



LOWER RICHLAND HIGH

2615 Lower Richland Blvd.
Hopkins, South Carolina

Grades	9-12 High School	
Enrollment	1,388 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 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	At-Risk
2009	Below Average	At-Risk
2008	Below Average	Good
2007	Below Average	Average
2006	At-Risk	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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	20	2	0

* Ratings are calculated with data available by 03/24/2011.

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

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	61.1%	61.7%	59.7%	74.3%	70.9%	72.7%
Passed 1 subtest (%)	20.7%	21.5%	23.7%	13.3%	15.7%	14.7%
Passed no subtests (%)	18.2%	16.8%	16.6%	12.3%	13.5%	12.7%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	86.2%	87.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	352	359	219	236
Number of Graduates in Cohort	270	219	156	162
Rate	76.7%	61.0%	72.4%	70.2%

*Used to calculate current AYP.

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	51.1%	66.9%
English 1	53.9%	60.0%
Physical Science	33.2%	48.0%
US History and the Constitution	25.8%	35.4%
All Tests	41.1%	52.3%

* 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=1,388)				
Retention rate	6.8%	Down from 8.0%	3.5%	3.7%
Attendance rate	96.0%	Down from 96.6%	95.1%	95.4%
Eligible for gifted and talented	14.5%	Up from 12.4%	13.0%	12.4%
With disabilities other than speech	13.0%	No Change	14.4%	12.8%
Older than usual for grade	12.2%	Up from 10.5%	9.5%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.9%	Down from 4.9%	1.6%	1.1%
Enrolled in AP/IB programs	17.7%	Down from 24.6%	7.7%	13.1%
Successful on AP/IB exams	19.8%	Up from 17.8%	39.7%	50.4%
Eligible for LIFE Scholarship	27.0%	Up from 26.5%	28.8%	30.4%
Annual dropout rate	6.8%	Up from 5.4%	3.6%	3.1%
Career/technology students in co-curricular organizations	14.1%	Up from 11.6%	7.5%	2.2%
Enrollment in career/technology courses	771	Down from 1089	454	424
Students participating in work-based experiences	2.5%	Up from 0.4%	12.7%	11.7%
Career/technology students attaining technical skills	75.9%	Down from 76.5%	75.9%	78.7%
Career/technology completers placed	99.5%	No Change	98.0%	98.5%
Teachers (n=94)				
Teachers with advanced degrees	62.8%	Down from 64.4%	60.7%	60.4%
Continuing contract teachers	71.3%	Up from 62.5%	73.4%	76.6%
Teachers with emergency or provisional certificates	14.9%	Down from 18.6%	10.4%	6.5%
Teachers returning from previous year	82.4%	Up from 81.8%	84.7%	86.8%
Teacher attendance rate	95.3%	Up from 94.8%	95.2%	95.8%
Average teacher salary*	\$48,668	Up 0.7%	\$46,504	\$47,390
Professional development days/teacher	12.5 days	Up from 8.1 days	10.0 days	10.0 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	27.8 to 1	Up from 27.7 to 1	25.9 to 1	25.8 to 1
Prime instructional time	89.8%	Up from 89.6%	89.1%	90.1%
Dollars spent per pupil**	\$10,256	Up 4.0%	\$8,361	\$7,974
Percent of expenditures for teacher salaries**	54.2%	Up from 53.3%	54.6%	55.4%
Percent of expenditures for instruction**	59.9%	Down from 60.2%	59.8%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.1%	94.2%	96.0%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Average
Classical language program assessment	N/A	N/A	N/A	Average

* 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 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	283	86.2%	1199	41.1%	359	61.0%	No
Gender							
Male	146	82.2%	613	39.3%	194	50.5%	N/A
Female	137	90.5%	586	43.0%	165	73.3%	N/A
Racial/Ethnic Group							
White	28	85.7%	90	55.6%	41	46.3%	N/A
African American	245	86.1%	1088	39.6%	305	62.6%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	17	52.9%	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	27	74.1%	122	12.3%	32	46.9%	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	153	85.6%	813	38.9%	199	57.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

During the 2009-2010 school years, our mantra was “Great Things Come from Lower Richland.” This mantra was evidenced by the success of our students in the classroom, their success in extracurricular activities, and the improvement of established programs. Lower Richland provides students with the opportunity to meet their academic and social needs with a focus on the students’ future. Our Smaller Learning Communities (SLC) structure allows students to develop career goals in conjunction with our High Schools that Works initiative (HSTW). Our school design is a Freshman Academy with three upper Academies. They are: The School of Arts and Humanities, the School of Health and Human Services, and the School of Business and Engineering. Two highlights this school year were our SLC Symposium and our SLC showcase at the conclusion of this year. Academically, Lower Richland is an International Baccalaureate School. IB students and students in our Advanced Placement classes can gain credit for college through these courses of study. We also offer dual enrollment opportunity through the local technical college.

Lower Richland promotes literacy throughout the school in conjunction with district and HSTW requirements. Lower Richland is a member of the Gear Up consortium, a group of schools committed to increasing college attendance. Seniors are enrolled in College Summit, a course within their English classes, to assist with college applications, personal statements, and identifying sources for college funding. We are a comprehensive high school and all students are offered an educational program to meet their individual needs.

Students at Lower Richland High School are attached to the local community through numerous service opportunities. Our cheerleaders, Teacher Cadet, Student Government leaders and JROTC participated in numerous community service activities at many different venues. JROTC has been recognized as a National Honor Unit for the past seventeen years. This year’s the Lower Richland Diamond Brigade was selected Honor Unit with Distinction ranking in the top five percent nationally during formal evaluation.

Lower Richland students excel in the area of extra-curricular activities. Our boy’s and girl’s basketball teams captured the Region V 3A Championships. Our boys Track team won the State Championship for the second consecutive year and our CATE department student participants were winners at district and state levels. Lower Richland students hold State office in Skills USA, HOSA and FCCLA. Several students attended national conferences in their areas of expertise.

Lower Richland is a community and all stakeholders are important. We offer parent workshops, ministerial meetings, and meetings with business partners. Grandparents Day and Diamond Day are held to promote community involvement. PTSA sponsors scholarships for children of members, while School Improvement Council provides assistance to the administration in outlining school goals, and our Booster Clubs provide additional financial support for student activities.

Marvin Byers, Principal

George Whitehead, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	101	248	64
Percent satisfied with learning environment	61.4%	54.5%	70.3%
Percent satisfied with social and physical environment	76.2%	63.6%	59.4%
Percent satisfied with school-home relations	61.2%	75.7%	71.9%

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

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
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This school met 9 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
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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%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.2%	0.0%	No

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

All Students	361	98.3	20.8	41.3	25.9	12	46.7	58.5	65.9	No	Yes
Male	174	97.1	30.9	36.2	23	9.9	42.8	53.7	60.8	N/A	N/A
Female	187	99.5	12.2	45.6	28.3	13.9	50	62.9	71	N/A	N/A
White	21	95.2	23.5	29.4	35.3	11.8	47.1	84.6	77.5	I/S	I/S
African American	334	98.5	20.4	42.7	24.6	12.3	46.3	51.6	49.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	80.2	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	56.7	56.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	53	96.2	57.1	32.7	6.1	4.1	12.2	12.4	21.3	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	63.2	47.3	I/S	I/S
Subsidized meals	250	98	23.8	41	25.6	9.7	44.1	47.4	51.5	No	Yes

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

All Students	361	98.1	34.1	41.7	19.6	4.5	32	52.1	62.3	No	Yes
Male	174	96.6	39.1	41.1	15.2	4.6	29.8	51.5	61.7	N/A	N/A
Female	187	99.5	30	42.2	23.3	4.4	33.9	52.7	63	N/A	N/A
White	21	95.2	17.6	64.7	11.8	5.9	17.6	78.8	75	I/S	I/S
African American	334	98.2	35.1	40.3	20.1	4.5	32.8	45.3	44	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	85.5	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	50	56.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	53	96.2	65.3	26.5	8.2	0	10.2	15.4	22.1	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	50	52.6	I/S	I/S
Subsidized meals	250	97.6	38.9	38.9	19	3.1	27.9	40.9	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	362	84.8	82.7	10.4	4.2	2.6	6.8	N/A	N/A	N/A	N/A
Male	175	80.6	83.7	9.9	4.3	2.1	6.4	N/A	N/A	N/A	N/A
Female	187	88.8	81.9	10.8	4.2	3.0	7.2	N/A	N/A	N/A	N/A
White	21	76.2	81.3	0.0	12.5	6.3	18.8	N/A	N/A	N/A	N/A
African American	335	85.1	82.8	10.9	3.9	2.5	6.3	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	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	53	66.0	N/AV	N/AV	N/AV	N/AV	N/AV	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
Subsidized meals	250	84.4	85.8	9.0	3.3	1.9	5.2	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

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	2009	390	98.7	20.2	45.5	26.2	8.2	49.6	56.4	61.8
	2010	361	98.3	20.8	41.3	25.9	12	46.7	58.5	65.9

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

All Students	2009	390	98.5	33.9	32	24.9	9.3	44.5	52.3	62.7
	2010	361	98.1	34.1	41.7	19.6	4.5	32	52.1	62.3

* Adjusted to account for natural variation in performance.