SCHOOL RENEWAL PLAN COVER PAGE

SCHOOL: Travelers Rest 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

Brandy Amidon		
PRINTED NAME	**SIGNATURE**	**DATE**

PRINCIPAL

Lou Lavely		
PRINTED NAME	**SIGNATURE**	**DATE**

SCHOOLADDRESS: 301 N. Main Street, Travelers Rest, SC 29690

SCHOOL'S TELEPHONE: (864) 355-0001

PRINCIPAL'S E-MAIL ADDRESS: llavely@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.

<u>*POSITION*</u>   <u>*NAME*</u>

1. PRINCIPAL: Lou Lavely

2. TEACHER: Kevin Hawkins

3. PARENT/GUARDIAN: Lori Mason

4. COMMUNITY MEMBER: Erin Smith

5. SCHOOL IMPROVEMENT COUNCIL: Sherri Oates

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>

Atiba Jackson   Teacher

Heather Foster   Guidance

Deanna McCarrell   Media Specialist

Bonnie Davis   Curriculum Resource

*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

Act 135 Assurances

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

NA   **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).

✓   **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).

✓   **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.

✓   **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*.

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

NA   **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.

✓   **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).

NA **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.

NA **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.

NA **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.

NA **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.

✓ **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

After an August and then two fall semester follow-up faculty inservices when administrators presented detailed SDE Report Card and ESEA data as well as other local factors that reflect student learning (e.g. course and class passages rates), bi-monthly Professional Learning Communities (structured by departments and courses within the departments) assessed needs within their area as well as the entire school.

Throughout the year, as faculty became more and more immersed in CCSS preparation and planning, these needs were considered.

The principal and CRT participated in the spring Robyn Jackson co-hort group that presented a detailed gap analysis instrument for the school. The instrument was presented to department heads within the school who were trained to facilitate the study specific to their group and, in some cases, the entire school. Each department chair reported one-on-one to the principal and CRT, who in turn considered all input and wrote the gap analysis report.

Meanwhile, late in the year, we were introduced to the Advanced Ed self-study and decided to facilitate the five areas through four block groups led by each of the four administrators and the department chairs led by the principal. (see below)

The CRT led eight faculty members in updating the school portfolio by assessing the gap analysis and the Advanced Ed self-study as well as the latest report card, ESEA, and local data. This group designed an action plan that was adopted by consensus and then presented to administrators, department chairs, and SIC members for approval.

Each group in the Advanced Ed and Portfolio committees met at least three times as a whole and then several other times as sub-groups as needed.

EXECUTIVE SUMMARY

In its evolution as a small town high school in a large metropolitan school district, Travelers Rest High School has made great strides. We are now serving our seventh class of International Baccalaureate Diploma Program students. We have also received accreditation for the IB Middle Years Program (MYP, grades 6-10) which is vertically articulated with the Northwest Middle School program. Students in these grades have begun experiencing change in their learning as impacted by the seven strands of the IB curriculum and the five areas of interaction. Truly, we address the "global community" in our mission statement with these two programs. In its eighth year, the ninth grade academy continues to monitor and adjust its format, its programs, and its gains.

As a part of HSTW, we have initiated a Connections mentoring program where faculty and administration meet with a small group every two weeks and provide non-threatening conversation, guidance, and support.

We achieved an Excellent absolute SDE Report Card rating in 2013. Our growth rating was Good. We earned an F on our ESEA rating.

While our diversity is not apparent in our racial makeup (19% minority), it is clearly evident in our socio-economic breakdown. Our school serves the largest geographic attendance zone in Greenville County, ranging from the North Carolina State line to the north, Pickens County to the west, and the attendance areas of three other high schools on the east and south. This attendance area includes highly educationally motivated subdivisions surrounding Furman University and exclusive gated communities. We also serve impoverished government housing projects, mobile home parks, and traditionally lower income communities. TRHS currently has a 61% poverty rate.

A large demographic sub-group at Travelers Rest High School is our disabled population. We continue to make small gains, especially in longitudinal HSAP for students with IEP's and 504's.

Our challenges continue to be a reduced budget, demands on teachers to learn and incorporate initiatives and programs (e.g. CCSS) on top of existing professional expectations, and a poverty rate that has grown significantly in five years. Parental involvement is minimal.

Over time (five years) we have made gains in all areas. We have dropped at one time or other, but we do seem to come back. We credit our Professional Learning Communities with much of the success in student achievement. The IB and MYP, AP classes, and the continuation of dual credit courses in conjunction with Greenville Tech sets our students on a path of academic preparedness for college. We were at the top of the county and state in EOC scores. As is our tradition, extra-curricular activities continue to enhance the school experience. The student body demonstrated character and commitment to the community by raising over $30,000 for local charities. Student Council was named a US Gold Level Honor Council for the fourth consecutive year, one of only four schools in SC to achieve this honor.

SCHOOL PROFILE

School

301 North Main Street
Travelers Rest, SC 29690
Telephone: (864) 355-0000
Fax: (864) 355-0088
www.greenville.k12.sc.us/trest/
Grades: 9th - 12th Grade
Enrollment: 1240
School Location: Just north of downtown Travelers Rest on Highway 276
Principal: Louis E. Lavely, Jr.
email: *llavely@greenville.k12.sc.us*

Our seven year old campus includes seven computer labs, SmartBoards or Promethean Boards in most classrooms and labs, agricultural shop and greenhouse, state of the art science labs, art studio with kiln room, band practice field. Athletic facilities include football stadium, soccer stadium, baseball field, softball field, four tennis courts, paved track, weight room, fitness room, three gymnasiums, and two practice fields.

During the last five years, enrollment has ranged between 1150 and 1265. Ethnic demographics have remained steady for at least five years. White students represent approximately 77%, Black 13.6 %, Hispanic 5%.

Free and reduced price lunch and poverty rate have steadily increased for the last 9 years. The poverty rate, for example, has risen from 28% in 2002-2003 to 61.8% currently.

Never satisfied with the status quo, the partnership of students, parents, administration, and faculty at Travelers Rest High School constantly seek ways to improve both the content and scope of students' learning, the quality of their lives, and their overall drive to become lifelong learners.

Attendance Area (Community)

Recently the Travelers Rest community has experienced significant economic growth and has transformed from a basically textile to a diversified base. Several industrial firms have located in the area, and some existing firms have expanded their operations.

By far the most significant factor in a citywide renewal is the completion of the 26+ mile Greenville County Swamp Rabbit walking biking trail that meanders through the town and in front of Travelers Rest High School. New businesses, primarily retail and restaurants, have opened along the trail in the city limits.

Travelers Rest High School serves the most widespread attendance area in Greenville County, roughly stretching from the North Carolina line to the east and north, the Pickens County line and Berea to the west, and Cherrydale Shopping Center and Sans Souci to the south. Furman University lies within the area, and North Greenville University lies just outside the attendance area. The small town of Travelers Rest lies entirely in the area; upscale communities such as Cliff's Valley and Stratford Forest/Green Valley lie in the area as well as government subsidized housing communities such as Boulder Creek. A large number of students come from the rural areas in the attendance zone. The balance of students come from lower middle class homes, sub-divisions, apartments, and mobile homes.

Faculty and Staff:

5...Administrators
61...Teachers
41... Support Staff
69…............% Teachers with Master's Degree or Above
94.9%..% Teacher Attendance

Certified Staff: Gender

Male	43%
Female	57%

Educational Level

Bachelor's	19%
Bachelor's +18	11%
Master's	44%
Master's + 30	27%
Doctorate	2%

Ethnicity

White	87%
African-American	10%
Hispanic	2%
Other	1%

National Board Certified   7%

Experience

0-5 years	20%
6-10 years	27%
11-15 years	11%
16-20 years	21%
21-25 years	8%
26-30 years	5%
31-35 years	1%
36+ years	7%

Among the certificated staff there are five administrators, 61classroom teachers, a part-time ESOL teacher, one part-time IB coordinator, one Curriculum Resource Teacher, four guidance counselors, and two media specialists. The support staff consists of eleven maintenance staff workers, nine cafeteria workers, one school resource officer, one ISS aide, six clerical workers, one nurse, and two teaching aides.

Faculty experience ranges widely. We have slightly fewer faculty members who have fewer than five years experience (20%) than several years ago when that percentage was 35%. Our most experienced numbers have also dropped slightly as some of faculty members who were eligible have taken advantage of retirement opportunities. Our percentage of faculty members with more than 25 years experience has dropped from 26% several years ago to 13% this year.

The faculty turnover through retirement is also reflected in the drop of continuing contract teachers in the past two years, and the lower average number of experienced teachers is also reflected in the drop in the number

of teachers with advanced degrees. Teacher attendance rates remain near 95% percent, which is a slight improvement from the last several years.

Leadership

Decision-making at Travelers Rest High School ranges from faculty-based decisions such as determining to return to a 4 x 4 schedule after several years on a 7-period day, administration-controlled decisions such as use of facilities, personnel decisions, and final disciplinary determinations. Additionally, faculty members have input in decisions regarding their budgets in departmental meetings and coordinated with department heads. A Faculty Council has advised the principal about decision-making also. Most decision-making at TRHS relies on communication and cooperation between staff members to help the responsible party reach the appropriate decision for the matter under consideration.

Intra-departmental opportunities also exist for faculty members to have a voice in the courses they prefer to teach, in the courses offered by their departments, how many sections of which courses to make available, textbook adoption, and in supplemental resources regarding curriculum. Mostly these decisions are reached by consensus.

The principal delegates authority through assistant principals and others regarding the daily operation of the school. Some departments report directly to the principal while others deal with an assistant principal.

While faculty input is bound by constraints of board policy, opportunities for input as well as leadership development are abundant at Travelers Rest High School.

Student Population

Student Enrollment:
> 1999-2000 - 1555
> 2000-2001 - 1059
> 2001-2002 - 1120
> 2002-2003 - 1220
> 2004-2005 - 1221
> 2005-2006 - 1254
> 2006-2007 - 1257
> 2007-2008 - 1260
> 2008-2009 - 1263
> 2009-2010 – 1254
> 2010-2011 - 1253
> 2011-2012 - 1226
> 2012-2013 - 1240

Sub-populations: Special Education

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Autism	1	3	3	0	4	4
Mentally Disabled/Educable	26	18	15	11	13	7
Emotional Disability	11	9	6	2	5	3
Other Health Impairment	26	20	14	27	6	16
Hearing Impairment	0	0				
Specific Learning Disability	135	127	102	110	143	116
Multiple Disabilities						1
Orthopedic Impairment				2		
Speech/Language Impairment						
Mentally Disabled/Trainable	26			43		
Visual Impairment						
TOTAL	225	177	140	195	171	147

Free and reduced meals%/Poverty index

	2010	**2011**	**2012**	**2013**
FARMS	38.9%	41.4%	44.2%	44.2%
Poverty	41.4%	61.8%	65.3%	65.3%

Attendance

2008-2009	95.5%
2009-2010	95.2%
2010-2011	93.8%
2011-2012	93.3%
2012-2013	93.3%

Ethnicity/Gender

	2008-2009	2009-2010	2011-2012	2012-2013
Female	694	570	576	612
Male	821	629	610	629
African American/American Indian	1	0	0	0
Asian	10	6	11	9
Black	267	187	196	171

Hawaiian/Pacific Islander	1	1	0	1
Hispanic	55	50	56	65
White/African American	9	10	0	30
White/American Indian	0	0	0	0
White/Asian	3	3	0	0
White	1178	991	949	965
Other Ethnicity	4	2	21	0
Ethnicity Unknown				

Other Population Data (from 2013 Report Card)

Students (n=1,251)		
Retention rate	5.9%	Up from 3.6%
Attendance rate	93.3%	No Change
Served by gifted and talented program	17.5%	N/A
With disabilities	11.4%	N/A
Older than usual for grade	11.1%	N/A
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	Up from 0.5%
Enrolled in AP/IB programs	17.0%	Down from 21.3%
Successful on AP/IB exams	68.3%	Up from 60.7%
Eligible for LIFE Scholarship	48.4%	Up from 44.0%
Annual dropout rate	6.7%	Up from 6.6%
Career/technology students in co-curricular organizations	11.2%	Down from 15.0%
Enrollment in career/technology courses	564	Down from 570
Students participating in work-based experiences	0.4%	Up from 0.1%
Career/technology students attaining technical skills	75.8%	Up from 71.8%
Career/technology completers placed	90.9%	Down from 100.0%

School Academic/Behavioral Programs, etc.

• 30 Athletic Teams
• 20+ Clubs
• Advisor/Advisee Scheduling with students and parents
• Mental Health Counselor
• Course Levels-International Baccalaureate, Advanced Placement, College Prep, Honors,
• High Schools That Work Site
• International Baccalaureate Diploma and Middle Years Programme School
• Award winning Fine Arts Department (Theatre, Choral, Visual Art and Band)
• Nationally competitive Vocational Department (FFA and DECA)
• Served by Fine Arts Center and Enoree and J. Harley Bonds Career Centers
• Student Council Spirit Week to support local charities
• Broadcasting and Journalism Programs
• Attendance Incentive Program
• Youth In Government
• Community Based Job Training
• National Merit Semi-Finalist
• Palmetto Gold and Silver Award Winner
• 11 Palmetto Fellows
• District Softball Champions (2007)
• Individual State Champion Wrestling (2008 and 2011)
• Metro Arts Council Theatre Grant Award (2007)
• All American Soccer Player (2008)
• Four National Board Certified Staff
• Gatorade Girls Basketball Player of the Year (2010)
• AAA Girls Basketball State Player of the Year (2010)
• International Thespian Society National Participant (2010)
• 6 Time National Gold Honor Council of Excellence Award
•   2013 Women's Tennis State Champion
•   2014 Men's Basketball Regional Champion

In its fourth year of using departmental professional learning communities to enhance student achievement, the school can point to that bi-monthly (plus more informal discussions) initiative as instrumental in increasing student passage rates of school courses as well as EOC and HSAP improvements.

Travelers Rest High School has the distinction of being an International Baccalaureate School, and the leadership of the program is coordinated onsite. The coordinator assists the principal, parents, and potential IB students in determining their suitability for the program. The coordinator also ensures school compliance of all IB regulations.

MISSION, VISION, AND BELIEFS

Mission Statement: We educate students both academically and socially so that they become responsible citizens of our local and global community.

Vision:
- Curriculum – Our curriculum will be progressive and designed to help students meet all required standards. It must be
  - Real-world relevant
  - Standards-based
  - Research-based
  - Challenging
  - Intra- and inter-disciplinary
  - Diverse
  - Adaptive to students' needs and learning styles

- Instruction – Instruction will be concise, clear, and consistent with strategies appropriate to student needs. It must include
  - Incorporation of multiple learning styles
  - Self-evaluation
  - Emphasis on higher-order thinking skills
  - High expectations for performance and behavior
  - Delivery by highly qualified professionals
  - Creativity to encourage student involvement
  - Flexibility to encourage student growth
  - Interesting and engaging approaches
  - Based on best practices

- Assessment – Assessment must be fair and just and appropriate to the student's needs and learning styles as well as appropriate to the learning objectives. It must be
  - Varied and authentic
  - Flexible to allow for student to demonstrate knowledge in a variety of ways both traditional and non-traditional
  - Continuous
  - Used to monitor and direct instruction
  - Based upon instruction
  - Challenging and aligned with desired student learning

- Environment – The environment must be safe and free from conditions that would adversely affect student learning. It should give students an equal opportunity to learn in an engaging and positive place for which they will be proud. It must be
  - Enriching and stimulating for the whole student – aesthetically, academically, and socially
  - Inviting to the students, staff, and community
  - Engaging and encouraging of student learning
  - Reflective of atmosphere of respect, support, and compassion for all stakeholders

- Adequate in terms of resources
- Clearly reflective of expectations for rigor and excellence

Beliefs and Values:

Travelers Rest High School holds the following beliefs and values with regard to instruction, curriculum, assessment, and environment:

Instruction should
- Be rigorous in nature with high expectations for all students
- Be clearly defined and well-organized
- Be flexible in delivery to accommodate learning styles
- Impart a strong work ethic
- Involve parents as partners in the child's education
- Be assessed in a timely manner
- Be delivered in a respectful and professional manner
- Be presented with conviction and relevance to our world

Curriculum should
- Be aligned with state standards
- Be meaningful
- Offer diversity
- Educate the student as a whole person (academically, socially)
- Reflect cross-curricular integration
- Be current, up-to-date

Assessment should
- Be authentic
- Varied
- Rigorous
- Accommodate different learning styles
- Be used to improve instruction and alter curriculum
- Be aligned with defined learning objectives
- Be continuous
- Be consistent and fair

Environment should
- Be a safe place for all stakeholders
- Be clean and inviting
- Allow for individual expression
- Allow for collegiality among students and staff
- Exhibit a concern for all participants
- Display integrity, trust, truth, respect, and fairness for all
- Allow all students to be successful

School Tagline: **One Community - Cultivating Minds - Expanding Possibilities**

STUDENT ACHIEVEMENT
- **1st Time HSAP**

2013   89.2   78.6   82.9

Year	ELA	Math	Total
2012	91.5	81.1	78.5
2011	91.6	79.5	78.6
2010	87.4	82.2	79.2
2009	86.6	77.5	72.5
2008	87.2	78.8	71.8

- **Longitudinal HSAP**

2013   92.1

Year	% Passing
2012	86.8*
2011	91.6
2010	89.0
2009	91.1
2008	88.9

- **Algebra I EOC**

2013   **80.6**

Year	% passing
2012	74.3
2011	78.7
2010	89.1
2009	69.9
2008	79.4

- **English I EOC**

2013   **73.6**

Year	% passing
2012	71.1
2011	77.8
2010	76.1
2009	62.8
2008	67.7

- **Biology I EOC**

2013   **89.1**

Year	% passing
2012	80.9
2011	80.3
2010	N/A
2009	N/A
2008	N/A

- **US History and Constitution EOC**

2013   **73.4**

Year	% passing
2012	74.2
2011	80.3
2010	75.5
2009	50.8
2008	N/A

- **Graduation Rate**

2013   **67.8**

Year	% Graduating
2012	65.5*
2011	72.6
2010	61.6
2009	68.9
2008	56.6

- **Performance by Student Groups**

	HSAP Passage Rate by Spring 2013		End of Course Tests Passage Rate		On-Time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	253	92.1%	1135	79.4%	351	67.8%
Gender						
Male	137	90.5%	570	79.6%	197	**61.4%**
Female	116	94%	565	79.1%	197	76%
Racial/Ethnic Group						
White	206	94.2%	902	81.60%	272	72.8%
African American	32	81.30%	146	66.4%	**58**	**48.3**
Asian/Pacific Islander	N/A	N/A	11	90.9%	N/A	N/A
Hispanic	14	85.7%	74	75.7%	**19**	**52.6%**
Disability						
Disabled	**29**	**51.7%**	**132**	**56.80%**	**34**	**26.5%**
English Proficiency						
Limited English Prof.	10	80%	**43**	**69.80%**	**11**	**54.5%**
Socio-Economic Status						
Subsidized meals	111	84.7%	**585**	**70.6%**	**128**	**65.6%**

- **ESEA Waiver 2013**

TITLE	ELA Proficiency Met/Improved	Math Proficiency Met/Improved	Science Proficiency Met/Improved	History Proficiency Met/Improved	ELA Percent Tested	Math Percent Tested	Graduation Rate
ALL STUDENTS	1	1	1	1	1	1	0
Male	1	1	1	1	1	1	0
Female	1	1	1	1	1	1	0
White	1	1	1	1	1	1	0
African-American	1	0.1	0.2	0.1	1	1	0
Asian / Pacific Islander							
Hispanic							0
American Indian / Alaskan							
Disabled	0	0	0		1	1	0
LEP							0
Subsidized Meals	1	0	1	1	1	1	0
Total Number of Points	**6**	**4.1**	**5.2**	**5.1**	**7**	**7**	**0**
Total Number of Objectives	**7**	**7**	**7**	**6**	**7**	**7**	**9**
Percent of Objectives Met	**85.71**	**58.57**	**74.29**	**85**	**100**	**100**	**0**
Weight	**0.225**	**0.225**	**0.05**	**0.05**	**0.075**	**0.075**	**0.3**
Weighted Points Subtotal	**19.28**	**13.18**	**3.71**	**4.25**	**7.5**	**7.5**	**0**
Points Total	**55.4**						

- **AP**

2013   **140**   **67.0**

Year	Number of Exams Taken	% Passing with score 3 - 5
2012	142	65.0
2011	154	60.2
2010	130	70.1
2009	139	57.1
2008	155	44.3

- **IB**

2013   **76**

Year	% passing 4+
2012	58
2011	54
2010	52
2009	59

- **ACT**

2013   **20.4**   **21.0**   **21.3**   **22.8**   **21.5**

Year	Math	ELA	Science	Reading	Composite Score
2012	20.1	20.2	20.6	21.3	20.6
2011	20.0	19.7	20.8	21.5	20.6
2010	20.5	19.5	20.5	20.6	20.4
2009	20.6	20.8	20.5	21.7	20.9
2008	20.1	20.5	20.8	21.3	20.8

- **SAT**

2013   **476**   **487**   **963**

Year	Math	ELA	ELA + Math Score
2012	496	501	997
2011	475	482	957
2010	487	479	966
2009	489	486	975
2008	480	497	977

TEACHER AND ADMINISTRATOR QUALITY

Professional Development Calendar 2013-2014

Dept	Title	Audience	Pre-requisities	Date	Time	Location	Instructor	Seats	Occupy	Action
TREST	zzzzBest Practices for English Honors	English faculty		7/1/13 - 8/15/13	as scheduled	as scheduled	Slough, Kellie & Davis, Bonnie	12	2	Roster
TREST	zzzzCCSS in Math	TRHS math teachers		7/1/13 - 8/9/13	as scheduled	as scheduled	Clanton, Sylvia & Davis, Bonnie	10	7	Roster
TREST	zzzzProfessional Learning Communities 2013-2014	TRHS faculty		8/28/13 - 8/28/13	4:00-5:00	as scheduled	Davis, Bonnie	80	60	Roster
TREST	zzzzProfessional Learning Communities 2013-2014	TRHS Faculty		9/11/13 - 9/11/13	4:00-5:00	as scheduled	Davis, Bonnie	80	59	Roster
TREST	zzzzFaculty Book Club	TRHS Faculty, Staff		9/24/13 - 10/8/13	4:00-5:30	as scheduled	Davis, Bonnie	80	9	Roster
TREST	zzzzIntroduction to Argument Writing and Atlas Unit Plans	THRS faculty		9/24/13 - 9/24/13	as scheduled	media center conference room	Davis, Bonnie	80	61	Roster
TREST	zzzzProfessional Learning Communities 2013-2014	TRHS Faculty		9/25/13 - 9/25/13	4:00-5:00	as scheduled	Davis, Bonnie	80	61	Roster
TREST	zzzzProfessional Learning Communities 2013-2014	TRHS Faculty		10/9/13 - 10/9/13	4:00-5:00	as scheduled	Davis, Bonnie	80	61	Roster

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TREST	zzzzFaculty Book Club	Ninth Grade Faculty		10/15/13 - 5/15/14	as scheduled	as scheduled	Sloan, Mary & Davis, Bonnie	20	13	Roster
TREST	zzzzProfessional Learning Communities 2013-2014	TRHS Faculty		10/23/13 - 10/23/13	4:00-5:00	as scheduled	Davis, Bonnie	80	58	Roster
TREST	zzzzWriting across the Curriculum	TRHS staff		10/28/13 - 10/31/13	as scheduled	as scheduled	Davis, Bonnie	80	9	Roster
TREST	zzzzWriting across the Curriculum	TRHS staff		10/28/13 - 10/31/13	as scheduled	as scheduled	Looper, Ann & Davis, Bonnie	80	10	Roster
TREST	zzzzDiversity: Talking 2013	TRHS staff		10/28/13 - 10/31/13	as scheduled	as scheduled	Sloan, Mary & Davis, Bonnie	80	17	Roster
TREST	zzzzWriting across the Curriculum	TRHS staff		10/28/13 - 10/31/13	as scheduled	as scheduled	Casella, Matthew & Davis, Bonnie	80	14	Roster
TREST	zzzzLet's Go to an Opera	TRHS staff		10/28/13 - 11/9/13	as scheduled	as scheduled	Owens, Paula & Davis, Bonnie	80	1	Roster
TREST	zzzzWriting across the Curriculum	TRHS staff		10/28/13 - 10/31/13	as scheduled	as scheduled	Stone, Rebecca & Davis, Bonnie	80	14	Roster
TREST	zzzzBullying: A Few New Perspectives	TRHS staff		10/28/13 - 10/31/13	as scheduled	as scheduled	Winney, Charles & Davis, Bonnie	80	43	Roster
TREST	zzzzSuicide Awareness: The Jason Flatt Act	TRHS staff		10/28/13 - 10/31/13	as scheduled	as scheduled	McConnell, Kim & Davis, Bonnie	80	73	Roster
TREST	zzzzZumba: Modeling a Healthier Life for Students	TRHS staff		10/28/13 - 10/31/13	as scheduled	as scheduled	Parker, Michelle & Davis, Bonnie	80	11	Roster
TREST	zzzzSmarter Balance: Let the Rubber Hit the Road	TRHS staff		10/28/13 - 10/31/13	as scheduled	as scheduled	Baker, Paige & Davis, Bonnie	80	25	Roster
TREST	zzzzWriting across the Curriculum	TRHS staff		10/28/13 - 10/31/13	as scheduled	as scheduled	Burras, Christine & Davis, Bonnie	80	11	Roster
TREST	zzzzWriting across the Curriculum	TRHS staff		10/28/13 - 10/31/13	as scheduled	as scheduled	Barron, Debra & Davis, Bonnie	80	15	Roster
TREST	zzzzWriting across the Curriculum	TRHS staff		10/28/13 - 10/31/13	as scheduled	as scheduled	Burras, Kathryn & Davis, Bonnie	80	10	Roster
TREST	zzzzProposed ESEA Changes and TRHS	TRHS staff		10/28/13 - 10/31/13	as scheduled	as scheduled	Lavely, Louis & Davis, Bonnie	80	17	Roster
TREST	zzzzTravelogue to China and the Silk Road	TRHS staff		10/28/13 - 10/31/13	as scheduled	as scheduled	Brown, Timothy & Davis, Bonnie	80	14	Roster
TREST	zzzzWriting across the Curriculum	TRHS staff		10/28/13 - 10/31/13	as scheuduled	as scheduled	Unterspan, Leigh & Davis, Bonnie	80	11	Roster

TREST	zzzzField Trip to Springwood and Richland Cemeteries	TRHS staff		11/1/13 - 11/2/13	as scheduled	as scheduled	Davis, Bonnie	80	16	Roster
TREST	zzzzGrading tests with Examview software	TRHS faculty		11/7/13 - 11/7/13	as scheduled	as scheduled	Hawkins, Michael & Davis, Bonnie	80	18	Roster
TREST	zzzzFaculty Book Club	TRHS faculty		11/11/13 - 11/25/13	4:00-5:30	as scheduled	Davis, Bonnie	80	4	Roster
TREST	zzzzProfessional Learning Communities 2013-2014	TRHS Faculty		11/13/13 - 11/13/13	4:00-5:00	as scheduled	Davis, Bonnie	80	60	Roster
TREST	zzzzIB/MYP Update	TRHS faculty		11/19/13 - 11/19/13	block planning	Media Center conference room	Poitevint, Craig & Davis, Bonnie	80	60	Roster
TREST	zzzzGrading tests with Examview software	TRHS faculty		12/3/13 - 12/3/13	as scheduled	as scheduled	Hawkins, Michael & Davis, Bonnie	80	2	Roster
TREST	zzzzWhat have we learned from early argument writing?	all teaching faculty		12/10/13 - 12/10/13	planning blocks	media conference room	Davis, Bonnie	65	63	Roster
TREST	zzzzProfessional Learning Communities 2013-2014	TRHS Faculty		12/11/13 - 12/11/13	4:00-5:00	as scheduled	Davis, Bonnie	80	60	Roster
TREST	zzzzProfessional Learning Communities 2013-2014	TRHS Faculty		1/8/14 - 1/8/14	as scheduled	as scheduled	Davis, Bonnie	80	58	Roster
TREST	zzzzProfessional Learning Communities 2013-2014	TRHS Faculty		1/29/14 - 1/29/14	as scheduled	as scheduled	Davis, Bonnie	80	58	Roster
TREST	zzzzProfessional Learning Communities 2013-2014	TRHS faculty		2/5/14 - 2/5/14	as scheduled	as scheduled	Davis, Bonnie	80	61	Roster
TREST	zzzzPromethean Board Training			2/5/14 - 3/26/14	as scheduled	C118	Curry, Lance & Davis, Bonnie	40	28	Roster
TREST	zzzzUsing More Online Materials To Engage Students	TRHS faculty/staff		2/14/14 - 2/28/14	as scheduled	as scheduled	Baker, Paige & Davis, Bonnie	80	33	Roster
TREST	zzzzWriting IEPs Vertical Articulation	NWMS and TRHS special ed faculties		2/19/14 - 2/19/14	4:00-5:00	TRHS media center	Baker, Paige & Davis, Bonnie	50	4	Roster
TREST	zzzzProfessional Learning Communities 2013-2014	TRHS Faculty		2/19/14 - 2/19/14	as scheuduled	as scheduled	Davis, Bonnie	80	60	Roster
TREST	zzzzExamining Internet Sites To Spark More Interest	TRHS faculty/staff		2/24/14 - 2/28/14	as scheduled	as scheduled	Davis, Bonnie	80	12	Roster
TREST	zzzzUsing Excel To Organize Classroom Data	TRHS faculty/staff		2/24/14 - 2/28/14	as scheduled	as scheduled	Parker, Michelle & Davis, Bonnie	80	26	Roster
TREST	zzzzPromethean Board for Veterans	TRHS faculty/staff		2/24/14 - 2/28/14	as scheduled	as scheduled	Curry, Lance & Davis, Bonnie	80	6	Roster

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TREST	zzzzUsing Sources for Writing across the Curriculum	TRHS faculty/staff		2/24/14 - 2/28/14	as scheduled	as scheduled	Unterspan, Leigh & Davis, Bonnie	80	13	Roster
TREST	zzzzOnline Resources for Crafting Classroom Materials	TRHS faculty/staff		2/24/14 - 2/28/14	as scheduled	as scheduled	Sloan, Mary & Davis, Bonnie	80	9	Roster
TREST	zzzzSeparate but Equal	TRHS faculty/staff		2/24/14 - 2/28/14	as scheduled	as scheduled	Lavely, Louis & Davis, Bonnie	80	13	Roster
TREST	zzzzCreating Your Own Promethean Board Activities	TRHS faculty/staff		2/24/14 - 2/28/14	as scheduled	as scheduled	Richardson, Jessica & Davis, Bonnie	80	20	Roster
TREST	zzzzFirst Look at New Teacher Website Software	TRHS faculty/staff		2/24/14 - 2/28/14	as scheduled	as scheduled	Veazey, James & Davis, Bonnie	80	39	Roster
TREST	zzzzWord Stuff with Bowser	TRHS faculty/staff		2/24/14 - 2/28/14	as scheduled	as scheduled	Bowser, Holly & Davis, Bonnie	80	18	Roster
TREST	zzzzTechnology Walkthroughs	TRHS faculty/staff		2/24/14 - 2/28/14	as scheduled	as scheduled	Winney, Charles & Davis, Bonnie	40	16	Roster
TREST	zzzzUsing the Promethean Board for Basic Classroom Organization	TRHS faculty/staff		2/24/14 - 2/28/14	as scheduled	as scheduled	Turner, Debra & Davis, Bonnie	80	7	Roster
TREST	zzzzMicrosoft Office Updates	TRHS faculty/staff		2/24/14 - 2/18/14	as scheduled	as scheduled	Brailsford, Cassandra & Davis, Bonnie	80	24	Roster
TREST	zzzzTaking a Look at Brand New Non-Fiction	TRHS faculty/staff		2/24/14 - 2/28/14	as scheduled	as scheduled	Gordon, Ashley & McCarrell, Deanna & Davis, Bonnie	80	14	Roster
TREST	zzzzFreshman Academy: Website Lesson Plans How-Tos	TRHS faculty/staff		2/24/14 - 2/28/14	as scheduled	as scheduled	Clanton, Cynthia & Smith, Shelley & Davis, Bonnie	80	21	Roster
TREST	zzzzProfessional Learning Communities 2013-2014	TRHS Faculty		3/5/14 - 3/5/14	as scheduled	as scheduled	Davis, Bonnie	80	62	Roster
TREST	zzzzProfessional Learning Communities 2013-2014	TRHS Faculty		3/19/14 - 3/19/14	as scheduled	as scheduled	Davis, Bonnie	80	62	Roster

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	**Excellent**	**Good***
2012	Good	Average
2011	Average	Below Average
2010	Good	At-Risk
2009	Average	Excellent

* The School's 2013 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

Percent	Our High School			High Schools with Students Like Ours		
	2011	2012	2013	2011	2012	2013
Passed 2 subtests (%)	78.6%	78.5%	82.9%	80.6%	79.5%	80.8%
Passed 1 subtest (%)	13.7%	12.8%	9.9%	11.4%	12.9%	12.3%
Passed no subtests (%)	7.7%	8.7%	7.2%	8.6%	7.8%	6.9%

HSAP Passage Rate by Spring 2013

	Our High School	High Schools with Students Like Ours
Percent	92.1%	91.5%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012*	2013	2012	2013
Number of Students in Four-Year Cohort	313	351	278	258
Number of Graduates in Cohort	205	238	203	194
Rate	65.5%	67.8%	73.9%	75.2%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2012	2013	2012	2013
Number of Students in Cohort	368	302	279	251
Number of Graduates in Cohort	270	215	211	191
Rate	73.4%	71.2%	76.3%	74.7%

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	80.6%	75.0%
English 1	73.6%	70.7%
Biology 1/Applied Biology 2	89.1%	78.6%
US History and the Constitution	73.4%	60.6%
All Tests	79.4%	71.0%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

2011-2012 SDE SURVEY RESULTS

Evaluations by Teachers, Students and Parents	Teachers	Students*	Parents*
Number of surveys returned	63	218	36
Percent satisfied with learning environment	95.2%	79.8%	72.3%
Percent satisfied with social and physical environment	100%	85.2%	71.5%
Percent satisfied with school-home relations	83.9%	84.7%	74.3%

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

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 91.5% in 2012 to 94.5% 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	92	92.5	**93**	**93.5**	**94**
School Actual	91.5	89.2					
District Projected	X	X	86.5	87.5	**88.5**	**89.5**	**90.5**
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.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
PD in PLC	monthly	CRT	0	na	PLC agenda
Tutoring before/after school	Bi-weekly	Dept. Chairs	0	na	Sign-in sheets
Weekly connections HSAP practice	Fridays	Administration	0	na	Attendance sheet
HSAP breakfast/snack during testing	October & April	Administration	$1000 spring $500 fall	PTA	Copy of thank-you note to PTA
HSAP Awareness/Results meeting for parents & teachers	October	Guidance	0	na	Attendance sheets
Media Center open before school	Daily	Media specialists	0	na	Attendance sheets
HSAP review summer sessions	Every other week J,J,A	Volunteer guidance & teachers	$50 per session	Local Funds	Attendance sheets
HSAP review classes for targeted students	Each semester	Guidance	0	na	Course catalog and roll
HSAP class openers for 9th & 10th grade classes	Ongoing	Administration	0	na	Lesson plans & walkthrough observations
HSAP lessons in resource classes	3 per week	Special Ed Administrator	0	na	Lesson plans & walkthrough observations

☒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% in 2012 to 76.1% in 2018.

ANNUAL OBJECTIVE: Increase by 1 percentage point 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	72.1	73.1	**74.1**	**75.1**	**76.1**
School Actual	71.1	77.1					
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.

STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
PD in English I PLCs	Once a month	CRT	0	na	PD calendar and agendas
Tutoring sessions before/after school	Weekly	Freshman administrator	0	na	Sign in sheets
Media Center open before/ after school for USA Test Prep	Daily	Media specialists	0	na	Sign in sheets
EOC communications with parents	Ongoing	Freshman administrator	0	na	PTA, open house agendas, call logs, website pages
EOC blitz benchmark practice week	Mid-semester both semesters	EOC teachers	0	na	Score reports on USA Test Prep

☒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 79.4% in 2012 to 84.4% in 2018.

ANNUAL OBJECTIVE: Increase by 1 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	80.4	81.4	**82.4**	**83.4**	**84.4**
School Actual	81.1	78.6					
District Projected	X	X	82.4	83.4	**84.4**	**85.4**	**86.4**
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.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
PD in PLC	monthly	CRT	0	na	PLC agenda
Tutoring before/after school	Bi-weekly	Dept. Chairs	0	na	Sign-in sheets
Weekly connections HSAP practice	Fridays	Administration	0	na	Attendance sheet
HSAP breakfast/snack during testing	October & April	Administration	$1000 spring $500 fall	PTA	Copy of thank-you note to PTA
HSAP Awareness/Results meeting for parents & teachers	October	Guidance	0	na	Attendance sheets
Media Center open before school	Daily	Media specialists	0	na	Attendance sheets
HSAP review summer sessions	Every other week J,J,A	Volunteer guidance & teachers	$50 per session	Local Funds	Attendance sheets
HSAP review classes for targeted students	Each semester	Guidance	0	na	Course catalog and roll
HSAP class openers for 9th & 10th grade classes	Ongoing	Administration	0	na	Lesson plans & walkthrough observations
HSAP lessons in resource classes	3 per week	Special Ed Administrator	0	na	Lesson plans & walkthrough observations

☒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 74.3% in 2012 to 87% in 2018.

ANNUAL OBJECTIVE: Increase by 2 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%	81%	**83%**	**85%**	**87%**
School Actual	74.3%	79.9					
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.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Use of USA Test Prep to diagnose student strengths/weaknesses on each standard	ongoing	Classroom teacher	$20,000 For 4 years	Local funds	Student scores

☒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	99					
Male	98.7	98.6					
Female	99.2	99.3					
White	98.7	98.7					
African-American	100	100					
Asian/Pacific Islander		N/A					
Hispanic	100	N/A					
American Indian/Alaskan	NA	N/A					
Disabled	97.1	100					
Limited English Proficient		n/a					
Subsidized Meals	98.5	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	99	99					
Male	98.7	98.6					
Female	99.2	99.3					
White	98.7	98.7					
African-American	100	100					
Asian/Pacific Islander		N/A					
Hispanic	100	N/A					
American Indian/Alaskan	NA	N/A					
Disabled	97.1	100					
Limited English Proficient		n/a					
Subsidized Meals	98.5	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	99.1					
Male	98.6	98.9					
Female	99.2	99.3					
White	98.8	99.2					
African-American	99.0	98.7					
Asian/Pacific Islander	99.3	100					
Hispanic	99.1	99.4					
American Indian/Alaskan	100.0	N/A					
Disabled	96.7	96.8					
Limited English Proficient	98.6	99.2					
Subsidized Meals	98.1	98.9					

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.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
HSAP Pep Rally	ongoing	AP Chuck Winney	0	na	Copy of announcements
Phone blast	Ongoing	Principal Lou Lavely	0	na	Copy of script
Contact homebound/suspensions	October & April	Guidance H. Foster	0	na	Contact log
Testing Roster to faculty	October & April	Guidance H. Foster	0	na	Copy of email
HSAP reminder on marquee	October & April	Principal Lou Lavely	0	na	Evidence on marquee
Post HSAP flyers	October & April	Guidance H. Foster	0	na	Copy of flyer
HSAP reminder during Connections	October & April	Guidance H.Foster	0	na	Copy of reminder
Make-up roster completed & calls home	October & April	Guidance H. Foster	0	na	Copy of roster & contact log
Compare list of required testers to materials returned – add to make-up roster	October & April	Guidance H. Foster	0	na	Copy of testing roster with students not tested

☒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 80.9% in 2012 to 85.1% in 2018.

ANNUAL OBJECTIVE: Increase by .7 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	82.3	83	**83.7**	**84.4**	**85.1**
School Actual	80.9	89.1					
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.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Biology PLC	2/month	Biology I teachers	0	na	EOC scores, agendas
USA Test Prep	Ongoing	Biology I teachers	$20,000 for 5 years	Local Funds	EOC scores, usage data, lesson plans
Rigorous instruction	Ongoing	PLC, Administrators & CRT	0	na	Observations and lesson plans
Increase lab component	Ongoing	PLC	0	na	Observations, lesson plans
Increased technology integration	ongoing	PLC, CRT	0	na	Observations, lesson plans
Parent Communication	Ongoing	PLC	0	na	IMS logs, website, blog, syllabus

☒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 74.2% in 2012 to 80.2% in 2018.

ANNUAL OBJECTIVE: Increase by 1 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	76.2	77.2	78.2	79.2	80.2
School Actual	74.2	73.4					
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.

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
PLC	ongoing	USHC teachers	0	na	Agendas, analysis of common assessments, EOC scores
USA Test Prep	Ongoing	USHC teachers	$20,000 for 5 years	Local funds	Lesson plans, observations, EOC scores
Competition class t-shirts	Each semester	USHC teachers/ principal	$5-8 per shirt	Local funds	Shirts on test days

☒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 57% in 2011 to 69% by 2018.

ANNUAL OBJECTIVE: Increase by 1 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	64	65	66	**67**	**68**	**69**
School Actual	57%	63%						
District Projected	X	X		57	58	**59**	**60**	**61**
District Actual	56	53						

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

FIVE YEAR PERFORMANCE GOAL: Annually increase by 10 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	503	505	**507**	**509**	**511**
Critical Reading Actual	501	487					
Math Projected	X	X	498	500	502	**504**	**506**
Math Actual	496	476					
Writing Projected	X	X	465	467	**469**	**471**	**473**
Writing Actual	463	465					
Composite Projected	X	X	1466	1472	**1478**	**1484**	**1490**
Composite Actual	1460	1428					

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					

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Word of the day	daily	CRT	0	na	Posters, announcements, website, marquee
SAT prep class	One per year	Guidance	0	na	Course catalog
SSR (sustained silent reading)	Daily	Teachers	0	na	Observations, lesson plans
Content specific word walls	Ongoing	Teachers	0	na	Observations
One day of testing strategy in each senior class	Before each testing	Teachers	0	na	Observation, lesson plans

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

FIVE YEAR PERFORMANCE GOAL: Annually increase by .5 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 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	20.3	20.4	**20.5**	**20.6**	**20.7**
English Actual	20.2	21					
Math Projected	X	X	20.2	20.3	20.4	**20.5**	**20.6**
Math Actual	20.1	20.4					
Reading Projected	X	X	21.4	21.5	**21.6**	**21.7**	**21.8**
Reading Actual	21.3	22.8					
Science Projected	X	X	20.7	20,8	**20.9**	**21**	**21.1**
Science Actual	20.6	21.3					
Composite Projected	X	X	20.7	20,8	**20.9**	**21**	**21.1**
Composite Actual	20.6	21.5					

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					

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Word of the day	daily	CRT	0	na	Posters, announcements, website, marquee
SAT prep class	One per year	Guidance	0	na	Course catalog
SSR (sustained silent reading)	Daily	Teachers	0	na	Observations, lesson plans
Content specific word walls	Ongoing	Teachers	0	na	Observations
One day of testing strategy in each senior class	Before each testing	Teachers	0	na	Observation, lesson plans

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

FIVE YEAR PERFORMANCE GOAL: Increase the on-time (4 year cohort) student graduation rate by 1.9 percentage points each year, from 65.5% in 2012 to 75% in 2018.

ANNUAL OBJECTIVE: Increase the on-time student graduation rate by 1.9 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	67.4	69.3	**71.2**	**73.1**	**75**
School Actual	65.5	67.8					
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
HSTW	Ongoing	AP Chuck Winney	0	na	Connections agenda, HSTW PD agenda
District alternative programs (ex. Lifelong)	Ongoing	Guidance		PTA	Log Power School
APEX, Online Courses	Ongoing	Guidance	0	na	Logs Power School
Freshman Academy	Ongoing	AP Mary Sloan	0	na	Agenda and log of special graduation support events
IGP	Ongoing	Guidance	0	na	Copy of sample plan
Assemblies, programs, motivational speakers	Ongoing	Guidance, CATE, Freshman Academy	0	na	Copy of announcements and student evaluations

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

GOAL AREA 2: Ensure quality personnel in all positions.

FIVE YEAR PERFORMANCE GOAL: Increase the number of local professional development sessions relating directly to student achievement with respect to CCSS and Smarter Balance from 1 in 2011-2012 to 18 in 2017-2018.

ANNUAL OBJECTIVE: Each year increase the number of PD sessions relating directly to student achievement with respect to CCSS and Smarter Balance by 3.

DATA SOURCE(S):

	Baseline 2011-12	Planning Year 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Projected	x	x	7	10	13	16	19
Actual	1	4	16				

STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Consultants out of district	1 per year	CRT	TBD	Local and grants	Announcements, agendas, and faculty evaluations
In-district consultants	1 per semester	CRT	0	na	Announcements, agendas, and faculty evaluations
Presentations by local presenters (including observations of best CCSS practice)	2013-2014 4 2014-2015 6 2015-2016 8 2016-2017 10 2017-2018 12	CRT	0	na	Announcements, agendas, and faculty evaluations

☐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	93.3	93.3					
District Projected	X	X	95.0	95.0	**95.0**	**95.0**	**95.0**
District Actual	95.9	95.6					

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Attendance Blitz	First week per semester	AP Chuck Winney	$100	Local funds & grants	Announcements, posters
Bi-weekly phone robo calls	Ongoing	Principal	0	na	Phone log
Teachers call parents on 4th absence	Ongoing	Principal	0	na	Phone contact log
Individual conferences with guidance counselor at 6th absence	Ongoing	Guidance	0	na	Counseling log

☐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	0.5%	1.3%					
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%					

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Improve use of Incident Management System (IMS) through professional development	2013-14	Principal	0	na	agenda
Use IMS to accurately track discipline incidents and analyze those that lead to expulsions	2013-14	Principal Designee	0	na	Reports
Continue to communicate school district behavior code to parents, students, and school personnel through website, parent newsletters, and student handbook	Ongoing	Principal and his designees	0	na	Copy of communications

☐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 94.1% in 2012 to 94.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2012-13, increase by .1 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	94.3	94.4	**94.5**	**94.6**	**94.7**
School Actual	94.1	72.3					
District Projected	X	X	89.0	89.5	**90.0**	**90.5**	**91.0**
District Actual	88.0*	88.1					

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

STRATEGY Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Continue "Coffee with the Principal" informal discussions	Ongoing	Principal	>$25	Local funds	Log of visitors
Continue active website	Ongoing	Webmaster	0	na	Website
Teacher positive calls	Ongoing	Teachers	0	na	Call logs
Regular robo calls with positive reports	Ongoing	Principal	0	na	Call logs
Letters and emails to parents	Ongoing	Principal	0	na	Copies

☐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 78.3% in 2012 to 83.3% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by 1 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	79.3	80.3	**81.3**	**82.3**	**83.3**
School Actual	78.3	79.8					
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					

STRATEGY 　　　Activity	Timeline	Person Responsible	Estimated Cost	Funding Sources	Indicators of Implementation
Positive calls or emails to parents and students	Ongoing	Faculty	0	na	Phone logs
Increased emphasis on real world/authentic learning	Ongoing	CRT/Faculty	0	na	Lesson Plans
Student of the month luncheons with principal	Ongoing	Principal	$125	Local funds	Agenda
Student surveys	End of 1st 9 weeks	CRT	0	na	Survey summary
Implementation of ideas in student survey	2nd semester	PLCs	0	na	Lesson plans

☐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 94.1% in 2012 to 96.1% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .4 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	94.5	94.9	**95.3**	**95.7**	**96.1**
School Actual	94.1	95.2					
District Projected	X	X	92.5	93.0	**93.5**	**94.0**	**94.5**
District Actual	98.0	92.6					

STRATEGY Activity	**Timeline**	**Person Responsible**	**Estimated Cost**	**Funding Sources**	**Indicators of Implementation**
Teacher recognition	Monthly	PTA	Varies	PTA	List of events
Principal coffee with teachers	Quarterly during planning block	Principal	>$50	Local funds	List of events

☐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 84.6% in 2012 to 86.4% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .3 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	85.2	85.5	**85.8**	**86.1**	**86.4**
School Actual	84.6	71.5					
District Projected	X	X	93.9	94.3	**94.7**	**95.1**	**95.5**
District Actual	93.5	92.8					

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

☐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 80.5% in 2012 to 83.5% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .5 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	81.5	82	**82.5**	**83**	**83.5**
School Actual	80.5	85.2					
District Projected	X	X	91.0	91.5	**92.0**	**92.5**	**93.0**
District Actual	90.0	89.6					

☐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 96.1% in 2012 to 96.7% by 2018.

ANNUAL OBJECTIVE: Beginning in 2013-14, increase by .1 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	96.3	96.4	**96.5**	**96.6**	**96.7**
School Actual	96.1	100					
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
All exterior doors locked at all times	Ongoing	Plant Engineer	0	na	Daily checks
Greater visibility of SRO	Ongoing	SRO	0	na	Student, teacher, parent survey
Entrance buzzer system	Ongoing	Principal	TBD	District	In place
Robo calls home	Ongoing	Principal	0	na	Call log
Administrator/teacher visibility at lunch, between classes, and before/after school	Ongoing	Principal	0	na	Regular checks
Interior doors locked	Ongoing	Principal	0	na	Regular checks
Drills	Ongoing	Principal designee	0	na	Drill log

Sub Group	ELA Prof.	Math Prof.	Science Prof.	SS Prof.	ELA % tested	Math % tested	Grad Rate
All	1	1	1	1	1	1	0.9
Male	1	1	1	1	1	1	0.9
Female	1	1	1	1	1	1	1
Caucasian	1	1	1	1	1	1	1
AA	0	0.6	0.9		1	1	0
Disabled					1	1	0
FARMS	1	1	1	1	1	1	0.9
Points	5/6	5.6/6	5.9/6	5/5	7/7	7/7	5.5/8
Weight	22.5%	22.5%	5%	5%	7.5%	7.5%	30%
Weighted Total	18.8	21	4.9	5	7.5	7.5	20.6
Total	85.3	=B					