



Lower Richland High

2615 Lower Richland Blvd.
Hopkins, South Carolina

Grades	9-12 High School	
Enrollment	1,489 Students	
Principal	Marvin Byers	803-695-3000
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Good
2007	Below Average	Average
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Average	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
3	5	15	3	1

* 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 (%)	56.4	62.2	61.1	69.1	71.8	74.3
Passed 1 subtest (%)	21.3	27.1	20.7	14.9	16.1	13.3
Passed no subtests (%)	22.4	10.8	18.2	16.0	12.7	12.3

HSAP Passage Rate by Spring 2008

Percent	Our High School	High Schools with Students Like Ours
	88.8%	91.7%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	353	199
Number of Diplomas	251	144
Rate	71.1%	74.8%

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	50.5	63.6
English 1	52.0	55.8
Physical Science	19.6	42.9
All Tests	43.4	53.1

* 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
Students (n=1,489)				
Retention rate	11.2%	Up from 9.9%	6.4%	6.1%
Attendance rate	96.8%	Up from 95.8%	94.2%	95.0%
Eligible for gifted and talented	11.6%	No Change	8.1%	8.3%
With disabilities other than speech	12.4%	Down from 12.5%	14.1%	13.0%
Older than usual for grade	12.2%	Up from 4.8%	11.7%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 1.4%	1.2%	1.5%
Enrolled in AP/IB programs	21.6%	Up from 17.1%	8.0%	11.4%
Successful on AP/IB exams	17.4%	N/A	33.1%	54.3%
Eligible for LIFE Scholarship	25.5%	Down from 28.4%	29.7%	30.5%
Annual dropout rate	3.4%	No Change	4.7%	3.5%
Career/technology students in co-curricular organizations	13.6%	Up from 10.6%	4.5%	3.1%
Enrollment in career/technology courses	1127	Up from 1012	579	559
Students participating in work-based experiences	2.4%	Down from 7.4%	8.4%	10.6%
Career/technology students attaining technical skills	74.7%	Up from 73.9%	78.5%	79.6%
Career/technology completers placed	98.4%	Up from 98.1%	97.4%	98.5%
Teachers (n=101)				
Teachers with advanced degrees	58.4%	Down from 58.8%	58.5%	57.4%
Continuing contract teachers	53.5%	Down from 57.7%	64.2%	69.6%
Teachers with emergency or provisional certificates	22.2%	Down from 22.6%	11.8%	8.7%
Teachers returning from previous year	78.5%	Up from 77.9%	83.9%	85.0%
Teacher attendance rate	94.1%	Down from 94.9%	95.3%	95.4%
Average teacher salary	\$46,421	Up 2.9%	\$46,421	\$46,061
Professional development days/teacher	9.2 days	Down from 12.9 days	11.0 days	11.4 days
School				
Principal's years at school	1.0	No Change	3.0	3.0
Student-teacher ratio in core subjects	29.0 to 1	Up from 28.7 to 1	25.9 to 1	25.4 to 1
Prime instructional time	88.5%	Down from 88.9%	88.2%	89.1%
Dollars spent per pupil*	\$7,907	Up 0.7%	\$7,438	\$7,279
Percent of expenditures for teacher salaries*	59.6%	Up from 58.9%	55.4%	55.3%
Percent of expenditures for instruction*	64.6%	Up from 64.2%	60.2%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	95.5%	Up from 95.2%	93.8%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Good	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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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	285	88.8%	983	43.4%	353	71.1%	No
Gender							
Male	134	87.3%	525	39.4%	170	65.3%	N/A
Female	150	90.0%	457	47.9%	176	77.3%	N/A
Racial/Ethnic Group							
White	29	93.1%	95	65.3%	31	67.7%	N/A
African American	250	88.0%	820	40.1%	309	71.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	24	70.8%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	29	41.4%	110	14.5%	40	35.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	162	84.0%	596	41.4%	186	66.7%	N/A

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

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Report of Principal and School Improvement Council

Lower Richland High School is a community of stakeholders: students, teachers, and parents. Our students have improved academically based upon our High School Assessment Program (HSAP) test data and our graduates attend major universities, colleges, and technical schools. Academic programs are available for students of all capabilities. We are proud of our growing International Baccalaureate Program, our PBIS Initiative and programs extending beyond our Smaller Learning Communities Grant. A major focus this year has been development of career clusters for students and a school-wide literacy initiative in reading. Our students are well-prepared to enter the military, the world of work and higher education.

Lower Richland is a High Schools That Work site and the key practices of HSTW are embedded throughout the school. High expectations and student gains for academic improvement is the focus. We also have created a college-going culture by our newly formed Gear Up and College Summit programs. All Diamond Hornets are encouraged to begin viewing college as the norm rather than the exception.

Students at Lower Richland are connected to the community by service projects at local hospitals, volunteerism, and service through school organizations and JROTC activities.

Lower Richland has a tradition of excellence in its Career and Technology programs and athletics. Our students hold state office in six career and technology organizations; our health science teacher was selected State HOSA Teacher of the Year, and our girls' basketball team captured the 4A Championship for the third consecutive year. "Great Things Come From Lower Richland High School because Great Things are happening at Lower Richland High School."

Marvin Byers, Principal

Sylather Collins, SIC President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	103	190	88
Percent satisfied with learning environment	75.5%	63.2%	71.4%
Percent satisfied with social and physical environment	80.4%	73.4%	57.6%
Percent satisfied with school-home relations	58.0%	78.9%	66.7%

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

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School Adequate Yearly Progress

NO

This school met 13 out of 19 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	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	16.9%	0.0%	No

Abbreviations for Missing Data

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	364	97.5	17	39.4	32.1	11.5	57.1	64.1	69.7	Yes	Yes
Male	186	96.2	21.4	44.8	24	9.7	48.7	59	64.6	N/A	N/A
Female	178	98.9	12.7	34.2	39.9	13.3	65.2	69	74.8	N/A	N/A
White	42	95.2	13.2	36.8	26.3	23.7	68.4	88.6	81.7	I/S	Yes
African American	308	98.1	17.6	40.5	31.7	10.3	55.3	56.5	53.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	86.7	83.1	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	69.2	59.7	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	57	96.5	53.7	36.6	7.3	2.4	19.5	23.2	25.2	No	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	68.4	47.3	I/S	I/S
Subsized meals	196	96.9	21.4	42.9	28.6	7.1	47.6	52.4	55.1	No	Yes

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

All Students	364	97.8	33.4	36.9	20.1	9.6	41.1	55	67.2	No	Yes
Male	186	96.8	39.1	34	19.2	7.7	37.8	55.4	66.3	N/A	N/A
Female	178	98.9	27.8	39.9	20.9	11.4	44.3	54.6	68	N/A	N/A
White	42	97.6	25.6	23.1	25.6	25.6	61.5	82.8	79.6	I/S	Yes
African American	308	97.7	35.1	38.5	19.1	7.3	38.5	46.4	49.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	80	88.9	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	51.9	60	I/S	I/S
American Indian/Alaskan	2	I/S	69.5	I/S	I/S						
Disabled	57	96.5	78.6	21.4	0	0	4.8	16.9	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.6	54.9	I/S	I/S
Subsized meals	196	97.4	38.8	37.1	18.2	5.9	35.9	44.1	53.1	No	Yes

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

All Students	306	81.4	77.1	3.3	0.7	0.3	I/S	N/A	N/A	N/A	N/A
Male	160	75.6	72.5	2.5	0.6	N/A	I/S	N/A	N/A	N/A	N/A
Female	146	87.7	82.2	4.1	0.7	0.7	I/S	N/A	N/A	N/A	N/A
White	32	75.0	59.4	9.4	3.1	3.1	I/S	N/A	N/A	N/A	N/A
African American	260	82.7	80.0	2.3	0.4	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	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	37	54.1	54.1	N/A	N/A	N/A	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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	179	78.2	74.9	2.8	0.6	N/A	I/S	N/A	N/A	N/A	N/A

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

Abbreviations for Missing Data

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

All Students	2007	369	97.3	11.3	35.2	35.5	18.0	66.7	66.8	70.7
	2008	364	97.5	17	39.4	32.1	11.5	57.1	64.1	69.7

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

All Students	2007	369	97.8	36.3	28.4	23.8	11.6	43.0	50.3	62.2
	2008	364	97.8	33.4	36.9	20.1	9.6	41.1	55	67.2

Abbreviations for Missing Data

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