**
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a student out of school suspension and expulsion rate below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion and out of school suspension for violent and criminal offenses rate below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card and GCS Incident Management System (IMS)

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	.3	1.9	0.0%				
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%	0.6%	.6%				

PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from __91.4__% in 2012 to _94.0__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by __.5__ percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	92.0	92.5	93.0	93.5	94.0
School Actual	91.4	86.1	91.8				
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1				

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Results are from 10-11.

STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ **School Climate**
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from _79.7___% in 2012 to _82.0___% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __.5__ percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	80.0	80.5	81.0	81.5	82.0
School Actual	79.7	84.5	83.2				
District Projected (ES, MS, and HS)	X	X	81.5	82.5	83.5	84.5	85.5
District Actual (HS only)	79.7	80.7	76.3				

TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ **School Climate**
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from __95.3__% in 2012 to _98.0__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __.5__ percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	96.0	96.5	97.0	97.5	98.0
School Actual	95.3	96.4	98.9				
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5				

PARENT SATISFACTION – SAFETY

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ **School Climate**
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from __94.7__% in 2012 to _95.8__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __.2__ percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.2	95.4	95.6	95.8
School Actual	94.7	86.9	96.3				
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1				

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ **School Climate** ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from __95.0__% in 2012 to __97.5__% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by __.5__ percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.5	96.0	96.5	97.0	97.5
School Actual	95.0	86.9	94.2				
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0	89.6	87.2				

TEACHER SATISFACTION – SAFETY

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ **School Climate**
 ☐ Other Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 97.7% in 2012 to 98.8% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .2 percentage point(s) annually teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98.0	98.2	98.4	98.6	98.8
School Actual	97.7	98.8	98.9				
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2				

☒ **School Climate**

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Target Students at Risk in Grade 9	August-October	All Faculty	\$0.00	N/A	Student Test Scores
Recognize Students with Perfect Attendance	August – May	All Faculty	\$0.00	N/A	Attendance Records
Continue Warrior of the Month	September – April	Grade 9 Teachers	\$700.00	PTSA Mini Grant	Attendance Records
Continue School Messenger for School Happenings	August – June	William Sumerel	\$0.00	N/A	Log of Call Made
Send Weekly E-Blast of School Events	September – May	PTSA Board	\$0.00	N/A	Copies of Events
Hold Monthly SIC Meetings	September – May	Andrew Crowley and Tammie Pinson	\$0.00	N/A	SIC Minutes
Continue Peer Mediation Groups	September – May	Guidance	\$0.00	N/A	Logs of Meeting



Riverside High School

794 Hammett Bridge Road
Greer, SC 29650

Grades	9-12 High School	
Enrollment	1,619 Students	
Principal	Andrew B. Crowley	864-355-7800
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylors	803-360-3527

THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2014	Excellent	Excellent
2013	Excellent	Good
2012	Excellent	Good
2011	Excellent	Excellent
2010	Excellent	Good

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 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.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
5	0	0	0	0

NOTE: Ratings are calculated with data available by 11/13/2014.

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

Percent	Our High School			High Schools with Students Like Ours		
	2012	2013	2014	2012	2013	2014
Passed both subtests	94.4%	92.6%	89.8%	93.1%	93.5%	92.0%
Passed one subtest	2.7%	4.9%	6.9%	4.1%	4.2%	5.9%
Passed no subtests	2.9%	2.6%	3.3%	3.4%	2.3%	2.4%

HSAP Passage Rate by Spring 2014

	Our High School	High Schools w/ Students Like Ours
Passage Rate	97.4%	98.6%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2013	2014*	2013	2014
Number of Students in Four-Year Cohort	395	387	362	288
Number of Graduates in Cohort	325	353	320	264
Rate	82.3%	91.2%	90.0%	91.9%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2013	2014	2013	2014
Number of Students in Cohort	394	388	350	282
Number of Graduates in Cohort	336	339	315	250
Rate	85.3%	87.4%	92.3%	79.3%

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	92.5%	90.1%
English 1	86.8%	86.0%
Biology 1/Applied Biology 2	87.7%	90.8%
US History and the Constitution	85.2%	85.8%
All Subjects	87.7%	88.7%

* High Schools with Students Like Ours are high schools with poverty indices of no more than 5% above or below the index for the 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 = 1,619)				
Retention Rate	2.7%	Down from 3.1%	1.4%	3.0%
Attendance Rate	N/AV	N/A	94.6%	94.1%
Served by gifted and talented program	31.1%	Up from 28.3%	34.9%	17.7%
With disabilities	8.2%	Down from 9.1%	8.2%	11.5%
Older than usual for grade	6.1%	No change	3.2%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.9%	0.7%	1.1%
Enrolled in AP/IB programs	33.9%	Up from 29.2%	26.1%	15.4%
Successful on AP/IB exams	72.8%	Down from 74.0%	72.8%	52.8%
Eligible for LIFE Scholarship	45.8%	Down from 71.9%	47.0%	30.6%
Career/technology students in co-curricular organizations	0.0%	No change	0.0%	5.3%
Enrollment in career/technology courses	432	Up from 417	479	423
Students participating in work-based experiences	1.9%	Up from 1.4%	0.1%	13.1%
Career/technology students attaining technical skills	93.4%	Up from 88.1%	92.8%	84.5%
Career/technology students completers placed	N/A	N/A	96.5%	98.7%
Annual dropout rate	1.7%	Up from 1.3%	0.5%	2.1%
Dropout Recovery Rate	3.7%	N/A	4.0%	4.0%
Teachers (n = 85)				
Teachers with advanced degrees	74.1%	No change	73.5%	64.3%
Continuing contract teachers	83.5%	Down from 85.2%	83.5%	77.3%
Teachers returning from previous year	90.2%	Up from 88.0%	89.6%	85.5%
Teacher attendance rate	95.0%	Down from 95.1%	95.8%	95.5%
Average teacher salary*	\$50,787	Up 1.1%	\$50,787	\$48,414
Professional development days/teacher	18.5 days	Down from 19.2 days	9.1 days	10.0 days
School				
Principal's years at school	16.0	Up from 15.0	3.0	3.0
Student-teacher ratio in core subjects	30.8 to 1	Up from 29.4 to 1	30.2 to 1	26.0 to 1
Prime instructional time	N/AV	N/A	89.5%	88.1%
Dollars spent per pupil**	\$5,886	Up 1.2%	\$6,414	\$8,238
Percent expenditures for teacher salaries**	60.1%	Up from 59.0%	60.1%	56.9%
Percent of expenditures for instruction**	60.5%	Down from 61.0%	60.5%	58.0%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	92.9%	Up from 91.3%	99.7%	98.6%
Character development program	Excellent	No change	Good	Good

* 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 2014		End of Course Tests Passage Rate		On-time Graduation Rate, 2014	
	n	%	t	%	n	%
All Students	341	97.4%	1,455	87.7%	387	91.2%
Gender						
Male	174	95.4%	729	87.4%	196	88.3%
Female	167	99.4%	724	88.3%	191	94.2%
Racial/Ethnic Group						
White	251	99.6%	1,018	91.3%	279	93.9%
African American	31	83.9%	208	73.6%	38	68.4%
Asian/Pacific Islander	25	100.0%	99	87.9%	28	96.4%
Hispanic	33	90.9%	124	83.1%	37	91.9%
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	22	72.7%	99	58.6%	28	57.1%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	25	92.0%	108	77.8%	28	85.7%
Socio-Economic Status						
Subsidized meals	51	86.3%	332	73.2%	59	74.6%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A-Not Applicable

N/AV-Not Available

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

District Superintendent's Report

Narrative for 2014 School Report Card

□

Located in suburban Greenville County, Riverside High School is a AAAA traditional high school serving a student population of 1620 students. Riverside offers a rigorous academic program with three levels of instruction and has a continued goal to maintain high expectations for all its students. Having received the honors of Palmetto's Finest High School and a Flagship of Promise, Riverside emphasizes and challenges all students to improve and succeed in reading, mathematics, and critical thinking skills. The 2013-14 school year proved a very successful one as Riverside received "Excellent" Absolute Rating and a "Good" Growth Rating on the 2013 School Report Card as well as a "B" rating for the ESEA Waiver.

□

Riverside has continued to maintain a high SAT average for its senior class. The latest score for 2013 was 1557 which was above both the state and national averages. The faculty developed a strategic plan to integrate extensive practice of critical reading and math skill during a daily designated reading period. Through this emphasis, the goal is to increase the reading, writing, and math scores with students in grades 9 and 10 on the End of Course and the HSAP along with the SAT, ACT, and Advanced Placement scores for grades 11 and 12.

□

The 2013-2014 student body brought many honors and accomplishments to the Reservation. The Youth in Government delegation received "Outstanding" designation and had the fifth consecutive youth governor elected. The Speech and Debate team received First Place in South Carolina for the third year in a row. The Class of 2014 had four National Merit Finalists and was awarded over \$11 million in college scholarships for the next four years. 99.9% of the class passed HSAP to graduate. Thirty-four athletic teams entered AAAA competition and received AAAA State Champion Winners in swimming and cross country. The Class of 2014 also had two graduates recognized by Greenville County Schools for having the highest ACT average of 36 and the highest SAT score of 2400.

□

The scores for the End of Course tests taken in May 2014 reflected much success with over 350 students taking the Biology EOC with a passing rate of 87.7 %, with over 300 taking English 1EOC with a passage rate of 86.4%, with approximately 300 students taking Algebra 1 EOC with a passage rate of 92.8%, and with 355 students taking the U S History EOC with a passage rate of 85.1%. □

□

The community has served as an invaluable partner with the faculty and students. 2013-2014 was a very busy year for parent and community involvement. The student council led the student body in many activities to raise money for children to take a trip to Disney World through the Make a Wish Foundation. Parents, also, contributed thousands of hours working athletic events, in the school store, and during lunch shifts. Even with a much larger facility and more students, Riverside continues to strive to maintain its high level of academic excellence to meet the needs of all students.

Andrew B. Crowley, Principal

Cathy Hudson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	95	358	316
Percent satisfied with learning environment	98.9%	83.2%	91.8%
Percent satisfied with social and physical environment	98.9%	88.3%	89.3%
Percent satisfied with school-home relations	96.8%	90.0%	69.6%

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

Abbreviations for Missing Data

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the Federal High and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	93.5
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the states' expectations.

Accountability Indicator (Title I Schools)

Riverside High School has been designated as a:

	Title I Reward School for Performance - among the highest performing Title I schools in a given year.
	Title I Reward School for Progress - one of the schools with substantial progress in school subgroups.
	Title I Focus School - one of the schools with the highest average performance gap between subgroups.
	Title I Priority School - one of the 5% lowest performing Title I schools.
	Title I School - does not qualify as Reward, Focus or Priority School.
X	Non-Title I School - therefore the designations above are not applicable.

Teacher Quality and Student Attendance

		Our District	State
Classes in low poverty schools not taught by highly qualified teachers		N/A	3.7%
Classes in high poverty schools not taught by highly qualified teachers		4.2	7.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.0%	0.0%	No
Student attendance rate	N/AV	94.0%*	Yes
			State
Professional qualifications of all High and secondary teachers in the State (Advanced Degrees)			61.9%
Percentage of all high and secondary teachers in the State with emergency or provisional credentials			0.0%

* Or greater than last year

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 Group - ESEA/Federal Accountability

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies* / History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 9-12								
All Students	239.5	238.2	87.2	81.9	99.7	99.5	100.0	91.2
Male	236.2	238.4	87.2	82.7	100.0	99.5	100.0	88.3
Female	243.3	238.0	87.2	81.3	99.5	99.5	100.0	94.2
White	241.4	240.3	89.0	83.2	99.7	99.7	100.0	93.9
African American	228.8	220.8	80.0	75.1	100.0	100.0	100.0	68.4
Asian/Pacific Islander	N/A	N/A	87.4	N/A	N/A	N/A	100.0	96.4
Hispanic	N/A	N/A	83.6	78.7	N/A	N/A	100.0	91.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
With disabilities	212.4	201.2	N/A	N/A	100.0	97.1	100.0	57.1
Limited English Proficient	N/A	N/A	80.4	N/A	N/A	N/A	100.0	85.7
Subsidized Meals	227.1	218.2	77.8	75.3	98.7	98.7	100.0	74.6
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

N/A-Not Applicable

N/AV-Not Available

Abbreviations for Missing Data

N/C-Not Collected

N/R-Not Reported

I/S-Insufficient Sample

Two-Year High School Grades Trend Data

	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
2013	9	26	216.0	100.0	26	205.7	100.0
	10	359	243.3	100.0	359	241.4	100.0
	11	0	I/S	I/S	0	I/S	I/S
	12	0	I/S	I/S	0	I/S	I/S
		End-of-Course Science			End-of-Course Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	9	86	N/A	100.0	3	I/S	100.0
	10	345	90.4	100.0	30	69.5	100.0
	11	7	I/S	100.0	324	78.8	100.0
	12	1	I/S	100.0	6	I/S	100.0

	Grade	HSAP ELA			HSAP Math		
		N	Mean	% Tested	N	Mean	% Tested
2014	9	21	215.0	92.0	20	209.9	88.0
	10	362	241.0	100.0	362	239.7	100.0
	11	2	I/S	I/S	2	I/S	I/S
	12	0	I/S	I/S	0	I/S	I/S
		End-of-Course Science			End-of-Course Social Studies*/History		
		N	Mean	% Tested	N	Mean	% Tested
	9	405	87.4	100.0	6	I/S	100.0
	10	16	82.3	100.0	67	75.1	100.0
	11	4	I/S	100.0	316	83.8	100.0
	12	0	I/S	I/S	9	I/S	100.0

NOTE: ELA and Math N-counts are based on number of students; Science and History N-counts are based on number of End-of-Course Biology 1 and US History and the Constitution tests administered. Results include the SCALT test.

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

N/A-Not Applicable N/AV-Not Available Abbreviations for Missing Data N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

Performance by Group - ESEA/Federal Accountability (District)							11/14/2014	2301017
Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	653.2	656.8	635.5	654.3	100.0	100.0	99.9	N/A
Male	648.2	656.6	636.6	655.4	100.0	100.0	99.9	N/A
Female	658.6	657.0	634.3	653.2	100.0	100.0	99.9	N/A
White	667.1	672.0	650.8	665.7	100.0	100.0	99.9	N/A
African American	627.0	624.4	607.2	631.6	100.0	100.0	99.9	N/A
Asian/Pacific Islander	682.1	699.7	661.2	682.9	100.0	100.0	100.0	N/A
Hispanic	635.0	640.4	616.0	640.4	100.0	100.0	100.0	N/A
American Indian/Alaskan	658.7	663.3	638.6	662.8	100.0	100.0	100.0	N/A
With Disabilities	605.9	602.3	592.0	615.3	99.9	99.9	99.8	N/A
Limited English Proficient	638.0	648.1	620.5	642.9	100.0	100.0	100.0	N/A
Subsidized Meals	632.4	632.1	614.4	634.8	100.0	100.0	99.9	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	634.8	639.1	642.2	645.5	99.9	100.0	99.9	N/A
Male	627.4	637.8	642.8	648.2	99.9	100.0	99.8	N/A
Female	642.5	640.6	641.5	642.7	100.0	100.0	99.9	N/A
White	649.3	653.0	658.7	658.8	100.0	100.0	99.9	N/A
African American	607.1	609.2	609.1	618.1	99.9	99.9	99.8	N/A
Asian/Pacific Islander	664.5	687.8	680.0	682.8	100.0	100.0	100.0	N/A
Hispanic	615.9	623.3	623.3	629.6	100.0	100.0	99.9	N/A
American Indian/Alaskan	641.9	643.7	645.0	657.3	100.0	100.0	100.0	N/A
With Disabilities	576.3	584.3	585.8	593.5	99.8	99.8	99.7	N/A
Limited English Proficient	615.6	626.9	624.2	632.1	99.9	100.0	99.9	N/A
Subsidized Meals	612.4	616.2	617.8	622.9	99.9	99.9	99.8	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	233.8	226.3	84.8	78.0	99.7	99.6	100.0	82.5
Male	229.9	226.4	85.0	78.9	99.6	99.4	100.0	78.6
Female	237.8	226.2	84.5	77.1	99.7	99.8	100.0	86.7
White	239.4	233.0	88.2	80.6	99.7	99.7	100.0	86.5
African American	221.9	210.7	77.4	72.3	99.6	99.4	100.0	74.1
Asian/Pacific Islander	245.0	249.9	91.3	83.5	100.0	100.0	100.0	93.2
Hispanic	226.4	218.8	79.5	73.7	99.7	99.8	100.0	77.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	100.0	84.6
With Disabilities	205.9	197.1	71.8	69.4	99.1	98.5	100.0	43.1
Limited English Proficient	219.9	213.5	77.0	71.4	99.8	100.0	100.0	70.5
Subsidized Meals	222.8	213.5	78.6	72.9	99.4	99.4	100.0	70.8
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	100.0	N/A
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

Abbreviations for Missing Data
 N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample

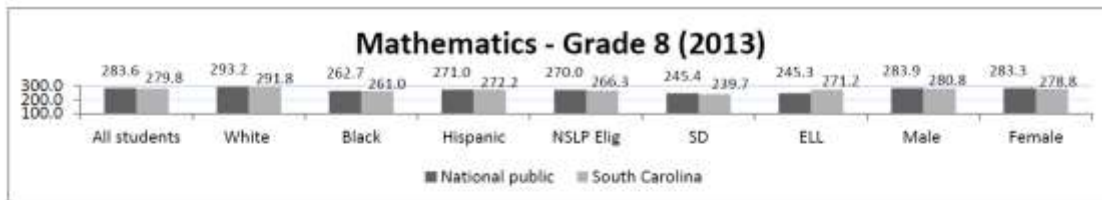
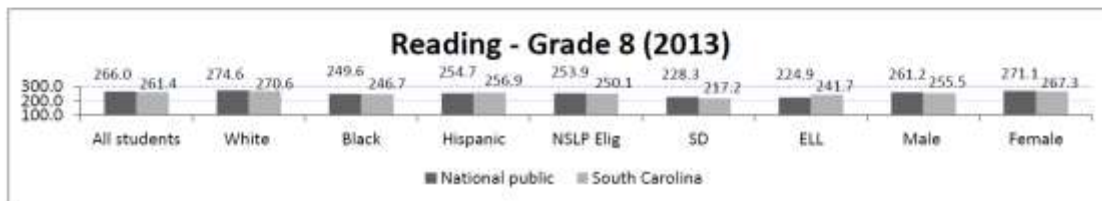
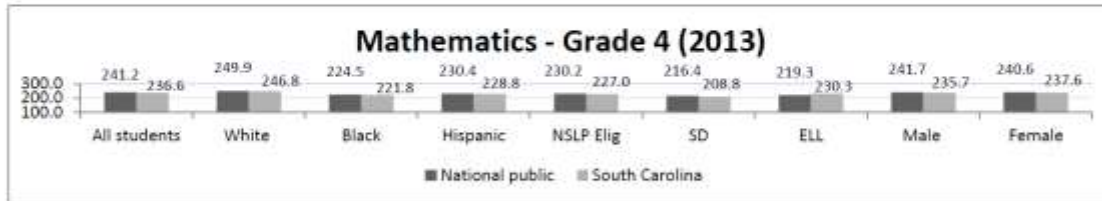
Performance by Group - ESEA/Federal Accountability (State) 11/14/2014 2301017

Subgroups	ELA Mean	Math Mean	Science Mean	Soc Studies*/History Mean	ELA % Tested	Math % Tested	Science % Tested	Graduation Rate
Grades 3 - 5								
All Students	643.8	644.3	626.4	645.0	99.7	99.8	99.8	N/A
Male	638.9	643.9	627.0	646.5	99.7	99.8	99.8	N/A
Female	649.0	644.6	625.8	643.4	99.8	99.9	99.8	N/A
White	659.5	662.7	644.4	659.5	99.8	99.9	99.8	N/A
African American	622.3	617.3	601.2	624.1	99.7	99.8	99.7	N/A
Asian/Pacific Islander	669.9	686.6	655.9	673.4	99.9	100.0	99.8	N/A
Hispanic	631.7	634.6	614.5	636.5	99.7	99.9	99.9	N/A
American Indian/Alaskan	642.1	640.4	627.1	641.8	99.7	99.9	99.5	N/A
With Disabilities	599.3	596.5	597.6	609.2	98.9	99.5	99.5	N/A
Limited English Proficient	631.2	638.6	615.0	638.1	99.7	99.9	99.9	N/A
Subsidized Meals	627.7	625.2	609.4	628.7	99.7	99.8	99.7	N/A
Migrant	608.2	615.1	590.4	623.4	100.0	100.0	100.0	N/A
Annual Measurable Objective (AMO)	640.0	640.0	640.0	640.0	95.0	95.0	95.0	N/A
Grades 6 - 8								
All Students	627.8	632.2	634.7	637.4	99.7	99.7	99.7	N/A
Male	620.6	630.1	634.4	639.8	99.7	99.7	99.6	N/A
Female	635.4	634.3	635.0	634.9	99.8	99.8	99.7	N/A
White	644.3	647.7	652.3	652.3	99.8	99.8	99.7	N/A
African American	604.3	608.5	608.9	615.2	99.7	99.7	99.6	N/A
Asian/Pacific Islander	658.5	680.2	673.0	677.3	99.9	99.9	99.9	N/A
Hispanic	617.3	625.4	625.0	630.5	99.7	99.7	99.7	N/A
American Indian/Alaskan	629.4	631.2	637.2	638.3	99.9	99.8	99.7	N/A
With Disabilities	574.5	584.3	584.9	592.8	99.4	99.4	99.2	N/A
Limited English Proficient	612.5	625.8	622.5	629.8	99.6	99.7	99.8	N/A
Subsidized Meals	610.0	614.6	616.3	619.9	99.7	99.7	99.6	N/A
Migrant	586.4	606.8	600.8	607.7	98.2	98.2	100.0	N/A
Annual Measurable Objective (AMO)	632.0	632.0	632.0	632.0	95.0	95.0	95.0	N/A
Grades 9 - 12								
All Students	229.3	222.6	81.8	74.9	98.7	98.7	100.0	80.0
Male	225.6	222.4	81.8	75.9	98.3	98.3	100.0	75.7
Female	233.2	222.9	81.9	74.0	99.2	99.1	100.0	84.5
White	235.9	230.8	86.1	78.1	99.0	98.9	100.0	82.8
African American	219.6	209.6	75.2	69.9	98.3	98.3	100.0	76.0
Asian/Pacific Islander	240.2	245.8	89.4	80.3	99.3	99.3	100.0	88.0
Hispanic	225.1	219.4	79.5	73.5	98.9	99.0	100.0	76.9
American Indian/Alaskan	228.8	220.3	81.9	77.2	98.9	99.3	100.0	74.3
With Disabilities	204.3	196.5	68.4	66.2	96.6	96.5	100.0	43.2
Limited English Proficient	218.0	214.7	76.6	71.3	99.3	99.3	100.0	73.4
Subsidized Meals	221.1	212.6	76.8	70.8	98.3	98.2	100.0	72.5
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	100.0	61.5
Annual Measurable Objective (AMO)	229.0	226.0	78.0	75.0	95.0	95.0	95.0	75.1

* Social Studies used as "Other Academic Indicator" for elementary and middle schools.

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 reported for SC and nation, data not available at school level.



Key	
NSLP	National school lunch program
SD	Student with disabilities
ELL	English language learner
NAEP	National Association of Education Progress

	SD Participation Rate	ELL Participation Rate
Reading, Grade 4	89.0%	96.0%
Reading, Grade 8	85.0%	96.0%
Mathematics, Grade 4	93.0%	99.0%
Mathematics, Grade 8	90.0%	95.0%

	Our School
Number of recently arrived ELL students exempted from ELA in state assessments	2

Abbreviations for Missing Data				
N/A-Not Applicable	N/AV-Not Available	N/C-Not Collected	N/R-Not Reported	I/S-Insufficient Sample

