



Riverside High

794 Hammett Bridge Rd.
Greer, SC 29650

Grades	9-12 High School	
Enrollment	1,667 Students	
Principal	Andrew B. Crowley	864-355-7800
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Good
2005	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 GOAL

By 2010, SC'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.

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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	0	0	0	0

* Ratings are calculated with data available by 03/25/2010.

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	91.5	91.0	89.0	95.0	95.4	90.8
Passed 1 subtest (%)	6.2	5.1	6.0	4.1	3.2	6.6
Passed no subtests (%)	2.3	3.9	5.0	1.9	2.3	3.7

HSAP Passage Rate by Spring 2009

Percent	Our High School	High Schools with Students Like Ours
	98.1%	98.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	364	338
Number of Diplomas	319	291
Rate	87.6%	78.3%

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	86.8	89.2
English 1	84.5	87.3
Physical Science	79.0	79.3
US History and the Constitution	71.5	69.9
All Tests	79.9	81.0

* 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=1,667)				
Retention rate	3.1%	No Change	3.2%	4.8%
Attendance rate	97.0%	Down from 97.2%	96.8%	95.5%
Eligible for gifted and talented	10.5%	Up from 8.1%	14.6%	9.2%
With disabilities other than speech	10.1%	No Change	8.7%	12.6%
Older than usual for grade	3.6%	Down from 3.8%	3.7%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.5%	0.6%	1.2%
Enrolled in AP/IB programs	34.8%	Down from 39.6%	38.3%	13.2%
Successful on AP/IB exams	67.9%	Up from 58.4%	70.6%	55.6%
Eligible for LIFE Scholarship	76.4%	Up from 57.7%	55.8%	29.8%
Annual dropout rate	0.7%	Down from 1.3%	0.4%	3.5%
Career/technology students in co-curricular organizations	0.0%	No Change	0.0%	3.0%
Enrollment in career/technology courses	551	Up from 544	432	523
Students participating in work-based experiences	20.9%	Up from 5.7%	15.5%	12.9%
Career/technology students attaining technical skills	87.9%	Up from 83.7%	91.7%	79.3%
Career/technology completers placed	N/A	N/A	100.0%	98.8%
Teachers (n=90)				
Teachers with advanced degrees	70.0%	Up from 61.8%	64.3%	58.6%
Continuing contract teachers	83.3%	Up from 80.9%	76.7%	71.6%
Teachers with emergency or provisional certificates	4.7%	Down from 4.9%	3.3%	8.1%
Teachers returning from previous year	90.7%	Down from 91.2%	87.9%	85.0%
Teacher attendance rate	94.6%	Down from 96.1%	95.9%	95.5%
Average teacher salary*	\$48,494	Up 3.1%	\$48,897	\$47,761
Professional development days/teacher	12.4 days	Up from 7.3 days	10.1 days	10.8 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	3.0
Student-teacher ratio in core subjects	29.2 to 1	Up from 27.6 to 1	26.3 to 1	26.1 to 1
Prime instructional time	91.1%	Down from 91.8%	91.2%	89.8%
Dollars spent per pupil**	\$5,980	Up 5.4%	\$7,162	\$7,883
Percent of expenditures for teacher salaries**	56.6%	No Change	56.6%	54.1%
Percent of expenditures for instruction**	61.2%	Down from 63.6%	64.1%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.2%	99.6%	95.8%
Character development program	Average	No Change	Excellent	Good
Modern language program assessment	N/A	N/A	Good	Average
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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	314	98.1%	1490	79.9%	364	87.6%	No
Gender							
Male	153	98.7%	783	83.0%	183	83.6%	N/A
Female	161	97.5%	707	76.5%	181	91.7%	N/A
Racial/Ethnic Group							
White	256	98.8%	1096	86.6%	289	90.3%	N/A
African American	32	90.6%	193	53.4%	41	73.2%	N/A
Asian/Pacific Islander	20	100.0%	68	75.0%	20	95.0%	N/A
Hispanic	N/A	N/A	119	65.5%	14	64.3%	N/A
American Indian/Alaskan	N/A	N/A	10	60.0%	N/A	N/A	N/A
Disability Status							
Disabled	25	88.0%	110	44.5%	30	76.7%	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	80	60.0%	10	60.0%	N/A
Socio-Economic Status							
Subsidized meals	25	88.0%	294	58.8%	36	58.3%	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

Located in suburban Greenville County, Riverside High School is an AAA traditional high school, serving a student population of 1700 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.

The Class of 2008 had South Carolina's top SAT score of 1614. This score was 138 points above the state average and 105 points above 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 designated reading period three days a week. 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 2008-09 student body brought many honors and accomplishments to the Reservation. The Youth in Government delegation received both Premier and Outstanding honors. The Speech and Debate team received top AAA honors. The Class of 2009 had two National Merit Finalists and was awarded over \$12 million in college scholarships for the next four years. 99.7% of the Class of 2009 passed the HSAP to graduate. In athletics, three teams took AAA state championships. For the first time, the marching band participated in the 2009 Gator Bowl. For the fifth time, the student council hosted the 2009 South Carolina Association of Student Councils state convention with a Riverside senior as the SCASC president.

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. Eighteen teachers led forty-five classes of single gender, and the early results reveal a noticeable improvement in grades and attendance.

The community has served as an invaluable partnership with the faculty and students. 2008-09 was a very busy year for parent and community involvement; approximately 1000 volunteers accrued 200,000 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
Sherry Ann Gettys, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	81	377	340
Percent satisfied with learning environment	95.0%	79.8%	91.6%
Percent satisfied with social and physical environment	95.1%	82.7%	89.3%
Percent satisfied with school-home relations	98.8%	88.3%	80.4%

* 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 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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.3%	0.0%	No

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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	424	99.5	5.6	21	33.1	40.3	81.6	66.9	61.8	Yes	Yes
Male	224	99.6	5.1	22.2	32.9	39.8	81	62.9	57.4	N/A	N/A
Female	200	99.5	6.1	19.7	33.3	40.9	82.3	70.9	66.1	N/A	N/A
White	323	99.7	2.8	17.6	32.9	46.7	87.5	79	74.3	Yes	Yes
African American	46	100	20.9	53.5	20.9	4.7	37.2	42.9	44.9	No	Yes
Asian/Pacific Islander	16	100	6.3	0	37.5	56.3	93.8	79.2	77.4	I/S	I/S
Hispanic	34	97.1	12.9	25.8	41.9	19.4	74.2	52.3	50.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	37	100	33.3	42.4	18.2	6.1	30.3	21.3	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	13	92.3	11.8	35.3	35.3	17.6	82.4	44.3	38.5	I/S	I/S
Subsized meals	65	98.5	22.8	47.4	24.6	5.3	49.1	44.9	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	424	99.5	8.9	18.1	22.2	50.7	81.9	64.7	62.7	Yes	Yes
Male	224	99.6	7.9	17.6	20.8	53.7	82.9	64.5	61.8	N/A	N/A
Female	200	99.5	10.1	18.7	23.7	47.5	80.8	64.9	63.6	N/A	N/A
White	323	99.7	6	15.7	21.3	57.1	86.2	75.5	75.1	Yes	Yes
African American	46	100	27.9	53.5	11.6	7	44.2	39.8	45.1	No	Yes
Asian/Pacific Islander	16	100	6.3	0	6.3	87.5	93.8	86.1	83.8	I/S	I/S
Hispanic	34	97.1	16.1	6.5	48.4	29	80.6	59.4	58.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	37	100	45.5	33.3	9.1	12.1	39.4	20.7	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	13	92.3	11.8	17.6	35.3	35.3	76.5	56.1	52.3	I/S	I/S
Subsized meals	65	98.5	33.3	29.8	24.6	12.3	49.1	45.3	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)											
All Students	421	95.0	30.6	21.4	20.4	22.6	43.0	N/A	N/A	N/A	N/A
Male	222	94.1	28.8	16.7	19.4	29.3	48.6	N/A	N/A	N/A	N/A
Female	199	96.0	32.7	26.6	21.6	15.1	36.7	N/A	N/A	N/A	N/A
White	322	96.6	23.3	23.6	24.2	25.5	49.7	N/A	N/A	N/A	N/A
African American	44	88.6	70.5	11.4	4.5	2.3	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	16	87.5	6.3	25.0	25.0	31.3	I/S	N/A	N/A	N/A	N/A
Hispanic	34	91.2	58.8	8.8	5.9	17.6	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	34	73.5	55.9	8.8	5.9	2.9	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	19	94.7	57.9	21.1	15.8	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	64	87.5	70.3	7.8	4.7	4.7	I/S	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	2008	435	99.8	4.3	12.6	34.4	48.7	87.9	75.2	69.7
	2009	424	99.5	5.6	21	33.1	40.3	81.6	66.9	61.8

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

All Students	2008	435	99.8	7.8	20	34.4	37.8	81.2	67.4	67.2
	2009	424	99.5	8.9	18.1	22.2	50.7	81.9	64.7	62.7

* Adjusted to account for natural variation in performance.

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