

Lower Richland High

2615 Lower Richland Blvd.
Hopkins, South Carolina

Grades	9-12 High School	
Enrollment	1,447 Students	
Principal	Marvin Buyers Jr.	803-695-3000
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Below Average**	**At-Risk**
2008	Below Average	Good
2007	Below Average	Average
2006	At-Risk	At-Risk
2005	Below Average	At-Risk

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.

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
1	7	15	5	2

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

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

	Our High School			High Schools with Students Like Ours		
Percent	**2007**	**2008**	**2009**	**2007**	**2008**	**2009**
Passed 2 subtests (%)	62.2	61.1	61.7	71.8	74.3	70.9
Passed 1 subtest (%)	27.1	20.7	21.5	16.1	13.3	15.7
Passed no subtests (%)	10.8	18.2	16.8	12.7	12.3	13.5

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	88.5%	92.9%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	352	219
Number of Diplomas	270	156
Rate	76.7%	72.4%

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	24.7	63.3
English 1	44.2	53.6
Physical Science	37.2	43.0
US History and the Constitution	21.3	31.1
All Tests	33.1	47.1

* 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

Lower Richland High 03/25/10-4001013

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,447)				
Retention rate	8.0%	Down from 11.2%	5.3%	4.8%
Attendance rate	96.6%	Down from 96.8%	95.0%	95.5%
Eligible for gifted and talented	12.4%	Up from 11.6%	8.5%	9.2%
With disabilities other than speech	13.0%	Up from 12.4%	13.8%	12.6%
Older than usual for grade	10.5%	Down from 12.2%	10.6%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.9%	Up from 0.7%	0.9%	1.2%
Enrolled in AP/IB programs	24.6%	Up from 21.6%	8.2%	13.2%
Successful on AP/IB exams	17.8%	Up from 17.4%	37.7%	55.6%
Eligible for LIFE Scholarship	26.5%	Up from 25.5%	29.2%	29.8%
Annual dropout rate	5.4%	Up from 3.4%	3.8%	3.5%
Career/technology students in co-curricular organizations	11.6%	Down from 13.6%	7.2%	3.0%
Enrollment in career/technology courses	1089	Down from 1127	528	523
Students participating in work-based experiences	0.4%	Down from 2.4%	10.2%	12.9%
Career/technology students attaining technical skills	76.5%	Up from 74.7%	79.1%	79.3%
Career/technology completers placed	99.5%	Up from 98.4%	97.0%	98.8%
Teachers (n=104)				
Teachers with advanced degrees	64.4%	Up from 58.4%	55.4%	58.6%
Continuing contract teachers	62.5%	Up from 53.5%	69.6%	71.6%
Teachers with emergency or provisional certificates	18.6%	Down from 22.2%	9.4%	8.1%
Teachers returning from previous year	81.8%	Up from 78.5%	83.9%	85.0%
Teacher attendance rate	94.8%	Up from 94.1%	95.3%	95.5%
Average teacher salary*	$48,350	Up 4.2%	$47,737	$47,761
Professional development days/teacher	8.1 days	Down from 9.2 days	9.7 days	10.8 days
School				
Principal's years at school	3.0	Up from 1.0	3.5	3.0
Student-teacher ratio in core subjects	27.7 to 1	Down from 29.0 to 1	25.8 to 1	26.1 to 1
Prime instructional time	89.6%	Up from 88.5%	89.5%	89.8%
Dollars spent per pupil**	$9,865	Up 24.8%	$8,206	$7,883
Percent of expenditures for teacher salaries**	53.3%	Down from 59.6%	52.6%	54.1%
Percent of expenditures for instruction**	60.2%	Down from 64.6%	59.5%	60.2%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Up from 95.5%	91.6%	95.8%
Character development program	Good	Down from Excellent	Good	Good
Modern language program assessment	N/A	N/A	Below Average	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

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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	286	88.5%	1475	33.1%	352	76.7%	No
Gender							
Male	132	87.9%	753	31.1%	166	71.1%	N/A
Female	154	89.0%	722	35.2%	186	81.7%	N/A
Racial/Ethnic Group							
White	12	100.0%	123	39.8%	19	57.9%	N/A
African American	273	87.9%	1322	32.5%	330	77.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	15	33.3%	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	26	69.2%	158	11.4%	32	62.5%	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	177	85.3%	948	32.1%	214	73.4%	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

Lower Richland provides students with the opportunity to meet their academic and social needs with a focus on the student's future. Academically, we completed our second year as an International Baccalaureate (IB) School. IB students and those in our Advanced Placement classes gain credit for college through these courses of study. Lower Richland also offers students smaller learning communities, such as our Freshman Academy, the School of Business and Engineering, the School of Arts and Humanities, the School of Health and Human Services, and the Freshmore Summer Experience. Our reading initiative through the Smaller Learning Communities Adolescence Literacy Grant continues to provide reading instruction to selected ninth-grade students. We are a full-service school and all students are offered an educational program to meet their individual needs.

We are also a High Schools That Work Site (HSTW) and a Positive Behavior Intervention Site (PBIS). These are programs made possible through the State Department of Education for the betterment of our students academically and socially. Students in our aviation program were exposed to career possibilities in air traffic control while developing leadership skills. Our PBIS initiative supports administrative efforts to create an environment that focuses on students and faculty displaying the character traits of respect and responsibility. Our advisor/advisee program also supported the HSTW and PBIS initiatives.

Students at Lower Richland are engaged with the local community through numerous service opportunities. At the Women's Walk Against Breast Cancer, our cheerleaders had the largest number of team participants and raised the most funds. Our JROTC unit accumulated service hours at many venues and was recognized as a National Honor Unit. In addition, students in the Teacher Cadet Program provided service to feeder elementary schools throughout the year.

Lower Richland students excelled in extracurricular activities as well. Our boys' basketball team captured the Region V 4A championship for the fourth year in a row. The Lady Diamond Basketball Team won the State 4A Basketball Championship for the second year in a row. Our student-athletes have received college scholarships in baseball, football, and track. Our Career and Technical Education students have won district and state level awards and hold state office in the Future Business Leaders of America and the Family, Career & Community Leaders of America. Several students attended national conferences in their areas of expertise. Lower Richland students also attended Boys and Girls State, a program which allows them to become familiar with government processes.

Lower Richland is a community where all stakeholders are important. PTSA sponsors scholarships for students of members; School Improvement Council assists the administration in outlining school goals; and our Booster Clubs provide additional financial support for student activities. We can proudly state that "Great Things Come from Lower Richland High School!"

Sylather Collins, SIC Chairperson
Marvin Byers, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	102	253	55
Percent satisfied with learning environment	68.3%	71.8%	72.2%
Percent satisfied with social and physical environment	78.6%	73.9%	66.0%
Percent satisfied with school-home relations	60.4%	81.5%	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 12 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. 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	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.3%	0.0%	No

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Lower Richland High											03/25/10-4001013
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	390	98.7	20.2	45.5	26.2	8.2	49.6	56.4	61.8	No	Yes
Male	199	98.5	26.5	48.1	19.6	5.8	39.2	51.4	57.4	N/A	N/A
Female	191	99	13.5	42.7	33.1	10.7	60.7	60.9	66.1	N/A	N/A
White	41	97.6	24.3	29.7	21.6	24.3	54.1	87.3	74.3	I/S	Yes
African American	340	98.8	19.6	47.7	26.5	6.2	48.9	48	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	53.3	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	48	95.8	69.8	23.3	2.3	4.7	14	18.8	19.4	No	Yes
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	38.5	I/S	I/S
Subsized meals	238	98.7	23.7	47.3	22.8	6.3	45.1	43.2	45.6	No	Yes
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)											
All Students	390	98.5	33.9	32	24.9	9.3	44.5	52.3	62.7	No	Yes
Male	199	98.5	37.6	31.7	19	11.6	39.2	49.1	61.8	N/A	N/A
Female	191	98.4	29.9	32.2	31.1	6.8	50.3	55.2	63.6	N/A	N/A
White	41	97.6	24.3	24.3	27	24.3	56.8	81.4	75.1	I/S	Yes
African American	340	98.5	35	33.1	24.7	7.2	42.8	44.2	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	53.3	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	48	93.8	71.4	16.7	9.5	2.4	16.7	18.9	21.8	Yes	No
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.5	52.3	I/S	I/S
Subsized meals	238	98.3	36.3	33.2	22.9	7.6	43	41	47.9	Yes	Yes
Physical Science (End-of-Course Test performance by Group)											
All Students	386	87.3	71.0	11.7	2.8	1.8	4.7	N/A	N/A	N/A	N/A
Male	197	83.8	66.0	10.7	4.6	2.5	7.1	N/A	N/A	N/A	N/A
Female	189	91.0	76.2	12.7	1.1	1.1	I/S	N/A	N/A	N/A	N/A
White	41	78.0	48.8	14.6	7.3	7.3	I/S	N/A	N/A	N/A	N/A
African American	336	88.4	73.5	11.6	2.1	1.2	3.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	44	40.9	38.6	2.3	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	234	88.0	73.5	9.8	2.6	2.1	4.7	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*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	364	97.5	17	39.4	32.1	11.5	57.1	64.1	69.7
	2009	390	98.7	20.2	45.5	26.2	8.2	49.6	56.4	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	364	97.8	33.4	36.9	20.1	9.6	41.1	55	67.2
	2009	390	98.5	33.9	32	24.9	9.3	44.5	52.3	62.7

* Adjusted to account for natural variation in performance.

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