

BLUE RIDGE HIGH SCHOOL

PRINCIPAL: REENA WATSON

DISTRICT: GREENVILLE COUNTY SCHOOLS

SUPERINTENDENT: BURKE ROYSTER



2013- 2018

SCHOOL RENEWAL PLAN COVER PAGE

(Mandated Component)

REQUIRED - SCHOOL INFORMATION AND SIGNATURES

SCHOOL: Blue Ridge High

DISTRICT: Greenville County Schools

SCHOOL RENEWAL PLAN FOR YEARS: 2013-14 through 2017-18 (*five years*)

SCHOOL RENEWAL ANNUAL UPDATE FOR: 2014-15 (*one year*)

Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

CHAIRPERSON, BOARD OF TRUSTEES

Mr. Charles J. Saylor		
PRINTED NAME	SIGNATURE	DATE

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	SIGNATURE	DATE

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mr. Victor Horne		
PRINTED NAME	SIGNATURE	DATE

PRINCIPAL

Ms. Reena Watson		
PRINTED NAME	SIGNATURE	DATE

SCHOOL ADDRESS: 2151 Fewes Chapel Rd., Greer, SC 29651

SCHOOL'S TELEPHONE: (864) 355-1800

PRINCIPAL'S E-MAIL ADDRESS: rwatson@greenville.k12.sc.us

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

(Mandated Component)

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

<u>POSITION</u>	<u>NAME</u>
1. PRINCIPAL	Reena Watson
2. TEACHER	Ashleigh Lacey
3. PARENT/GUARDIAN	Kimberly Hendley
4. COMMUNITY MEMBER	Frances Stephenson
5. SCHOOL IMPROVEMENT COUNCIL	Victor Horne
6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<u>POSITION</u>	<u>NAME</u>
Assistant Principal	Stephanie Calloway
Curriculum Resource Teacher	Metris Cain
Teacher	Ashley Wardlaw
Teacher	Byron Hardy

***REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

ASSURANCES FOR SCHOOL PLAN

(Mandated Component)

Act 135 Assurances

Assurances, checked by the principal, attest that the district complies with all applicable Act 135 requirements.

_____ **Academic Assistance, PreK–3**

The school makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Academic Assistance, Grades 4–12**

The school makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).

X **Parent Involvement**

The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, providing parents with their child’s individual test results and an interpretation of the results, providing parents with information on the district’s curriculum and assessment program, providing frequent, two-way communication between home and school, providing parents an opportunity to participate on decision-making groups, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children.

X **Staff Development**

The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*.

X **Technology**

The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.

N/A **Innovation**

The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds.

_____ **Recruitment**

The district makes special and intensive efforts to **recruit** and give **priority** to serving those parents or guardians of children, ages birth through five years, who are considered at-risk of school failure. “At-risk children are defined as those whose school readiness is jeopardized by any of, but no limited to, the following personal or family situation(s): Educational level of parent below high school graduation, poverty, limited English proficiency, significant developmental delays, instability or inadequate basic capacity within the home and/or family, poor health (physical, mental, emotional) and/or child abuse and neglect.

X **Collaboration**

The school (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

Developmental Screening

The school ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

Half-Day Child Development

The school provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

Developmentally Appropriate Curriculum for PreK–3

The school ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

Parenting and Family Literacy

The school provides a four component program that integrates all of the following activities: interactive literacy activities between parents and their children (Interactive Literacy Activities); training for parents regarding how to be the primary teachers for their children and full partners in the education of their children (parenting skills for adults, parent education); parent literacy training that leads to economic self-sufficiency (adult education); and an age-appropriated education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Family Literacy program goals are to strengthen parent involvement in the learning process of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education, a chance to recover from dropping out of school; and identify potential developmental delays in preschool children by offering developmental screening.

X Coordination of Act 135 Initiatives with Other Federal, State, and District Programs

The district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

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INTRODUCTION

to the Blue Ridge High School Portfolio

The Blue Ridge High School portfolio was developed to document the changes and progress our school has made while working to continuously improve everything we do. The portfolio provides our staff, students, parents, and community with an ongoing means of self-assessment, communication, continuous improvement, and accountability.

This school portfolio is a living document that describes Blue Ridge High School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements in the context of client demographics and needs, and school partnerships. The portfolio also describes how we build and utilize our overall school plan for the purpose of improving student achievement – our ultimate outcome. It is in this portfolio that one can see an overview of all the progress and changes we have been able to accomplish within each section and throughout our school during this time. It also shows how all of the parts fit together to make our school a positive place for our students.

A team of teachers were involved in developing the narrative for our portfolio based on input from the staff, along with students, parents, and members of the community. Much of the narrative content came from staff discussions in the process of evaluating our work. These discussions and assessments asked staff to contribute “evidence” of our progress.

Please enjoy this comprehensive treasure as it provides the story of who we are and how we work together to continuously improve what we do to prepare our students to become successful citizens and participants in the future world!

EXECUTIVE SUMMARY

Welcome to Blue Ridge High School!

Located at the foothills of the Blue Ridge Mountains, Blue Ridge High School serves over 1,100 students, most of who live in a rural community. Exhibiting southern hospitality at its best, our community prides itself on its open and welcoming atmosphere. As the school's population has continued to grow, so has our cultural and ethnic diversity, thus illustrating our commitment to educate students from all backgrounds.

In addition, we have a clearly defined decision-making structure in place using the Bernhardt Portfolio Model. We have reviewed our mission statement based on a shared vision. We have coordinated our goals, our school plan and our professional development. We have a clearer understanding of state and national learning standards. We are making better instructional decisions based on student achievement data. And our stakeholders are better informed about school processes. In addition, we have been recognized as a school with "Excellent" report card ratings and as a Palmetto Gold and Silver Award Recipient. The EOC scores of our students have increased and the HSAP scores have shown steady improvement. In spite of these gains, AYP objectives that are "not met" are in need of improvement. In order to better serve the needs of our students, we have begun to analyze data from the school report card and align our portfolio and teachers' student achievement goals with this data.

Blue Ridge High School offers quality electives to enrich the lives of our students. Our foreign language program is the only one in the school district to offer four years of four different foreign languages. Our Fine Arts program has been the recipient of numerous awards, including a state champion marching band for several years, an award-winning chorus program, along with drama classes, and broadcast journalism. We also offer many other electives for our students.

Although we now have up-to-date computers and labs throughout the school, we face the challenges of keeping the software current and continuing the education of faculty members in the use of educational technology. Also, in order to meet the demands of No Child Left Behind, we must continue to raise student test scores each year. In addition, we will continue our efforts towards improved parent communication.

The administration collaborates as a unit along with the faculty to ensure our students are learning in an orderly, safe, and pleasant environment.

Student Achievement Results

In accordance with South Carolina Curriculum Standards, Blue Ridge High School (BRHS) gathers and analyzes data on student academic achievement through standardized test results and other student performance sources. Examples of these standardized tests include the American College Test (ACT), Scholastic Aptitude Test (SAT), and the High School Assessment Program (HSAP) as the main indicators of measuring student achievement. It is mandatory that all 4th semester students take the HSAP. The ACT and SAT are taken voluntarily by any junior or senior. In addition, students who are enrolled in Algebra I, English I, Biology, and US History are assessed using End-of-Course Exams. A summary of BRHS students' scores follows. Finally, BRHS teachers use formative and summative assessments to regularly monitor student progress and modify instruction as needed. These assessments provide a variety of evidence that achievement goals have been met. Throughout each semester, teachers communicate and collaborate with colleagues in order to improve student performance.

Due to the small numbers of all subgroups there is not a statistical reliability in disaggregation of data as determined by No Child Left Behind criteria.

For the purpose of this report, Blue Ridge High School's student achievement results have been divided into five categories:

- ACT
- SAT
- HSAP
- End of Course Exams
- Advanced Placement Exams
- Graduation Rate

The ACT and SAT are intended to help evaluate the College Preparatory programs specifically. The HSAP and EOC Exams are intended as an evaluation of the minimum program. The AP, in turn, is intended to help evaluate the honors and AP program.

ACT

Information on the ACT is included for the years 2011-2013. The number of students taking the ACT has been steady for the past three years. Blue Ridge's average composite ACT score has remained relatively constant from 20.0 in 2011 to 21.4 in 2013. Comparisons between Blue Ridge High School and other schools in South Carolina show Blue Ridge's average composite ACT score over the three years was 21.0 while the district's average was 21.5. The state's average is 20.2. Overall Blue Ridge's average is slightly less than the district's; however, it exceeds the state's average.

SAT

Over the past three years Blue Ridge's average composite SAT score has fluctuated. In 2011, BRHS score was 1435 It increased to 1444 in 2012 but fell in 2013 to 1403. Comparisons between Blue Ridge High School and other schools in South Carolina show Blue Ridge's average composite SAT score over the three years was 1427 while the district's average was 1457. The state's average is 1435. Overall Blue Ridge's average is less than the district's and state's averages.

HSAP

The 1st attempt passage rate on the HSAP has increased over the years. The passage rate in 2011 was 85.9% and has increased to 87.6% in 2013. The longitudinal passage rate increased to 96.7% for the 2011 school year slightly decreased to 95.3% in 2013.

End of Course Exams

The percentage of students passing the Algebra I EOC has increased overall. In 2011 the passage rate was 82.6% and rose to 90.4% in 2013.

The percentage of students passing the English I EOC has fluctuated. In 2011, the passage rate was 81.4%. There was a decrease in 2012 and 2013 resulting in a most recent passage rate of 80.2%.

The percentage of students passing the Biology EOC increased from 65.4% in 2011 to 84.7% in 2013

The percentage of students passing the US History EOC has steadily climbed. In 2011 the passage rate was 46.9% and moved up to 74.1% in 2013.

Advanced Placement Exams

Blue Ridge has been fortunate in the last few years to be able to teach a variety of advanced placement courses. Not all classes are taught each year, but the subjects include:

- AP Calculus AB
- AP Calculus BC
- AP Statistics
- AP English Literature
- AP English Language
- AP European History
- AP US History
- AP World History
- AP Human Geography
- AP US Government

- AP Macroeconomics
- AP Spanish
- AP Latin
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Computer Science

The number of AP classes offered doubled from 8 to 16 from 2010 to 2013. As a result the number of students taking an AP class increased 43% from 2010 to 2013. The overall passage rate (Score 3-5) is 25% for 2013, which is down from 29% in 2012.

High School Graduation Rate

The on-time graduation rate has remained somewhat consistent from 2011-2013. In 2011 the graduation rate was 80.0%, fell to 75.0% in 2012, and then increased to 82.7% in 2013.

Teacher and Administrator Quality

In 2011-2013 the faculty was comprised of 43% males and 57% females.

In 2012 there were 90% Caucasian teachers and 10% African American faculty members (teachers, guidance counselors, media specialists, CRT, and administrators). In 2013 the faculty was comprised of 94% Caucasian, 15% African American, and 1% Latin American.

Four faculty members are National Board Certified. 21% have a Bachelor's degree, 15% have a Bachelor's plus 18 hours of college coursework, 36% have a Master's degree, 23% have a Master's degree plus 30 hours of college coursework, and 1% has a PhD. 4% of the faculty is not certified due to ROTC or PACE positions. All certified personnel are required to attend at least 24 hours of professional development each year. The certified faculty averages over 13 years of experience in education.

The principal has been in education for twenty-two years with eight of them as principal of the school. The three assistant principals have an average of almost seven years of experience as an administrator. All administrators are certified as secondary administrators.

School Climate

Based on surveys given and reported on the SC school report card the following information was obtained:

Parents ranked the highest for satisfied with the learning environment at 91.6%. Students (88.5%) and teachers (91.3%) were not far behind. Parents ranked the highest for satisfied with the social and physical environment (100%) and students gave the highest rank of satisfied with school-home relations (92%).

Significant Challenges

BRHS draws from a geographically large and diverse community. Some students who attend BRHS are reared in low socioeconomic environments such as subsidized housing and foster homes. Other students live within a high socioeconomic bracket. However, families with blue-collar jobs are more prevalent. With recent downturn in the economy many of the families for the schools have lost jobs and moving in with family members has been seen more and more. Many families live on large plots of land and work in a family business. In many cases the skills needed to work in the family business have been taught and passed down thus making not making education a necessity to continue the business. An emphasis on education is most likely to be seen in families that have moved into the area due to a job relocation or upper middle class and above families, which are not the majority of the student population.

One attitude of the community is a number of parents view vocational skills as being more important than academic skills. A large number of BRHS parents have an education level at or below a High School Diploma. As a result, parents may not set high educational expectations for their own children. For instance, this includes lack of encouragement for them to earn a High School Diploma or to pursue a higher education beyond high school. To offset this socio-economic gap in achievement, BRHS staff and teachers must strive to instill the value of education through positive role modeling, guest speakers and special events for parents and students.

Significant Awards, Results, and Accomplishments

2013

Excellent Absolute Rating and Excellent Improvement Rating on School Report Card

Six AFJROTC students received awards at 2013 Cadet Leadership School for outstanding performance

School selected for Adopt A School program by local Walmart

Academic Team concluded season with 10-1 winning record

Student clubs and organizations led successful fundraisers for many groups, including but not limited to: Cancer Society of Greenville, March of Dimes, Humane Society, MDA, Greenville Family Partnership, and United Way.

Two teachers received grants to benefit their students and enhance instruction

Corps of Cadets won AAA State Championship

Head football coach was named Greenville TD Club Coach of the week twice

Competitive cheerleading, boys cross country, two wrestlers, and a player on girls golf teams qualified for state championships

2012

Excellent Absolute Rating and Excellent Improvement Rating on School Report Card

Palmetto Gold Award Recipient

Received an “Exceeds Standards” on Unit Evaluation conducted by HQ AFJROTC Regional Director

Students and coaches named to Shrine Bowl and North/South teams

Boys’ cross country finished 5th in state

Competitive cheerleaders qualified for state

Marching Band finished 2nd place in the State

22 Band Students made the 2013 Greenville All County Band

17 Chorus students were selected to participate in the 2013 SC All-State Chorus

National Thespian Society was formed

2011

Excellent Absolute Rating and Excellent Improvement Rating on School Report Card

Palmetto Gold and Silver Award Recipient

AFJROTC has raised over \$3000 for charities and participated in many school and community events

A safe driving program, Alive at 25, was implemented for all student drivers

Marching Band qualified for Upper State

WYFF New Channel 4 Band of the Week

Fine Arts students named to the all-district, all region and all state programs

Junior Classical League formed

Three teachers received grants

Athletes received honors such as being named to teams noted for outstanding performance, as well advancing to regional, upper state and state level competitions

SCHOOL PROFILE

School Community

Blue Ridge High School is located in a rural community situated in the northern portion of Greenville County, South Carolina. It is nestled in the foothills of the Blue Ridge Mountains near the North Carolina border, between the cities of Greer and Travelers Rest. Though the school is not located in a designated town, it is within a close-knit community. Blue Ridge High School is one of 14 traditional high schools in Greenville County.

Blue Ridge High School was first established in 1955. The original building was located on Tyger Bridge Road. The current building was constructed in 1986 and the renovation/expansion project was completed in January 2006. When Blue Ridge High School first opened its doors, there were 339 grade eight through twelve students enrolled. Upon completion of the renovation project, the building capacity is now 1,300 students, grades nine through twelve. There are currently approximately 1,127 students and 61 certified personnel.

The Blue Ridge High School attendance area is one of the largest geographical areas in the Greenville County School District. It covers approximately 186 square miles and makes up approximately 23 percent of the entire county. Most families living in the community of Blue Ridge have a long ancestral history, dating back for several generations. However, there is a steady influx of new families with many new subdivisions being built in the area.

The economic status of the region runs the gamut from low to upper income brackets. Due to the rural setting of the school, many workers travel to other locales to work in businesses and industries. This relationship allows Blue Ridge High to foster many contacts within the surrounding business community.

The Blue Ridge area is served by a variety of higher education facilities. North Greenville University, Furman University, and the Greer campus of Greenville Technical College are located in close proximity to Blue Ridge High School. Additional educational opportunities are available in the Greenville area through the University Center of Greenville and various other organizations. The convenience of the higher learning facilities allows easy access and familiarity to the students.

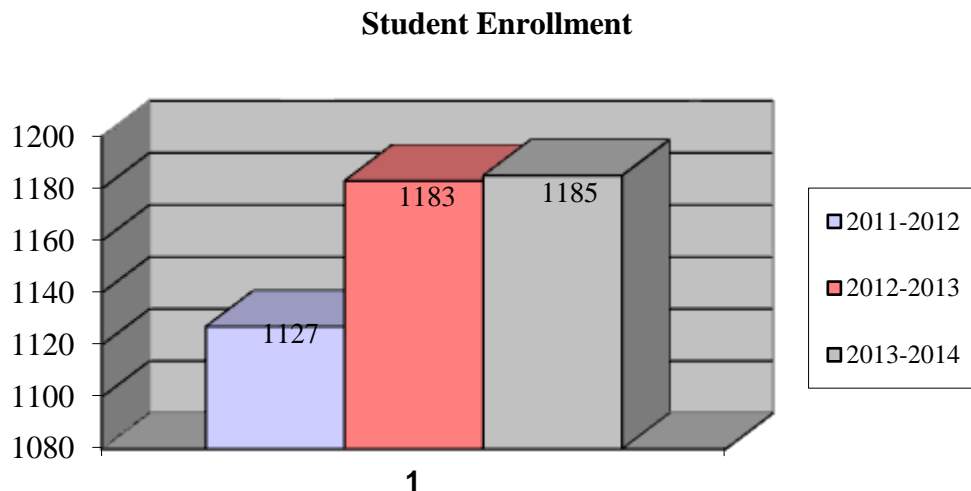
School Personnel

In addition to the 73 certified faculty members; which include teachers, guidance counselors, athletic director, assistant athletic director, administrators, and media specialists, the following classified employees serve in support roles for the school:

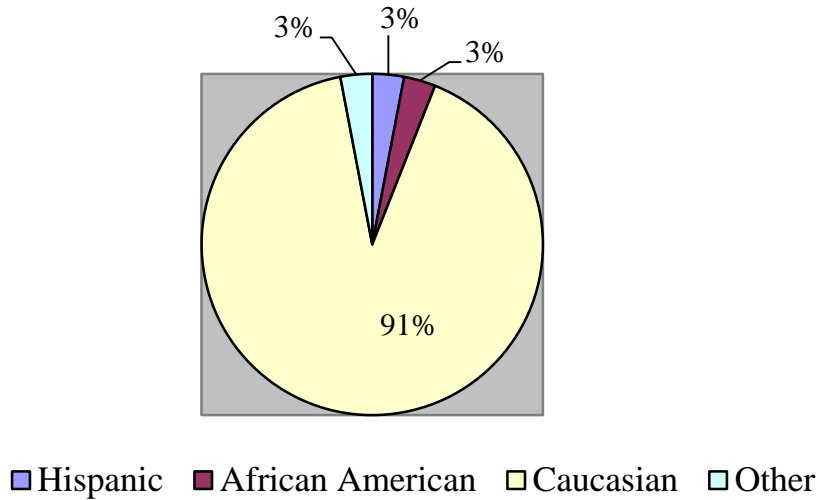
- Guidance clerk
- Attendance clerk
- Career Development Facilitator
- Curriculum Resource Teacher
- School Resource Officer
- Licensed nurse
- Receptionist
- Bookkeeper
- Secretary
- Certified athletic trainer
- In-School Suspension (ISS) facilitator

Student Population

Over time, the student population has decreased steadily as shown below.



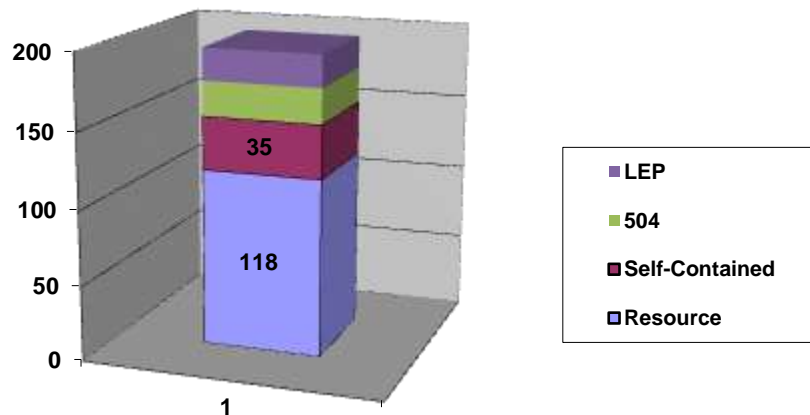
Student Ethnicity



Approximately 34 percent of Blue Ridge High School students qualify for free and reduced priced meals, and almost 400 students use the school bus system to get to school and/or home each day.

In addition, approximately 15 percent of BRHS students qualify for special education services. We offer special needs students support through resource classes as well as through self-contained classes. Students qualifying for the self-contained classes work towards an occupational diploma. 23 students have a 504 and receive accommodations. 23 students are limited English Proficient and are provided assistance through an ESOL teacher and receive accommodations. Over the past five years our special needs population has grown at approximately the same rate as our school enrollment.

Number of Students Receiving Special Services



Academic and Behavioral Features/Programs/Initiatives

Blue Ridge High School promotes student involvement in extra-curricular activities and programs. A wide array of offerings is available to students: Beta Club, Student Council, National Honor Society, AFJROTC, Academic Team, French Club, Future Farmers of America, German Club, Junior Classical League, Key Club, Young Black Males With Aspirations, Fellowship of Christian Athletes, and Journalism. Currently, almost 50 percent of our student body is actively involved in our athletic programs, the Blue Ridge High School Corps of Cadets, and our Chorus and Orchestra. In addition, we offer an after school Credit Recovery program for students needing to make-up academic credits and HSAP bootcamp to assist students who have previously taken HSAP but not passed all portions.

Blue Ridge High School currently uses the 4X4 Block with embedded A/B Scheduling model. Using this model provides teachers with larger blocks of time for instruction that can be more student-centered. With this model, teachers can also better incorporate project-based learning and inquiry learning experiences into the curriculum. The 4X4 Block model also affords teachers better opportunity to address differences in learning styles and intelligence modes. This model encourages students and teachers to work cooperatively as a community of learners who encourage and support each other. We have also implemented the Credit Recovery program before and after school. With this program in place, graduation rates have increased and overall retention rates have decreased.

At Blue Ridge High School, we have been very successful in our overall approach to educating children. Our daily operations have been established by the administration with input from the faculty and staff. The BRHS administration and faculty is afforded discriminatory privileges with funding and allocations in order to make spending decisions that best suit the needs of the students and overall educational program.

In addition, BRHS has established an academic learning climate in which there is a focus on instructional goals. The decision-making process is collaborative and provides opportunities for meaningful involvement of school stakeholders. Progress in improving student achievement and instructional effectiveness is monitored frequently and is adjusted as necessary. Instruction at Blue Ridge High School is based on a standards and data driven curriculum. Teachers make adjustments to the instructional process based on student learning styles and assessments of student learning. Instruction at BRHS has become more uniform and consistent by focusing on learning standards and implementing strategies for HSAP and SAT preparation. Curriculum at Blue Ridge High School is firmly centered on both state and district learning standards. The curriculum focuses on the diverse needs of all student learners and provides opportunities for acceleration and remediation in language arts, mathematics, science, and social studies.

Also, the development of assessments of student learning is based on the type of achievement to be assessed. Students' understanding is assessed through a variety of measures such as teacher-made tests, standardized tests, projects, etc. Assessment is aligned with standards, curriculum and instruction.

MISSION, VISION, AND BELIEFS

We, the faculty and staff of Blue Ridge High, believe our purpose is to serve the community by preparing the successful adults of tomorrow. This purpose is very important for creating the mission, vision, and beliefs of Blue Ridge High.

During this self-study for SACS, our mission, vision, and beliefs were revisited to determine if any changes were necessary. Blue Ridge High School's vision portrays what the school will be like when the mission is achieved. In our SACS study committee we discussed the beliefs to determine their continuing relevance to us. After minor revisions, the mission, vision, and beliefs were reviewed and agreed upon by the faculty and staff.

Our mission is...

...to offer each student interdisciplinary experiences that develop intellectual, social, physical, creative, and technological potential in a safe environment.

Our vision at Blue Ridge High School is to create a school where:

- Each student will feel that the curriculum has prepared him or her for college and/or the workforce.
- The curriculum will be relevant, challenging and interesting.
- The curriculum will be always expanding, never stagnant, and changing to meet the needs of the student.
- Instruction will value student input.
- Instruction will be enhanced with technology when applicable.
- Instruction will be accurate, well-planned, professional, and effective.
- Each student will be assessed proportionately on content and skills taught in the instructional process.
- Each student will be aware of the expectations that will be assessed.
- A variety of assessment techniques will be used.
- Assessment will be fair, accurate, and will require critical thinking.

- Students, teachers, and administration will feel pride and ownership in Blue Ridge High School.
- Blue Ridge High School will be safe, clean, comfortable, and provide an environment that is conducive to learning.
- Blue Ridge High's environment will reflect student accomplishments.
- Blue Ridge High School will set the standard for all other schools in the Southeast.

We believe that...

- The student is the center of the educational process.
- Every student is a unique individual and that the curriculum should be designed to address a variety of learning styles, assessment techniques, and a broad range of interests.
- Students should expect professionalism and support from all faculty, staff, and support personnel.
- Students should be nurtured and challenged to fully realize their gifts and skills.
- As an essential element of the educational process, each student must accept responsibility to be an active learner and supporter of the learning environment.
- We must offer the students interdisciplinary experiences which will prepare them as cooperative problem solvers and responsible decision-makers in the workplace.
- The academic program should adequately prepare students to meet or exceed established state standards.
- We have an obligation to help each student learn to deal with a technologically advanced 21st century in positive and creative ways.
- We must foster in all students an attitude of understanding and appreciation for cultural, physical, and other differences among people.
- Blue Ridge High School, as a partner with the home and community, should strive to exemplify characteristics of citizenship, self-sufficiency, and strong moral character.
- Blue Ridge High School, as a partner with the home and community, must teach individual responsibility for one's actions and acceptance of consequences appropriate to one's behavior.

DATA ANALYSIS AND NEEDS ASSESSMENT

Student Achievement Outcomes and Needs Assessment

Evidence of Strengths:

- Additional help is provided to students who do not meet the HSAP standards. HSAP remediation is provided in math and language arts through USA TestPrep and HSAP boot camp.
- Instruction is aligned with state learning standards, as well as with national, state, and district goals and expectations of student learning.
- Students are actively involved in the learning.
- Science teachers used hands-on laboratory experiences to emphasize standards.
- Various types of grouping strategies are used in the classroom to help students understand instruction and to encourage active participation.
- Advanced Placement courses are offered in English, Math, Science, Social Studies, Foreign Language and Computer Science.
- English and math teachers use HSAP preparatory materials to help students practice test taking skills.
- Learner expectations are clearly stated in district curriculum guides and South Carolina frameworks.
- Technology is used to enhance the learning process (internet research, Power Point presentations, video streaming, Microsoft Word, Inter-write Pads, etc.).
- Advance Placement (AP), Honors, Advanced, and Applied College Prep levels of courses are offered.
- Career and Technology courses are offered, which include Family and Consumer Sciences, Business Education and Agriculture Education.
- We have built a comprehensive foreign language program, offering four languages: French, German, Latin, and Spanish. In addition, we offer four levels of each language.
- Blue Ridge High has a strong arts program. Our choral students, band members, and visual art students have received numerous honors and awards.
- Special education classes are provided (resource and self-contained).

- Appropriate methods of unbiased assessment are chosen, based on class, district, and state goals.
- Expectations for assignments are conveyed before assessments are taken. Thus, students have a clear understanding of the expectations before beginning an assignment.

Evidence of Need:

- Additional preparation and assistance is needed for students taking SAT and ACT.
- Even though progress has been made in the use of different types of assessments, more variety would be beneficial.
- Continue offering HSAP boot camp as a means of providing remediation for at risk learners.
- Continue using USA Test Prep online software to enhance student preparation for HSAP and EOC.
- Continue using USA Test Prep as a means of creating common assessments to give teachers the opportunity to collaborate with fellow colleagues and identify best practices to help effectively teach content standards.
- Continue working with at-risk students.

Teacher and Administrator Outcomes and Needs Assessment

Evidence of Strengths:

- The school collaboratively develops a school wide plan for improvement.
- Teachers analyze student achievement on classroom assessments, common unit assessments, benchmark assessments and standardized tests in order to determine how to best help students succeed.
- The use of POWERTEACHER has aided teachers in keeping accurate records of student attendance.
- The use of POWERTEACHER(grade book software) has aided teachers in keeping accurate records of student progress. The use of this program has also increased parent communication by enabling teachers to send electronic progress reports to parents via email.
- POWERTEACHER training is available as needed.
- District committees and school staff are working to better align instruction with those specific goals and objectives.
- Departmental meetings allow opportunities for sharing ideas and support.

- Teachers use the following types of data to make instructional decisions: school report card, classroom assessments, Individual Education Plans (IEP's), and observations.
- Teachers have access to internet resources, materials in the media center, ETV streamline video, distance learning, content department and instructional leaders and on-site workshops to help improve instruction.
- Teachers work cooperatively on creating common syllabi for courses. Teachers provide syllabi to students and parents. The syllabi are aligned to the state curriculum standards and include classroom expectations, grading policies, and an outline of course content.
- Teachers provide syllabi and outlines of courses on their websites.
- Teachers meet at school, district, and state levels to receive and share knowledge in updating the curriculum.
- Departmental meetings are held bi-monthly to address curriculum related issues and to share ideas.
- Faculty in-services focus on improving student achievement.
- Common unit assessments are used by all teachers teaching a course with other teachers and data analysis meetings are held to review data and instructional strategies.
- Teachers use a variety of assessments: standardized tests, objective tests, essays, daily work, homework, portfolios, projects, rubrics, grading scales, and performance assessments.

Evidence of Need:

- Opportunities for peer observations are needed.
- Vertical Team meetings are needed to allow opportunities for sharing ideas and support.
- Additional departmental planning opportunities are needed in order to continue our focus on refining curriculum foundations.

School Climate Outcomes and Needs Assessment

Evidence of Strengths:

- SIC meetings are held monthly to discuss how community and parent representatives can contribute to the school improvement process.
- Parent meetings for rising 9th students identified as at risk from the feeder middle school.
- Parents meeting for students participating in YBMWA (Young Black Males With Aspirations).
- Over 90% of parents and teachers responded they were satisfied with the learning environment on the latest school report card survey.
- Over 90% of parents and teachers responded they were satisfied with the social and physical environment on the latest school report card survey.
- Over 90% of students responded they were satisfied with the school-home relations on the latest school report card survey.

Evidence of Need:

- Establish a committee to formulate more comprehensive plans to decrease learning gaps in student achievement.
- Under 90% of students responded they were satisfied with the learning environment on the latest school report card survey.
- Under 90% of students responded they were satisfied with the social and physical environment on the latest school report card survey.
- Under 90% of parents and teachers responded they were satisfied with the school-home relations on the latest school report card survey.

SCHOOL RENEWAL PLAN FOR 2013-14 through 2017-18

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

GOAL AREA 1: Raise the academic challenge and performance of each student.

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in writing and English Language Arts each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard (Level 2 and above) in English Language Arts on the High School Assessment Program (HSAP) 1st attempt from 76.0% in 2012 to 90.5% in 2018.

ANNUAL OBJECTIVE: Annually increase by 3.5 percentage point(s) students meeting standard in English Language Arts on the High School Assessment Program (HSAP).

DATA SOURCE(S): SDE School Report Card – last page

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76.5	80.0	83.5	87.0	90.5
School Actual	76.0	98.2					
District Projected	X	X	86.5	87.5	88.5	89.5	90.5
District Actual	85.5	92.4					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ENGLISH I

☒ Student Achievement
 ☐ Teacher/Administrator Quality
 ☐ School Climate
 ☐ Other
 Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I from 67.2% in 2012 to 81.3% in 2018.

ANNUAL OBJECTIVE: Increase by 2.8 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in English I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	70.1	72.9	75.7	78.5	81.3
School Actual	67.2	80.2					
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (HS only)	71.1	82.4					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

HSAP % MATH

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in mathematics each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students meeting standard in mathematics on the High School Assessment Program (HSAP) 1st attempt from 69.1% in 2012 to 86.4% in 2018.

ANNUAL OBJECTIVE: Increase by 3.5 percentage points annually students meeting standard in mathematics on the High School Assessment Program (HSAP).

DATA SOURCE(S): SDE School Report Card – last page

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	72.4	75.9	79.4	82.9	86.4
School Actual	69.1	88.1					
District Projected	X	X	82.4	83.4	84.4	85.4	86.4
District Actual	81.4	85.9					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % ALGEBRA I

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I from 76.8% in 2012 to 88.6% in 2018.

ANNUAL OBJECTIVE: Increase by 2.4 percentage points annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Algebra I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	79.0	81.4	83.8	86.2	88.6
School Actual	76.8	90.4					
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (HS only)	78.0	87.4					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

HSAP % TESTED

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

FIVE YEAR PERFORMANCE GOAL: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups each year from 2014 through 2018.

ANNUAL OBJECTIVE: Meet the annual measurable objective (AMO) of 95% of students tested for all ELA and math tests and subgroups annually.

DATA SOURCE(S): ESEA Federal Accountability and SDE School Report Card

ELA – School	Baseline 2011- 12	Planni ng Year 2012- 13	2013- 14	2014- 15	2015- 16	2016- 17	2017- 18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American	N/A	N/A					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	100	100					
Limited English Proficient	N/A	N/A					
Subsidized Meals	100	100					

ELA – District - High School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	99.0	99.1					
Male	98.8	98.9					
Female	99.3	99.3					
White	99.0	99.2					
African-American	99.0	98.7					
Asian/Pacific Islander	99.3	100					
Hispanic	98.9	99.4					
American Indian/Alaskan	100.0	N/A					
Disabled	97.5	96.8					
Limited English Proficient	98.6	99.2					
Subsidized Meals	98.3	98.9					

Math – School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	100	100					
Male	100	100					
Female	100	100					
White	100	100					
African-American	N/A	N/A					
Asian/Pacific Islander	N/A	N/A					
Hispanic	N/A	N/A					
American Indian/Alaskan	N/A	N/A					
Disabled	100	100					
Limited English Proficient	N/A	N/A					
Subsidized Meals	100	100					

Math – District High School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected Performance	95.0	95.0	95.0	95.0	95.0	95.0	95.0
Actual Performance							
All Students	98.9	98.9					
Male	98.6	98.7					
Female	99.2	99.0					
White	98.8	98.9					
African-American	99.0	98.8					
Asian/Pacific Islander	99.3	100					
Hispanic	99.1	99.0					
American Indian/Alaskan	100.0	N/A					
Disabled	96.7	95.8					
Limited English Proficient	98.6	98.6					
Subsidized Meals	98.1	98.6					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % BIOLOGY I

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in science each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I from 83.9% in 2012 to 88.9% in 2018.

ANNUAL OBJECTIVE: Increase by one percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in Biology I.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	84.9	85.9	86.9	87.9	88.9
School Actual	83.9	84.7					
District Projected	X	X	81.7	82.7	83.7	84.7	85.7
District Actual	80.7	84.3					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

EOCEP % US HIST/CONST I

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

PERFORMANCE STATEMENT: Meet the state and federal accountability objectives for all students and subgroups in social studies each year.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution from 56.9% in 2012 to 70.6% in 2018.

ANNUAL OBJECTIVE: Increase by 2.7 percentage point(s) annually students who meet standard (test score of 70 or higher) on the state-mandated End of Course test in US History and the Constitution.

DATA SOURCE(S): SDE School Report Card

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	59.8	62.5	65.2	67.9	70.6
School Actual	56.9	74.1					
District Projected	X	X	66.6	67.6	68.6	69.6	70.6
District Actual	65.6	73.9					

Information in the above tables is subject to change. Projected performance and actual performance are dependent upon which state standardized assessment is administered as South Carolina begins full implementation of common core standards in 2013-2014.

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

PERFORMANCE STATEMENT: Increase student performance on state and national assessments, including Advanced Placement (AP) exams, the Scholastic Aptitude Tests (SAT), and the ACT.

FIVE YEAR PERFORMANCE GOAL: Increase the percentage of students scoring 3 or above (out of a possible 5) on all AP examinations from 38% in 2011 to 61% by 2018.

ANNUAL OBJECTIVE: Increase by 4.6 percentage points annually students scoring 3 or above (out of a possible 5) on all AP examinations.

DATA SOURCE(S): AP report produced by the College Board

School Name	Baseline 2010-11	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	38	42.6	47.2	51.8	56.4	61
School Actual	38 (76/200)	32 (79/249)	25 (254/357)					
District Projected	X	X		57	58	59	60	61
District Actual	56	53	50					

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase by eight points each, the mean scores on respective subtests and the mean composite score on the SAT.

ANNUAL OBJECTIVE: Annually increase the mean score on the SAT Critical Reading section by one point, Math section by three points, and Writing section by four points.

DATA SOURCE(S): SAT report produced by The College Board

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	497	498	499	500	501
Critical Reading Actual	496	496					
Math Projected	X	X	492	495	498	501	504
Math Actual	488	488					
Writing Projected	X	X	464	468	472	476	480
Writing Actual	460	460					
Composite Projected	X	X	1453	1461	1469	1477	1485
Composite Actual	1444	1403					

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Critical Reading Projected	X	X	493	495	497	499	501
Critical Reading Actual	491	496					
Math Projected	X	X	496	498	500	502	504
Math Actual	494	492					
Writing Projected	X	X	472	474	476	478	480
Writing Actual	470	474					
Composite Projected	X	X	1461	1467	1473	1479	1485
Composite Actual	1455	1462					

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

FIVE YEAR PERFORMANCE GOAL: Annually increase by 0.1 point(s) each, the mean scores on respective subtests and the mean composite score on the ACT.

ANNUAL OBJECTIVE: Annually increase the mean score on the ACT English by 0.1 point, Math by 0.2 point, Reading by 0.1 point and Science subtests by 0.1 point each.

DATA SOURCE(S): ACT report produced by ACT

School	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
English Projected	X	X	21.3	21.4	21.5	21.6	21.7
English Actual	21.1	20.6					
Math Projected	X	X	21.3	21.5	21.7	21.9	22.1
Math Actual	21.3	20.9					
Reading Projected	X	X	22.2	22.3	22.4	22.5	22.6
Reading Actual	22.1	22.3					
Science Projected	X	X	21.7	21.8	21.9	22.0	22.1
Science Actual	21.5	21.2					
Composite Projected	X	X	21.8	21.9	22.0	22.1	22.2
Composite Actual	21.7	21.4					

District	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
English Projected	X	X	21.3	21.4	21.5	21.6	21.7
English Actual	21.2	21.3					
Math Projected	X	X	21.7	21.8	21.9	22.0	22.1
Math Actual	21.6	21.5					
Reading Projected	X	X	22.2	22.3	22.4	22.5	22.6
Reading Actual	22.1	22.5					
Science Projected	X	X	21.7	21.8	21.9	22.0	22.1
Science Actual	21.6	21.6					
Composite Projected	X	X	21.8	21.9	22.0	22.1	22.2
Composite Actual	21.7	21.8					

GRADUATION RATE

☒ Student Achievement ☐ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (4 year cohort) student graduation rate by one percentage points each year, from 75.0% in 2012 to 80.0% in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by one percentage points annually.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	76.0	77.0	78.0	79.0	80.0
School Actual	75.0	82.7					
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9					

<u>STRATEGY Activity</u>	<u>Timeline</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementation</u>
Schedule students for Algebra I and Geometry by their 4 th semester for 1 st attempt HSAP	Fall 2013-Spring 2018	Principal, AP for scheduling, guidance counselors	None	N/A	Master schedule Increase in 1 st attempt Math HSAP passage
Identify students who have not passed HSAP by 9 ^{gr} , share areas of weakness with appropriate teacher to remediate students, encourage practice through USA TestPrep, and teach HSAP boot camp to LHSAP students	Fall 2013-Spring 2018	Principal, AP for curriculum, CRT, guidance counselors, and teachers	None	N/A	List of students that have not passed HSAP Emails to teachers of those students Agenda of meetings Increase in 1 st attempt and longitudinal HSAP passage
Create teams of teachers for Algebra I, Geometry, English I, and English II	Fall 2013-Spring 2018	Principal, AP for scheduling, guidance counselors	None	N/A	Master schedule Increase in 1 st attempt HSAP passage
Utilize USA TestPrep for HSAP in Algebra I, Geometry, English I, English II, and Tutorial	Fall 2013-Spring 2018	Algebra I, Geometry, English I, English II, and Tutorial teachers	\$475 per year	District funds	Increase in 1 st attempt and Longitudinal HSAP passage
Visit and collaborate with schools like ours for HSAP and EOC	Fall 2013-Spring 2018	Principal, AP for curriculum, CRT, HSAP and EOC teachers	\$100 per year for mileage	District Funds	Agenda from meetings with other school Additions to school report handbook Increase in HSAP and EOC passage rates
Utilize common planning that incorporates common unit plans, common unit assessments, USA TestPrep assessments, collaboration, and data analysis	Fall 2013-Spring 2018	Algebra I, Geometry, English I, English II, and Tutorial teachers	None	N/A	Agendas and minutes from meetings Increase in HSAP and EOC passage rates

Schedule Special Ed students in Tutorial by grade level and collaborate with regular ed teachers on HSAP and EOC subjects	Fall 2013-Spring 2018	Principal, AP for scheduling, guidance counselors, Algebra I, Geometry, English I, English II, and Tutorial teachers	None	N/A	Master schedule Agendas and minutes from meetings Increase in EOC and HSAP passage rates
Increase AP enrollment and preparation through vertical teaming	Fall 2013-Spring 2018	Principal, AP for curriculum, AP for scheduling, CRT, guidance counselors, and teachers	None	N/A	Enrolment summary College board results Agendas and minutes from vertical teaming meetings
Utilize SAT and ACT questions of the day as bellringers in core content classes	Fall 2013-Spring 2018	Teachers of core content classes	None	N/A	Observations Lesson plans
Guidance counselors will assist students in choosing appropriate test, time to take test, and course load to prepare for tests	Fall 2013-Spring 2018	Guidance counselors	None	N/A	Increase in SAT and ACT scores
Assign guidance counselors by alphabet to better track students and assist towards a 4 year graduation	Fall 2013-Spring 2018	Guidance counselors	None	N/A	Increase in graduation rate
Offer SAT prep class	Fall 2013-Spring 2018	Principal	None	N/A	Master schedule Increase in SAT scores

PROFESSIONAL DEVELOPMENT

☐ Student Achievement ☒ Teacher/Administrator Quality ☐ School Climate ☐ Other
Priority

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Meet the goal of 100% of teachers will attend professional development related to their subject area for common core and rigor.

ANNUAL OBJECTIVE: Maintain 100% attendance by teachers in common core and rigor professional development.

DATA SOURCE(S): professional development calendar

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	100	100	100	100	100
Actual	100						

<u>STRATEGY</u> <u>Activity</u>	<u>Timeline</u>	<u>Person</u> <u>Responsible</u>	<u>Estimated</u> <u>Cost</u>	<u>Funding</u> <u>Sources</u>	<u>Indicators of</u> <u>Implementation</u>
Create professional development calendar based on goals and strategies, certification, common core, and rigor	Fall 2013- Spring 2018	Principal, AP for curriculum, and CRT	None	N/A	Professional development calendar Portal Sign in sheets

STUDENT ATTENDANCE

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other
Priority

GOAL AREA 3: Provide a school environment supportive of learning.

FIVE YEAR PERFORMANCE GOAL: Achieve an annual student attendance rate of 95%.

ANNUAL OBJECTIVE: Maintain an annual student attendance rate of 95% or higher.

DATA SOURCE(S): SDE School Report Card

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	95.0	95.0	95.0	95.0	95.0
School Actual	94.7						
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9						

STUDENT EXPULSION

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other
Priority

FIVE YEAR PERFORMANCE GOAL: Maintain a student expulsion rate below 0.5% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student expulsion rate below 0.5% of the total school population.

DATA SOURCE(S): SDE School Report Card and GCS Incident Management System (IMS)

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
School Actual	0.003% (3/1115)	0.002% (2/1145)					
District Projected	X	X	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%	Less than 0.5%
District Actual	0.5%						

PARENT SATISFACTION – LEARNING ENV.

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other
Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who are satisfied with the learning environment from 89.6% in 2012 to 91.0% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 0.3 percentage point(s) annually parents who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #5

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	89.9	90.2	90.5	90.8	91.0
School Actual	89.6						
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*						

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Results are from 10-11.

STUDENT SATISFACTION – LEARNING ENV.

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other
 Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who are satisfied with the learning environment from 85.4% in 2012 to 86.9% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.3 percentage point(s) annually students who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

School Name	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	85.7	86.0	86.3	86.6	86.9
School Actual	85.4						
District Projected (ES, MS, and HS)	X	X	81.5	82.5	83.5	84.5	85.5
District Actual (HS only)	79.7						

TEACHER SATISFACTION – LEARNING ENV.

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other
 Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who are satisfied with the learning environment from 90.5% in 2012 to 94.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.8 percentage point(s) annually teachers who are satisfied with the learning environment.

DATA SOURCE(S): SDE School Report Card Survey results – Question #27

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	91.3	92.1	92.9	93.7	94.5
School Actual	90.5						
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0						

PARENT SATISFACTION – SAFETY

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other
 Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of parents who indicate that their child feels safe at school from 98.0% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.4 percentage point(s) annually parents who indicate that their child feels safe at school.

DATA SOURCE(S): SDE School Report Card Survey results – Question #18

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	98.4	98.8	99.2	99.6	100
School Actual	98.0						
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5						

SDE has not yet provided GCS with the District's Parent Survey results for 2011-12. Info is from 2010-11.

STUDENT SATISFACTION – SAFETY

☐ Student Achievement ☐ Teacher/Administrator Quality ☒ School Climate ☐ Other
Priority

FIVE YEAR PERFORMANCE GOAL: Increase the percent of students who feel safe at school during the school day from 96.7% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.7 percentage point(s) annually students who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #30

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	97.2	97.9	98.6	99.3	100
School Actual	96.7						
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0						

TEACHER SATISFACTION – SAFETY

☐ Student Achievement
 ☐ Teacher/Administrator Quality
 ☒ School Climate
 ☐ Other
 Priority

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who feel safe at school during the school day from 100% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, maintain the percentage of teachers who feel safe at school during the school day.

DATA SOURCE(S): SDE School Report Card Survey results – Question #39

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
School Projected	X	X	100	100	100	100	100
School Actual	100	Not available until fall 2013					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9						

<u>STRATEGY Activity</u>	<u>Timelin e</u>	<u>Person Responsible</u>	<u>Estimated Cost</u>	<u>Funding Sources</u>	<u>Indicators of Implementatio n</u>
Use school website, teacher websites, and/or printed material to inform parents.	Fall 2013-Spring 2018	All teachers	None	N/A	Website counter and/or parental signature Increase in school report card positive ratings on surveys
Teachers will use communication logs and make contacts via email, phone, or in writing.	Fall 2013-Spring 2018	All teachers	none	N/A	Teacher records Increase in school report card positive ratings on surveys
Teachers will keep up-to-date websites and check email regularly.	Fall 2013-Spring 2018	All teachers	none	N/A	Teacher websites Documentation of emails sent to parents Increase in school report card positive ratings on surveys
Open Houses at the beginning of each semester provide an opportunity for parents to obtain information, as well as meet the faculty and staff.	Fall 2013-Spring 2018	All teachers and staff	none	N/A	Open House brochures, website, sign in sheets Increase in school report card positive ratings on surveys
Use the School Messenger telephone system to inform parents.	Fall 2013-Spring 2018	Administration and staff	none	N/A	School messenger files Increase in school report card positive ratings on surveys
Attendance clerk contacts students, parents, and teachers regarding absences on a daily basis	Fall 2013-Spring 2018	Attendance clerk	None	N/A	Increase in student attendance rate
Teachers, administration, and SRO supervise students in all locations, report incidents immediately, and work with parents	Fall 2013-Spring 2018	Administration, teachers, and SRO	None	N/A	Decrease in student expulsion rate



Blue Ridge High

2151 Fews Chapel Rd
Greer, SC 29651

Grades	9-12 High School	
Enrollment	1,115 Students	
Principal	Reena Watson	864-355-1800
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Good
2011	Excellent	Excellent
2010	Average	Below Average
2009	Average	Below Average
2008	Average	Below Average

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://www.escc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
18	5	0	0	0

* Ratings are calculated with data available by 11/14/2012.

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

Percent	Our High School			High Schools with Students Like Ours		
	2010	2011	2012	2010	2011	2012
Passed 2 subjects (%)	80.7%	85.9%	83.7%	83.9%	84.6%	85.2%
Passed 1 subject (%)	12.8%	8.1%	9.8%	9.5%	9.7%	9.3%
Passed no subjects (%)	7.1%	5.8%	6.4%	7.4%	5.3%	5.5%

HSAP Passage Rate by Spring 2012

Percent	Our High School	High Schools with Students Like Ours
	95.0%	94.1%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	310	292	402	367
Number of Graduates in Cohort	248	219	315	308
Rate	80.0%	75.0%	79.0%	79.6%

*Used to calculate current ESSA/Federal Accountability Grade

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	344	310	406	392
Number of Graduates in Cohort	258	258	312	314
Rate	75.0%	83.2%	76.8%	80.6%

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	76.8%	81.2%
English 1	67.0%	71.0%
Biology 1/Applied Biology 2	83.9%	82.1%
US History and the Constitution	56.9%	59.7%
All Tests	70.9%	74.6%

* High Schools with Poverty Indexes 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=1,115)				
Retention rate	1.9%	Down from 2.3%	2.2%	3.0%
Attendance rate	94.7%	No Change	96.1%	95.3%
Served by gifted and talented program	N/A	N/A	N/A	N/A
With disabilities other than speech	N/A	N/A	N/A	N/A
Older than usual for grade	N/A	N/A	N/A	N/A
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.4%	0.8%	0.9%
Enrolled in AP/IB programs	20.8%	Down from 33.5%	24.3%	13.4%
Successful on AP/IB exams	28.0%	Down from 38.0%	57.6%	50.9%
Eligible for LIFE Scholarship	82.9%	Down from 88.3%	30.6%	30.1%
Annual dropout rate	3.5%	Up from 5.1%	2.3%	2.3%
Career/technology students in co-curricular organizations	5.7%	Up from 4.2%	1.6%	2.7%
Enrollment in career/technology courses	614	Up from 595	744	305
Students participating in work-based experiences	2.7%	Down from 3.8%	6.2%	7.4%
Career/technology students attaining technical skills	92.6%	Down from 95.0%	84.7%	84.0%
Career/technology completers placed	100.0%	No Change	99.6%	98.4%
Teachers (n=60)				
Teachers with advanced degrees	58.3%	Down from 60.7%	66.7%	63.2%
Continuing contract teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.0%	Down from 85.8%	85.6%	86.8%
Teacher attendance rate	96.9%	Up from 95.1%	95.5%	95.2%
Average teacher salary*	\$48,981	Down 0.7%	\$48,326	\$47,326
Professional development days/teacher	7.1 days	Up from 6.3 days	6.3 days	6.7 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	32.5 to 1	Up from 31.9 to 1	29.4 to 1	27.1 to 1
Prime instructional time	91.0%	Up from 90.7%	89.7%	89.4%
Dollars spent per pupil**	\$5,733	Down 7.1%	\$6,436	\$7,708
Percent of expenditures for teacher salaries**	59.3%	Down from 59.5%	58.6%	57.1%
Percent of expenditures for instruction**	59.8%	Down from 61.0%	61.6%	59.6%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.0%	Down from 96.6%	96.1%	97.8%
Character development program	Good	No Change	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	Average	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/O--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	241	95.0%	973	70.9%	292	75.0%
Gender						
Male	130	93.1%	504	69.6%	156	71.8%
Female	111	97.3%	468	72.4%	136	78.7%
Racial/Ethnic Group						
White	224	95.5%	896	72.1%	269	76.2%
African American	11	81.8%	41	41.5%	13	61.5%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	26	73.1%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	29	79.3%	97	42.3%	27	37.0%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	20	95.0%	N/A	N/A
Socio-Economic Status						
Subsidized meals	71	90.1%	338	82.4%	91	70.3%

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

Report of Principal and School Improvement Council

Blue Ridge High School has had an outstanding year. The students, faculty, staff, parents, and community are proud of achieving Palmetto Gold as a result of significant increase in student achievement. The graduating class was awarded almost \$6 million in scholarship money and over 75% of the graduates will attend or enlist in the military this fall. Through more teacher collaboration, a focus on data analysis, involvement of community stakeholders, working with other high achieving schools, and creating opportunities for remediation and mastery, Blue Ridge High fully expects to continue increasing student achievement. Based on interest from the community, the Advanced Placement program has grown to include sixteen courses this year, including one for freshmen. Information sessions for parents and students, as well as pilot programs to offer alternative scheduling so students can take more AP classes, were instrumental in the growth of the AP program this year. The student organizations achieved new records for fundraising, awards, and community involvement. The service learning class created a program, Ridge Relief, to assist students experiencing hardship or loss. FFA had 21 students to qualify for the State Conference. FBLA is taking nine students to National Competition over the summer. AFJROTC students participated in community service, charity events, and Cadet Leadership School. The band and chorus continued their award winning traditions at competitions on the local, regional, and state level. The band placed 3rd in the state. A newly established SCJCL won many awards and has students and a teacher in state offices. Student Council organized many student events and hosted a hugely successful Senior Day. The Academic Team placed highly in competitions. Several teachers received grants to enhance the school and facilitate learning in the classroom. The drama program performed many times and included a community improv group. In the athletic realm, Blue Ridge High is proud of the students and coaches for the high levels of success in various programs. Several football players received local and state recognition for their excellence on and off the field. The boys' and girls' cross country teams placed in the state competition. The cheerleading, swim, softball and volleyball teams qualified for state playoffs. Girls' golf team won the region and two girls' basketball players received local recognition. Blue Ridge High School will continue to make strides for student improvement through academics, athletics, and the arts. The students are the focal point of every decision made. It is the goal that each student in the school leave with a high school diploma and prepared to meet the challenges of the world successfully.

Reena Watson, Principal
Chandra Cloon, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	83	212	50
Percent satisfied with learning environment	90.5%	85.4%	89.5%
Percent satisfied with social and physical environment	88.4%	91.3%	88.0%
Percent satisfied with school-home relations	85.5%	91.0%	89.8%

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

Abbreviations for Missing Data

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

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	88.0
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations.

Accountability Indicator for Title I Schools

Blue Ridge High school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress - one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School - one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School - one of the 5% lowest performing Title I schools.
- ☐ Title I School - does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School - therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classroom in low poverty schools not taught by highly qualified teachers	2.1%	2.8%
Classroom in high poverty schools not taught by highly qualified teachers	3.2%	5.1%

	Our School	State Objective	Met State Objective
Classroom not taught by highly qualified teachers	5.3%	0.0%	No

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 Group

Subgroup	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
Grades 9-12							
All Students	235	232	79	71	100.0	100.0	80.0
Male	233	234	79	71	100.0	100.0	73.0
Female	237	230	79	70	100.0	100.0	85.8
White	236	233	80	71	100.0	100.0	81.5
African American	N/A	N/A	N/A	N/A	N/A	N/A	53.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	69.2
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	209	198	N/A	N/A	100.0	100.0	46.7
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	229	223	75	67	100.0	100.0	71.7
Annual Measurable Objective (AMO)	223	220	76	71	95.0	95	73.1

Two-Year HSAP Trend Data

	School Year	Enrolled/Not Out of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	Scaled % Proficient or Above 100%
English/Language Arts								
All Students	2011	272	99.3	7.1	23.1	37.3	32.5	77.3
	2012	283	100.0	7.3	25.9	36.7	29.1	78.0
Mathematics								
All Students	2011	272	99.3	11.8	37.8	28.6	22.0	66.3
	2012	283	100.0	16.0	29.5	26.7	28.7	69.1

2012 - ESEA / Federal Accountability System

GREENVILLE > BLUE RIDGE HIGH

Overall Weighted Points Total	88
Overall Grade Conversion	B
Points Total - High School Grades	88

Matrix Key

1 = Met State Objective

0 = Did not meet State Objective

0.1-0.9 = Level of Improvement between previous year and current year

KEY	Index Score	Grade	Description
	90-100	A	Performance substantially exceeds the state's expectations.
	80-89.9	B	Performance exceeds the state's expectations.
	70-79.9	C	Performance meets the state's expectations.
	60-69.9	D	Performance does not meet the state's expectations.
	Less than 60	F	Performance is substantially below the state's expectations.

2012 Annual Measurable Objectives (AMO)			
	Elementary School	Middle School	High School
English Language Arts (ELA)	630	624	223
Math	630	624	220
Science / Biology	630	624	76
Social Studies / History	630	624	71
ELA - Percent Tested	95	95	95
Math - Percent Tested	95	95	95
Graduation Rate	N/A	N/A	73.1

TITLE	Met/Improved	Met/Improved	Met/Improved	Met/Improved	Tested	Tested	Rate
ALL STUDENTS	1	1	1	1	1	1	1
Male	1	1	1	1	1	1	0.6
Female	1	1	1	0.3	1	1	1
White	1	1	1	1	1	1	1
African-American							0.9
Asian / Pacific Islander							
Hispanic							0.9
American Indian / Alaskan							
Disabled	0	0			1	1	0.9
LEP							
Subsidized Meals	1	1	0.9	0.2	1	1	0.9
Total Number of Points	5	5	4.9	3.5	6	6	7.2
Total Number of Objectives	6	6	5	5	6	6	8
Percent of Objectives Met	83.3	83.3	98	70	100	100	90
Weight	0.225	0.225	0.05	0.05	0.075	0.075	0.3
Weighted Points Subtotal	18.8	18.8	4.9	3.5	7.5	7.5	27
Points Total	88						