School Data Portfolio

Eastside High School

1300 Brushy Creek Road
Taylors, South Carolina 29687

864-355-2800

Mr. Michael Thorne, Principal
Mr. W. Burke Royster, Superintendent

Greenville County Schools

Plan Scope

2013-2014 through 2017-2018

SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Eastside High School

SCHOOL 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. Saylors		
PRINTED NAME	**SIGNATURE**	**DATE**

SUPERINTENDENT

Mr. W. Burke Royster		
PRINTED NAME	**SIGNATURE**	**DATE**

CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

Mrs. Sonya Jones		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Mr. Michael Thorne		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOL ADDRESS: 1300 Brushy Creek Rd., Taylors SC 29687

SCHOOL'S TELEPHONE: (864) 355-2800

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

STAKEHOLDER INVOLVEMENT FOR SCHOOL PLAN

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

POSITION	*NAME*
1. PRINCIPAL:	Michael Thorne
2. TEACHER:	Mark Loucks
3. PARENT/GUARDIAN:	Bev Bresette
4. COMMUNITY MEMBER:	Jane Lollis
5. SCHOOL IMPROVEMENT COUNCIL:	Sonya Jones

6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)

POSITION	*NAME*
Curriculum Resource Teacher	Kathryn Brooks
Assistant Principal	Greg Montjoy
Assistant Principal	Brad Kluttz
Assistant Principal	Lisa Greene

*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).

___x___ 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.

Table of Contents

1. Introduction

This report was developed to document the changes and progress our school has made while working to advance teaching and learning. The self-study process and resulting report provides our staff with an ongoing means for self assessment, communication, continuous improvement, and accountability.

Our mission, vision, and action plan comprise a living document that describes Eastside High School and includes actual evidence of our work. It describes who we are, our vision for the school, goals, plans, progress, and achievements within the context of our student demographics and our school needs. This report also describes how we build and utilize our overall school plan for the purpose of increasing student learning – our ultimate outcome.

Our Leadership Team—teachers elected by our faculty—serves as the steering committee for this work based on input from our entire faculty. Our PTSA, our School Improvement Council, and our Student Government are also vital to our process.

In Spring of 2013, we reviewed the areas of need as defined in our last strategic plan. Stakeholder groups including teachers, students, and parents were asked to review the list of needs and to provide evidence that we had or had not progressed toward meeting them. These same stakeholder groups reviewed our vision and goals and provided input for a new vision and goals. As we turned in our process from a review to planning for the future, our academic departments also set goals. Our action plan is a result of this input. It was reviewed and approved by our faculty, our Student Government, our PTSA, our Leadership Team, and our School Improvement Council.

We have overcome many obstacles, and we continue to face many challenges. We have many programs that are sources of great pride for our school. We are pleased that we have set

and maintained a standard of excellence in the face of potential barriers. We are proud of our school and look forward to sharing it with you. Please enjoy this comprehensive report as it provides the story of who we are and how we work together to continuously improve our school.

2. Executive Summary

School Profile Summary

Eastside High School's enrollment has risen over the last several years from 1,176 students in 1999-2000 to 1,361 students in 2013-2014. The configuration by grade level is as follows: 9th 418 students, 10th 354 students, 11th 322 students, and 12th 267 students**.** Our enrollment includes over 150 students who do not reside in our attendance area but attend through the special permission choice program. The ethnicity of our students is as follows: 69%, are white, 15% are African American, 11% are Hispanic, 2% are Asian, 3% are multiracial and other. Our white population has decreased over the past five years, while our minority groups have all increased in that time frame. Our free and reduced lunch numbers have increased from 7.7 % in 1999-2000 to 30% in 2013-2014. This group has increased over 400% in the past decade. In 2012-2013 our ESOL students comprised 8% of our population. Our student attendance rate is steady at 95% - 96%. Eastside High School has eighty-nine faculty members. We continue to recruit Highly Qualified (HQ) teachers in all subject areas. All teachers are deemed HQ according to federal guidelines.

Student Achievement Summary

Because of the increasingly diverse nature of our student body, student learning needs are constantly evaluated. Our ESOL population continues to grow; therefore, our teachers actively

strive to incorporate ESOL strategies into their daily lesson plans. At Eastside we are focused on improvement for our entire student body, not just those students who comprise the lower quartile. This requires our teachers at every level to push students to perform at their maximum potential. Often, we find that our Honors/AP Level students, because they are naturally gifted, will exert the minimum effort required to make B's and C's when A's are well within their realm of possibility. We are also dedicated to increasing enrollment in our AP and Honors level classes while maintaining the necessary rigor. We are focusing on providing our students the necessary tools for success on the standardized tests which they take.

Our new measurable goals for student achievement are as follows:

Performance Goal 1: SAT Verbal score will increase to 518 by 2018
Performance Goal 2: SAT Math score will increase to 529 by 2018
Performance Goal 3: Graduation rate will reach 87.7% by 2018
Performance Goal 4: HSAP ELA pass rate will increase to 96.5% by 2018
Performance Goal 5: HSAP Mathematics pass rate will increase to 91.5% by 2018
Performance Goal 6: EOCEP English pass rate will increase to 81.6% by 2018
Performance Goal 7: EOCEP Algebra pass rate will increase to 87.6% by 2018
Performance Goal 8: Meet the AMO of 95% students testing for all ELA and Math tests
Performance Goal 9: EOCEP Biology pass rate will increase to 91.4% by 2018
Performance Goal 10: EOCEP US History pass rate will increase to 79.1% by 2018
Performance Goal 11: AP scores of 3 or above will increase to 74.6% by 2018
Performance Goal 12: ACT score will increase to 27.4 by 2018

Teacher/Admin Summary

All teachers will obtain Highly Qualified Status by 2018. Professional Development opportunities at the school, district and state level will be provided to ensure that all teachers have the opportunity to gain this status.

School Climate Summary

Student attendance rate will maintain at a rate of 95% or higher and suspension/expulsion rate will maintain at a rate below 1.0% of the student population. Teachers, students, and parents

who are satisfied with the school learning environment and safety will continue to increase each year. School wide committees are in place to research programs which will address each of these areas for us. These committees are comprised of teachers, administrators, students and parents.

Significant Challenges From the Past 3 Years

Eastside's challenges stem from our changing population of students which we serve. As noted in our profile, the demographics have shifted including free and reduced lunch population, ESOL population, minority population. This shift, along with a cultural shift in our society, presents us with a continuing challenge of revising instructional strategies to meet the changing needs of our students.

Accomplishments/Results During the Past 3 Years

A significant, ongoing accomplishment involves our school's progressive approach to innovative programs. Programs that especially stand out are the following: cognitive tutor math support, Rosetta Stone Spanish instruction, parent portal, curriculum night, ESOL information night, action teams, and our curriculum resource teacher. We have also recently implemented APEX online learning and we send students to the district's Twilight school program.

The district supported Power Teacher grading system and the Parent Portal provides information to parents. The Parent Portal allows parents to view grades, attendance, discipline, transcripts and other pertinent student information. Students and parents are given codes to access their information anytime via the Internet. The program facilitates communication between teacher, student, and parent.

The Guidance Department not only strives to meet individual student needs during the school day, it also holds evening meetings where parents can ask questions. This is very

valuable since many parents work and are unable to speak or meet with counselors during the work day.

Our SIC has started two new programs: Hispanic Outreach Program for our ESOL families and an academic awards program. The Hispanic Outreach Program holds information nights each year. Parents are given the opportunity to learn about the school and also to interact with the committee members (all teachers from various departments) regarding helpful strategies for their children. Students are translators for non-English speaking parents.   The academic awards program (Rewarding Academic Achievement!) gives reward cards to students with a certain GPA at the end of the first semester. The card entitles the student to discounts at many local retailers.

3. School Profile

"STRENGTH THROUGH HUMAN UNDERSTANDING," our school motto, has served as the school focus since 1970. Our school first opened its doors in August of 1970 to 650 students from four neighboring schools. During its first year, the school established school colors of royal blue and gold, chose the eagle as its mascot, decided upon its motto, printed its first school newspaper, and began its first yearbook. The school also formed its chapter of the National Honor Society and began its marching band.

By 1973, the student body had doubled in size and the building had also been enlarged to accommodate this growth. The 1980's saw the student population increase to over 1,400. In the same year, math teacher Dr. Alexia Latimer established the first computer lab in the school district here at Eastside. Natural Helpers, a national peer counseling organization, was established at our school as the first in the school district as well as in South Carolina. The 1990's

witnessed the construction of a new football stadium and also ushered in the concept of Site-Based Management. As the twenty-first century unfolds, all schools face the impact of accountability legislation. Our demographic composition is changing rapidly as we work to meet the new legislative regulations. In the midst of this change, our school has earned an Excellent or Good rating for academics every year since South Carolina introduced state report cards.

Twelve principals have led our school in its forty-three year history. The longest tenure has been ten years. Our current principal is in his fourth year at Eastside. The balance of the administrative team is comprised of three assistant principals and one curriculum resource teacher.

We have changed over the years from a predominately upper-middle class white student body to an increasingly diverse ethnic and socio-economic population. The white population declined for the first time in 2003, while the Hispanic population has quadrupled in the same time. In addition, the number of students who qualify for free and reduced lunches continues to rise.

While some of our parents are difficult to reach, we have very high parent involvement overall. Our parents volunteer thousands of hours to the school each year. While most of our students attend college in South Carolina, namely at Clemson and USC-Columbia, we have graduates at the University of Georgia, Frances Marion University, Gardner Webb College, University of Alabama, College of Korea, Colombia International College, Georgia Southern University and the Performing Arts Center of Los Angeles. Greenville Tech and Tri-County Tech are also popular schools for our graduates. Averaging over 2,000 conferences each year, our guidance counselors play a crucial role in helping our students to plan for their futures.

As we continue to look for ways to reach out to our non-English speaking parents, our PTSA and SIC have committed to translating its newsletter into Spanish and recently won a grant to assist with outreach to all parents of students in our ESOL population. Our school is the fulfillment of a vision, inspired by her leaders -- students, teachers, administrators, parents, and all the supportive citizens of the community -- a team effort that gives special meaning to "Eastside High School: Engaging Minds. Embracing Community." which is our current tagline.

School Personnel Data

Eastside High School's teaching staff is seventy in number with fifteen support staff. The gender, ethnicity, and education levels of our teachers are detailed below.

Gender		**Ethnicity**	
Male:	**30**	White:	**89%**
Female:	**38**	African American:	**11%**

Education		**Attendance Rate**	**95.4%**
BA:	**36.8%**		
MA:	**63.2%**		

Student Population Data

A) Enrollment by grade

9th	**418**
10th	**354**
11th	**322**
12th	**267**

B) Ethnicity of school (percentages)

Asian	**2.0%**
African American	**15.0%**
White	**69.0%**
Hispanic	**11.0%**
Multi-Racial	**3.0%**

C) Free/Reduced Lunch

%Free	**24.2%**
% Reduced	**5.8%**

D) Student/Teacher Ratio

30.3/1

Number of certified administrators **4**
Number of guidance counselors **4.5**
Number of instructional coaches **1**

E) Attendance rate
95.3%

F) Dropout rate
1.9%

G) Gifted & Talented Enrollment
37.3%

School Programs/Initiatives:

Our school programs include writing and math across the curriculum to support HSAP scores and Common Core Standards. Our math department uses Carnegie Learning strategies in the low level courses and will implement those text books in the next school year. Cognitive Tutor software is also being used by our math department. We use Learning Focused strategies in our classrooms extensively and all teachers plan using Essential Questions. In recent years, we have implemented programs for our ESOL population, our At Risk population, our repeat 9th grade population, and our students who have failed HSAP.

4. Mission, Vision, and Beliefs

Values and beliefs are the core of who we are, what we do, and how we think and feel. Values and beliefs reflect what is important to us; they describe what we think about work and how we should operate. Staff was asked to brainstorm independently before we, as a group, agreed upon our core beliefs about what instruction, curriculum and assessment strategies will increase our students' learning. Our core beliefs are as follows:

- All students can learn.
- Students must be active participants in their own learning.
- Education is a shared responsibility of the home, the school, and the community.

- The academic program is the primary focus of the school.
- Extra-curricular activities are a valuable component of the total school program.
- Students learn best in a safe, disciplined environment nurtured by teachers, principals, support staff and community.
- Character development and mutual respect are essential for a positive learning environment.
- Educational experiences should encourage and enable students to learn to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.
- Learning is a lifelong process.

Eastside High School's mission is to provide an educational program in a positive atmosphere that will ensure both quality and equity. Academic courses and extra-curricular programs will provide lifelong learning experiences for our community; furthermore, our vision is to be recognized as a school of excellence through our achievements in academics, athletics, and the arts.

5. Data Analysis and Needs Assessment

Student Achievement & Needs Assessment

We still see a significant discrepancy between the performances of free-reduced lunch students versus non-free/reduced lunch students on the English/Language Arts portion of HSAP. In the spring of 2009, 92.8% of full pay students scored either proficient or advanced while only 82.2% of free/reduced lunch students performed at this level. In Mathematics, the percentages were 87.6% and 72.6% respectively. This gap has continued for the past several years. We strive to create an overall increase in HSAP performance for all subgroups as a result of strategies implemented in our school-wide action plans.

Since the needs of our students are as diverse as the students themselves, a constant review of academic data provides our teachers and school leaders with a more accurate assessment of student progress. In the last ten years the free/reduced lunch population at

Eastside High has increased 400%. Additionally, the Hispanic student population now makes up 10% of the student body. Standardized test scores tend to mirror the socioeconomic composition of the family; therefore, we continually seek new ways to reach all our students. During the 2011-2012 school year, we participated in a faculty wide book study researching the unique needs of our students based on the research of Dr. Robyn Jackson. About half of our teachers have also been trained to use an inquiry-based pedagogical style based on the learning theories of Dr. Richard Paul of the Foundation for Critical Thinking.

Some additional data was analyzed to help us find growth areas. Discipline referrals have decreased over the past few years. The more time students spend in class, the better they perform overall. Our graduation rate stays fairly constant around 80% (83.1% in 2013) and guidance and administration work on our drop-out problem in a collaborative effort in increase this rate and help our students stay in school. Our student attendance rate continues to remain high (95.3%), and all our teachers are deemed Highly Qualified by the federal NCLB standards.

HSAP Pass Rate:

HSAP	2013	2012	2011	2010	2009
	% pass	% pass	% pass	% pass	% pass
Math	94.1	86.5	87.1	87.6	78.9
English	97.8	94.1	94.8	92.8	88.1

SAT Scores:

SAT	2009	2010	2011	2012	2013
Verbal	513	512	517	508	527
Math	528	519	513	519	523
Composite	1041	1031	1030	1027	1050
Writing	498	505	496	491	503

ACT Scores:

	EHS	SC	US
2013	23.0	20.4	20.9
2012	22.4	20.2	21.1
2011	22.6	20.1	21.1
2010	22.8	20.0	21.0
2009	21.7	19.8	21.1

EOC Pass Rate:

	Algebra 1	English 1	Biology	US History
2013	87.3	79.5	87.6	69.3
2012	82.6	76.5	88.9	74.1
2011	71.4	79.0	81.8	69.9
2010	79.4	82.3		62.3
2009	79.9	80.9		65.4

ESEA Means Table:

	ELA HSAP *223	Math HSAP *220	Biology EOC *76	US History EOC *71	ELA Percent Tested *95	Math Percent Tested *95	Graduation Rate *73.1
ALL	247	241.5	88	76.2	98.8	98.5	80.2
Male	242.5	240.1	86.8	76.8	98.1	97.4	74.9
Female	251	242.8	89.3	75.6	99.4	99.4	85.8
White	251.5	245.7	91.5	78.4	99.6	99.2	87.9
African American	230.9	222.9	77.6	69.8	93	93	60.8
Asian/Pacific							
Hispanic	231.3	229.9	78		100	100	57.9
American Indian							
Disabled							41.2
Limited English Proficiency	233	231.3	80.5				42.9
Subsidized Meals	234.4	229.9	79	71.7	97.8	96.7	73.9

Teacher and Administrator Quality
2013-2014
Recurring Meetings/Professional Development

Date	Time	Title	Facilitator	Location
1st Wednesdays	3:45 – 4:45	Faculty Meetings	M. Thorne	Media Center
2nd Mondays	3:45 – 4:45	Department Chair Meetings	M. Thorne	Office Conference
2nd Tuesdays	3:45 – 4:45	Leadership Meetings	G. Montjoy	Media Center Conference Room
3rd Wednesdays	3:45 – 4:45	Action Team Meetings	Action Team Chairs	Various
2nd & 4th Wednesdays	3:45 – 5:45	PLCs: Common Core is Here!	Lead Teachers & Department Chairs	Various
Mondays	9:30 AM	Administration Team Meeting	M. Thorne	Office Conference

PAS-T Sessions – Recommended for Teachers New to GCS & Teachers in Cycle 5 of PAS-T Evaluation

Date	Time	Title 'Staying Professional in a Crazy World'	Facilitator	Location
Tues. 10/1	7:45-8:45 Planning	Set-up and Goal Setting	K. Brooks	Media Center Professional Library
Tues. 11/12	7:45-8:45 Planning 5	Standards 1, 2, 3, 4	K. Brooks	Media Center Professional Library
Tues. 12/3	7:45-8:45 Planning	Standards 5, 6, 7, 8	K. Brooks	Media Center Professional Library

Wednesday August 14, 2013

      8:30AM   Welcome to the 2013-2014 School Year

      10:00AM   Breakout Sessions by Department
      Group 1:   ELA & Social Studies Departments
      Group 2:   Mathematics & Science Departments
      Group 3:   PE, Fine Arts, Special Ed, CATE, World Languages Departments
      Group 4:   Teachers new to Eastside High School

Time	Group	Session & Location
10:00AM	1	Office Logistics – Media Center
	2	Common Core Standards & Curriculum – Room 103
	3	Safety – Room 107
	4	Administration Expectations – Room 106
10:30AM	4	Office Logistics – Media Center
	1	Common Core Standards & Curriculum – Room 103
	2	Safety – Room 107
	3	Administration Expectations – Room 106
11:00AM	3	Office Logistics – Media Center
	4	Common Core Standards & Curriculum – Room 103
	1	Safety – Room 107
	2	Administration Expectations – Room 106
11:30AM	2	Office Logistics – Media Center
	3	Common Core Standards & Curriculum – Room 103
	4	Safety – Room 107
	1	Administration Expectations – Room 106

School Climate

2013

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	66	254	64
Percent satisfied with learning environment	100%	74%	89.1%
Percent satisfied with social and physical environment	98.5%	80.2%	87.7%
Percent satisfied with school-home relations	97%	87.2%	81.6%

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

2012

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	0	2
Percent satisfied with learning environment	100.0%	FORMS	I/S
Percent satisfied with social and physical environment	97.8%	LOST IN	I/S
Percent satisfied with school-home relations	97.8%	SHIPMENT	I/S

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

6. Action Plan

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 94.1% in 2012 to 96.5% in 2018.
ANNUAL OBJECTIVE: Annually increase by 0.5 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	94.6	95.1	95.6	96.1	96.5
School Actual	94.1	97.8					
District Projected	X	X	92.9	93.9	94.9	95.9	96.9
District Actual	91.9	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.

☒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 76.6% in 2012 to 81.6% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 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	77.6	78.6	79.6	80.6	81.6
School Actual	76.6	79.2					
District Projected (MS and HS)	X	X	77.3	78.3	79.3	80.3	81.3
District Actual (HS only)	71.1	78.4					

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.

☒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 86.5% in 2012 to 91.5% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 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	87.5	88.5	89.5	90.5	91.5
School Actual	86.5	94.7					
District Projected	X	X	85.7	86.7	87.7	88.7	89.7
District Actual	84.7	86.2					

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

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 82.6% in 2012 to 87.6% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 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	83.6	84.6	85.6	86.6	87.6
School Actual	82.6	87.4					
District Projected (MS and HS)	X	X	84.6	85.6	86.6	87.6	88.6
District Actual (HS only)	78.0	83.2					

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.

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☒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	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	99.7	98.8					
Male	100	98.1					
Female	99.3	99.4					
White	99.5	99.6					
African-American	100	93.0					
Asian/Pacific Islander	NA	NA					
Hispanic	100	100					
American Indian/Alaskan	NA	NA					
Disabled	100	NA					
Limited English Proficient	NA	NA					
Subsidized Meals	100	97.8					

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	100.0					
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	99.7	98.5					
Male	100	97.4					
Female	99.3	99.4					
White	99.5	99.2					
African-American	100	93.0					
Asian/Pacific Islander	NA	NA					
Hispanic	100	NA					

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
American Indian/Alaskan	NA	NA					
Disabled	100	NA					
Limited English Proficient	NA	NA					
Subsidized Meals	100	96.7					
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	100.0					
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.

☒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 88.9% in 2012 to 91.4% in 2018.

ANNUAL OBJECTIVE: Increase by 0.5 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	89.4	89.9	90.4	90.9	91.4
School Actual	88.9	87.4					
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.

☒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 74.1% in 2012 to 79.1% in 2018.

ANNUAL OBJECTIVE: Increase by 1.0 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	75.1	76.1	77.1	78.1	79.1
School Actual	74.1	69.6					
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 69.6% in 2011 to 74.6% by 2018.

ANNUAL OBJECTIVE: Increase by 1.0 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		70.6	71.6	72.6	73.6	74.6
School Actual	69.6	69.2	62.2					
District Projected	X	X		57	58	59	60	61
District Actual	56	53	55					

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

FIVE YEAR PERFORMANCE GOAL: Annually increase by 2 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, Math section, and Writing section by 2 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	510	512	514	516	518
Critical Reading Actual	508	527					
Math Projected	X	X	521	523	525	527	529
Math Actual	519	523					
Writing Projected	X	X	493	495	497	499	501
Writing Actual	491	503					
Composite Projected	X	X	1520	1522	1524	1526	1528
Composite Actual	1518	1553					

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 1.0 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, Math, Reading and Science subtests by 1.0 point(s) 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	23.4	24.4	25.4	26.4	27.4
English Actual	22.4	22.6					
Math Projected	X	X	23.2	24.2	25.2	26.2	27.2
Math Actual	22.2	22.2					
Reading Projected	X	X	23.5	24.5	25.5	26.5	27.5
Reading Actual	22.5	24.0					
Science Projected	X	X	23.1	24.1	25.1	26.1	27.1
Science Actual	22.1	22.4					
Composite Projected	X	X	23.4	24.4	25.4	26.4	27.4
Composite Actual	22.4	23.0					

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	21.6					
Math Projected	X	X	21.7	21.8	21.9	22.0	22.1
Math Actual	21.6	21.7					
Reading Projected	X	X	22.2	22.3	22.4	22.5	22.6
Reading Actual	22.1	22.8					
Science Projected	X	X	21.7	21.8	21.9	22.0	22.1
Science Actual	21.6	21.9					
Composite Projected	X	X	21.8	21.9	22.0	22.1	22.2
Composite Actual	21.7	22.1					

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

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (4 year cohort) student graduation rate by 1.5 percentage points each year, from 80.2% in 2012 to 87.7% in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by 1.5 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	81.7	83.2	84.7	86.2	87.7
School Actual	80.2	82.6					
District Projected	X	X	73.9	75.4	77.0	78.5	80.0
District Actual	72.4	76.9					

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Tutoring session year-long for all students	Continuous	All teachers	None	N/A	Attendance at sessions
Test specific tutoring sessions one month before each testing event	September, March, April & May	All teachers	None	N/A	Attendance at sessions
PLC Groups organized by testing event	Continuous	All teachers	None	N/A	Minutes of groups, unit & lesson plans
Identification of students at risk to fail tests or not graduate	Continuous	Guidance Department & Rising Eagles Action Team	None	N/A	Documentation of meetings with students
Mentoring at risk students	Continuous	All teachers, CRT, Guidance Department	None	N/A	Documentation of meetings with students
Parent meetings	Continuous	Guidance Department	None	N/A	Documentation of meetings with parents
Seat Time Recovery offered	November, December, April & May	Attendance Clerk	None	N/A	Documentation of attendance

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Increase classes taught by highly qualified teachers by 1.0 percentage point each year, from 95.6% in 2012 to 100% in 2018.

ANNUAL OBJECTIVE: Increase classes taught by highly qualified teachers by 1.0 percentage point 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
Projected	x	x	96.6	97.6	98.6	99.6	100
Actual	95.6	95.4					

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Review status of each teacher	August each year	Lisa Greene; Assistant Principal	None	N/A	Coursework completed by teachers
Compliance report	Fall each year	Kathryn Brooks; CRT	None	N/A	Submit certification additions/changes
Assign teachers to teach courses for which they are Highly Qualified	Spring each year	Mike Thorne; Principal	None	N/A	Master schedule

☐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	95.6	95.3					
District Projected	X	X	95.0	95.0	95.0	95.0	95.0
District Actual	95.9	95.6					

STUDENT SUSPENSIONS AND EXPULSIONS FOR VIOLENT/CRIMINAL OFFENSES

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

FIVE YEAR PERFORMANCE GOAL: Maintain a student suspension/expulsion rate for violent/criminal offenses below 1.0% of the total school population.

ANNUAL OBJECTIVE: Maintain an annual student suspension/expulsion rate for violent/criminal offenses below 1.0% 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 1.0%	Less than 1.0%	Less than 1.0%	Less than 1.0%	Less than 1.0%
School Actual	1.1%	0.3%					
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%	0.6%					

☐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 81.0% in 2011 to 86.0% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by 1.0 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	83.0	84.0	85.0	86.0	87.0
School Actual	81.0	89.1					
District Projected	X	X	89.0	89.5	90.0	90.5	91.0
District Actual	88.0*	88.1					

Insufficient Data for Parent Survey results for 2011-12. Results are from 10-11.

☐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 82.5% in 2011 to 87.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.0 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	84.5	85.5	86.5	87.5	88.5
School Actual	82.5	74.0					
District Projected (ES, MS, and HS)	X	X	81.5	82.5	83.5	84.5	85.5
District Actual (HS only)	79.7	80.7					

Forms Lost in Shipment for Student Survey results for 2011-12. Results are from 10-11.

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

FIVE YEAR PERFORMANCE GOAL: Maintain the percent of teachers who are satisfied with the learning environment at 100%.

ANNUAL OBJECTIVE: Maintain the percent of teachers who are satisfied with the learning environment at 100%.

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	100	100	100	100	100
School Actual	100	100					
District Projected	X	X	92.5	93.0	93.5	94.0	94.5
District Actual	98.0	92.6					

☐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 81.0% in 2011 to 87.0% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.0 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	83.0	84.0	85.0	86.0	87.0
School Actual	81.0	87.7					
District Projected	X	X	93.9	94.3	94.7	95.1	95.5
District Actual	93.5	92.8					

Insufficient Data for Parent Survey results for 2011-12. Results are from 10-11.

☐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 92.5% in 2011 to 98.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1.0 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	94.5	95.5	96.5	97.5	98.5
School Actual	92.5	80.2					
District Projected	X	X	91.0	91.5	92.0	92.5	93.0
District Actual	90.0	89.6					

Forms Lost in Shipment for Student Survey results for 2011-12. Results are from 10-11.

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

FIVE YEAR PERFORMANCE GOAL: Increase the percent of teachers who feel safe at school during the school day from 98.1% in 2012 to 100% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 0.5 percentage point(s) annually 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	98.6	99.1	99.6	100	100
School Actual	98.1	98.5					
District Projected	X	X	98.5	98.5	98.5	98.5	98.5
District Actual	98.9	98.3					

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
New student, faculty, staff ID procedure and machine	August 2013	Lisa Greene; Assistant Principal		District Office	All students, faculty and staff wearing new ID
Increased systems in place for adult supervision	Continuous	Administrative Team & Teachers	None	N/A	Fewer incidents of student disruptions and visitors not signed in
Fewer entrances into building for students	Continuous	Administrative Team	None	N/A	Fewer incidents of persons without ID entering building
Improvement plans and contracts for students with attendance issues	Continuous	Administrative Team, Attendance Clerk & Guidance Counselors	None	N/A	Increased student attendance rate
Seat time recovery	End of each semester	Attendance Clerk	Hourly pay rate	Cost of seat time paid for by student	Increased student attendance rate

Appendix A

2012-2013 School Report Card:
http://ed.sc.gov/data/report-cards/2013/high/c/h2301006.pdf

2012-2013 ESEA Waiver:
http://ed.sc.gov/data/esea/2013/school.cfm?SID=2301006