



## Riverside High

794 Hammett Bridge Rd.  
Greer, SC 29650

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | 9-12 High School       |              |
| <b>Enrollment</b>     | 1,594 Students         |              |
| <b>Principal</b>      | Andrew B. Crowley      | 864-355-7800 |
| <b>Superintendent</b> | Dr. Phinnize J. Fisher | 864-355-8860 |
| <b>Board Chair</b>    | Dr. Keith Ray          | 864-288-0476 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| Year        | Absolute Rating  | Growth Rating    |
|-------------|------------------|------------------|
| <b>2008</b> | <b>Excellent</b> | <b>Excellent</b> |
| 2007        | Excellent        | Good             |
| 2006        | Excellent        | Good             |
| 2005        | Excellent        | Good             |
| 2004        | Excellent        | Excellent        |

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

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

\* Ratings are calculated with data available by September 30.

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

| Percent                | Our High School |      |      | High Schools with Students Like Ours |      |      |
|------------------------|-----------------|------|------|--------------------------------------|------|------|
|                        | 2006            | 2007 | 2008 | 2006                                 | 2007 | 2008 |
| Passed 2 subtests (%)  | 90.0            | 91.5 | 91.0 | 93.3                                 | 95.0 | 95.4 |
| Passed 1 subtest (%)   | 3.9             | 6.2  | 5.1  | 4.3                                  | 4.1  | 3.2  |
| Passed no subtests (%) | 6.1             | 2.3  | 3.9  | 3.8                                  | 1.9  | 2.3  |

**HSAP Passage Rate by Spring 2008**

| Percent | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
|         | 97.6%           | 98.7%                                |

**On-Time Graduation Rate**

|                    | Our High School | High Schools with Students Like Ours |
|--------------------|-----------------|--------------------------------------|
| Number of Students | 366             | 328                                  |
| Number of Diplomas | 317             | 299                                  |
| Rate               | 86.6%           | 93.0%                                |

**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           | 87.1            | 89.7                                  |
| English 1                                       | 87.4            | 87.7                                  |
| Physical Science                                | 79.1            | 85.0                                  |
| All Tests                                       | 84.1            | 87.2                                  |

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

## Abbreviations for Missing Data

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

## School Profile

|  | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|------------|-----------------------|--------------------------------------|--------------------|
| <b>Students (n=1,594)</b>  |            |                       |                                      |                    |
| Retention rate   | 3.1%       | Down from 4.0%        | 2.9%                                 | 6.1%               |
| Attendance rate  | 97.2%      | Up from 97.0%         | 96.4%                                | 95.0%              |
| Eligible for gifted and talented   | 8.1%       | Up from 3.5%          | 19.1%                                | 8.3%               |
| With disabilities other than speech  | 10.1%      | Up from 8.6%          | 7.3%                                 | 13.0%              |
| Older than usual for grade   | 3.8%       | Up from 1.9%          | 3.7%                                 | 8.5%               |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.5%       | Down from 0.6%        | 0.8%                                 | 1.5%               |
| Enrolled in AP/IB programs   | 39.6%      | Down from 43.1%       | 37.5%                                | 11.4%              |
| Successful on AP/IB exams  | 58.4%      | N/A                   | 72.3%                                | 54.3%              |
| Eligible for LIFE Scholarship  | 57.7%      | Up from 48.0%         | 57.7%                                | 30.5%              |
| Annual dropout rate  | 1.3%       | No Change             | 0.4%                                 | 3.5%               |
| Career/technology students in co-curricular organizations                  | 0.0%       | No Change             | 0.0%                                 | 3.1%               |
| Enrollment in career/technology courses                                    | 544        | Up from 410           | 652                                  | 559                |
| Students participating in work-based experiences                           | 5.7%       | Up from 3.3%          | 10.5%                                | 10.6%              |
| Career/technology students attaining technical skills                      | 83.7%      | Up from 81.7%         | 92.8%                                | 79.6%              |
| Career/technology completers placed  | N/A        | N/A                   | 98.5%                                | 98.5%              |
| <b>Teachers (n=89)</b>   |            |                       |                                      |                    |
| Teachers with advanced degrees   | 61.8%      | Down from 64.2%       | 62.2%                                | 57.4%              |
| Continuing contract teachers   | 80.9%      | Down from 82.7%       | 76.6%                                | 69.6%              |
| Teachers with emergency or provisional certificates                        | 4.9%       | Down from 5.5%        | 5.2%                                 | 8.7%               |
| Teachers returning from previous year                                      | 91.2%      | Up from 89.0%         | 90.1%                                | 85.0%              |
| Teacher attendance rate  | 96.1%      | Up from 95.8%         | 95.9%                                | 95.4%              |
| Average teacher salary   | \$47,052   | Up 2.2%               | \$48,109                             | \$46,061           |
| Professional development days/teacher                                      | 7.3 days   | Down from 16.4 days   | 9.9 days                             | 11.4 days          |
| <b>School</b>  |            |                       |                                      |                    |
| Principal's years at school  | 10.0       | Up from 9.0           | 4.0                                  | 3.0                |
| Student-teacher ratio in core subjects                                     | 27.6 to 1  | Up from 27.5 to 1     | 27.0 to 1                            | 25.4 to 1          |
| Prime instructional time   | 91.8%      | Up from 91.6%         | 91.6%                                | 89.1%              |
| Dollars spent per pupil*   | \$5,674    | Up 22.0%              | \$5,973                              | \$7,279            |
| Percent of expenditures for teacher salaries*                              | 56.6%      | Down from 64.4%       | 62.4%                                | 55.3%              |
| Percent of expenditures for instruction*                                   | 63.6%      | Down from 66.7%       | 65.0%                                | 60.8%              |
| Opportunities in the arts  | Excellent  | No Change             | Excellent                            | Excellent          |
| Parents attending conferences  | 99.2%      | Down from 100.0%      | 96.7%                                | 94.2%              |
| SACS accreditation   | Yes        | No Change             | Yes                                  | Yes                |
| Character development program  | Average    | Down from Good        | Good                                 | Good               |
| Modern Language Program Assessment   | Average    | N/A                   | Average                              | Good               |
| Classical Language Program Assessment                                      | N/A        | N/A                   | N/A                                  | Average            |

\* 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 2008 |        | End of Course Passage Rate |       | Graduation Rate |       |                     |
|------------------------------|----------------------------------|--------|----------------------------|-------|-----------------|-------|---------------------|
|                              | n                                | %      | t                          | %     | n               | %     | Met State Objective |
| All Students                 | 336                              | 97.6%  | 1159                       | 84.1% | 366             | 86.6% | No                  |
| <b>Gender</b>                |                                  |        |                            |       |                 |       |                     |
| Male                         | 162                              | 96.9%  | 607                        | 84.7% | 173             | 83.8% | N/A                 |
| Female                       | 174                              | 98.3%  | 552                        | 83.5% | 193             | 89.1% | N/A                 |
| <b>Racial/Ethnic Group</b>   |                                  |        |                            |       |                 |       |                     |
| White                        | 273                              | 98.9%  | 873                        | 90.7% | 298             | 88.6% | N/A                 |
| African American             | 28                               | 85.7%  | 130                        | 53.1% | 29              | 69.0% | N/A                 |
| Asian/Pacific Islander       | 16                               | 100.0% | 36                         | 88.9% | 15              | 86.7% | N/A                 |
| Hispanic                     | 19                               | 94.7%  | 103                        | 68.0% | 24              | 83.3% | N/A                 |
| American Indian/Alaskan      | N/A                              | N/A    | N/A                        | N/A   | N/A             | N/A   | N/A                 |
| <b>Disability Status</b>     |                                  |        |                            |       |                 |       |                     |
| Disabled                     | 26                               | 76.9%  | 96                         | 58.3% | 30              | 60.0% | N/A                 |
| <b>Migrant Status</b>        |                                  |        |                            |       |                 |       |                     |
| Migrant                      | N/A                              | N/A    | N/A                        | N/A   | N/A             | N/A   | N/A                 |
| <b>English Proficiency</b>   |                                  |        |                            |       |                 |       |                     |
| Limited English Proficient   | N/A                              | N/A    | 62                         | 66.1% | N/A             | N/A   | N/A                 |
| <b>Socio-Economic Status</b> |                                  |        |                            |       |                 |       |                     |
| Subsidized meals             | 36                               | 91.7%  | 208                        | 59.1% | 38              | 76.3% | N/A                 |

\* n=number of students on which percentage is calculated. t=number of tests taken.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Riverside High School has a continued goal to maintain high expectations for all its students. In 2001, Riverside received Flagship status as a School of Promise high school. Based on extensive evaluation, Riverside continues to emphasize and challenge all students in reading, verbal, and critical thinking skills.

Riverside students had the top SAT score of 1615 in the state in 2007. The Riverside faculty has developed a strategic plan to integrate extensive practice on SAT verbal and math skills during all classes at least one hour a month or 15 minutes a week. 92% percent of Riverside graduates presently attend a two-year or four-year institution of higher learning. Riverside's goal is 100% attendance; consequently, the faculty and staff have made a commitment to the improvement of SAT scores on all ability levels through intense practice of verbal, math, and reading comprehension skills during the designated reading period three days a week; a commitment to encourage all students to take college preparatory classes in the five core academic areas (in 2007 59% of the students taking Advanced Placement courses scored a 3 or better; in 2008, approximately 276 students took 410 AP exams); and a commitment to integrate reading skills for low performing students in grades 9 and 10. Through this emphasis on reading, the faculty and staff hope to increase the reading and writing scores for those students with deficiencies on the HSAP Exam and to increase their verbal and critical reading scores on SAT. All Riverside students take six classes each day.

The 2007-2008 student body brought honors and accomplishments to The Reservation. The students who participated in Youth in Government received top honors. The speech team had students qualify for national competition. Twenty-five students scored in the top 1% for Chemistry Olympiad. For the eighth year, the Energy Challenge Team took top AAA honors. The class of 2008 had two National Merit Finalists and was awarded over \$7.3 million in scholarships to colleges and universities for the next four years. 99% of the class of 2008 passed the HSAP. In athletics, three teams took AAA South Carolina championships.

During the 2004-2005 school year, Riverside underwent an extensive evaluation from a Peer Review Team for Southern Association. The Riverside community received twelve commendations, especially for setting high expectations for student achievement, developing an exemplary SAT Plan and aligning the School Improvement Plan to the SACS standards. 2007-2008 was a very busy year for parent and community volunteers. Approximately 1,000 volunteers accrued 187,812 hours for projects, activities, sporting events, speech, and band competitions. Riverside continues to strive to maintain its high level of excellence to meet the needs of all its students. The 2005-2006 school year ended a thirty-three year tradition in the present building. In the fall of 2006-2007 the Riverside faculty, staff, and students entered a new facility adjacent to the old building. The PTSA and the SIC have poured hours of time into the transition to the new facility. The faculty and student body have worked together to meet the needs of a 1600 student population in 2007-2008.

Andrew B. Crowley, Principal  
Debbie Bird, SIC Chairperson

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 81       | 312       | 296      |
| Percent satisfied with learning environment            | 96.3%    | 84.8%     | 87.7%    |
| Percent satisfied with social and physical environment | 97.5%    | 87.5%     | 85.0%    |
| Percent satisfied with school-home relations           | 96.2%    | 88.0%     | 75.3%    |

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

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key

|       |   |
|-------|---|
| NI    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP    | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R     | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.   |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD  | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

Teacher Quality Data

|   | Our School | State |
|---|------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 1.9%       | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.4%       | 6.8%  |

  

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 4.6%       | 0.0%            | No                  |

Abbreviations for Missing Data

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**HSAP Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

|                            |     |      |      |      |      |      |      |      |      |     |     |
|----------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students               | 435 | 99.8 | 4.3  | 12.6 | 34.4 | 48.7 | 87.9 | 75.2 | 69.7 | Yes | Yes |
| Male                       | 212 | 99.5 | 5.4  | 13.7 | 37.7 | 43.1 | 86.8 | 71.7 | 64.6 | N/A | N/A |
| Female                     | 223 | 100  | 3.2  | 11.5 | 31.3 | 53.9 | 88.9 | 78.7 | 74.8 | N/A | N/A |
| White                      | 331 | 100  | 1.6  | 8.1  | 35.1 | 55.3 | 94.7 | 85.6 | 81.7 | Yes | Yes |
| African American           | 47  | 97.9 | 18.2 | 31.8 | 36.4 | 13.6 | 59.1 | 53.5 | 53.6 | Yes | Yes |
| Asian/Pacific Islander     | 22  | 100  | 9.5  | 19   | 19   | 52.4 | 71.4 | 87   | 83.1 | I/S | I/S |
| Hispanic                   | 33  | 100  | 9.4  | 25   | 37.5 | 28.1 | 71.9 | 62.3 | 59.7 | I/S | I/S |
| American Indian/Alaskan    | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 81.8 | 65.5 | I/S | I/S |
| Disabled                   | 43  | 100  | 26.2 | 28.6 | 38.1 | 7.1  | 54.8 | 27.8 | 25.2 | Yes | Yes |
| Migrant                    | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | 40   | N/A | N/A |
| Limited English Proficient | 17  | 100  | 18.8 | 37.5 | 25   | 18.8 | 50   | 52.5 | 47.3 | I/S | I/S |
| Subsized meals             | 72  | 98.6 | 11.8 | 38.2 | 25   | 25   | 60.3 | 55.6 | 55.1 | Yes | Yes |

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

|                            |     |      |      |      |      |      |      |      |      |     |     |
|----------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students               | 435 | 99.8 | 7.8  | 20   | 34.4 | 37.8 | 81.2 | 67.4 | 67.2 | Yes | Yes |
| Male                       | 212 | 99.5 | 9.3  | 17.6 | 34.8 | 38.2 | 82.8 | 67.4 | 66.3 | N/A | N/A |
| Female                     | 223 | 100  | 6.5  | 22.1 | 34.1 | 37.3 | 79.7 | 67.4 | 68   | N/A | N/A |
| White                      | 331 | 100  | 5    | 15.8 | 36.6 | 42.5 | 88.5 | 78.6 | 79.6 | Yes | Yes |
| African American           | 47  | 97.9 | 27.3 | 45.5 | 25   | 2.3  | 40.9 | 42.2 | 49.7 | No  | Yes |
| Asian/Pacific Islander     | 22  | 100  | 0    | 14.3 | 19   | 66.7 | 90.5 | 91.3 | 88.9 | I/S | I/S |
| Hispanic                   | 33  | 100  | 12.5 | 31.3 | 37.5 | 18.8 | 59.4 | 57.5 | 60   | I/S | I/S |
| American Indian/Alaskan    | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 100  | 69.5 | I/S | I/S |
| Disabled                   | 43  | 100  | 45.2 | 31   | 19   | 4.8  | 33.3 | 21.9 | 23.8 | No  | Yes |
| Migrant                    | N/A | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | 46.7 | N/A | N/A |
| Limited English Proficient | 17  | 100  | 18.8 | 31.3 | 43.8 | 6.3  | 50   | 56.3 | 54.9 | I/S | I/S |
| Subsized meals             | 72  | 98.6 | 22.1 | 33.8 | 26.5 | 17.6 | 54.4 | 47.1 | 53.1 | Yes | Yes |

**Physical Science (End-of-Course Performance by Group)**

|                            |     |       |      |      |      |      |      |     |     |     |     |
|----------------------------|-----|-------|------|------|------|------|------|-----|-----|-----|-----|
| All Students               | 458 | 97.2  | 33.0 | 21.4 | 21.0 | 21.8 | 42.8 | N/A | N/A | N/A | N/A |
| Male                       | 242 | 97.1  | 32.2 | 17.4 | 19.8 | 27.7 | 47.5 | N/A | N/A | N/A | N/A |
| Female                     | 216 | 97.2  | 33.8 | 25.9 | 22.2 | 15.3 | 37.5 | N/A | N/A | N/A | N/A |
| White                      | 357 | 96.9  | 25.5 | 23.5 | 23.2 | 24.6 | 47.9 | N/A | N/A | N/A | N/A |
| African American           | 44  | 95.5  | 77.3 | 11.4 | 4.5  | 2.3  | I/S  | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander     | 17  | 100.0 | 11.8 | 23.5 | 41.2 | 23.5 | 64.7 | N/A | N/A | N/A | N/A |
| Hispanic                   | 35  | 100.0 | 62.9 | 8.6  | 11.4 | 17.1 | 28.6 | N/A | N/A | N/A | N/A |
| American Indian/Alaskan    | 2   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A | N/A | N/A |
| Disabled                   | 33  | 90.9  | 66.7 | 12.1 | 6.1  | 6.1  | I/S  | N/A | N/A | N/A | N/A |
| Migrant                    | N/A | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | N/A | N/A | N/A | N/A |
| Limited English Proficient | 20  | 100.0 | 60.0 | 20.0 | 20.0 | N/A  | I/S  | N/A | N/A | N/A | N/A |
| Subsized meals             | 73  | 93.2  | 71.2 | 11.0 | 6.8  | 4.1  | I/S  | N/A | N/A | N/A | N/A |

\* Adj - Adjusted to account for natural variation in performance.

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 and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* |
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|
|--|-------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|

**English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)**

|              |      |     |      |     |      |      |      |      |      |      |
|--------------|------|-----|------|-----|------|------|------|------|------|------|
| All Students | 2007 | 360 | 99.2 | 2.3 | 11.0 | 28.5 | 58.2 | 91.6 | 76.1 | 70.7 |
|              | 2008 | 435 | 99.8 | 4.3 | 12.6 | 34.4 | 48.7 | 87.9 | 75.2 | 69.7 |

**Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)**

|              |      |     |      |     |      |      |      |      |      |      |
|--------------|------|-----|------|-----|------|------|------|------|------|------|
| All Students | 2007 | 360 | 99.4 | 7.5 | 13.2 | 30.7 | 48.6 | 85.1 | 63.6 | 62.2 |
|              | 2008 | 435 | 99.8 | 7.8 | 20   | 34.4 | 37.8 | 81.2 | 67.4 | 67.2 |

Abbreviations for Missing Data

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