

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
Dr. W. Burke Royster, Superintendent**

Plan: 2013-14 through 2017-18

Update: March 29, 2017

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL INFORMATION AND REQUIRED SIGNATURES

SCHOOL: RIVERSIDE HIGH SCHOOL

GREENVILLE COUNTY SCHOOL DISTRICT

SCHOOL RENEWAL PLAN FOR YEARS 2013-2014 through 2017-2018 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR 2017-2018 (*one year*)


Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements 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

Dr. Crystal Ball O'Connor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Dr. W. Burke Royster		3/31/17
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Tammie Pinson		3/21/17
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Mr. Andrew B. Crowley		3/21/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL READ TO SUCCEED LITERACY LEADERSHIP TEAM LEAD

Dr. Sylvia S. Hodge		3/21/17
PRINTED NAME	SIGNATURE	DATE

SCHOOL'S ADDRESS: 794 Hammett Bridge Road Greer, SC 29650

SCHOOL'S TELEPHONE: (864) 355-7800

PRINCIPAL'S E-MAIL ADDRESS: acrowley@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

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 _____	Mr. William Sumerel
3. PARENT/GUARDIAN _____	Mrs. Jehan Yassin
4. COMMUNITY MEMBER _____	Ms. Belle Mercado
5. SCHOOL IMPROVEMENT COUNCIL _____	Mrs. Tammie Pinson
6. Read to Succeed Reading Coach _____	Dr. Sylvia Hodge
7. School Read to Succeed Literacy Leadership Team Lead _____	Dr. Sylvia Hodge
8. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	
** Must include the School Read to Succeed Literacy Leadership Team.	

<u>POSITION</u>	<u>NAME</u>
Teacher – English	Karen Vaughan
Teacher – Math	Anne Snow
Teacher – Social Studies	Julie Faulk
Teacher – Science	Stephanie Kammer
Teacher – World Languages	Bethany Enjaian
Parent – PTA	Brenda Rutledge
Parent – SIC	Valerie Bynum
Administrator	Stephanie Smith
Interventionist	Dom LaColla
Media Specialist	Kristen Anderson

***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

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the school 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.

Innovation

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

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.

Recruitment

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

The school 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 Instructional Coach 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. 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, Murray Long, Erin Shuler, Terri Wheat, Kathy Bell

School Personnel: Sam Oates

Brent Boling, Nate Crain, Brian Herbert, Karla Cannon, Tia Foster, Travis Pitman, Jenny Taylor, Robin Tarpinian, Bryan Woody

School Population: Cathy Derrick

William Sumerel, Mary Anna Elsey, Deanna Polly, Heather Greene, Kelly Ackerman, 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 Obuszewski, Lindsey Beam

School Achievement Needs and Assessment: Sylvia Hodge and Mary Margaret Delap, Rick Martin, Lynda Collins, Sandy Taylor, Donna Roberts, Evelyn Ray, Mindy Imperati, Julie Faulk, Karen Anderson, Stephanie Kammer, Becky Rogers

Teacher Quality Needs and Assessment: Kapp Abbott

Cheryl Youmans, Jackie McKeithan, Lisa Nickles, Carolee Dover, Donna Meng, Amy Pruitt, Kelsey Johnson, Phil Smith, Grayson Howell

School Climate Needs and Assessment: David Hickman,

Lisa Williams, Marley McDonough, April Raymond, Esser Sitton, Marjorie Hintalla, Erica Brewster, Andrea Crain, Vickie Bartlett, Sherry Schroeder

Technology Refresh Committee: Dom LaColla

William Sumerel, Jeremy Chassereau, Robin Chandler, Kelly Hagerman, Bill Baker, Julie Teague, Eric Cummings, 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,
Murray Long, Erin Shuler, Terri Wheat
Administrator: Stephanie Smith

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

Standard 3—Teaching and Assessing for Learning—3.7-3.12: Cathy
Derrick, William Sumerel, Mary Anna Elsey, Deanna Polly, Heather Greene,
Kelly Ackerman, Anne Snow, 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, 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, Julie Faulk,
Karen Anderson, Stephanie Kammer, Becky Rogers, Rick Martin
Administrator: Dom LaColla

Standard 4—Resources and Support Systems—4.1-4.3: Kapp Abbott
Cheryl Youmans, Jackie McKeithan, Lisa Nickles, Carolee Dover, Donna
Meng, Amy Pruitt, Kelsey Johnson, Phil Smith
Administrator: Andy Crowley

Standard 1—Purpose and Direction: Lisa Williams, David Hickman, April
Raymond, Esser Sitton, Marjorie Hintalla, Erica Brewster, Andrea Crain,
Vickie Bartlett, Sherry Schroeder
Administrator: Matt Irvin

Standard 4—Resources and Support Systems—4.4-4.7: William Sumerel,
Jeremy Chassereau, Robin Chandler, Bill Baker, Julie Teague, Eric
Cummings, Toby Williams, Carol Clark, Bethany Enjaian
Administrator: Andy Crowley

LEADERSHIP

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

Administrative Leadership Team 2016 - 2017

- Andy Crowley, Principal
- Sallie Austin, Assistant Principal
- Dom LaColla, Assistant Principal
- Stephanie Smith, Assistant Principal
- Matthew Irvin, Assistant Principal
- Murray Long, Athletic Director
- Sylvia Hodge, Instructional Coach
- Cathy Derrick, Director of School Counseling

Department Chairs 2016 - 2017

MATH

Anne Snow

ENGLISH

Mary Margaret Delap

SPECIAL EDUCATION

Carrie Fussell

SOCIAL STUDIES

Susan Candee

FINE ARTS

Donna Fowler

P.E.

Sam Oates

LANGUAGES

Evelyn Ray

Bill Baker

C.A.T.E.

Julie Teague

SCIENCE

Karen Becker

SCHOOL COUNSELING

Cathy Derrick

Riverside High School

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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 score above the state average and among the top of the school district on the EOCs.
 - Riverside students score above the state and national averages on the ACT and SAT.
 - In 2016, Riverside High School met ESEA with an “Excellent” in Absolute Rating and an “Excellent” in Improvement Rating on the School Report Card.
 - In 2015, Riverside High met AYP on the ESEA Waiver with a 94.4 rating of an A.
 - The Riverside High School SAT Composite Score for Spring 2016 was 1565, which was 14 points higher than the next highest school in the district.
 - 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
- 75 percent of teachers have advanced degrees
- 92.8 percent of teachers returned from previous year
- 92 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 from previous years.
- Tardies comprise the highest percentage of discipline referrals.
- Survey data results for parents, teachers, and students show a high rating of satisfaction in most areas with school-home relations being the weakest.
- GCSource provides accurate data concerning student attendance, grades, and discipline.

Executive Summary

Challenges for 2014 – 2017:

- Having enough computers available for student use (our school is scheduled to become a one-to-one school in 2018-2019).
- Raising enough funds to install Promethean Boards in all classrooms.
- Adding courses lost because of Recession when teacher: student ratio was raised.
- Dealing with a culturally diverse student body.
- Developing a Crisis Management Plan which assures safety for all students in a ten year old facility with three floors.
- Working with new schools in athletics with a change from AAAA to AAAAA.
- Encouraging faculty members to differentiate instruction to foster student centered learning and to increase student engagement.
- 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.
- 144 AP Scholars (2008 - 2017).
- 161 National Merit Scholars (1984 – 2017).
- 47 Qualifiers to NFL National Tournament 2010 – 2016.
- 2014 SC Forensic Coach of the Year.
- 40% of student body enrolled annually in fine arts courses.
- All Superior ratings for All State Concert band and orchestra students.
- SC AAAAA Speech and Debate Champions for 2015, 2016, 2017 (sixth consecutive state championship)
- 40 Athletic teams with 8 – 50 student athletes.
- AAAA State Titles in Girls and Boys Swimming and Girls and Boys Cross Country and Track in 2014, 2015, and 2016.
- Cumulative GPA average for athletes for 2016-17 of 4.07.
- 1 coach President of SC Track and Cross Country Coaches Association.
- Swimming coach with most swimming titles in South Carolina.
- Host school SC Association of Student Council Convention in 2009 and 2016.
- Class of 2016 received scholarships totaling \$15,279,299.00

Riverside High School

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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
- The Media Center and a computer lab handle classes up to 30 students each and 175 Chromebooks 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 – Mr. Andrew Crowley; four Assistant Principals – Mrs. Sallie Austin, Mr. Matthew Irvin, Mr. Dom LaColla, and Mrs. Stephanie Smith; one Instructional Coach – Dr. Sylvia Hodge; one Athletic Director – Mr. Murray Long
- Mr. Crowley is in his nineteenth year as principal of Riverside and has thirty-four 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, IC, Athletic Director, Director of Counseling Services)
 - Monthly PLC Chair meetings (one teacher designated to represent each department), Student Centered Learning Team members, Literacy Team, and Digital Leadership Corps meetings as needed.
 - PLC meetings - Monthly
 - Vertical teaming with PLC's and grade levels
 - School Improvement Council
 - PTA Board

Parental Involvement:

- Student body of 1671 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 200,000 to 220,000 hours of volunteer service when including hours that are completed after school hours for athletic, speech, a band competitions and events.

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 implemented and improved the Flex/Reading Period, the Teacher Mentor Program, the Advisor/Advisee Program, 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, the changes with ESSA, and the impact of changing demographics on our school
- SIC evaluates and assesses the School Report Card Survey results every year at one of its monthly meetings in November or January

School Profile

School Personnel:

The Riverside faculty remains stable, with a low turnover rate

- 90.9 percent of teachers on continuing contract
- 23 percent of teachers are male and 77 percent are female
- 51 percent of teachers have Masters degrees
- 21 percent of teachers have Masters degrees plus 30 hours
- 3 percent of teachers have Doctorates
- 92 percent of teachers are technology proficient
- 9 percent of teachers are National Board certified
- 93.4 teacher attendance rate

School Profile

Student Population:

- The total enrollment has increased by approximately 150 students over the past five years.
- The percent of students with disabilities is currently 9.6, up from 9.2
- The attendance rate for the past five 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 and has dipped from 28.9 to 21.5 percent this year.
- There has been no significant fluctuation in graduation rates over the study period – hovering between 90-94%.
- The number of students participating in athletics has steadily increased over the past five years
- The number of special education students has remained somewhat steady over the past five years.
- The retention rate has remained steady over the past five years at less than 2%.
- The number of successful scores on Advanced Placement exams has fluctuated over the past five years.

Current Demographics:

Ethnic profile by number and percentage as of March 2017.

Race	#	% of Total
African American	165	9.9%
Alaskan Native	5	0.3%
Asian	143	8.6%
Caucasian	1,155	69.1%
Hispanic	141	8.4%
Multi-Racial	62	3.7%
Total	1671	100%

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 (2008-2015). 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. The number of AP Scholars named from 2016 testing was 67, bringing the total up to 144. From 1984-2017, we have had 161 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 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 six consecutive State Championships in 2012, 2013, 2014, 2015, 2016 and 2017. 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, 2014, 2015 and 2016 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 290 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 2012-2016, 191 students attend J. Harley Bonds Career Center, with 56 attending the Fine Arts Center and 6 attending the Golden Strip Career Center. In 2016-2017 Riverside High School has 41 students at Bonds and 1 student at Golden Strip Career Center, along with 20 students studying at the Fine Arts 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. Counselors with our guidance department met one on one with students and their parents for their Individual Graduation Plan to discuss what career the student is interested in pursuing as well as Riverside High School courses that would be beneficial for that career path. These career discussions and 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. Riverside also added a Health Science course in 2015-16 where students can receive dual credit at Riverside and Greenville Tech.

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 positions 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 participated, and in 2014-2015, 694 students participated. Currently Riverside has 689 student athletes participating (2016-2017). 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 and in 2015-2016. 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 its 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, 2013-14 and 2015-2016 school years, Riverside hosted the SCASC District Rally. In 2015, 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 10 officers including president in 2008-2009 and 2015-2016, 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 and 2016, Riverside served as the host school for SCASC. Every summer, Riverside Student Council members receive training at the SCASC leadership camp. At the 2016 SCASC Convention the delegates selected a Riverside student for 2016-17 Treasurer 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. In 2015 Riverside raised \$96,000 for the Barbara Stone Foundation.

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

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. The passage rate for 2015-2016 was 89.7%. Most students who took this test were freshmen.

Algebra 1 EOC

From the 08-09 to the 2011-2012 academic school years, the passing rate of the Algebra 1 EOC test increased by 7.8%. In 2013-2014, 91.2% passed EOC. In 2014-2015 the passage rate was 93.9%. The passage rate for 20145-2016 was 91.8%. Most students who took this test were freshmen.

Biology EOC

The Biology EOC was not administered at Riverside High School in 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. In 2014-2015 the passage rate continued to increase to 89.2%. the passage rate for 2015-2016 was 89.8%. 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 to 85.2%. In 2014-2015, the scores decreased by less than 1% to 84.9%. The passage rate for 2015-2016 was 91%. Most students who took this test were juniors.

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

Table : 2014-2015

		% Pass	Number of Students
EOC			
	<i>English 1</i>	88.5%	364
	<i>Algebra 1</i>	93.9%	312
	<i>Physical Science</i>	N/A	
	<i>Biology</i>	89.2%	443
	<i>US History</i>	84.9%	370

AYP Analysis:

Close scrutiny of academic achievement results reveals that all students and subsets performed well above the expectation level of the ESEA Waiver.

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	*				

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				

These figures are not available on the 2015 School Report Card

ELA – Four Year HSAP Trend – First Attempt						
School Year	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or advanced
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
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)
2015	Excellent	Excellent	No Grade Given

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
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
2015-2016	204	N/A	N/A	N/A	N/A

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	2012-13				2013-14				2014-15				2015-16							
	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
	156	23.4	20.1		197	24.1	20.4	21.0		21.0	17.9	n/a		21.9	18.2					
SAT	2012-13				2013-14				2014-15				2015-16							
	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																				
					298															
Crit Read	522	479	491		533	488	497			525	n/a	n/a		528						
Math	531	484	503		540	490	513			540	n/a	n/a		540						
Writing	563	460	480		514	465	487			494	n/a	n/a		500						
Total	1557	1423	1474		1587	1443	1497			1560	n/a	n/a		1568						

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

[illegible]

GRADUATION RATE Analysis:

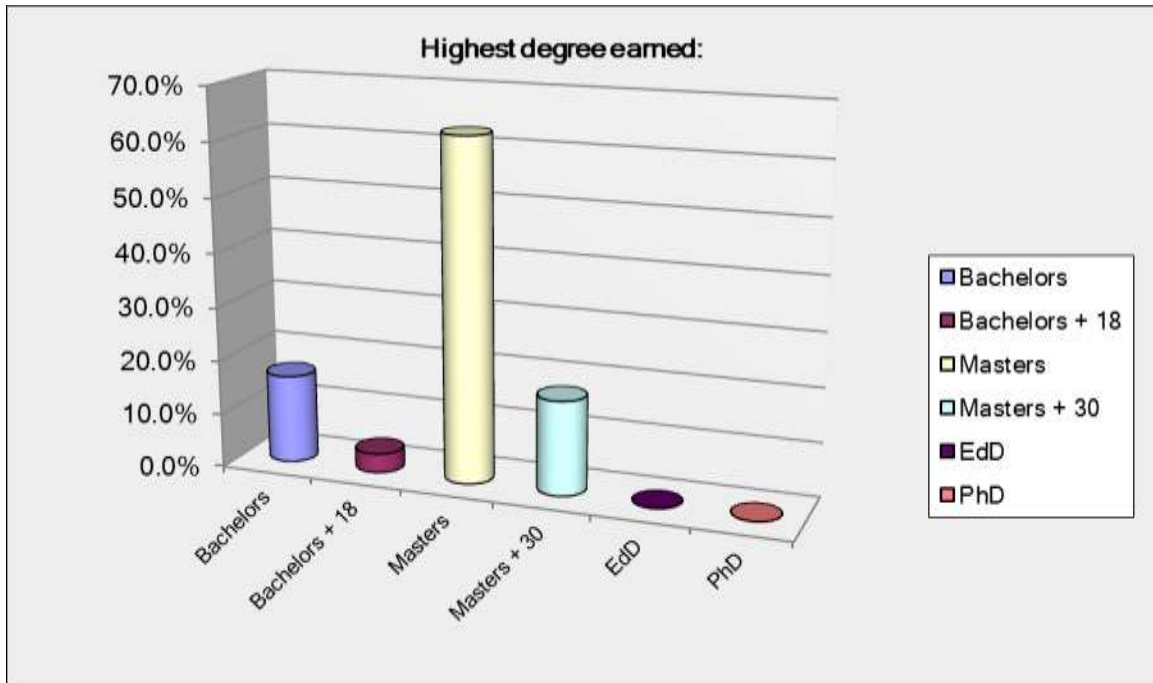
Graduation rates reflect only students who obtained a diploma within four years after beginning ninth grade. Not included are students who began at RHS in grade 9 and later transferred to another high school to pursue a state diploma. These students are documented by a "request for records" from the 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.

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
82%	82.3%	91.2%	93.4%	90.7%

Teacher and Administrator Quality Needs Assessment

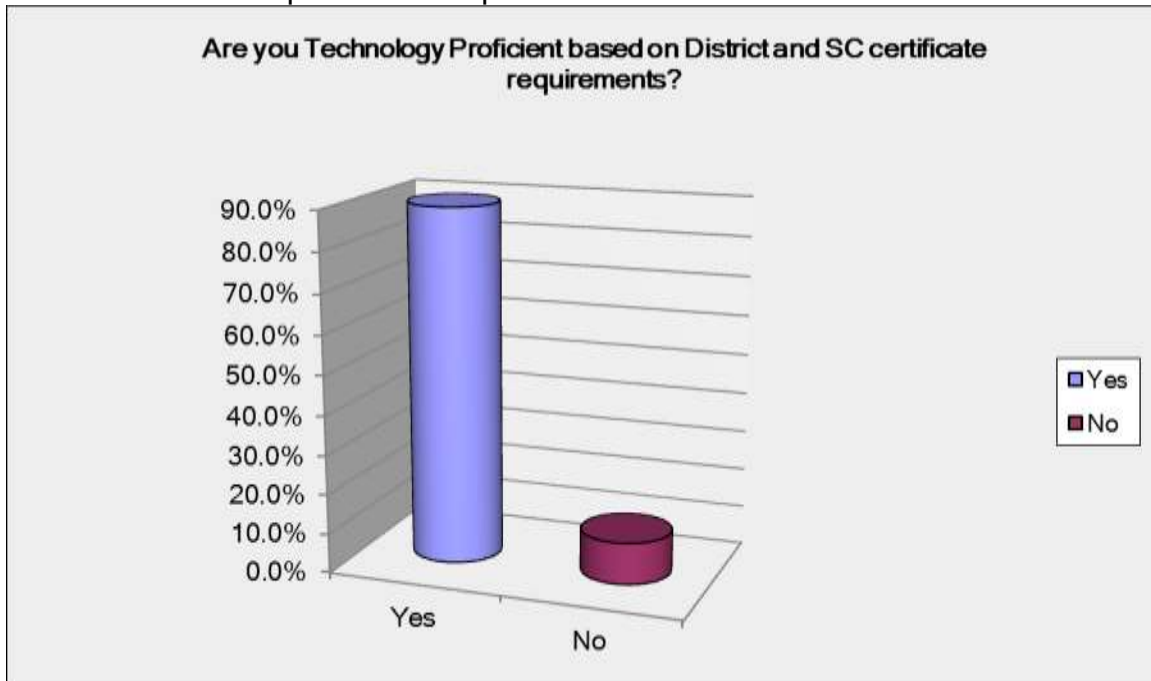
Analysis:

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



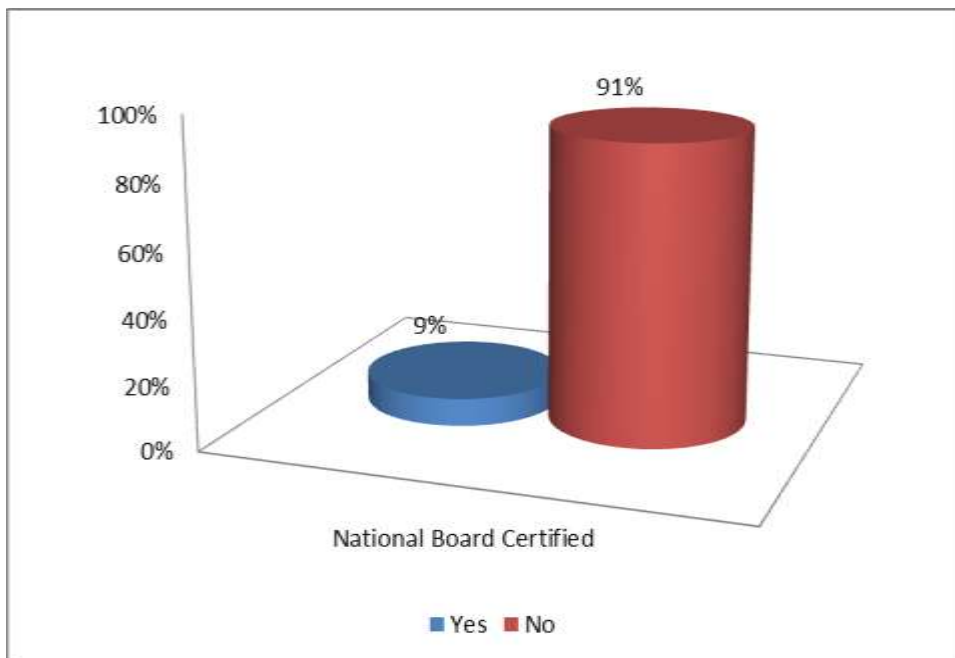
TECHNOLOGY PROFICIENCY ANALYSIS:

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:

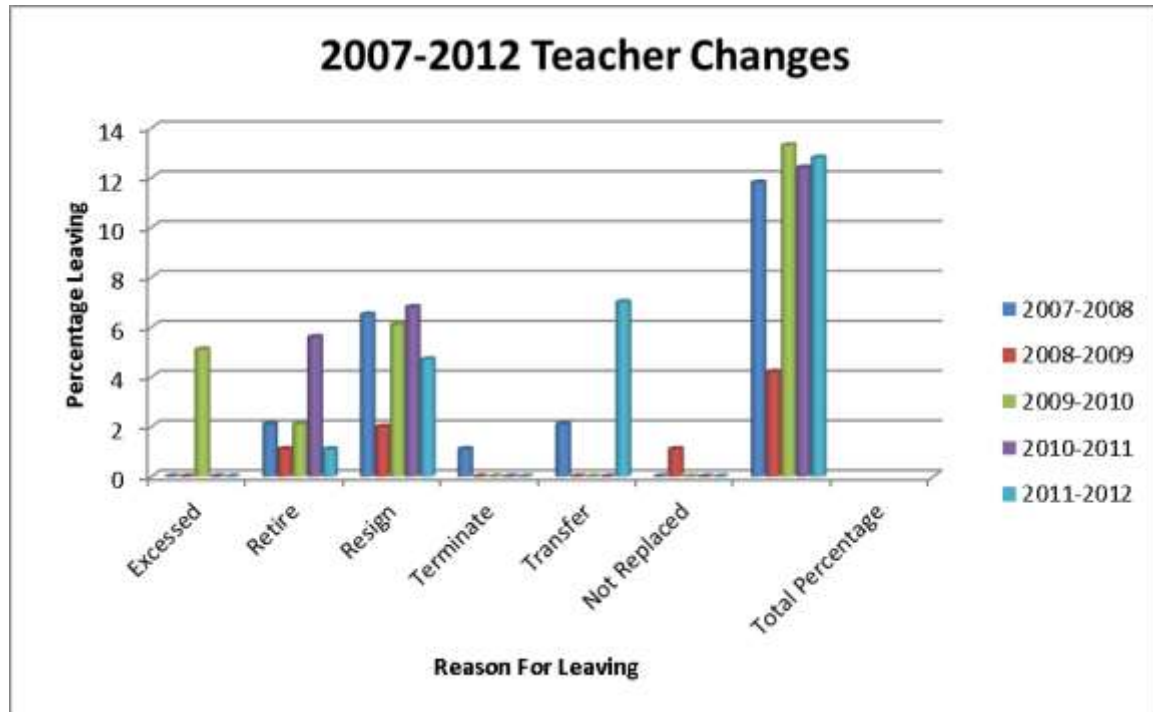
Every year teachers apply for National Board Certification. 9% of the faculty have National Board Certification.



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

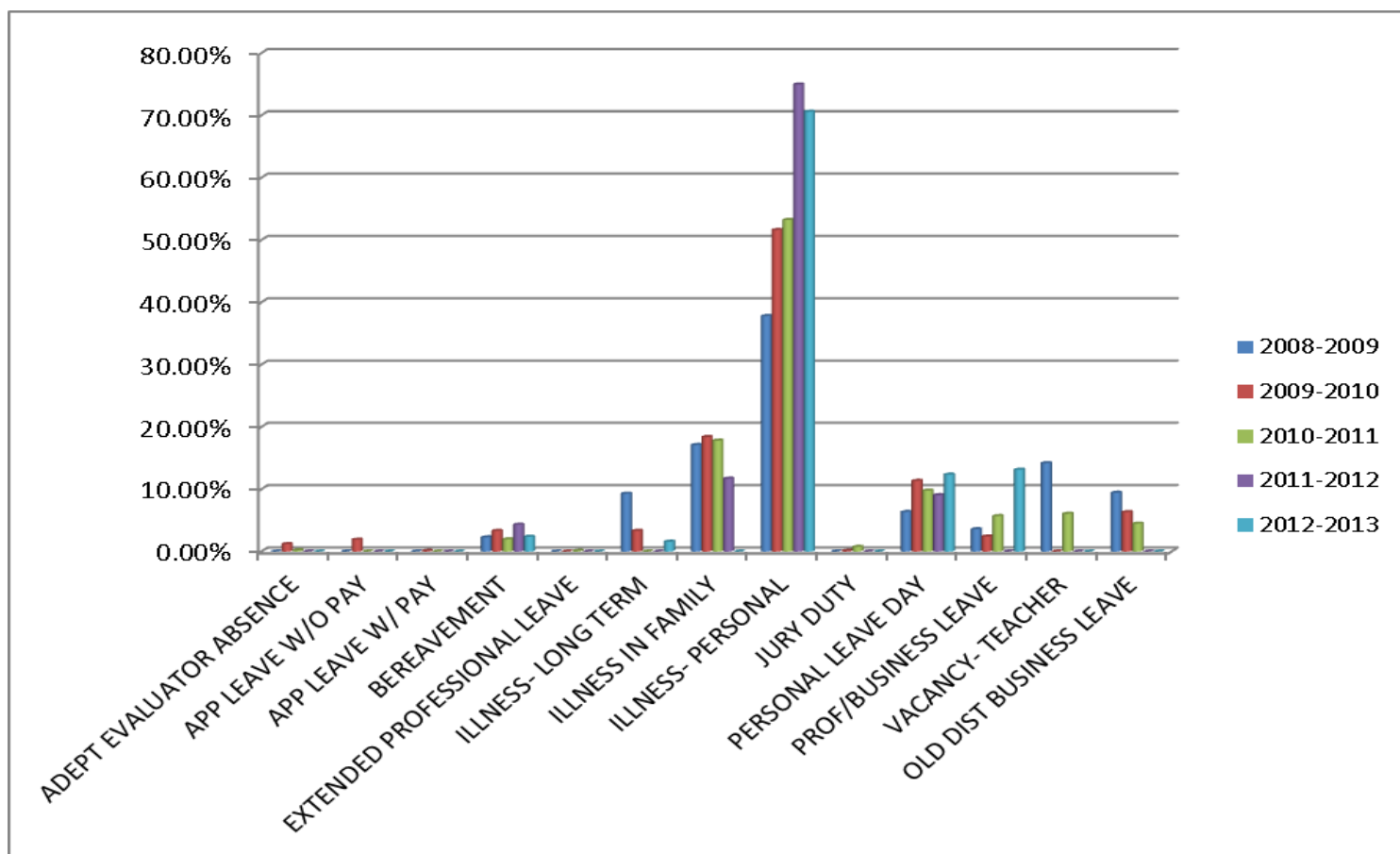
Staff changes include resignation, retirement, and excessing of teachers.

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/MC-1/CRT-1/Long-1)
2014-2015	94 (CR-86/Guid – 5/MC – 1/CRT – 1/AD – 1) Plus 3 Assistant Principals, 1 Admin Assistant

2016-2017 Professional Development Plan and Schedule

Conference Period PLCs--First Wednesdays

Emphasis: Disciplinary Literacy, Digital Tools, Student Centered Learning

Disciplinary Collaborations—Monthly

Technology Proficiency—after school in H114 in November and December

Teacher Certification—work with all teachers who recertify their teaching certificates for June 30, 2017

New Faculty Seminars—2nd or 3rd Monday, Monthly during First Semester, and individual meetings with IC Second Semester—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
Formal Evaluation Cohort—meetings with teachers on Formal Evaluation this year held prior to PAS-T due dates throughout the year

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

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

Graduation Rate—monitor the students in Class of 2016 with the Grade 12 counselor and locate/trace any student who leave Riverside High School

Standardized Testing—meet with PLC's about the sections on the ACT and ACT Workkeys in preparation for the administration in February and March

The professional development for 2016-17 at Riverside has involved three major topics: Preparing for One-to-One devices in 2018-2019 through the training and development of the DLC team, integration of the student centered concepts in the classroom experience, along with a continued emphasis on Disciplinary Literacy.

In preparation for the RHS transition to a One-to-One School, seven teachers, the principal, and the IC have been involved in 20 training sessions through Discovery Education throughout summer, 2016 and the 2016-2017 school year. The Discovery Education consultant conducted a PD session for the entire faculty in January. The second focus has involved training and implementation of the student centered learning concepts. A team of seven teachers and administrators attended trainings for 18 months. The PD's focused on strategies which could be used to increase student engagement and motivation. Complementing the strategies for increasing student engagement were 3 PD sessions which involved School Safety, Classroom De-Escalation, and Substance Abuse among Adolescents. Disciplinary Literacy received continued emphasis through a PD session for Conference Period PLCs, along with Monthly Disciplinary Collaborations.

2016-2017 Professional Development Calendar

9/7/2016—Facilitating Disciplinary Literacy—Conference Period PLCs
 9/19/2016—New Faculty SLO Training—RHS New Faculty
 9/26/2016—2016-2017 Formal Evaluation Cohort Training
 9/29/2016—Disciplinary Collaborations—Department PLCs
 10/5/2016— Keeping RHS a Safe Learning Environment for Students—
 Conference Period PLCs
 10/24/2016—New Faculty/Formal Evaluation Cohort Collaborative Session
 10/31/2016—Disciplinary Collaborations—Department PLCs
 11/2/2016—Student Mental Health for Educators—Conference Period PLCs
 11/30/2016—Disciplinary Collaborations—Department PLCs
 12/7/2016—Classroom De-escalation—Conference Period PLCs
 12/16/2016—Disciplinary Collaborations—Department PLCs
 1/4/2017—Google Digital Tools—Conference Period PLCs
 1/30/2017—Disciplinary Collaborations—Department PLCs
 1/30/2017—New Faculty/Formal Evaluation Cohort Collaborative Session
 2/1/2017—Discovery Education, Digital Leadership Corps Introduction—
 Conference Period PLCs
 2/13/2017—Promoting Student Success with Standardized Assessments—
 Conference Period PLCs
 2/28/2017—Disciplinary Collaborations—Department PLCs
 3/1/2017—ESOL Student Success in the General Education Classroom—
 Conference Period PLCs
 3/15/2017—Refreshed Technology—Full Faculty PD session
 3/28/2017—Increasing Student Achievement Using Edpuzzle—Full Faculty
 optional session
 3/31/2017-- Disciplinary Collaborations—Department PLCs
 4/5/2017—Recognizing Adolescent Substance Abuse—Conference Period PLCs
 4/24/2017—Engagement Strategies for Struggling Students—Conference Period
 PLCs
 4/28/2017-- Disciplinary Collaborations—Department PLCs
 5/26/2017-- Disciplinary Collaborations—Department PLCs

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 2008-2015 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 2012-2016:

Percent satisfied with Learning Environment:

YEAR	Teachers	Students	Parents
2012	95.3	79.8	91.4
2013	96.4	84.5	86.1
2014	98.9	83.2	91.8
2015	97.0	83.0	88.0

2016	94.6	88.2	88.2
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Percent satisfied with Social and Physical Environment:

YEAR	Teachers	Students	Parents
2012	92.9	85.3	83
2013	98.8	86.9	86.9
2014	98.9	88.3	89.3
2015	96.0	82.0	88.0
2016	94.6	88.5	86.3

Percent satisfied with School-Home Relations:

YEAR	Teachers	Students	Parents
2012	93	87.7	85.1
2013	95.2	93.7	83.1
2014	96.8	90.0	69.6
2015	98.0	93.0	73.0
2016	97.9	89.1	68.6

DISCIPLINE DATA Analysis:

The numbers for this report are as accurate as possible given the fact that over a five year period The School District of Greenville County changed systems used to report discipline four times. The systems used to report the discipline were as follows: SASI, PowerSchool, Incident Management System and GC Source. 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. 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 2014-2015 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. Because the programs have changed for data recording we do not have numbers for comparisons between years.

DISCIPLINE DATA RESULTS

Violation	2014-2015			
Detention				
Violation	49			
Cutting	433			
Tardy	711			
Disruptive	126			
Phone Violation	129			
Violent	28			
Disposition/Result	2014-2015			
In School	770			
Suspension				
Suspension	123			

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. The number for 2014-2015 increased to 75.

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. The number continues to rise with over 200 parents volunteering during the 2014,2015, and 2016 seasons. The increase coincides with the member of tournaments students and parents are involved in and form the district tournament. Riverside parents hosted in 2014-2015 and 2015-2016.

STUDENT ATTENDANCE

2013-2014 School Attendance

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

2014-2015 School Attendance

Grade	Days Attended	Days Absent
9	N/A	
10	N/A	
11	N/A	
12	N/A	
Total		

2015-2016 School Attendance

Grade	Days Attended	Days Absent
9	N/A	
10	N/A	
11	N/A	
12	N/A	
Total		

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	451	33	49	42	1	18	0	308	0
10	428	30	41	42	2	10	0	303	0
11	396	28	33	28	0	16	0	291	0
12	367	22	32	32	2	5	0	274	0
Total	1,642	113	155	144	5	49	0	1176	0

As of March 2016

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 for State Testing each year.

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

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

DATA SOURCE(S): ESSA Federal Accountability and SDE School Report Card
ACT Composite – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	21.2	21.3	21.4
School Actual	21.0	21.9		
District Projected	X	19.2	19.5	19.8
District Actual	18.9	19.3		

Baseline data to be established in 2014-15.

ACT English – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	20.4	20.5	20.6
School Actual	20.3	20.8		
District Projected	X	18.0	18.3	18.6
District Actual	17.7	18.0		

ACT Mathematics – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	21.2	21.3	21.4
School Actual	21.0	22		
District Projected	X	19.2	19.5	19.8
District Actual	18.9	19.3		

ACT Reading – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	21.4	21.5	21.6
School Actual	21.3	22.5		
District Projected	X	19.7	20.0	20.3
District Actual	19.4	19.7		

ACT Science – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	21.2	21.3	21.4
School Actual	21.1	21.6		
District Projected	X	19.3	19.6	19.9
District Actual	19.0	19.5		

ACT Writing – Average ACT Score

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	16.3	16.4	16.5
School Actual	16.2	18.5		
District Projected	X	X	17.0	17.3
District Actual	15.1	16.7		

ACT English – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	62.3	62.4	62.5
School Actual	62.2	65.4		
District Projected	X	53.1	58.6	64.0
District Actual	47.7	48.5		

ACT Math – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	44.9	45.0	45.1
School Actual	44.8	53.1		
District Projected	X	33.3	38.1	43.0
District Actual	28.4	31.4		

ACT Reading – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	46.0	46.1	46.2
School Actual	45.9	55		
District Projected	X	36.9	40.4	44.0
District Actual	33.3	37.4		

ACT Science – Percent of Students Meeting College-Ready Benchmark

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	34.9	35.0	35.1
School Actual	34.8	42.4		
District Projected	X	28.2	32.6	37.0
District Actual	23.8	28.3		

☒ 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): ESSA 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	100.0	100.0		
All Students	*	*		
Male	*	*		
Female	*	*		
White	*	*		
African-American	*	*		
Asian/Pacific Islander	*	*		
Hispanic	*	*		
American Indian/Alaskan	*	*		
Disabled	*	*		
Limited English Proficient	*	*		
Students in Poverty	*	*		

SC SDE did not provide baseline data for 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	*	*		
Students in Poverty	*	*		

SC SDE did not provide baseline data for 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	100.0	100.0		
All Students	*	*		
Male	*	*		
Female	*	*		
White	*	*		
African-American	*	*		
Asian/Pacific Islander	*	*		
Hispanic	*	*		

American Indian/Alaskan	*	*		
Disabled	*	*		
Limited English Proficient	*	*		
Students in Poverty	*	*		

SC SDE did not provide baseline data for 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	*	*		
Students in Poverty	*	*		

SC SDE did not provide baseline data for 2014-15.

ACT WorkKeys

☒ 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): SC SDE website

ACT WorkKeys – Percentage of students who received a National Readiness Certificate (NCRC)

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	90.0	90.5	91.0
School Actual	93.4	95.9		
District Projected	X	90.2	91.2	92.2
District Actual	89.2	89.6		

ACT WorkKeys – Percentage of students who received a bronze NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	10.0	9.5	9.0
School Actual	10.6	10.5		
District Projected	X	21.2	21.5	21.8
District Actual	20.9	18.8		

ACT WorkKeys – Percentage of students who received a silver NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	44.0	43.5	43.0
School Actual	44.9	51.3		
District Projected	X	40.6	40.9	41.2
District Actual	40.3	48.3		

ACT WorkKeys – Percentage of students who received a gold NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	37.0	37.5	38.0
School Actual	36.9	33.9		
District Projected	X	27.4	27.7	28.0
District Actual	27.1	22.3		

ACT WorkKeys – Percentage of students who received a platinum NCRC

	Baseline 2014-15	2015-16	2016-17	2017-18
School Projected	X	1.5	2.0	2.5
School Actual	1.1	.003		
District Projected	X	1.0	1.1	1.2
District Actual	0.9	0.3		

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 ____% in 2012 to ____% 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	88.3	89.7		
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	79.7 (MS & HS)	82.8 (MS & HS)		

End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

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 ____% in 2012 to ____% 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	93.4	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	90.1 (MS & HS)	85.5 (MS & HS)		

End of Course data for HS only includes EOCEP scores for 9th, 10th, 11th, and 12th graders at GCS traditional high schools and charter high schools.

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 ____% in 2012 to ____% 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	89.0	89.8		
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3	84.5	83.7	80.4		

EOCEP % US HISTORY AND THE CONSTITUTION

☒ 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 ____% in 2012 to ____% 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

	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	84.9	91.0		
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9	75.3	77.8	82.7		

Advanced Placement

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of exams with a score of 3 or above (out of a possible 5) on all AP examinations from 70.3 % in 2011 to 71.5 % by 2018.

ANNUAL OBJECTIVE: Increase by .2 percentage points annually exams with a score of 3 or above (out of a possible 5) on all AP examinations.

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

	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	70.7	70.9	71.1	71.5
School Actual	65.3	70.3	74.4	70.0	70.5	73.5		
District Projected	X	X		57	58	59	60	61
District Actual	56	53	55	54	53	54		

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

FIVE YEAR PERFORMANCE GOAL: Annually increase by ____ 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	484	533	525	528		
Math Projected	X	X	543	545	547	549	551
Math Actual	541	487	540	540	540		
Writing Projected	X	X	511	513	515	517	519
Writing Actual	509	415	514	494	500		
Composite Projected	X	X	1583	1589	1595	1601	1607
Composite Actual	1577	1423	1587	1560	1568		

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	497	503		
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492	496	496	503		
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474	472	473	480		
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462	1467	1466	1486		

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 ____ percentage points each year, from ____% in 2012 to ____% in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by ____ 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	93.4	90.7		
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9	81.7	84.2	86.8		

☒ 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 FLEX Period	August – May	Andrew Crowley	\$0.00	N/A	Master Schedule
Emphasize Student Centered Learning 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
Emphasize Disciplinary Writing in all Subject Areas	August – May	Sylvia Hodge	\$0.00	PTSA	Lesson Plans
Incorporate Software and Web-based programs	August – May	Kristen Anderson and DLC Members	TBD	District Funds/PTSA	Log of Usage Note book
Continue USA Testprep for US History	August – May	Kristen Anderson and US History Teachers	\$325.00	PTSA	Log of Usage Note book
Develop Collaborative Assessments	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 PSAT	August – May	Guidance	\$0.00 Students pay in Gr. 11	N/A	Numbers of students taking PSAT

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 member 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	97.7		

☒ **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 Implementation</u>
Plan Monthly Professional Development	August - May	Sylvia Hodge	\$0.00	N/A	PD Calendar Attendance Sheets
Integrate South Carolina CCR Standards in All Subject Areas	August - May	All Faculty	\$0.00	N/A	Lesson Plans
Hold Technology Training once a month	August - May	IC/Media Specialist	\$0.00	N/A	Professional Development Calendar
Continue Discussion of Strategies for Classrooms	August - May	IC	\$0.00	N/A	Professional Development Calendar
Continue use of <i><u>This is Disciplinary Literacy</u></i> in PD sessions	August - June	IC	\$0.00	PTA	Hodge—personal copy
Train Faculty in Cold Text Writing	August - November	IC	\$0.00	N/A	Copies of Task Performance
Continue Work on Text Complexity in Departments	August - November	IC	\$0.00	N/A	Copies of Informational Texts
Continue Monitoring Technology Proficiency and Recertification	August - July	IC	\$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 – School Profile page – Students section

	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	96.0	96.2		
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6	95.0	95.6	95.7		

STUDENT EXPULSION

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

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

ANNUAL OBJECTIVE: Maintain an annual student expulsion rate below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card – School Profile page – Students section

	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	0.2	0.2		
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%	0.6%	0.7%	0.9%		

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 – Parent Survey item #5

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	92.0	93.0	93.5	94.0	
School Actual	91.4	86.1	91.8	88.0	88.2		
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1	88.1	89.8	90.1		

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 – Student Survey item #18

	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	83.0	88.2		
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	76.5	83.9 (ES, MS & HS)	83.8 (ES, MS & HS)		

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 – Teacher Survey item #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	97.0	94.6		
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6	93.5	93.3	91.7		

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 – Parent Survey item #20

	Baseline 2011- 12	Planning Year 2012-13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
School Projected	X	X	95.0	95.4	95.6	95.8	96.0
School Actual	94.7	86.9	96.3	92.5	86.3		
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8	93.1	91.7	91.7		

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___% 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 – Student Survey item #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	95.3	88.5		
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0	89.6	87.2	91.3 (ES, MS & HS)	91.1 (ES, MS & HS)		

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 – Teacher Survey item #42

	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	99.0	94.6		
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3	98.2	98.3	98.4		

☒ **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 Sumnerel	\$0.00	N/A	Log of Calls 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	School Counseling	\$0.00	N/A	Logs of Meetings

2016 SCDE Report Card for Riverside High School:
<http://ed.sc.gov/data/report-cards/state-report-cards/2016/view/?d=2301&s=017&t=H&y=2016>