RIVERSIDE HIGH SCHOOL PORTFOLIO

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

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

Andrew B. Crowley, Principal

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

Plan: 2013-14 through 2017-18

Update: March 28, 2014

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Riverside High School

SCHOOL DISTRICT: Greenville County Schools

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

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 (*one year*)

Assurances

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

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

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylors		
Printed Name	Signature	Date

SUPERINTENDENT

Mr. W. Burke Royster		
Printed Name	Signature	Date

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Cathy Hudson		
Printed Name	Signature	Date

PRINCIPAL

Mr. Andrew Crowley		
Printed Name	Signature	Date

SCHOOL ADDRESS: 784 Hammett Bridge Road
                              Greer, SC 29650

SCHOOL TELEPHONE: (864)355-7800

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

POSITION	*NAME*
1. PRINCIPAL:	Andrew B. Crowley
2. TEACHER:	Betty Templeton
3. PARENT/GUARDIAN:	Maureen Watts
4. COMMUNITY MEMBER:	Belle Mercado
5. SCHOOL IMPROVEMENT COUNCIL:	Cathy Hudson

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*
Parent	**Beverly Adamson**
Parent	**Stephanie Barry**
Parent	**Laura Phillips**
Student	**Rebecca Drake**
Student	**Lydia Elsey**
Student	**Dan Freeman**
Student	**Carly Owens**
Student	**Chad Ross**
Student	**Brooke Worthington**
Student	**Erin Woods**
Student	**Hope Woolf**
PTA	**Maureen Watts**
PTA	**Pam Freeman**
SIC	**Cathy Hudson**

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

ASSURANCES FOR SCHOOL PLAN

Act 135 Assurances

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

_____ Academic Assistance, PreK–3

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

__X__ Academic Assistance, Grades 4–12

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

__X__ Parent Involvement

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

__X__ Staff Development

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

__X__ Technology

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

_____ Recruitment

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

4

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

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

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

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

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

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

5

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.

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

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

Riverside High School Portfolio

Table of Contents

Riverside High School

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

Introduction

Portfolio Committees Team Members and Roles

Introduction

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

Strategic Planning Teams for School Portfolio

School Community: Carrie Fussell
Bridget Hall, Linda Kirkland, Vicki Fisher, Sherry Williams, Pat Grills, Michael Pettit, Murray Long, Dave Dalby, Terri Wheat

School Personnel: Sam Oates
Brent Boling, Nate Crain, Brian Herbert, Jamie Hamock, Tia Foster, Travis Pitman, Jenny Taylor, Tara Cole, Bryan Woody

School Population: Cathy Derrick
William Sumerel, Bekki Benjamin, Mary Anna Elsey, Deanna Polly, Heather Greene, Kelly Ackerman, Gloria Sheriff, Anne Snow, Holly Cameron

Academic/ Behavioral Features: Susan Candee
Cindy Armstrong, Karen Becker, David Dejesa, Donna Fowler, Jessica McCraw, Karen Whaley, John Linn, Joyce Stansell, Kim Pauls, Michelle Obusgewski, Lindsey Beam

School Achievement Needs and Assessment: Sylvia Hodge and Mary Margaret Delap, Rick Martin, Lynda Collins, Sandy Taylor, Donna Roberts, Evelyn Ray, Susan Mayberry, Steve Eoute, Karen Carnes, Stephanie Walton, Becky Rogers

Teacher Quality Needs and Assessment: Kapp Abbott
Cheryl Youmans, Jackie McKeithan, Lisa Nickles, Carolee Dover, Donna Meng, Steve Johnson, John Harper, Amy Pruitt, Kelsey Trout, Phil Smith

School Climate Needs and Assessment: Renee Smith
Lisa Williams, David Hickman, April Raymond, Esser Sitton, Marjorie Hintalla, Erica Burts-Brewster, Andrea Crain, Vickie Bartlett, Sherry McAbee

Technology Refresh Committee: Dan Tollison
William Sumerel, Jeremy Chassereau, Robin Chandler, Matt Nicely, Bill Baker, Julie Teague, Gloria Sheriff, Eric Cummings, Lynn Tate, Toby Williams, Carol Clark, Bethany Enjiain

Strategic Planning Teams for Accreditation Self-Assessment

Standard 5—Using Results for Continuous Improvement: Carrie Fussell
Bridget Hall, Linda Kirkland, Vicki Fisher, Sherry Williams, Pat Grills,
Michael Pettit, Murray Long, Dave Dalby, Terri Wheat, Lydia Elsey
Administrator: Stephanie Smith

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

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

Standard 2—School Governance and Leadership: Susan Candee
Cindy Armstrong, Megan Hanlin, Karen Becker, David Dejesa, Donna
Fowler, Jessica McCraw, Karen Sherrill, John Linn, Joyce Stansell, Kim
Pauls, Cathy Hudson, Carly Owens, Michelle Obuszewski, Lindsey Beam
Administrator: Sallie Austin

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

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

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

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

LEADERSHIP

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

Administrative Leadership Team
2013 - 2014

- Andy Crowley, Principal

- Sallie Austin, Assistant Principal

- Andy Laye, Assistant Principal

- Stephanie Smith, Assistant Principal

- Murray Long, Athletic Director

- Betty Templeton, Curriculum Resource Teacher

- Cathy Derrick, Director of School Counseling

Departmental Chairs
2013 - 2014

MATH
Sylvia Hodge

ENGLISH
Mary Margaret Delap

SPECIAL EDUCATION
Carrie Fussell

SOCIAL STUDIES
Susan Candee

FINE ARTS
Pat Grills

P.E.
Sam Oates

BUSINESS EDUCATION
Julie Teague

LANGUAGE
Evelyn Ray
Bill Baker

GUIDANCE
Cathy Derrick

SCIENCE
Renee Smith

RIVERSIDE HIGH SCHOOL – 2013/2014

ADMINISTRATION
Andy Crowley, Principal
Sallie Austin, Assistant Principal
Andy Laye, Assistant Principal
Stephanie Smith, Assistant Principal
Beth Bridges, Secretary
Debbie Bird, Clerk
Anne Cloninger, Attendance Clerk
Patti Yandle, Bookkeeper
Murray Long, Athletic Director
Kim Scanlon, R.N., Nurse
Betty Templeton, Curriculum Resource
Steve Anderson, SRO

MEDIA SERVICES
Dan Tollison, Media Specialist
Toby Williams, Media Clerk
Carol Clark, Media Clerk

ENGLISH
Mary Margaret Delap, Chair
Cindy Armstrong
Bekki Benjamin
Jeremy Chassereau
Tara Cole
Heather Greene
Linda Kirkland
Jackie McKeithan
Donna Meng
April Raymond
Karen Sherrill
Esser Sitton

Karen Vaughan - .5
Lisa Williams

P.E.
Sam Oates, Chair
Travis Pitman
Jenny Taylor
Murray Long - .5
Phil Smith

SCIENCE
Renee Smith,Chair
Vickie Bartlett
Karen Becker
Lindsay Beam
David Dalby
David Hickman
Matthew Nicely
Kim Pauls
Amy Pruitt
Sandra Taylor
Stephanie Walton
Bryan Woody
Cheryl Youmans

MATH
Sylvia Hodge, Chair
Kelly Ackerman

GUIDANCE
Linda Collins
Cathy Derrick
Marjorie Hintalla
William Sumerel
Becky Rogers
Dell Aycock, Registrar
Clarence Lewis, Instr Aide

ISS
Joe Novotassky

BUSINESS ED
Julie Teague, Chair
Erica Burts-Brewster
Donna Roberts

SOCIAL STUDIES
Susan Candee, Chair
Brent Boling
Eric Cummings
David Dejesa
Dan Dickerson
Mary Anna Elsey
Steve Eoute
Vicki Fisher
Tia Foster
John Harper
Steve Johnson
Rick Martin
Sharon McAbee
Michael Pettit

WORLD LANGUAGE
Sherry Williams, Chair/Spanish
Kapp Abbott, Spanish
Bill Baker, German
Carolee Dover, French
Bethany Enjaian - .5
Leslie Gallagher, French - .5
Jamie Hamock, Spanish
Evelyn Ray, Spanish
Kelsey Trout, Spanish
Terri Zavodnik, ESOL

FINE ARTS
Pat Grills, Chair/Art
Rachelle Bianchi - Art
Gloria Sheriff - Art
Donna Fowler - Choral
Kory Vrieze - Band
Ashley Rhoden - Strings

SPECIAL EDUCATION
Carrie Fussell, Chair/LD Resource
Joyce Stansell, LD Resource
Lynn Tate, LD Resource

CAFETERIA
Rena Kay, Manager
Mary Buie, Asst Mgr
Jerri Beal
Linda Carroll
Sherri Daniels
Theresa DellaRocca
Misty Graham
Beverley Honeywill
Vicki Johnson
Sharon Kline
Robin Patane
Tamara Ruiz
Sue Somers
Emily Stenzel
Bradley

CUSTODIAL
Denis Hertel, Plant Eng.
Stanley Beeks
Dot Burton
Rolly Crichlow
Janie Ann Davis
Gloria Gonzalez
Jonathan Lewis
Cindy McCoy
Glenn Miller
Mary Morrone
Yolanda Roop
James Smalls
David Swartz
Steven Blackburn
Jannie Thomas

MATH CONT.

Holly Cameron
Robin Chandler
Andrea Crain
Nate Crain
Debbie Gully
Bridget Hall
Megan Hanlin
Brian Herbert
John Linn
Susan Mayberry
Lisa Nickles
Michelle Obuszawski
Anne Snow

SPECIAL EDUCATION CONT.

Karen Carnes, TMH Self-Contained
Rose Anderson, TMH Aide
Tonia Bryant, TMH Aide
Francenia Williams, LD Self-Contained - .5
Jessica McCraw, LD Self-Contained
Alta Kayse, LD SC Aide
Terri Wheat, EMD Self-Contained
Hope Greenwood, SC Aide
Joe Novotasky, SC Aide
Deanna Polly, LD Neuro Self-Contained
Linda Robinson, SC Aide
Amy Holcombe, SC Aide

14

WHO DOES WHAT
2013-2014

Academic Team - Robin Chandler, Cheryl Youmans

AP Coordinator/Test Administrator – Cathy Derrick

Advisor/Advisee Agenda Items – Marjorie Hintalla

Advisory Committee - Mary Anna Elsey

All State Band Auditions – Kory Vrieze

ACS Chemistry Olympiad – Dave Dalby

Assistance Team Committee – Carrie Fussell

Athletics:
      Athletic Director – Murray Long
      Assistant Athletic Directors – Eric Cummings, Sam Oates
      Athletic Letters – Murray Long
      Baseball – Travis Pitman (Head)
      Basketball - Varsity Boys - Toby Williams (Assistant)
      Basketball - Varsity Girls - Jennifer Taylor (Head)
      Cross Country – Eric Cummings (Head), Heather Greene (Assistant)
      Football - Varsity – Phil Smith (Head), Rick Martin (Assistant), Joe Novotasky (Assistant)
                        Clarence Lewis (Assistant), Michael Pettit (Assistant), Nick Lilly (Assistant)
                        Devin Campbell (Assistant)
      Golf -   Varsity Boys - Sam Oates (Head), Bryan Woody (JV Head);
            Varsity Girls – Bryan Woody (Head)
      Soccer – Varsity Boys – Nate Crain (Assistant)
      Tennis Girls – Mary Anna Elsey (Head), Bekki Benjamin (Assistant)
      Track and Field Girls – Eric Cummings (Head), Heather Greene (Assistant),
      Volleyball –April Raymond (Head), Andrea Crain (Assistant), Toby Williams (Assistant)
      Wrestling – John Harper (Head)
      Football Ticket Takers/Sales –Sam Oates
      Fall Senior Night – Mary Anna Elsey, Eric Cummings

Atlas Club – Anne Snow

Beta Club - Karen Becker, Matt Nicely, Dee Polly

Bi-Lingual Peer Tutoring – Betty Templeton

Black Heritage Bowl - Tia Foster

Bridges to a Brighter Future – Marjorie Hintalla

Calendar Committee – Betty Templeton, Beth Bridges

Campus Beautification – Renee Smith, PTA

Central Spirit Committee – Carrie Fussell, Bridget Hall

Class Sponsors -
      Senior Class – David Hickman, Gloria Sheriff
      Junior Class –Vickie Bartlett, Sandy Taylor
      Sophomore Class –Cindy Armstrong, Bill Baker
      Freshman Class – Jessica McCraw, Dee Polly

Credit Recovery – Clarence Lewis, Matt Nicely

Critical Reading Period Committee - Karen Becker, Betty Templeton, Lindsey Beam, Joyce Stansell, Sam Oates, Travis Pittman, Lisa Williams, Mary Anna Elsey, Anne Snow, Pat Grills

Curriculum Guide – Cathy Derrick

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

Drama and Musical Productions – Donna Fowler

Emergency Fund - Pat Grills

End of Course Test Coordinator –Becky Rogers

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

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

Environmental Club – Renee Smith

Executive Committee –Dan Tollison, Stephanie Walton, Lindsey Beam

Fellowship of Christian Athletes – Jenny Taylor, John Linn, Matt Nicely, Donna Roberts

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

504 Coordinator –Lynda Collins, Becky Rogers

Fixed Assets Coordinator –Toby Williams

FBLA - Julie Teague, Jessica McCraw

German Club – Bill Baker

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

Greenville Federal Credit Union – Beth Bridges

Grievance Committee - Pat Grills

HSAP Test Coordinator – Lynda Collins

HSAP Tutoring – Betty Templeton, Becky Rogers

Headliners - Joyce Stansell

Homecoming Activities – Carrie Fussell, Bridget Hall

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

Key Club - Sharon McAbee

MAP Test Coordinator – Becky Rogers

Mentors/Buddies – Betty Templeton

Message Sign – Kapp Abbott, Beth Bridges

Miss RHS – Stephanie Walton, Executive Committee

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

Mr. Riverside Pageant –David Hickman, Gloria Sheriff

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

National Art Honor Society - Pat Grills, Rachelle Bianchi, Gloria Sheriff

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

National Forensic League – David Dejesa

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

National German Honor Society – Bill Baker

Parking Lot Student Assignments –Murray Long

Peer Tutoring – Betty Templeton

Personal Professional Development Coordinator – Karen Becker

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

PowderPuff – Mary Anna Elsey

Power School/Power Teacher – Lynda Collins, William Sumerel

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

Promethean Board Specialists –Dan Tollison, Robin Chandler

PSAT and Explore Coordinator – William Sumerel

PTSA Newsletter – Julie Teague, Betty Templeton, PTSA

RPR Advisor – Kapp Abbott

Recycling – Paper – Renee Smith

Recycling – Plastic Bottles – Parents/Athletics

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

Reflections and Art Displays – Rachelle Bianchi, Karen Vaughan

Remembrance Committee – Jackie McKeithan, Robin Chandler, Jessica McCraw, Julie Teague

Representative Committee –Julie Teague, Jessica McCraw

Riverside Book Club – Mary Margaret Delap, April Raymond

Sakamow Advisor – Karen Sherrill

School Messenger – William Sumerel

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

School Store – PTA Parents

Sequoia Publication – Heather Greene

Service Learning Program – Mary Anna Elsey

Sex Education Contact - Sam Oates, Jenny Taylor

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

Social Committee –Bekki Benjamin, Erica Burts-Brewster, Amy Pruitt, Donna Roberts, Tara Cole

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

Societe Honoraire de Francais - Carolee Dover

Special Education Contact – Carrie Fussell

Special Olympics Coordinator – Lynn Tate

Speech Team Coach –David Dejesa

Spirit Week Activities – Dan Tollison, Stephanie Walton

Staff Development - Sylvia Hodge, Linda Kirkland, Betty Templeton, Dave Dalby, Kapp Abbott, Karen Becker, Carrie Fussell, April Raymond, Kelly Ackerman, Esser Sitton

S.T.A.N.D. –Steve Johnson

STEP Team –Rachelle Bianchi, Erica Burts-Brewster

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

Student-Parent Handbook – Sallie Austin, Andy Laye, Stephanie Smith, Beth Bridges

Teacher Cadet Program – Sylvia Hodge

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

Technology Assistance Coordinator – Toby Williams, Dan Tollison

Technology Committee – Dan Tollison, Chair

Test Coordinator - Lynda Collins

Tri-M Music Honor Society – Donna Fowler

Tutoring Program – Betty Templeton

United Way - Sallie Austin

Warrior Buddies – Betty Templeton

Warrior of the Month –Marjorie Hintalla, Betty Templeton, Jackie McKeithan, Sallie Austin, Debbie Bird, Lisa Nickles, Tia Foster, Donna Meng, Bridget Hall

Webmaster – Karen Carnes

Youth in Government –Mary Anna Elsey, Eric Cummings, Cindy Armstrong

10/15/2013

Riverside High School

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

Portfolio

Executive Summary

Needs Assessment

Challenges
Awards

Executive Summary

Student Achievement Needs Assessment:

- At Riverside, student academic achievement is a priority. We continually analyze assessment results and work to address the academic needs of our students by implementing new programs and strategies.
  - Riverside students continue to improve HSAP and EOC.

  - Riverside students score above the state and national averages on the ACT and SAT.

  - In 2011, Riverside High School met AYP with an "excellent" in Absolute Rating and an "excellent" in Improvement Rating on the School Report Card.

  - In 2012, Riverside High met AYP on the new ESEA Waiver with a 90.1 rating of an A.

  - Riverside's African-American population has highest percentage not passing of all subgroups of HSAP. Riverside will continue to offer HSAP tutoring to all students who do not score 200 or better.

  - The overall trend for four year HSAP – First Attempt has continued to increase in the percentage of those passing with a 2 or better and in the percentage of those scoring Advanced or Proficient.

  - The scores of SAT do not truly reflect the percentage of students who take it because students have not been required to state the school code for Riverside so their scores are not computed in the final percentages. The school code became a requirement for applying to take the SAT on January 1, 2013. The scores for the class of 2014 will be more accurate.

  - The graduation rate has fluctuated somewhat because of the requirements surrounding who qualified as a graduate.   Students who leave Riverside to complete their high school career by receiving a GED also count as drop–outs. In the Class of 2011, 6 students completed the GED and entered college before their peers graduated, but they were counted as drop-outs for Riverside High School.

Executive Summary

Teacher and Administrator Quality Needs Assessment:

- 100 percent of teachers are certified by South Carolina
- 63 percent of teachers have Master's degrees
- 17 percent of teachers have Master's degrees plus 30 hours
- 90 percent of teachers are technology proficient
- 12 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 ninth graders
- Discipline referrals had a dramatic drop for the year 2011-12 from previous years.
- Tardy referrals have declined.
- Survey data results for parents, teachers, and students show a high rating of satisfaction in most areas with school-home relations being the weakest.
- Reporting of discipline violations changed three times during this period so records do not reflect accuracy.

Executive Summary

Challenges for 2010 – 2014:

- Having enough computers available for student use.

- Raising enough funds to install Promethean Boards in all classrooms. 14 rooms still need Promethean Boards.

- Adding courses lost because of Recession when teacher: student ratio was raised.

- Reducing class size below the thirty-five in many classes due to the loss of sixteen teachers from 2007-08 – 2010-11.

- Offering tutoring programs without funds.

- Handling an increase of Poverty Index from 21.0 to 32.46 in three years.

- Dealing with a more diverse student body with seventy-two different languages.

- Developing a Crisis Management Plan which assures safety for all students in a new facility with three floors.

- Working with new schools in athletics with a change from AAA to AAAA.

- Training the faculty on new and ever changing software for student grades, 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.

- 262 AP Scholars (2008 - 2012).

- 148 National Merit Scholars (1984 – 2012).

- Scholastic Scoreboard team Champion in 2013.

- Youth in Government Governor 2009, 2010, 2011, 2012 and 2013

- Largest National Forensics League Chapter and Largest Art Honor Society.

- 24 Qualifiers to NFL National Tournament 2010 – 2014.

- 2014 SC Forensic Coach of the Year.

- 40% of student body enrolled annually in fine arts courses.

- All County, All Region and All State band and orchestra students.

- SC AAAA Speech and Debate Champions for 2012, 2013, and 2014.

- 40 Athletic teams with 8 – 50 student athletes.

- Recipients of the Athletic Director's Cup 5 times - 2007-08 and 2008-09 last times in AAA.

- AAAA Region Titles in Girl's Swimming and Soccer in 2010-2011.

- Cumulative GPA average for athletes for 2012-13 of 3.62.

- 1 coach President of SC Track and Cross Country Coaches Association.

- 1 coach head of North Team in girls' tennis.

- Swimming coach with most swimming titles in South Carolina.

- Region Coaches of the Year 2013 in both girls and boys LaCrosse.

- Host of two SCASC District Rallies.

- Host school SC Association of Student Councils in 2009.

- Raised $83,000 for Wounded Warrior Project (2011) and $66,000 for Shriner's Hospital (2012).

Riverside High School

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

Portfolio

School
Profile

School Profile

School Community:

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

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

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

<u>Parental Involvement:</u>
- Student body of 1562 from two primary feeder schools (Riverside Middle and Northwood Middle)
- Industry: 701 business establishments in the area - largest sectors are wholesale trade (100 businesses) and retail trade (134); largest employer in the area is BMW; over 95% of the community members work in the private sector
- Speech, band, and athletics have booster clubs to provide support for their organizations:
    - Speech Booster Club provided 1,500 volunteer hours by thirty active parents
    - Band Booster Club involved eighty parents volunteering twenty hours per week for a total of 40,900 volunteer hours
    - 697 Athletic Booster Club volunteers provided 10,455 volunteer hours
    - Mothers in Touch includes 48 volunteers for a total of 5,184 hours
    - The Parent Teacher Student Association has also provided numerous volunteer hours (school store, selling spirit wear, tutoring, etc.)
    - The SIC Committee has contributed twenty-five parent volunteers for a total of 250 hours
- According to the reporting system of those who sign in at the front office, there are a reported 860 volunteers and 58,289 hours; however actual volunteer time is somewhere in the range of 185,000 to 200,000 hours of volunteer service when including hours that are completed after school hours

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

School Profile

School Personnel:

The Riverside faculty has remained fairly stable even during a time of severe budgetary constraints.
- 100 percent of teachers are certified by South Carolina
- 60 percent of teachers have Master's degrees
- 17 percent of teachers have Master's degrees plus 30 hours
- 1 percent of teachers have an EdD
- 90 percent of teachers are technology proficient
- 12 percent of teachers are National Board certified
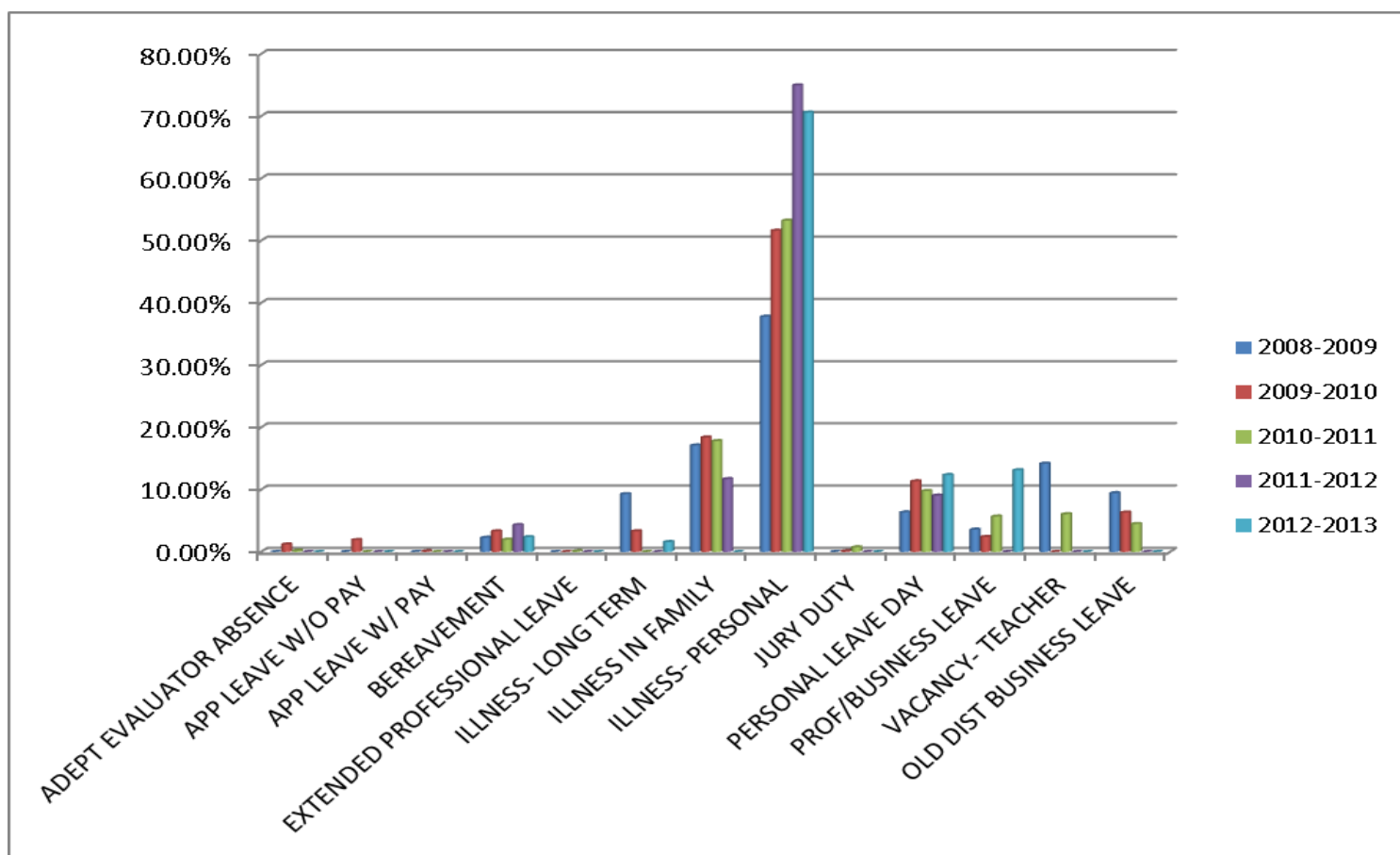
TYPE OF ABSENCE	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ADEPT EVALUATOR ABSENCE	0.00%	1.20%	0.19%	0.00%	0.00%
APP LEAVE W/O PAY	0.00%	1.91%	0.00%	0.00%	0.00%
APP LEAVE W/ PAY	0.00%	0.10%	0.00%	0.00%	0.00%
BEREAVEMENT	2.28%	3.31%	1.96%	4.32%	2.37%
EXTENDED	0.00%	0.00%	0.09%	0.00%	0.00%

PROFESSIONAL LEAVE

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%

School Profile

Student Population:

•The total enrollment has decreased by 105 students over the past four years.
•The past four years have seen enrollment percentages generally increase in every demographic group with the exception of white students whose percentage has steadily declined.
•The attendance rate for the past four years has hovered over an impressive 96-97%.
•The number of students receiving free or reduced lunch has increased over 5% over the past four years.
•There has been no significant fluctuation in graduation rates over the study period.
•For the past three years, 100% of the candidates for a South Carolina diploma have passed HSAP.
•The number of students participating in athletics has steadily increased over the past four years.
•The number of special education students has remained somewhat steady over the past four years.
•The retention rate has remained steady over the past four years.
•The number of successful scores on Advanced Placement exams has fluctuated over the past four years.

Current Demographics:

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

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

School Profile

School's Major Academic and Behavioral Features:

Academic Accomplishments

Riverside is justifiably proud of its history of academic accomplishments in all areas. In addition to items noted in other parts of the report, we have also had 6 perfect scores on the Complete SAT, 5 perfect scores on the math section of the SAT and 1 perfect score on the ACT. Riverside students have always taken rigorous academic courses offered through Advanced Placement courses. In 2007-2008, 272 students took 462 exams for a passing rate of 58%. In 2008-09 261 students took 480 tests. In May 2010, students took 472 tests with a passage rate of 74.5% up from 67.9% in 2009. In 2011, 505 students took tests with a passage rate of 65.3%. In 2012, 475 students took tests with a passage rate of 70.3%.   Riverside also had 262 AP Scholars (2008-2012). In 2012, the total number of AP Scholars was 67, including 17 AP Scholars with Honors and 19 AP Scholars with Distinction.   From 1984-2012, we have had 148 National Merit Scholars. For the past five years we had 25 regional Science and Engineering Fair participants. The class of 2012 earned $14.2 million in scholarships.

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.

Riverside has the strongest Speech and Debate program in South Carolina that includes award winning Youth in Government and Forensics teams. Riverside had the largest YIG delegation from 2009-2011 and has elected the SC Youth Governor in 2009, 2010, 2011, and 2012. Riverside also maintains one of the largest National Forensic League (NFL) chapters in the state for the last five years, and was the largest producer of new degrees in during the 2011-2012 seasons. Riverside's NFL speech team has won the regional championship, 2009, 2010, 2011, 2012, and 2013 and won back to back State Championships in 2012 and 2013. David Dejesa, Director of Speech and Debate, served as the President of SC Forensic Coaches Association from 2010-2012. At the 2012 National Forensic League National Tournament in Indianapolis, Indiana, Riverside students advanced to final rounds in Humorous Interpretation and Congressional debate finishing in the top 14 and top 20 in the nation respectively. Riverside has five students who will be competing at the 2013 NFL National Tournament in Birmingham, Alabama this summer.

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

Career Education

In 2012-2013, 66 students attend J. Harley Bonds Career Center, with 20 attending the Fine Arts Center and 2 attending the Golden Strip Career Center. J. Harley Bonds Career Center offers students the opportunity to pursue a technical career interest while earning high school credits and possibly dual college credits. Students can earn licenses and or national certification in their area of interest. Programs include Agriculture Science, Automotive Technology, Building Construction, Computer Science, Culinary Arts, Health Science, and Welding. Our students are also welcome to attend other career centers that offer classes that J. Harley Bonds Career Center does not currently have. In the past we have had students attend Golden Strip for their Child Care program and Donaldson Center for their Aircraft Maintenance program.

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

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

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

Fine Arts
The Fine Arts Department consists of six teachers offering instruction in Drama, Jazz Band, Marching Band, Stringed Instruments, Choral Music, Visual Arts, and Art History. Riverside sends students to the Greenville County Fine Arts Center and to the Governor's School for the Arts. Approximately 40% of the student body is enrolled annually in a fine arts course.

Riverside has the largest chapter of the National Art Honor Society. NAHS members are actively involved in community service projects that support the Greenville County Zoo and the Greenville Children's Hospital. The visual arts program has been cited by the President's Council for the Arts. A large number of students take Advanced Placement classes in art, including both AP Art History and AP Art Studio. The visual art students annually participate and earn recognition in various competitive art shows within Riverside High, as well as community art shows, such as Artisphere and the annual Fourth Congressional District Show.

The Riverside Music Department has a Tri-M Music Honor Society chapter. Riverside band and orchestra consistently win All-Academic, All-County, All-Region, and All-State honors. The choral students also compete for spots in the All-State choir as individuals. As a group, they have competed and earned superiors at the State Choral Festival and participate annually in the District Honor Choir. The music department has performed throughout the country including New York City, Chicago, Orlando, Los Angeles and Miami. The Drama Department presents musical theater holding auditions that are open to the entire student body. Productions include *How to Succeed in Business Without Really Trying*, *Grease, Once Upon a Mattress and* the most recently, *The Wizard of Oz*. 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 40 athletic teams with more than 850 students participating at the varsity and junior varsity level in 2011-2012 and 693 students participating in the same sports in 2012-2013. 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 (2), 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 (3), 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 2010-2011 Riverside captured Region titles in girls' swimming and girls' soccer. The girls' lacrosse team placed eighth in AAAA in 2010-2011. In 2013 the Girls' Soccer team had a #2 national ranking.

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. Eleven students signed letters

committing to colleges in 2011-2012 as of January, 2012. Since January 2012, we have had thirteen more students commit to colleges through athletics.

Riverside has many coaches' accomplishments as well. Among those honored were Eric Cummings as Head Coach of Shrine Bowl Run in 2011and President of the SC Track and Cross Country Coaches Association in 2012. Mary Anna Elsey was Head Coach for the North team for girls' tennis in 2011 and is currently the treasurer of the SC Tennis Coaches Association. Eddie Hughes, who in 2011 had the most swimming titles of any coach in the state and in the 2012 season, was Region Coach of the year. DeAnn Louis was named Region Coach of the Year in 2013 for Girls Lacrosse. Anthony Quilles was also named Region Coach of the Year in 2013 for Boys Lacrosse.

Student Leadership

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

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. Because of the success of these projects we added a Make a Wish Mini Week in 2013 and raised 11,000 to help send a young heart transplant patient and his family to Disney World.

Service Learning

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

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

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

Riverside High School

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

Mission,

Vision,

Beliefs

Mission, Vision, Beliefs

The Riverside Community Believes:

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

Motto:

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

Mission Statement:

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

Vision Statement:

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

1. To use shared decision making by gathering data and information for determining an effective educational direction for Riverside High School.

2. To increase the level of student performance by using various teaching strategies and methods.

3. To communicate and integrate the identified student learning standards in all levels of school instruction.

4. To encourage core values such as honesty and integrity in our students.

5. To continue a shared approach of leadership responsibilities through shared and supportive decision making.

6. To involve parents, teachers, students, and businesses in a coordinated effort to support the school's mission.

Riverside High School

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

Data Analysis
And
Needs Assessment

Student Achievement Needs Assessment

HSAP Analysis:

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

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

1st attempt – passed both parts
From the 08-09 to the 09-10 academic school years, the passing rate for the first attempt in both Math and ELA increased by 1.9%. From the 09-10 to the 10-11 academic school years, the first-attempt passing rate increased by 1.4%. From the 2010-2011 to the 2011-2012 academic school years, the first attempt passing rate increased by 1.9%

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

ELA – 1st attempt – pass
From the 08-09 to the 09-10 academic school years, the passing rate for the first attempt in ELA increased by 0.9%. From the 09-10 to the 10-11 academic school years, the first-attempt passing rate increased by 1.5%. From the 2010-2011 to the 2011-2012 academic school years, the first-attempt passing rate decreased by 0.5%.

Math – 1st attempt – pass
From the 08-09 to the 09-10 academic school years, the passing rate for the first attempt in Math increased by 2.3%. From the 09-10 to the 10-11 academic school years, the first-attempt passing rate increased by 0.4%. From the 2010-2011 to the 2011-2012 academic school years, the first-attempt passing rate increased by 2.8%.

Student Achievement Needs Assessment

END OF COURSE Analysis:

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

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

Algebra 1 EOC
From the 08-09 to the 09-10 academic school years, the passing rate of the Algebra 1 EOC test increased by 5.8%. From the 09-10 to the 10-11 academic school years, the passing rate decreased by 4%. From the 2010-2011 to the 2011-2012 academic school years, the passing rate increased by 6%. Most students who took this test were freshmen.

Physical Science EOC
From the 08-09 to the 09-10 academic school years, the passing rate of the Physical Science EOC test increased by 4.1%. From the 09-10 to the 10-11 academic school years, the passing rate decreased by 2%. Most students who took this test were freshmen. The state of South Carolina did not administer the Physical Science EOC in 2011-2012.

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

Table : 2008-2009

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

Table 1: 2009-2010

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

Table 2: 2010-2011

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

Table 3: 2011-2012

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

Table 4: 2012-2013

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

AYP Analysis:

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

 All figures are taken from the 2009 School Report Card.

ENGLISH LANGUAGE ARTS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS	424	5.6	21	33.1	40.3
Male	224	5.1	22.2	32.9	39.8

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

All figures are taken from the 2010 School Report Card.

ENGLISH LANGUAGE ARTS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
All Students	398	5.4	21.4	28.3	44.9
Male	211	8.7	23.1	25.5	42.8
Female	187	1.6	19.6	31.5	47.3
White	280	1.8	16.7	27.2	54.3
African American	54	13	42.6	33.3	11.1
Asian Pacific	22	19	19	23.8	38.1

	Number Tested	Below Basic	% Basic	% Proficient	% Advanced
Hispanic	37	11.1	27.8	36.1	25
American Indian/Alaskan	3	I/S	I/S	I/S	I/S

MATHEMATICS	Number Tested	Below Basic	% Basic	% Proficient	% Advanced
All Students	398	7.9	19.9	27	45.2
Male	211	9.1	18.8	25.5	46.6
Female	187	6.5	21.2	28.8	43.5
White	280	3.6	16.3	25.4	54.7
African American	54	24.1	37	29.6	9.3
Asian/Pacific Islander	22	19	9.5	23.8	47.6
Hispanic	37	11.1	25	38.9	25
American Indian/Alaskan	3	I/S	I/S	I/S	I/S

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

All figures are taken from the 2011 School Report Card.

ENGLISH LANGUAGE ARTS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
All Students	380	4.1	11.8	29.3	54.8
Male	201	6.3	10.5	31.4	51.8
Female	179	1.7	13.2	27.0	58.0
White	255	3.2	6.9	29.6	60.3
African American	39	7.9	18.4	39.5	34.2
Asian Pacific	34	3.2	12.9	12.9	71.0
Hispanic	52	6.1	30.6	30.6	32.7
American Indian/Alaskan	0	N/A	N/A	N/A	N/A

MATHEMATICS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
All Students	379	7.4	15.9	31.8	44.9
Male	200	8.4	17.3	29.3	45.0
Female	179	6.3	14.4	34.5	44.8

White	254	5.7	13.4	34.0	47.0
African American	39	18.4	28.9	28.9	23.7
Asian/Pacific Islander	34	3.2	3.2	25.8	67.7
Hispanic	52	10.2	26.5	26.5	36.7
American Indian/Alaskan	0	N/A	N/A	N/A	N/A

All figures are taken from the 2012 School Report Card.

ENGLISH LANGUAGE ARTS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
All Students	390	4.9	12.8	33.6	48.7
Male	205	9.3	12.2	36.1	42.4
Female	185	1	12	38.5	53.5
White	289	2.4	9.7	37	50.9
African American	35	22.9	25.7	34.3	17.1
Asian Pacific	29	3.5	6.8	19.2	72.5
Hispanic	36	8.3	27.8	33.3	30.6
American Indian/Alaskan	1	0	0	0	100
MATHEMATICS	Number Tested	% Below Basic	% Basic	% Proficient	% Advanced
All Students	397	6.5	18.6	26.7	48.2
Male	211	8.1	19.1	25.8	47
Female	186	4.4	14.8	28.3	52.5
White	295	2.7	13.9	28.1	55.3
African American	37	27.1	32.4	29.7	10.8
Asian/Pacific Islander	26	0	3.8	15.4	80.8
Hispanic	38	18.4	39.5	15.8	26.3
American Indian/Alaskan	1	0	0	0	100

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

MATH – Four Year HSAP Trend – First Attempt						
School Year	# Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or advanced
2009	435	7.8	20.0	34.4	37.8	72.2
2010	398	7.9	19.9	27.0	45.2	72.2
2011	379	7.4	15.9	31.8	44.9	76.7
2012	397	6.5	18.6	26.7	48.1	74.8

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					

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

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

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

PSAT Analysis:

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

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

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

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 2011-2012.

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	2008-09				2009-10				2010-11				2011-12				2012-13			
	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
	138	23.8	19.8	21.1	171	23.6	20	21	168	24.5	20.1	21.1	161	23.9	20.2	21.1	156	234	20.1	

SAT	2008-09				2009-10				2010-11				2011-12				2012-13			
	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
	261				313				296				281				284			
Crit Read		552	486	501		534	484	501		532	482	497		527	481	496		522	479	491
Math		551	496	515		543	495	516		550	490	514		541	488	514		531	484	503
Writing		530	470	493		512	468	492		514	464	489		509	462	488		563	460	480
Total		1633	1452	1509		1589	1447	1509		1596	1436	1500		1577	1431	1498		1557	1423	1474

ADVANCED PLACEMENT Analysis:

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

ADVANCED PLACEMENT

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

GRADUATION RATE Analysis:

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

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
87.6%	83.2%	85.3%	**82%**	**82.3%**

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.

Highest degree earned:

Legend: Bachelors, Bachelors + 18, Masters, Masters + 30, EdD, PhD
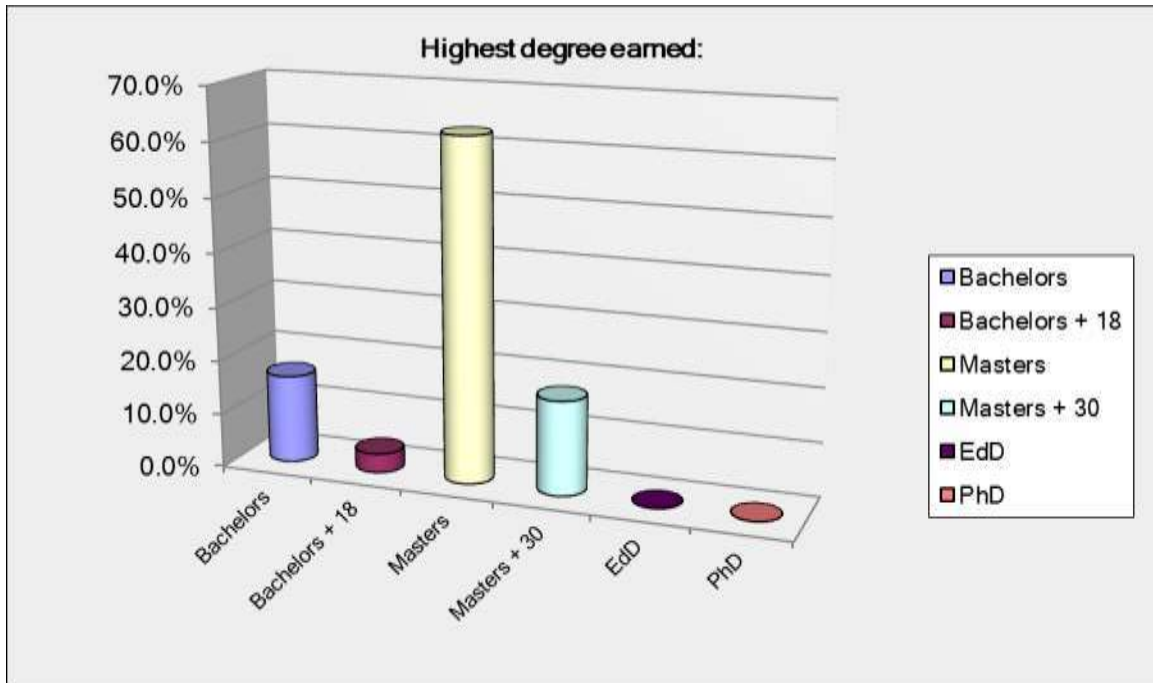
TECHNOLOGY PROFICIENCY ANALYSIS:

Less than 10% of the faculty has not completed the requirement of Technology Proficiency. Six 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 2012 and 2013 have completed this requirement.

Are you Technology Proficient based on District and SC certificate requirements?
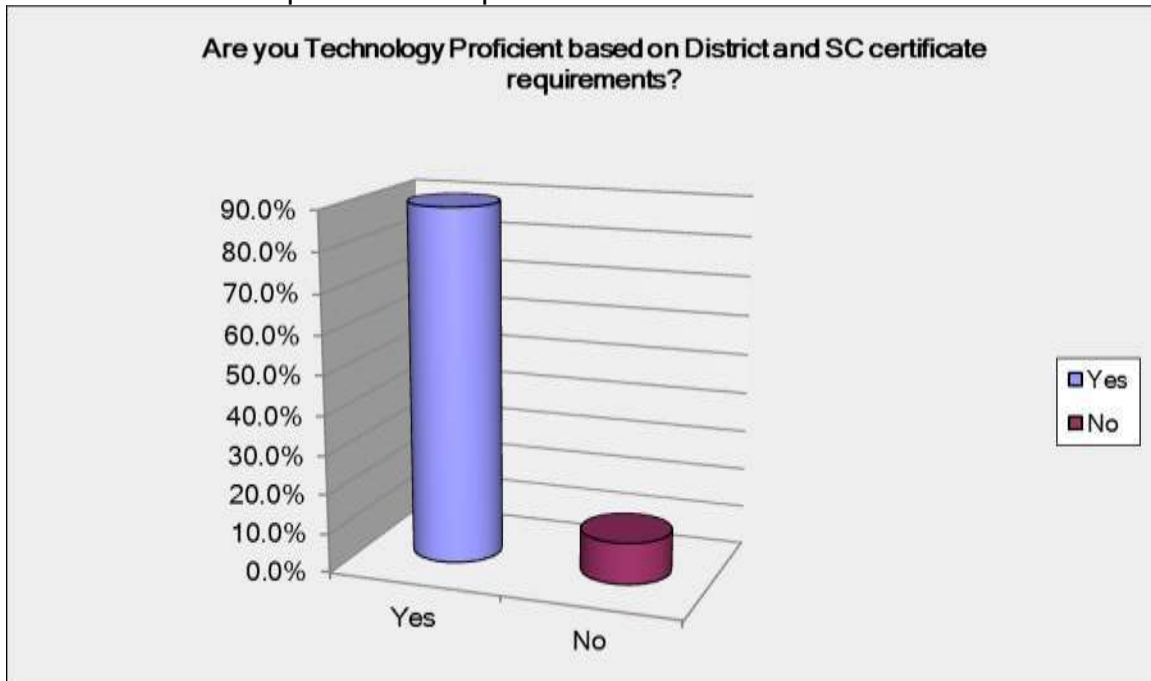
Analysis:

Every year teachers apply for National Board Certification. 12% of the faculty have National Board Certification.

Are you National Board certified?
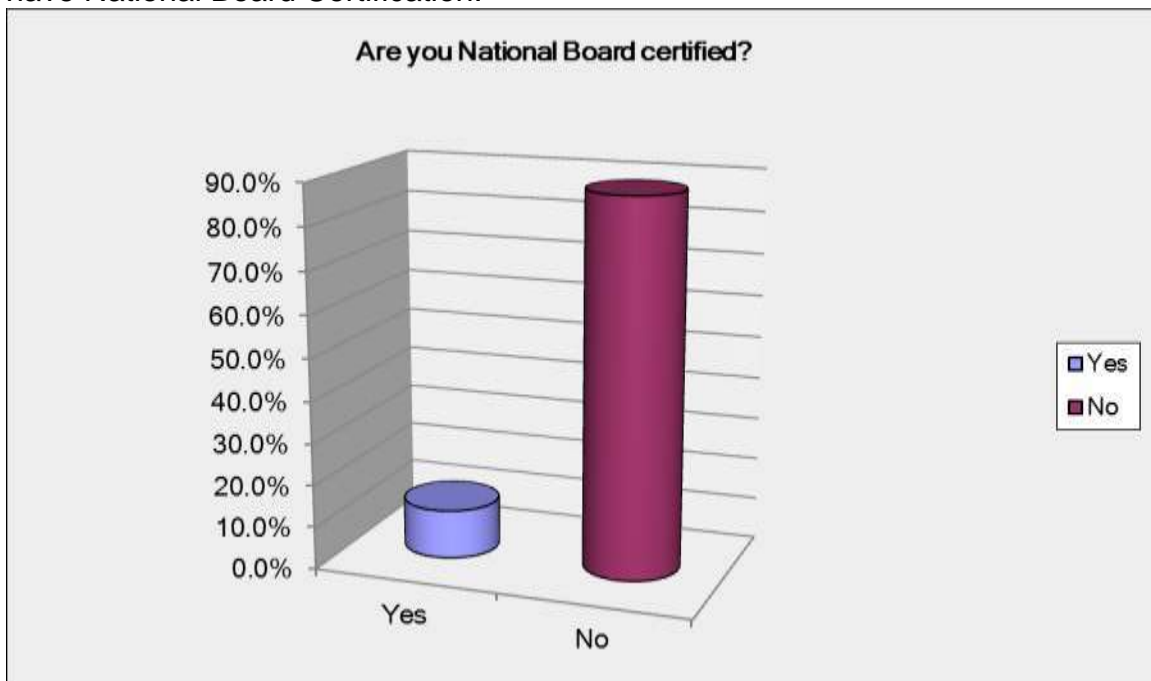
The staff has remained between 86-93 members from 2007-2014.

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.
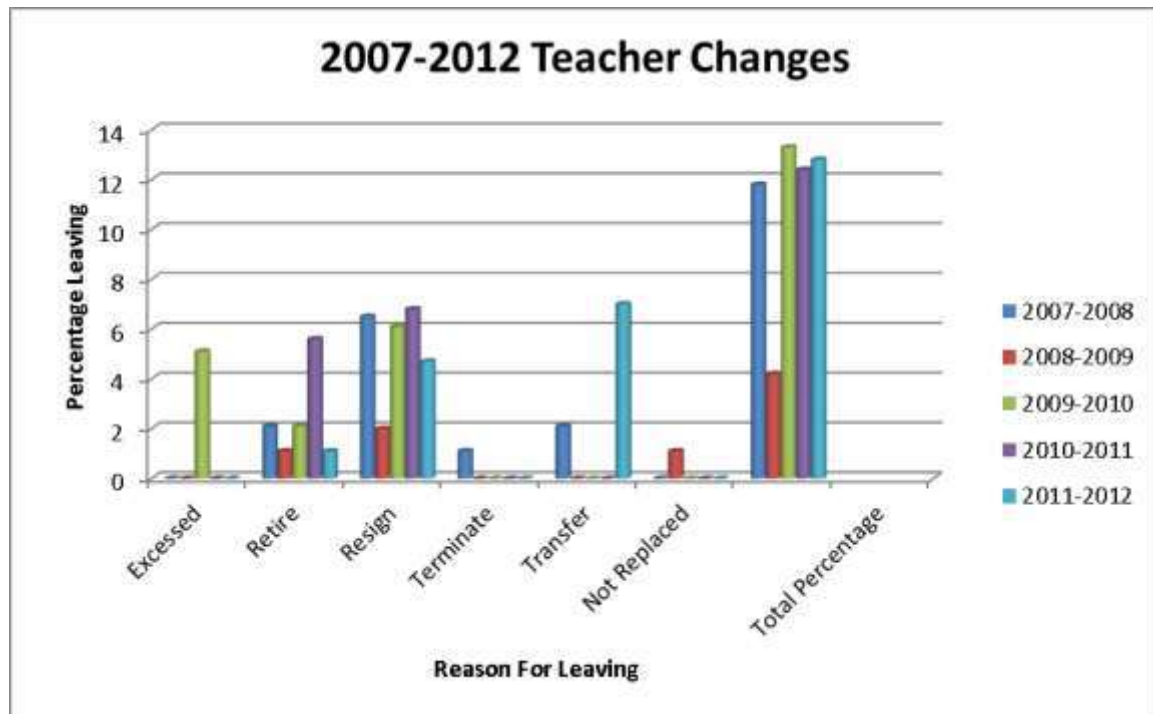
Reasons for Teacher Changes	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Excessed	0	0	5.1	0	0
Retire	2.1	1.1	2.1	5.6	1.1
Resign	6.5	2	6.1	6.8	4.7
Terminate	1.1	0	0	0	0
Transfer	2.1	0	0	0	7.0
Not Replaced	0	1.1	0	0	0
Total Percentage	11.8	4.2	13.3	12.4	12.8
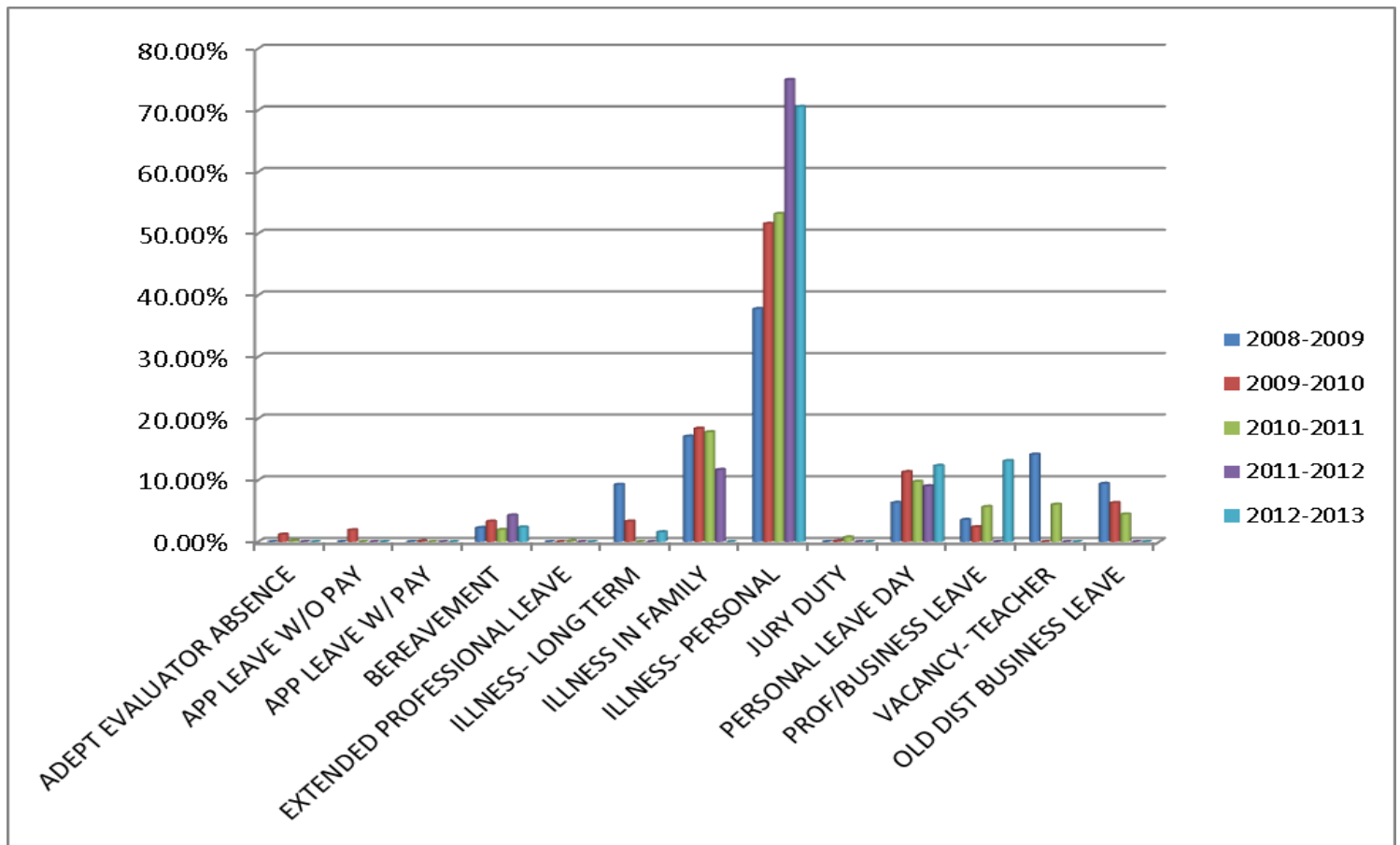
TYPE OF ABSENCE	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ADEPT EVALUATOR ABSENCE	0.00%	1.20%	0.19%	0.00%	0.00%
APP LEAVE W/O PAY	0.00%	1.91%	0.00%	0.00%	0.00%
APP LEAVE W/ PAY	0.00%	0.10%	0.00%	0.00%	0.00%
BEREAVEMENT	2.28%	3.31%	1.96%	4.32%	2.37%
EXTENDED PROFESSIONAL LEAVE	0.00%	0.00%	0.09%	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%

59

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)

Professional Development Plan
2012-2013

Professional Development Days for the faculty: Betty Templeton and various speakers and colleagues during conference period groups

All teachers must sign up on the Portal for Certificate Renewal and/or Exchange Days—October 19, January 18, and/or May 27.

Technology--Second Thursday of each month unless otherwise stated—led by Chris Burras to complete Refresh Dates for 2012-2013: August 17 & 30, September 13 & 20, October 11, November 8, January 3, March 14, & May 9.

August 17—Integrating Word into Common Core—Chris Burras—Media Center--All Conference Period Groups
August 30—Assessment Planning for the Classroom—Williams Sumerel and Chris Burras--All Conference Period Groups
September 13—XL 4 Teachers—Chris Burras—Media Center Conference Room—All Conference Period Groups
September 20—Advanced XL 4 Teachers—Julie Teague—All conference period groups
October 11—Web 2.0 Tools for 21st Century—Chris Burras--Media Center Conference Room—All Conference Period Groups
November 8—Interactive Communication in the Classroom—Chris Burras—Media Center Conference Room—All conference period groups
January 3—Integrating New Students into the Classroom--William Sumerel—Media Center Conference Room—All Conference Period Groups
March 14—Advanced Word 2010—Chris Burras—Media Center—All conference period groups
May 9—Sharing What We Have Learned Showcase—Chris Burras—Media Center Conference R

Strategies and aids for the content areas—Third Thursday of each month unless otherwise stated during all conference period groups Dates for 2012-2013: August 17; September 20; October 31; November 15 & 29; January 30; February 27; March 27; & April 11, 17, 24, & 25; May 1, 8, 15, & 22.

All conference period meetings will focus on the integration of Common Core into the classroom along with a study of the levels of rigor, the development of an Academic Integrity Policy, and the assessment for the School Portfolio and Accreditation. Sign up on the Portal for Exchange Day and certificate renewal

Common Core Development meetings—Work with teachers in groups by grade levels, course of study, or levels of instruction two times a month to plan units, strategies for classes, and assessments which meet the levels of Common Core—Dates vary by departments and will take place during the lunch shifts. Teachers must sign up on the Portal on fourth Monday of each month: August 27, September 24, October 22, November 26, January 28, February 25, March 25, April 22, & May 20.

Curricular Discussions with Department Chairs—First Wednesday of each month: August 16, September 5, October 3, November 7, December 5, January 9, February 6, March 6, & April 10—Admin Conference Room—3:50-4:30 pm

Department Requests for 2012-2013: The entire year will be devoted to working on developing reading passages for text complexity, task performances, and unit plans that reveal the two highest levels of rigor. Discussions will continue all year to help students "unlock" the word problems to answer for HSAP math.

Power Teacher Buddies—Group of teachers assisting on their halls when need arises

Technology Proficiency Needs--Periodic meetings after school in H112 to work with faculty members to complete the 30 hour requirement.

Faculty Website Development
        Work with new faculty and review website changes
        Websites due: September 28

Mondays with Betty—All Induction, ADA, and new teachers
        First Monday of each month—3:50-4:50 pm—Media Center
        August 15—Welcome to Riverside!
        September 17 & 24 —Introduction to PAS-T & Learning Focused
        strategies
        No October   January 7   April 15
        November 5 February 4(with Mentors and Buddies)
        December 3 March 4   May 5
ADEPT & Annual Teachers—Betty Templeton

H-114—six teachers for 2012-2013—meet monthly during their conference periods to check on them and to encourage them through the ADEPT/SAFE-T process

Working with Mentors and Buddies—Betty Templeton
H-114—2:50-3:45 pm—as needed
14 new faculty members—August 15 and May 5

Off-Campus Seminars—All Departments
No Off-Campus Seminars planned due to lack of Professional Leave days
CRT will work with department chairs about alternate meeting times and schedules—listed earlier

Assist-A-Teacher—Betty Templeton
Three teachers per week (August 27-April 26)
Work with faculty members on specific classroom or certification needs they have

PAS-T Assistance
Monday, August 7— Syllabi Due
Friday, September 28—1 Instructional and 1 Personal Professional Development Goal due
Second Nine Weeks—PAS-T Surveys
Friday, May 3, 2013—PAS-T Portfolios due
Assist administration with improvement plans for veteran and new faculty members

Critical Reading Period—SSR every Monday and Friday
Every Tuesday, Wednesday, and Thursday during fourth period—12:07-12:28

Incorporate reading passages and mathematics problems for grade appropriate study, practice, and review
Grade 9—Character Education readings and discussion & End of Course practice tests
Grade 10—HSAP in ELA and mathematics and PSAT and SAT
Grade 11—SAT and ACT reading passages and writing prompts
Grade 12—SAT and ACT reading passages for first   semester only

MAP Test—September and March
Interpretation of tests in mathematics, English, and reading with appropriate classroom teachers
Use of test as diagnostic tool for placement and performance on EOCT and HSAP

HSAP & EOCT Discussions—Betty Templeton & RHS Teachers during lunch shifts—all year as needed
September 17-October 22—Overview of needs
Discussion of standards
Strategies for preparation for the tests

Correlation with MAP tests
Ways to review material for the tests
Third Nine Weeks during lunch shifts
Review of standards and sample questions

After-School Tutoring Program—Mondays, Tuesdays, and Thursdays—designed for freshmen with low performance in the classroom—Entire program on hold due to no funds

HSAP Tutoring Program
Students who do not pass HSAP on first attempt assigned to CRT during Critical Reading Period to work with AP Calculus and AP Literature students –September 17-October 22
Work with tutors to obtain materials for review and to encourage students they can succeed
Establish weekly tutoring for HSAP repeaters in resource classes, during Critical Reading Period, and after school with AP Calculus and AP Literature students
HSAP Math Review—Math teachers work in small groups with students repeating mathematics section of HSAP
HSAP English/ Language Arts Cram Jam Day—one day in two hour blocks with Grade 10 English teacher to review all   terms and composition skills to HSAP repeaters in English/Language Arts
Conferences with Parents of HSAP Repeaters—Tuesday, January 15, 2013—Administrative Conference Room—10:00 am, 4:00 pm, & 7:00 pm

Bi-lingual Peer Tutoring—Work with bi-lingual students and adult volunteers who tutor struggling students with little or no understanding of English during ESL class and after school as needed

Warrior Buddies
Pair Riverside faculty members with students targeted as very At-Risk cohort groups in grades 9, 10, & 11

Warrior of the Month Program--Third Wednesday of each month—12:30 pm--with the administration in the Media Center Conference Room
September 19, October 10, November 28, December 12, January 23, February 20, March 20, & May 1
Oversee and work with the grade 9 counselor to integrate students in grade 9 to Riverside through luncheons recognizing students for outstanding behavior and performance in the classroom
School Improvement Council meetings—Fourth Tuesday of   each month

September 25	February 26
October 23	March 26
November 27	April 23
January 22	May 28

Work the principal and chair on agenda and school programs
Keep parents abreast of school activities. Write minutes of all the meetings for record keeping.

Professional Development Plan
2013-2014

Because 2013-14 is the bridge year to begin Common Core Assessment in 2014-15, the primary focus for the entire year will emphasize the implementation and integration of Common Core Standards in Mathematics and English and Content Literacy standards in Science, Social Studies, World Languages, Physical Education, Fine Arts, Business Education, and Special Education.

Meetings will continue to be held during conference periods on the second and third Thursdays each month. The topics to be emphasized will be the following: text complexity, argumentative writing, inquiry-based and project-based learning, development of task performances for at least one unit a month integration of cross-curricular units, and review of informational writing and formal assessment in speaking, listening and questioning.

The CRT will meet monthly with each department during the lunch shift to integrate cross curricular projects and to polish task performances for at least one unit per month or two per nine weeks.

Periodically, the principal and the CRT will hold conferences periods on the fourth Wednesday of the month to discuss and analyze the 2013 School Report Card survey and data, the HSAP scores and the weaknesses noted by the scores, and the Greenville County Schools survey on leadership. They will also review Learning Focused Strategies and skills along with strategies for engaging students in the close reading necessary to handle the rigor of Common Core. Another major component of Professional Development for 2013-14 will be the introduction of new faculty members into the levels of rigor, the specifics of the standards for Common Core, the importance of collaboration with their peers in their departments, and the development of informational and argumentative writing. The CRT will assign a certified mentor to all beginning new teachers and a Riverside buddy to those who have prior experience in teaching.

The CRT will work with all teachers who have students taking the HSAP and/or the End of Course Tests to develop and update materials, practice tests, and use of USA TestPrep for US History and Biology.

Note: The integration of technology into the classrooms has been a primary focus for the past two years because Riverside received its Refresh and Update in April 2012. Integration of technology will now change its focus from learning and training to implementing and incorporating the many resources and programs available into the units and task performance developed to meet the challenges of Common Core.

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

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

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

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

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

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

Pre-K/5K
- 5K Balanced Literacy implementation

- Constructing performance assessments
- PreK curriculum support/implementation

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

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

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

School Climate Needs Assessment

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

SCHOOL REPORT CARD SURVEY Analysis:

Survey results for the years 2008-2012 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 2012:

Teacher Response:

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

Parent Response:

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

Student Response:

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

SURVEY RESULTS FOR 2008-2012:
Percent satisfied with Learning Environment:

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

Percent satisfied with Social and Physical Environment:

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

Percent satisfied with School-Home Relations:

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

DISCIPLINE DATA Analysis:

The numbers for this report are as accurate as possible given the fact that over a three year period The School District of Greenville County changed systems used to report discipline three times. The systems used to report the discipline were as follows: SASI, PowerSchool, and Incident Management System. Another issue with the reporting procedure is the way that violations are classified or reported. One example is "phone violations" are reported as "uncooperative" based on the fact that the students were told at the beginning of the year to turn phones off and place them in their locker when they report to school. Results compiled follow and are accurate go to what Riverside High School has experienced as of April 2013.

The number of referrals in 2011-2012 was lower by 42% than the prior year and the sense is that our students have not improved their behavior by that amount but that less referrals are being written. The school changed how referrals were written from a paper format to a computerized system: Incident Management System. Communication between the administrator and the teacher has dwindled somewhat because of the computerized system. In the past, teachers

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

DISCIPLINE DATA RESULTS

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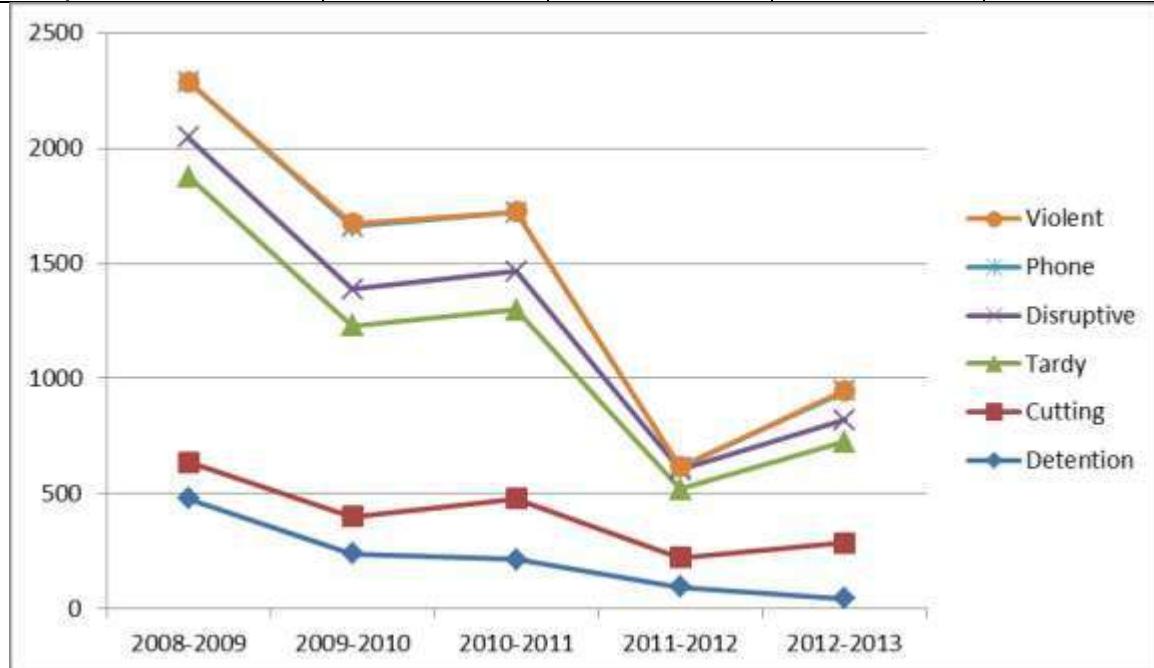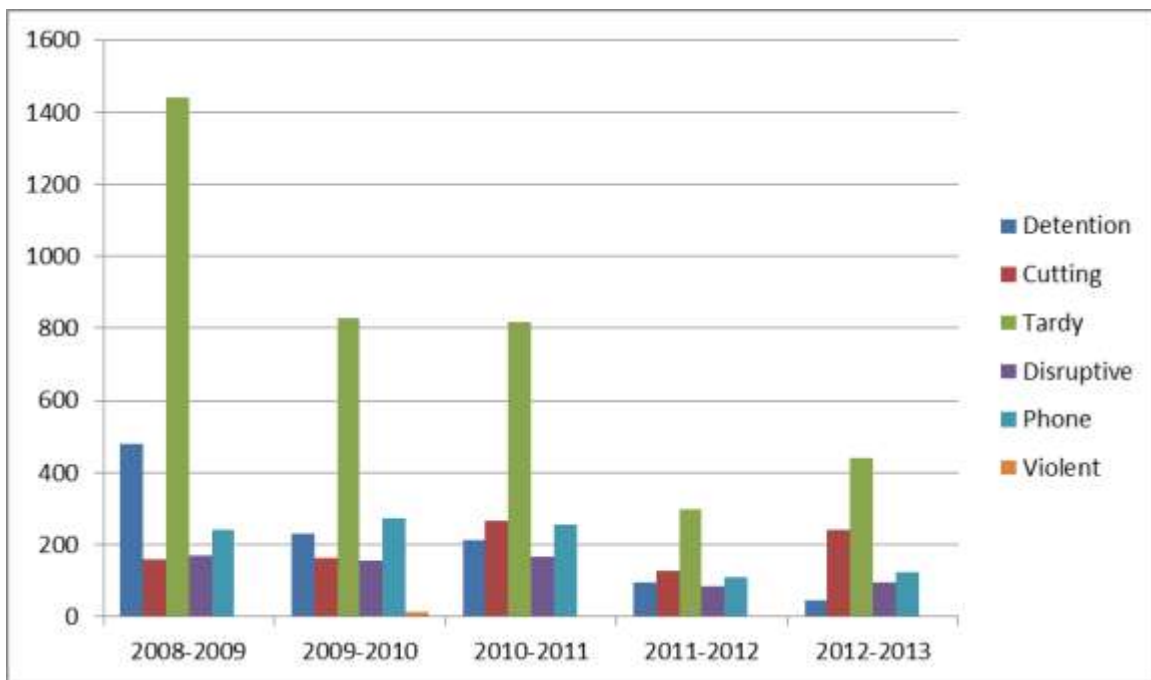
PARENT INVOLVEMENT

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.

Speech and Debate Boosters
Approximately 30 parents were active with speech and debate activities 2011-2012. For 2012-2013, that number increased to 50.

Athletic Boosters

Booster Club Events – Volunteer Hours 2011-2012 Event	Volunteers	Hours Each	Total Hours
Football Game Spirit Wear	8 Volunteers – 6 games	3	144
Spirit Wear Sales during School	4 Volunteers – 18 weeks	2	144
Spirit Wear Preparations	2 Volunteers – 19 weeks	3	114
Silent Auction	15 volunteers	10	150
Silent Auction Preparation	25 volunteers	10	250
Concessions during 12 games (Varsity & JV Football)	12 Volunteers x 12 games	4	576
Concession Preparations	2 Volunteers x 12 games	4	96
Booster Club Board	4 volunteers x 12 months	15	720
Membership Drive	4 volunteers x 2 months	10	80
Parking at Football Games	1 volunteers x 6 games	2	12
Booster Ticket Booth during football games	1 volunteers x 3 games	3	9
Serving at Award Ceremonies	2 volunteers x 3 events	3	18
Booster Communications	1 hour per day – 52 weeks – 5 days per week	1	260
Total		2573	

Athletic Boosters

Booster Club Events – Volunteer Hours 2012-2013 Event	Volunteers	Hours Each	Total Hours
Football Game Spirit Wear	8 Volunteers – 6 games	3	144

Spirit Wear Sales during School	4 Volunteers – 18 weeks	2	144
Spirit Wear Preparations	2 Volunteers – 19 weeks	3	114
Silent Auction	15 volunteers	10	150
Silent Auction Preparation	25 volunteers	10	250
Concessions during 12 games (Varsity & JV Football)	12 Volunteers x 12 games	4	576
Concession Preparations	2 Volunteers x 12 games	4	96
Booster Club Board	6 volunteers x 12 months	15	1080
Membership Drive	4 volunteers x 2 months	10	80
Parking at Football Games	1 volunteers x 6 games	2	12
Booster Ticket Booth during football games	1 volunteers x 3 games	3	9
Serving at Award Ceremonies	2 volunteers x 3 events	3	18
Booster Communications	1 hour per day – 52 weeks – 5 days per week	1	260
Total		2933	

STUDENT ATTENDANCE

2012-2013 School Attendance

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

Student Attendance

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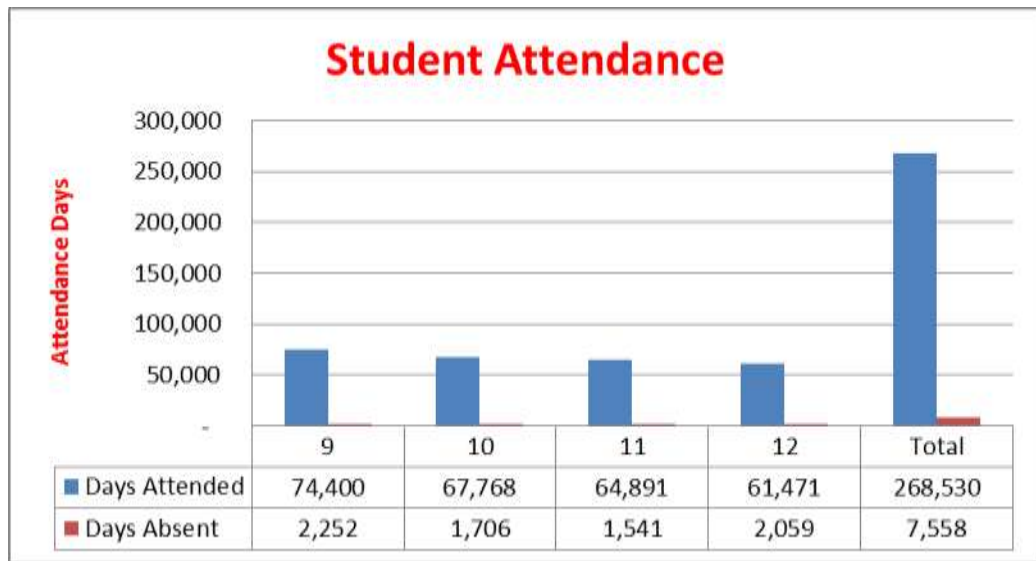
ATTENDANCE SUMMARY

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

As of June 1, 2012

DATA FOR THE 2011 – 2012 ACADEMIC YEAR:

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

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

DATA FOR THE 2011 – 2012 ACADEMIC YEAR:

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

Riverside High School

"To Instruct, To Inspire, To Prepare"

"Reaching Higher Standards"

Action Plan

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

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

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

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

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

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

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

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 85.2% in 2012 to 87.5% in 2018.

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

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	**Planning Year 2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
School Projected	X	X	85.5	86.0	86.5	87.0	87.5
School Actual	85.2	89.8					
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					

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

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

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

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

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

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

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 93.6% in 2012 to 94.8% in 2018.

ANNUAL OBJECTIVE: Increase by .2 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	94.0	94.2	94.4	94.6	94.8
School Actual	93.6	91.4	91.4				
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					

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

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

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

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

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

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

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

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

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

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

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from 93.0% in 2012 to 95.5% in 2018.

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

DATA SOURCE(S): SDE School Report Card

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

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

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

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

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

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

DATA SOURCE(S): SDE School Report Card

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

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students scoring 3 or above (out of a possible 5) on all AP examinations from 65.3% in 2011 to 71.5% by 2018.

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

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

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

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

FIVE YEAR PERFORMANCE GOAL: Annually increase by 2 points each, the mean scores on respective subtests and the mean composite score on the SAT.

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section, Math section, and Writing section by 6 points.

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

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

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

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

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

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

DATA SOURCE(S):   ACT report produced by ACT

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (4 year cohort) student graduation rate by .5 percentage points each year, from 82.0% in 2012 to 84.5% in 2018.

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

DATA SOURCE(S): SDE School Report Card

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

☒Student Achievement

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (5 year) student Teacher Completion of Technology Proficiency rate by .3 percentage points each year, from 98.4% in 2012 to 99.6% in 2018.

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

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

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

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

GOAL AREA 2: Ensure quality personnel in all positions.

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

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

DATA SOURCE(S):

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

☒**Teacher/Administrator Quality**

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

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

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

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

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

DATA SOURCE(S): SDE School Report Card

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

OUT OF SCHOOL SUSPENSION AND STUDENT EXPULSION

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

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

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

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 91.4% in 2012 to 94.0% by 2018.

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

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

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 79.7% in 2012 to 82.0% by 2018.

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

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

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	80.0	80.5	81.0	81.5	82.0
School Actual	79.7	84.5					
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					

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 95.3% in 2012 to 98.0% by 2018.

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

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

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

PARENT SATISFACTION – SAFETY

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 94.7% in 2012 to 95.8% by 2018.

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

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

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

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

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 95.0% in 2012 to 97.5% by 2018.

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

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

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

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

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

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

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

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

☒**School Climate**

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

Riverside High School

794 Hammett Br. Rd.
Greer, SC 29650

Grades	9-12 High School	
Enrollment	1,601 Students	
Principal	Andrew B. Crowley	864-355-7800
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylors	803-360-3527

THE STATE OF SOUTH CAROLINA
2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	**Excellent**	**Good**
2012	Excellent	Good
2011	Excellent	Excellent
2010	Excellent	Good
2009	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

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

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
8	0	0	0	0

* Ratings are calculated with data available by 12/14/2013.

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

Percent	Our High School			High Schools with Students Like Ours		
	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	91.5%	94.4%	92.6%	94.3%	93.1%	93.5%
Passed 1 subtest (%)	5.3%	2.7%	4.9%	3.8%	4.1%	4.2%
Passed no subtests (%)	3.2%	2.9%	2.6%	1.8%	3.4%	2.3%

HSAP Passage Rate by Spring 2013

	Our High School	High Schools with Students Like Ours
Percent	96.7%	98.2%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	395	395	431	362
Number of Graduates in Cohort	324	325	375	320
Rate	82.0%	82.3%	89.5%	90.0%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	420	394	409	350
Number of Graduates in Cohort	366	336	366	315
Rate	87.1%	85.3%	90.4%	92.3%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	91.4%	89.6%
English 1	89.8%	87.8%
Biology 1/Applied Biology 2	90.1%	90.4%
US History and the Constitution	79.1%	78.4%
All Tests	88.0%	86.9%

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

Abbreviations for Missing Data

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,601)				
Retention rate	3.1%	Down from 3.3%	2.4%	2.9%
Attendance rate	95.7%	Down from 96.0%	96.2%	95.1%
Served by gifted and talented program	26.3%	N/A	31.2%	17.5%
With disabilities	9.1%	N/A	8.3%	11.9%
Older than usual for grade	6.1%	N/A	4.6%	7.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.9%	Up from 0.3%	0.4%	1.1%
Enrolled in AP/IB programs	29.2%	Down from 31.4%	34.5%	15.1%
Successful on AP/IB exams	74.0%	Up from 70.3%	75.5%	51.5%
Eligible for LIFE Scholarship	71.9%	Up from 37.9%	62.6%	30.6%
Annual dropout rate	1.3%	Down from 1.9%	1.3%	2.3%
Career/technology students in co-curricular organizations	0.0%	No Change	0.0%	7.2%
Enrollment in career/technology courses	417	Up from 412	601	418
Students participating in work-based experiences	1.4%	Down from 6.0%	1.4%	14.6%
Career/technology students attaining technical skills	88.1%	Down from 89.6%	89.2%	84.8%
Career/technology completers placed	N/A	N/A	97.0%	98.3%
Teachers (n=81)				
Teachers with advanced degrees	74.1%	Down from 75.3%	71.9%	63.4%
Continuing contract teachers	85.2%	Down from 88.3%	83.5%	78.8%
Teachers returning from previous year	88.0%	Down from 93.0%	88.5%	86.2%
Teacher attendance rate	95.1%	Up from 94.8%	95.5%	95.2%
Average teacher salary*	$50,218	Up 1.7%	$50,334	$48,699
Professional development days/teacher	19.2 days	Up from 18.5 days	10.1 days	9.9 days
School				
Principal's years at school	15.0	Up from 14.0	2.5	3.0
Student-teacher ratio in core subjects	29.4 to 1	Down from 29.7 to 1	28.8 to 1	26.9 to 1
Prime instructional time	90.0%	Up from 89.8%	91.0%	89.0%
Dollars spent per pupil**	$5,819	Up 8.8%	$6,429	$7,919
Percent of expenditures for teacher salaries**	59.0%	Down from 61.6%	59.0%	57.0%
Percent of expenditures for instruction**	61.0%	Down from 62.4%	62.0%	60.0%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.3%	Down from 98.8%	99.0%	97.7%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	N/A	11.0
Classical language program assessment	N/A	N/A	15.0	15.0

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-time Graduation Rate, 2013	
	n	%	t	%	n	%
All Students	337	96.7%	1765	88.0%	395	82.3%
Gender						
Male	178	94.9%	957	86.4%	212	75.5%
Female	159	98.7%	808	89.9%	183	90.2%
Racial/Ethnic Group						
White	229	96.9%	1278	91.4%	262	85.5%
African American	32	93.8%	229	71.6%	46	65.2%
Asian/Pacific Islander	33	97.0%	96	92.7%	34	91.2%
Hispanic	43	97.7%	155	80.6%	53	75.5%
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	23	56.5%	130	58.5%	31	32.3%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	31	100.0%	119	71.4%	30	70.0%
Socio-Economic Status						
Subsidized meals	73	94.5%	390	74.6%	82	76.8%

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

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

Located in suburban Greenville County, Riverside High School is a AAAA traditional high school serving a student population of 1598 students. Riverside offers a rigorous academic program with three levels of instruction and has a continued goal to maintain high expectations for all it students. Having received the honors of Palmetto's Finest High School and a Flagship of Promise, Riverside emphasizes and challenges all students to improve and succeed in reading, mathematics, and critical thinking skills. The 2012-13 school year proved a very successful one as Riverside received "Excellent" Absolute Rating and a "Good" Growth Rating on the 2012 School Report Card as well as an "A" rating for the ESEA Waiver.

Riverside has continued to maintain a high SAT average for its senior class. The latest score for 2012 was 1577 which was above both the state and national averages. The faculty developed a strategic plan to integrate extensive practice of critical reading and math skill during a daily designated reading period. Through this emphasis, the goal is to increase the reading, writing, and math scores with students in grades on the End of Course and the HSAP along with the SAT, ACT, and Advanced Placement scores for grades 11 and 12.

The 2012-2013 student body brought many honors and accomplishments to the Reservation. The Youth in Government delegation received "Outstanding" designation and had the fourth consecutive youth governor elected. The Speech and Debate team received First Place in South Carolina for the second year in a row. The Class of 2013 had seven National Merit Finalists and was awarded over $12.6 million in college scholarships for the next four years. 99.9% of the class passed HSAP to graduate. Thirty-four athletic teams entered AAAA competition and placed as state runners up in several sports. The Class of 2013 also had two graduates recognized by Greenville County Schools for having the highest ACT average of 35 and three other graduates for their academic leadership to Riverside High.

The scores for the End of Course tests taken in May 2013 reflected much success with over 700 students taking the Biology EOC with a passing rate of 90.1 %, with over 300 taking English 1EOC with a passage rate of 88.8%, with approximately 300 students taking Algebra 1 EOC with a passage rate of 91.6%, and with 355 students taking the U S History EOC with a passage rate of 79.8%.

The community has served as an invaluable partner with the faculty and students. 2012-2013 was a very busy year for parent and community involvement. The student council led the student body in many activities to raise money for children to take a trip to Disney World through the Make a Wish Foundation. Parents, also, contributed thousands of hours working athletic events, in the school store, and during lunch shifts. Even with a much larger facility and more students, Riverside continues to strive to maintain its high level of academic excellence to meet the needs of all students.

Andrew B. Crowley, Principal
Cathy Hudson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	83	354	324
Percent satisfied with learning environment	96.4%	84.5%	86.1%
Percent satisfied with social and physical environment	98.8%	86.9%	86.9%
Percent satisfied with school-home relations	95.2%	93.7%	83.1%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

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

Overall Weighted Points Total	86.2
Overall Grade Conversion	B

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

Accountability Indicator for Title I Schools

Riverside High School school has been designated as a:

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

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.0%	0.0%	No

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
Grades 9-12							
All Students	247.5	246.0	90.9	76.6	100.0	100.0	82.0
Male	245.2	245.8	90.3	78.8	100.0	100.0	77.0
Female	250.2	246.3	91.5	74.3	100.0	100.0	87.9
White	250.3	248.9	92.5	78.0	100.0	100.0	86.7
African American	234.4	224.6	N/A	72.5	100.0	100.0	60.7
Asian/Pacific Islander	N/A	N/A	N/A	81.6	N/A	N/A	90.9
Hispanic	238.1	238.1	N/A	70.9	100.0	100.0	77.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	219.0	211.8	N/A	N/A	100.0	100.0	43.6
Limited English Proficient	N/A	N/A	N/A	67.4	N/A	N/A	79.0
Subsidized meals	235.5	228.0	82.8	72.3	100.0	100.0	68.0
Annual Measurable Objective (AMO)	226	223	77	73	95.0	95	74.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2012	379	99.7	3.7	13.0	33.8	49.5	83.2
	2013	392	100.0	2.8	15.3	25.8	56.0	81.8
Mathematics								
All Students	2012	379	99.7	4.8	18.6	26.6	50.0	76.6
	2013	392	100.0	7.2	21.0	27.1	44.8	71.9

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample