



RIVERSIDE HIGH

794 Hammett Bridge Rd.
Greer, SC 29650

Grades	9-12 High School	
Enrollment	1,589 Students	
Principal	Andrew B. Crowley	864-355-7800
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Good
2009	Excellent	Good
2008	Excellent	Excellent
2007	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://eoc.sc.gov>

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 11/09/2011.

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	89.0%	90.2%	91.5%	90.8%	93.7%	94.3%
Passed 1 subtest (%)	6.0%	6.0%	5.3%	6.6%	4.1%	3.8%
Passed no subtests (%)	5.0%	3.8%	3.2%	3.7%	3.0%	1.8%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	97.7%	98.6%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	452	418	446	461
Number of Graduates in Cohort	375	358	380	403
Rate	83.0%	85.6%	88.6%	89.9%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	450	N/A	479
Number of Graduates in Cohort	N/A	376	N/A	413
Rate	N/A	83.6%	N/A	88.8%

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	89.1%	94.5%
English 1	85.6%	85.7%
Biology 1/Applied Biology 2	89.0%	89.8%
Physical Science	81.0%	82.3%
US History and the Constitution	74.4%	75.2%
All Tests	83.6%	85.3%

* 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=1,589)				
Retention rate	2.7%	Down from 3.0%	2.8%	3.4%
Attendance rate	96.3%	Down from 97.0%	92.7%	95.0%
Served by gifted and talented program	23.7%	Up from 18.8%	25.1%	12.4%
With disabilities other than speech	7.6%	Down from 9.4%	5.7%	9.9%
Older than usual for grade	4.0%	Down from 5.1%	4.2%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.7%	0.4%	0.9%
Enrolled in AP/IB programs	32.2%	Up from 32.0%	31.5%	13.0%
Successful on AP/IB exams	65.3%	Down from 74.5%	75.4%	51.7%
Eligible for LIFE Scholarship	35.9%	Down from 47.1%	37.2%	30.1%
Annual dropout rate	0.7%	Down from 1.3%	0.9%	2.5%
Career/technology students in co-curricular organizations	0.0%	No Change	0.0%	2.9%
Enrollment in career/technology courses	419	Down from 492	983	419
Students participating in work-based experiences	7.8%	Up from 5.0%	14.3%	7.2%
Career/technology students attaining technical skills	83.3%	Down from 85.4%	83.3%	83.0%
Career/technology completers placed	N/A	N/A	99.3%	98.4%
Teachers (n=76)				
Teachers with advanced degrees	73.7%	Up from 73.0%	73.7%	61.1%
Continuing contract teachers	93.4%	Up from 91.0%	84.0%	80.6%
Teachers returning from previous year	92.1%	Down from 92.8%	92.1%	86.5%
Teacher attendance rate	93.8%	Down from 96.5%	95.1%	95.5%
Average teacher salary*	\$49,273	Up 1.9%	\$50,244	\$46,884
Professional development days/teacher	20.3 days	Up from 12.3 days	11.3 days	10.0 days
School				
Principal's years at school	13.0	Up from 12.0	9.0	4.0
Student-teacher ratio in core subjects	30.6 to 1	No Change	30.0 to 1	26.5 to 1
Prime instructional time	90.4%	Down from 93.2%	87.8%	89.3%
Dollars spent per pupil**	\$5,718	Down 0.5%	\$6,619	\$7,804
Percent of expenditures for teacher salaries**	62.2%	Up from 58.9%	63.4%	58.0%
Percent of expenditures for instruction**	63.4%	Up from 62.5%	65.3%	60.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Down from 99.9%	97.4%	97.3%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	N/A	Good
Classical language program assessment	N/A	N/A	N/A	Good

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	385	97.7%	1783	83.6%	452	83.0%	No
Gender							
Male	202	98.0%	888	82.8%	232	80.2%	N/A
Female	183	97.3%	780	83.8%	218	85.8%	N/A
Racial/Ethnic Group							
White	297	98.3%	1253	88.8%	337	87.5%	N/A
African American	39	92.3%	217	61.8%	47	63.8%	N/A
Asian/Pacific Islander	15	100.0%	N/A	N/A	23	87.0%	N/A
Hispanic	29	96.6%	195	71.8%	40	67.5%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	32	78.1%	107	43.9%	35	60.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	17	100.0%	116	69.0%	13	76.9%	N/A
Socio-Economic Status							
Subsidized meals	53	88.7%	347	69.2%	83	71.1%	N/A

NOTE: 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

Narrative for 2011 School Report Card

Located in suburban Greenville County, Riverside High School is an AAAA traditional high school serving a student population of 1540 students. Riverside offers a rigorous academic program and has a continued goal to maintain high expectations for all its students. Having received the honors of Palmetto's Finest High School and a Flagship School of Promise, Riverside emphasizes and challenges all students to improve and succeed in reading, mathematics, and critical thinking skills.

Riverside High has continued to maintain a high SAT score average for its senior class. The latest score for 2009 was 1633. This score was above the state average and the national average. The Riverside faculty has developed a strategic plan to integrate extensive practice of critical reading and math skills during all classes at least one hour a month or 15 minutes a week. In addition, the faculty and administration have made a commitment to the improvement on all ability levels through intense review of critical reading and math skills during a daily designated reading period. Through this emphasis, the goal is to increase the reading, writing, and math scores with students in grades 9 and 10 on the End of Course Tests and the HSAP along with the SAT, ACT, and Advanced Placement scores for Grades 11 and 12.

The 2010-2011 the student body brought many honors and accomplishments to the Reservation. The Youth in Government delegation received the Outstanding honor designation. The Speech and Debate team received top AAAA honors. The Class of 2011 had two National Merit Finalists and was awarded over \$13 million in college scholarships for the next four years. 99.8% of the Class of 2011 passed HSAP to graduate. Because of a major increase in enrollment, thirty-four athletic teams entered AAAA competition and competed in both Upper State and State finals in the first year. The Class of 2011 had four honor graduates recognized by the school district.

To meet the growing need to invigorate the curriculum for grade 9 students, the faculty and administration developed single gender classes for all four core courses (Algebra I, English I, Physical Science, Global Studies I) and Physical Education I. Thirteen teachers led thirty-three classes of single gender, and the results, so far, reveal a noticeable improvement in grades, attendance, discipline, and End of Course scores.

The community has served as an invaluable partnership with the faculty and students. 2010-2011 was a very busy year for parent and community involvement; approximately 1000 volunteers accrued thousands of hours for school activities in athletics, academics, and the arts. Since 2006 the PTA and SIC parents and friends have poured hours of time with a move into a new building. Even with the much larger facility and a 300-plus larger student body, Riverside continues to strive to maintain its high level of excellence to meet the needs of all students.

Andrew B. Crowley, Principal
Marie Henry, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	83	343	315
Percent satisfied with learning environment	93.9%	70.3%	87.7%
Percent satisfied with social and physical environment	94.0%	80.2%	86.8%
Percent satisfied with school-home relations	96.4%	80.6%	74.0%

* 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 Yes

This school met 17 out of 17 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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 District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)											
All Students	380	100.0	4.1	11.8	29.3	54.8	87.9	75.1	68.0	Yes	Yes
Male	201	100.0	6.3	10.5	31.4	51.8	84.8	70.3	63.1	N/A	N/A
Female	179	100.0	1.7	13.2	27.0	58.0	91.4	80.0	73.1	N/A	N/A
White	255	100.0	3.2	6.9	29.6	60.3	93.5	85.5	79.4	Yes	Yes
African American	39	100.0	7.9	18.4	39.5	34.2	78.9	54.2	51.7	I/S	I/S
Asian/Pacific Islander	34	100.0	3.2	12.9	12.9	71.0	83.9	86.3	83.2	I/S	I/S
Hispanic	52	100.0	6.1	30.6	30.6	32.7	69.4	65.7	62.8	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	72.7	66.4	I/S	I/S
Disabled	27	100.0	48.0	24.0	20.0	8.0	32.0	24.1	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	29	100.0	8.0	52.0	32.0	8.0	44.0	48.0	45.1	I/S	I/S
Subsidized meals	79	100.0	6.5	24.7	35.1	33.8	74.0	58.4	54.7	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	379	100.0	7.4	15.9	31.8	44.9	82.2	67.5	62.3	Yes	Yes
Male	200	100.0	8.4	17.3	29.3	45.0	80.6	66.2	61.4	N/A	N/A
Female	179	100.0	6.3	14.4	34.5	44.8	83.9	68.8	63.2	N/A	N/A
White	254	100.0	5.7	13.4	34.0	47.0	86.6	78.7	75.3	Yes	Yes
African American	39	100.0	18.4	28.9	28.9	23.7	63.2	42.6	42.9	I/S	I/S
Asian/Pacific Islander	34	100.0	3.2	3.2	25.8	67.7	93.5	88.5	84.3	I/S	I/S
Hispanic	52	100.0	10.2	26.5	26.5	36.7	67.3	60.2	59.4	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	90.9	64.1	I/S	I/S
Disabled	27	100.0	60.0	28.0	8.0	4.0	20.0	21.2	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	29	100.0	16.0	32.0	32.0	20.0	60.0	47.2	47.1	I/S	I/S
Subsidized meals	79	100.0	11.7	27.3	28.6	32.5	71.4	51.1	48.5	Yes	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	381	96.6	21.7	16.6	16.3	45.4	61.7	N/A	N/A	N/A	N/A
Male	202	94.6	18.8	13.1	20.4	47.6	68.1	N/A	N/A	N/A	N/A
Female	179	98.9	24.9	20.3	11.9	42.9	54.8	N/A	N/A	N/A	N/A
White	256	96.9	16.1	17.3	16.9	49.6	66.5	N/A	N/A	N/A	N/A
African American	39	94.9	43.2	16.2	13.5	27.0	40.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	34	94.1	21.9	3.1	12.5	62.5	75.0	N/A	N/A	N/A	N/A
Hispanic	52	98.1	33.3	21.6	17.6	27.5	45.1	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	27	66.7	77.8	11.1	11.1	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	29	100.0	48.3	24.1	13.8	13.8	27.6	N/A	N/A	N/A	N/A
Subsidized meals	79	97.5	39.0	15.6	11.7	33.8	45.5	N/A	N/A	N/A	N/A

* 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 or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	398	100.0	5.4	21.4	28.3	44.9	81.1	71.3	65.9
	2011	380	100.0	4.1	11.8	29.3	54.8	87.9	75.1	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	398	100.0	7.9	19.9	27.0	45.2	78.1	64.6	62.3
	2011	379	100.0	7.4	15.9	31.8	44.9	82.2	67.5	62.3

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data