

School Renewal Plan Cover Page

**Renewal Plan for 5 Year Cycle: 2018/19 to 2023/24
Upcoming School Year: 2023/24**

School Name:	River Bluff High
SIDN:	3201069
Plan Submission:	School utilizes Cognia
Grade Span:	9 To 12
District:	Lexington 01
Address 1:	320 Corley Mill Road
Address 2:	
City:	Lexington, SC
Zip Code:	29072
School Renewal Plan Contact Person:	Jacob Smith
School Plan Contact Phone:	8038210701
School Plan E-mail Address:	jsmith@lexington1.net


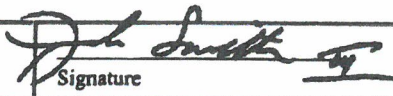
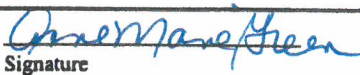

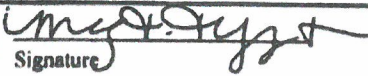
Required Signature Page

The school renewal plan, or annual update, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) (S.C. Code Ann. §59-139-10 *et seq.* (Supp. 2004)), the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §59-18-1300 *et seq.* (Supp. 2004)), and SBE Regulation 43-261. The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the School Improvement Council, and the School Read to Succeed Literacy Leadership team lead are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

Assurances for the School Renewal Plans

The assurance pages following this page have been completed and the district superintendent's and school principal's signature below attests that the school/district complies with all applicable assurances requirements including ACT 135 assurance pages.

Required Printed Names and Signatures

Superintendent		
<u>Dr. Gerrita Postlewait</u> Printed Name	 Signature	<u>4-11-23</u> Date
Principal		
<u>Jacob Smith</u> Printed Name	 Signature	<u>3/15/23</u> Date
Chairperson, District Board of Trustees		
<u>Anne Marie Green</u> Printed Name	 Signature	<u>4-11-23</u> Date
Chairperson, School Improvement Council		
<u>Tyson Bragg</u> Printed Name	 Signature	<u>3/15/2023</u> Date
School Read To Succeed Literacy Leadership Team Lead		
<u>Meg Huggins</u> Printed Name	 Signature	<u>3/15/2023</u> Date

Assurances for School Renewal Plan

Assurances checked below, along with the signature page signed by the superintendent and school principal, attest that the school complies with all applicable regulatory and statutory requirements listed.

Early Childhood Development and Academic Assistance Act (Act 135) Assurances (S.C. Code Ann §59-139-10 <i>et seq.</i> (Supp. 2004))	
N/A	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).
Yes	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).
Yes	Parent Involvement The school encourages and assists parents in becoming more involved in their children’s education. Some examples of parental 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.
Yes	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.
Yes	Technology The school integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning.
Yes	Innovation The school uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students.
Yes	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).

Yes	<p>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.</p>
N/A	<p>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. However, they may be housed at locations with other grade levels or completely separate from schools.</p>
N/A	<p>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.</p>
Yes	<p>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 how to be 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-appropriate education to prepare children for success in school and life experiences (early childhood education). Family Literacy is not grade specific, but is generally most appropriate for parents of children at the primary and elementary school levels and below as well as for secondary school students who are parents. Family Literacy program goals are to strengthen parental involvement in the learning process of preschool children ages birth through five years; to promote school readiness of preschool children; to offer parents special opportunities to improve their literacy skills and education; to provide parents a chance to recover from dropping out of school; and to identify potential developmental delays in preschool children by offering developmental screening.</p>
Yes	<p>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 not limited to, the following personal or family situation(s): parent without a high school graduation or equivalency, 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.</p>
Yes	<p>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.</p>

Stakeholder Involvement for School Renewal Plan

List the name of persons who were involved in the development of the School Renewal Plan.
A participant for each numbered position is required.

	Position	Name
1.	Principal	Jacob Smith
2.	Teacher	Joe Ben Watson
3.	Parent/Guardian	Margaret Anne Gaffney
4.	Community Member	Troy Fite
5.	Paraprofessional	Ginny Freiburger
6.	School Improvement Council Member	Tyson Bragg
7.	Read to Succeed Reading Coach	Andrea Moore
8.	School Read To Succeed Literacy Leadership Team Lead	Meg Huggins
9.	School Read To Succeed Literacy Leadership Team Member	Stacey Merritt
	OTHERS (May include school board members, district or school administrators, students, PTO members, agency representatives, university partners, Head Start representatives, First Step representatives, etc.) ** Must include the School Literacy Leadership Team for Read to Succeed	

District Requested Strategic/Renewal Plan Waiver

The State Board of Education has the authority to waive regulations pursuant to *(SBE Regulation 43-261) (C)* District and School Planning which states the following:

Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved district strategic plan or school renewal plan.

All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:
<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved district strategic or school renewal plan.
1. Extension for initial District Strategic and School Renewal Plans <i>(SBE Regulation 43-261)</i>	
2. Teachers teaching more than 1500 minutes <i>(SBE Regulation 43-205)</i>	
3. Teachers teaching more than 4 preps <i>(SBE Regulation 43-205)</i>	
4. High School Principal over two schools or grades more than 9-12 <i>(SBE Regulation 43-205)</i>	
5. Other <i>(Include the SBE Regulation number to be waived)</i>	Lexington County School District One received a waiver for SBE Regulations 43-231 (II), 43-232 (I), 43-234 (VI)(C)(1), 43-234 (II)(b), and 43-234 (VI)(C)(I) from the S.C. Department of Education to allow our students enrolled in Lexington District One Online Learning Academy or those taking part in the Graduation Alliance Partnership to have a flexible way to earn credits so they are not bound by seat time for grade-level promotion. This waiver affords our students throughout the system multiple pathways to accelerate learning or recover credits so they might progress on time with the requisite skills for success necessary for success in a career, the military, or school beyond the K-12 system.
6. Other <i>(Include the SBE Regulation number to be waived)</i>	



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Lexington District One Vision

Empower each child to design the future.



Lexington District One Mission
















**Our mission is to cultivate
a caring community
where ALL learners
are extraordinary communicators,
collaborators, creators and critical thinkers.**














System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.



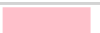





























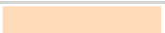



1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
All	2021-2022	All	All	12.5%		(15 / 120)
		ELL	Not ELL	12.9%		(15 / 116)
			ELL	0.0%		(0 / 4)
		Gender	Female	15.7%		(8 / 51)
			Male	10.1%		(7 / 69)
		InstrSetting	Not Special Ed	13.4%		(15 / 112)
			Special Ed	0.0%		(0 / 8)
		Race	Black / Latinx	0.0%		(0 / 22)
	White / Other		15.3%		(15 / 98)	
	2020-2021	All	All	30.9%		(29 / 94)
		ELL	Not ELL	31.9%		(29 / 91)
			ELL	0.0%		(0 / 3)
		Gender	Female	34.1%		(15 / 44)
			Male	28.0%		(14 / 50)
		InstrSetting	Not Special Ed	32.6%		(29 / 89)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	20.0%		(2 / 10)
	White / Other		32.1%		(27 / 84)	
	2019-2020	All	All	27.7%		(54 / 195)
		ELL	Not ELL	27.7%		(53 / 191)
			ELL	25.0%		(1 / 4)
		Gender	Female	28.4%		(29 / 102)
			Male	26.9%		(25 / 93)
		InstrSetting	Not Special Ed	29.0%		(54 / 186)
			Special Ed	0.0%		(0 / 9)
		Race	Black / Latinx	16.7%		(6 / 36)
	White / Other		30.2%		(48 / 159)	
	2018-2019	All	All	24.3%		(65 / 268)
		ELL	Not ELL	25.0%		(65 / 260)
			ELL	0.0%		(0 / 8)
		Gender	Female	24.6%		(34 / 138)
			Male	23.8%		(31 / 130)
		InstrSetting	Not Special Ed	25.0%		(63 / 252)
Special Ed			12.5%		(2 / 16)	
Race		Black / Latinx	5.3%		(2 / 38)	
	White / Other	27.4%		(63 / 230)		
2017-2018	All	All	25.2%		(59 / 234)	
	ELL	Not ELL	25.4%		(58 / 228)	
		ELL	16.7%		(17 / 6)	

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students	
All	2017-2018	Gender	Female	22.4%		(24 / 107)	
			Male	27.6%		(35 / 127)	
		InstrSetting	Not Special Ed	27.4%		(59 / 215)	
			Special Ed	0.0%		(0 / 19)	
		Race	Black / Latinx	11.9%		(5 / 42)	
			White / Other	28.1%		(54 / 192)	
	2016-2017	All	All	23.6%		(107 / 454)	
			ELL	Not ELL	24.2%		(107 / 442)
				ELL	0.0%		(0 / 12)
		Gender	Female	21.9%		(52 / 237)	
			Male	25.3%		(55 / 217)	
		InstrSetting	Not Special Ed	24.3%		(105 / 432)	
			Special Ed	9.1%		(2 / 22)	
		Race	Black / Latinx	8.2%		(6 / 73)	
	White / Other		26.5%		(101 / 381)		
	2015-2016	All	All	25.7%		(114 / 444)	
			ELL	Not ELL	26.0%		(114 / 439)
				ELL	0.0%		(0 / 5)
		Gender	Female	26.4%		(62 / 235)	
			Male	24.9%		(52 / 209)	
		InstrSetting	Not Special Ed	26.7%		(112 / 420)	
			Special Ed	8.3%		(2 / 24)	
		Race	Black / Latinx	13.4%		(9 / 67)	
	White / Other		27.9%		(105 / 377)		
	2014-2015	All	All	23.2%		(89 / 384)	
			ELL	Not ELL	23.1%		(87 / 377)
				ELL	28.6%		(2 / 7)
		Gender	Female	21.2%		(42 / 198)	
Male			25.3%		(47 / 186)		
InstrSetting		Not Special Ed	24.0%		(87 / 363)		
		Special Ed	9.5%		(2 / 21)		
Race		Black / Latinx	6.7%		(4 / 60)		
	White / Other	26.2%		(85 / 324)			




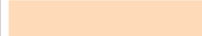
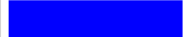


















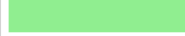







	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
English	2021-2022	All	All	37.5%		(45 / 120)
		ELL	Not ELL	38.8%		(45 / 116)
			ELL	0.0%		(0 / 4)
		Gender	Female	47.1%		(24 / 51)
			Male	30.4%		(21 / 69)
		InstrSetting	Not Special Ed	40.2%		(45 / 112)
			Special Ed	0.0%		(0 / 8)
		Race	Black / Latinx	13.6%		(3 / 22)
	White / Other		42.9%		(42 / 98)	
	2020-2021	All	All	66.0%		(62 / 94)
		ELL	Not ELL	67.0%		(61 / 91)
			ELL	33.3%		(1 / 3)
		Gender	Female	75.0%		(33 / 44)
			Male	58.0%		(29 / 50)
		InstrSetting	Not Special Ed	69.7%		(62 / 89)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	70.0%		(7 / 10)
	White / Other		65.5%		(55 / 84)	
	2019-2020	All	All	59.0%		(115 / 195)
		ELL	Not ELL	58.6%		(112 / 191)
			ELL	75.0%		(3 / 4)
		Gender	Female	70.6%		(72 / 102)
			Male	46.2%		(43 / 93)
		InstrSetting	Not Special Ed	60.8%		(113 / 186)
			Special Ed	22.2%		(2 / 9)
		Race	Black / Latinx	41.7%		(15 / 36)
	White / Other		62.9%		(100 / 159)	
	2018-2019	All	All	59.4%		(158 / 266)
		ELL	Not ELL	60.5%		(156 / 258)
			ELL	25.0%		(2 / 8)
		Gender	Female	64.2%		(88 / 137)
			Male	54.3%		(70 / 129)
		InstrSetting	Not Special Ed	61.2%		(153 / 250)
Special Ed			31.3%		(5 / 16)	
Race		Black / Latinx	36.8%		(14 / 38)	
	White / Other	63.2%		(144 / 228)		
2017-2018	All	All	58.8%		(137 / 233)	
	ELL	Not ELL	59.5%		(135 / 227)	
		ELL	33.3%		(2 / 6)	
	Gender	Female	58.5%		(62 / 106)	










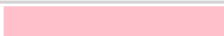
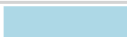




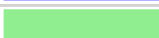

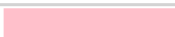



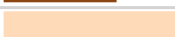
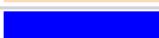
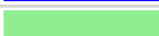








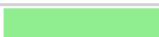

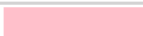
	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
English	2017-2018	Gender	Male	59.1%		(75 / 127)
		InstrSetting	Not Special Ed	62.1%		(133 / 214)
			Special Ed	21.1%		(4 / 19)
		Race	Black / Latinx	28.6%		(12 / 42)
			White / Other	65.4%		(125 / 191)
	2016-2017	All	All	60.7%		(275 / 453)
		ELL	Not ELL	62.1%		(274 / 441)
			ELL	8.3%		(1 / 12)
		Gender	Female	64.0%		(151 / 236)
			Male	57.1%		(124 / 217)
		InstrSetting	Not Special Ed	63.1%		(272 / 431)
			Special Ed	13.6%		(3 / 22)
		Race	Black / Latinx	27.4%		(20 / 73)
			White / Other	67.1%		(255 / 380)
	2015-2016	All	All	59.3%		(264 / 445)
		ELL	Not ELL	60.0%		(264 / 440)
			ELL	0.0%		(0 / 5)
		Gender	Female	66.9%		(158 / 236)
			Male	50.7%		(106 / 209)
		InstrSetting	Not Special Ed	61.0%		(257 / 421)
			Special Ed	29.2%		(7 / 24)
		Race	Black / Latinx	28.4%		(19 / 67)
	White / Other		64.8%		(245 / 378)	
	2014-2015	All	All	63.8%		(245 / 384)
		ELL	Not ELL	64.5%		(243 / 377)
			ELL	28.6%		(2 / 7)
		Gender	Female	65.2%		(129 / 198)
			Male	62.4%		(116 / 186)
		InstrSetting	Not Special Ed	65.6%		(238 / 363)
			Special Ed	33.3%		(7 / 21)
		Race	Black / Latinx	30.0%		(18 / 60)
	White / Other		70.1%		(227 / 324)	





















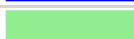








	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
Math	2021-2022	All	All	23.3%		(28 / 120)
		ELL	Not ELL	24.1%		(28 / 116)
			ELL	0.0%		(0 / 4)
		Gender	Female	21.6%		(11 / 51)
			Male	24.6%		(17 / 69)
		InstrSetting	Not Special Ed	25.0%		(28 / 112)
			Special Ed	0.0%		(0 / 8)
		Race	Black / Latinx	4.5%		(1 / 22)
	White / Other		27.6%		(27 / 98)	
	2020-2021	All	All	38.3%		(36 / 94)
		ELL	Not ELL	38.5%		(35 / 91)
			ELL	33.3%		(1 / 3)
		Gender	Female	38.6%		(17 / 44)
			Male	38.0%		(19 / 50)
		InstrSetting	Not Special Ed	40.4%		(36 / 89)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	30.0%		(3 / 10)
	White / Other		39.3%		(33 / 84)	
	2019-2020	All	All	41.0%		(80 / 195)
		ELL	Not ELL	40.8%		(78 / 191)
			ELL	50.0%		(2 / 4)
		Gender	Female	45.1%		(46 / 102)
			Male	36.6%		(34 / 93)
		InstrSetting	Not Special Ed	43.0%		(80 / 186)
			Special Ed	0.0%		(0 / 9)
		Race	Black / Latinx	30.6%		(11 / 36)
	White / Other		43.4%		(69 / 159)	
	2018-2019	All	All	34.1%		(91 / 267)
		ELL	Not ELL	34.7%		(90 / 259)
			ELL	12.5%		(1 / 8)
		Gender	Female	31.6%		(43 / 136)
			Male	36.6%		(48 / 131)
InstrSetting		Not Special Ed	35.5%		(89 / 251)	
		Special Ed	12.5%		(2 / 16)	
Race		Black / Latinx	5.3%		(2 / 38)	
	White / Other	38.9%		(89 / 229)		
2017-2018	All	All	42.1%		(99 / 235)	
	ELL	Not ELL	42.8%		(98 / 229)	
		ELL	16.7%		(1 / 6)	
	Gender	Female	35.5%		(38 / 107)	

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
Math	2017-2018	Gender	Male	47.7%		(61 / 128)
		InstrSetting	Not Special Ed	45.8%		(99 / 216)
			Special Ed	0.0%		(0 / 19)
		Race	Black / Latinx	26.2%		(11 / 42)
			White / Other	45.6%		(88 / 193)
	2016-2017	All	All	38.6%		(175 / 453)
		ELL	Not ELL	39.5%		(174 / 441)
			ELL	8.3%		(1 / 12)
		Gender	Female	35.2%		(83 / 236)
			Male	42.4%		(92 / 217)
		InstrSetting	Not Special Ed	39.9%		(172 / 431)
			Special Ed	13.6%		(3 / 22)
		Race	Black / Latinx	11.0%		(8 / 73)
			White / Other	43.9%		(167 / 380)
	2015-2016	All	All	40.5%		(180 / 444)
		ELL	Not ELL	40.8%		(179 / 439)
			ELL	20.0%		(1 / 5)
		Gender	Female	40.0%		(94 / 235)
			Male	41.1%		(86 / 209)
		InstrSetting	Not Special Ed	41.7%		(175 / 420)
			Special Ed	20.8%		(5 / 24)
		Race	Black / Latinx	26.9%		(18 / 67)
			White / Other	43.0%		(162 / 377)
	2014-2015	All	All	40.6%		(156 / 384)
		ELL	Not ELL	40.6%		(153 / 377)
			ELL	42.9%		(3 / 7)
		Gender	Female	36.9%		(73 / 198)
			Male	44.6%		(83 / 186)
		InstrSetting	Not Special Ed	41.9%		(152 / 363)
			Special Ed	19.0%		(4 / 21)
Race		Black / Latinx	11.7%		(7 / 60)	
	White / Other	46.0%		(149 / 324)		

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
Reading	2021-2022	All	All	40.8%		(49 / 120)
		ELL	Not ELL	42.2%		(49 / 116)
			ELL	0.0%		(0 / 4)
		Gender	Female	49.0%		(25 / 51)
			Male	34.8%		(24 / 69)
		InstrSetting	Not Special Ed	42.9%		(48 / 112)
			Special Ed	12.5%		(1 / 8)
		Race	Black / Latinx	13.6%		(3 / 22)
	White / Other		46.9%		(46 / 98)	
	2020-2021	All	All	58.5%		(55 / 94)
		ELL	Not ELL	60.4%		(55 / 91)
			ELL	0.0%		(0 / 3)
		Gender	Female	65.9%		(29 / 44)
			Male	52.0%		(26 / 50)
		InstrSetting	Not Special Ed	61.8%		(55 / 89)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	30.0%		(3 / 10)
	White / Other		61.9%		(52 / 84)	
	2019-2020	All	All	47.7%		(93 / 195)
		ELL	Not ELL	47.6%		(91 / 191)
			ELL	50.0%		(2 / 4)
		Gender	Female	52.0%		(53 / 102)
			Male	43.0%		(40 / 93)
		InstrSetting	Not Special Ed	49.5%		(92 / 186)
			Special Ed	11.1%		(1 / 9)
		Race	Black / Latinx	33.3%		(12 / 36)
	White / Other		50.9%		(81 / 159)	
	2018-2019	All	All	47.2%		(127 / 269)
		ELL	Not ELL	48.3%		(126 / 261)
			ELL	12.5%		(1 / 8)
		Gender	Female	51.1%		(71 / 139)
			Male	43.1%		(56 / 130)
		InstrSetting	Not Special Ed	47.8%		(121 / 253)
Special Ed			37.5%		(6 / 16)	
Race		Black / Latinx	36.8%		(14 / 38)	
	White / Other	48.9%		(113 / 231)		
2017-2018	All	All	44.4%		(104 / 234)	
	ELL	Not ELL	45.2%		(103 / 228)	
		ELL	16.7%		(1 / 6)	
	Gender	Female	45.3%		(48 / 106)	

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
Reading	2017-2018	Gender	Male	43.8%		(56 / 128)
		InstrSetting	Not Special Ed	48.4%		(104 / 215)
			Special Ed	0.0%		(0 / 19)
		Race	Black / Latinx	23.8%		(10 / 42)
			White / Other	49.0%		(94 / 192)
	2016-2017	All	All	42.6%		(194 / 455)
		ELL	Not ELL	43.3%		(192 / 443)
			ELL	16.7%		(2 / 12)
		Gender	Female	44.1%		(105 / 238)
			Male	41.0%		(89 / 217)
		InstrSetting	Not Special Ed	44.1%		(191 / 433)
			Special Ed	13.6%		(3 / 22)
		Race	Black / Latinx	19.2%		(14 / 73)
			White / Other	47.1%		(180 / 382)
	2015-2016	All	All	51.0%		(227 / 445)
		ELL	Not ELL	51.4%		(226 / 440)
			ELL	20.0%		(1 / 5)
		Gender	Female	54.7%		(129 / 236)
			Male	46.9%		(98 / 209)
		InstrSetting	Not Special Ed	52.0%		(219 / 421)
			Special Ed	33.3%		(8 / 24)
		Race	Black / Latinx	28.4%		(19 / 67)
			White / Other	55.0%		(208 / 378)
	2014-2015	All	All	44.8%		(172 / 384)
		ELL	Not ELL	45.1%		(170 / 377)
			ELL	28.6%		(2 / 7)
		Gender	Female	43.4%		(86 / 198)
			Male	46.2%		(86 / 186)
InstrSetting		Not Special Ed	46.6%		(169 / 363)	
		Special Ed	14.3%		(3 / 21)	
Race		Black / Latinx	16.7%		(10 / 60)	
	White / Other	50.0%		(162 / 324)		






























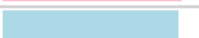



	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
Science	2021-2022	All	All	30.8%		(37 / 120)
		ELL	Not ELL	31.9%		(37 / 116)
			ELL	0.0%		(0 / 4)
		Gender	Female	35.3%		(18 / 51)
			Male	27.5%		(19 / 69)
		InstrSetting	Not Special Ed	33.0%		(37 / 112)
			Special Ed	0.0%		(0 / 8)
		Race	Black / Latinx	13.6%		(3 / 22)
	White / Other		34.7%		(34 / 98)	
	2020-2021	All	All	46.8%		(44 / 94)
		ELL	Not ELL	48.4%		(44 / 91)
			ELL	0.0%		(0 / 3)
		Gender	Female	56.8%		(25 / 44)
			Male	38.0%		(19 / 50)
		InstrSetting	Not Special Ed	49.4%		(44 / 89)
			Special Ed	0.0%		(0 / 5)
		Race	Black / Latinx	30.0%		(3 / 10)
	White / Other		48.8%		(41 / 84)	
	2019-2020	All	All	41.5%		(81 / 195)
		ELL	Not ELL	40.8%		(78 / 191)
			ELL	75.0%		(3 / 4)
		Gender	Female	47.1%		(48 / 102)
			Male	35.5%		(33 / 93)
		InstrSetting	Not Special Ed	43.5%		(81 / 186)
			Special Ed	0.0%		(0 / 9)
		Race	Black / Latinx	27.8%		(10 / 36)
	White / Other		44.7%		(71 / 159)	
	2018-2019	All	All	39.5%		(105 / 266)
		ELL	Not ELL	40.3%		(104 / 258)
			ELL	12.5%		(1 / 8)
		Gender	Female	43.8%		(60 / 137)
			Male	34.9%		(45 / 129)
		InstrSetting	Not Special Ed	41.2%		(103 / 250)
Special Ed			12.5%		(2 / 16)	
Race		Black / Latinx	15.8%		(6 / 38)	
	White / Other	43.4%		(99 / 228)		
2017-2018	All	All	38.7%		(91 / 235)	
	ELL	Not ELL	39.3%		(90 / 229)	
		ELL	16.7%		(1 / 6)	
	Gender	Female	35.2%		(38 / 108)	

	Year	Group	Subgroup	%	ACT % Meeting Benchmarks for River Bluff High School	Number of Students
Science	2017-2018	Gender	Male	41.7%		(53 / 127)
		InstrSetting	Not Special Ed	42.1%		(91 / 216)
			Special Ed	0.0%		(0 / 19)
		Race	Black / Latinx	23.8%		(10 / 42)
			White / Other	42.0%		(81 / 193)
	2016-2017	All	All	32.1%		(146 / 455)
		ELL	Not ELL	33.0%		(146 / 443)
			ELL	0.0%		(0 / 12)
		Gender	Female	31.1%		(74 / 238)
			Male	33.2%		(72 / 217)
		InstrSetting	Not Special Ed	33.3%		(144 / 433)
			Special Ed	9.1%		(2 / 22)
		Race	Black / Latinx	12.3%		(9 / 73)
			White / Other	35.9%		(137 / 382)
		2015-2016	All	All	44.4%	
	ELL		Not ELL	44.9%		(197 / 439)
			ELL	0.0%		(0 / 5)
	Gender		Female	46.8%		(110 / 235)
			Male	41.6%		(87 / 209)
	InstrSetting		Not Special Ed	46.2%		(194 / 420)
			Special Ed	12.5%		(3 / 24)
	Race		Black / Latinx	23.9%		(16 / 67)
			White / Other	48.0%		(181 / 377)
	2014-2015		All	All	34.1%	
		ELL	Not ELL	34.2%		(129 / 377)
			ELL	28.6%		(2 / 7)
		Gender	Female	32.3%		(64 / 198)
			Male	36.0%		(67 / 186)
InstrSetting		Not Special Ed	35.0%		(127 / 363)	
		Special Ed	19.0%		(4 / 21)	
Race		Black / Latinx	10.0%		(6 / 60)	
	White / Other	38.6%		(125 / 324)		

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for River Bluff High School	Number of Students
Evidence-Based Reading and Writing	21-22	All	All	80.3%		(474 / 590)
		ELL	Not ELL	82.1%		(431 / 525)
			ELL	66.2%		(43 / 65)
		Gender	Female	82.8%		(265 / 320)
			Male	77.4%		(209 / 270)
		InstrSetting	Not Special Ed	82.8%		(472 / 570)
			Special Ed	10.0%		(2 / 20)
		Race	Black / Latinx	58.4%		(52 / 89)
			White / Other	84.2%		(422 / 501)
		19-20	All	All	81.5%	
	ELL		Not ELL	82.6%		(403 / 488)
			ELL	70.2%		(33 / 47)
	Gender		Female	80.6%		(253 / 314)
			Male	82.8%		(183 / 221)
	InstrSetting		Not Special Ed	82.4%		(430 / 522)
			Special Ed	46.2%		(6 / 13)
	Race		Black / Latinx	65.5%		(55 / 84)
			White / Other	84.5%		(381 / 451)
	18-19		All	All	82.8%	
		ELL	Not ELL	83.0%		(433 / 522)
			ELL	80.0%		(28 / 35)
		Gender	Female	84.8%		(251 / 296)
			Male	80.5%		(210 / 261)
		InstrSetting	Not Special Ed	83.7%		(458 / 547)
			Special Ed	30.0%		(3 / 10)
		Race	Black / Latinx	65.3%		(47 / 72)
			White / Other	85.4%		(414 / 485)
		17-18	All	All	83.0%	
	ELL		Not ELL	83.6%		(455 / 544)
			ELL	68.0%		(17 / 25)
	Gender		Female	84.9%		(254 / 299)
			Male	80.7%		(218 / 270)
	InstrSetting		Not Special Ed	83.5%		(467 / 559)
Special Ed			50.0%		(5 / 10)	
Race	Black / Latinx		66.7%		(58 / 87)	
	White / Other		85.9%		(414 / 482)	
16-17	All		All	90.4%		(311 / 344)

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for River Bluff High School	Number of Students
Evidence-Based Reading and Writing	16-17	ELL	Not ELL	90.6%		(309 / 341)
			ELL	72.7%		(8 / 11)
		Gender	Female	90.3%		(176 / 195)
			Male	90.6%		(135 / 149)
		InstrSetting	Not Special Ed	90.5%		(315 / 348)
			Special Ed	50.0%		(2 / 4)
		Race	Black / Latinx	82.2%		(37 / 45)
			White / Other	91.6%		(274 / 299)
	15-16	All	All	73.6%		(190 / 258)
		ELL	Not ELL	73.7%		(191 / 259)
			ELL	66.7%		(4 / 6)
		Gender	Female	77.1%		(108 / 140)
			Male	69.5%		(82 / 118)
		InstrSetting	Not Special Ed	74.4%		(192 / 258)
			Special Ed	42.9%		(3 / 7)
		Race	Black / Latinx	60.9%		(14 / 23)
	White / Other		74.9%		(176 / 235)	
	14-15	All	All	75.0%		(159 / 212)
		ELL	Not ELL	74.9%		(158 / 211)
			ELL	62.5%		(5 / 8)
		Gender	Female	76.0%		(92 / 121)
			Male	73.6%		(67 / 91)
		InstrSetting	Not Special Ed	74.6%		(159 / 213)
			Special Ed	66.7%		(4 / 6)
		Race	Black / Latinx	61.9%		(13 / 21)
	White / Other		76.4%		(146 / 191)	

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for River Bluff High School	Number of Students
Math	21-22	All	All	54.7%		(323 / 590)
		ELL	Not ELL	54.3%		(285 / 525)
			ELL	58.5%		(38 / 65)
		Gender	Female	53.1%		(170 / 320)
			Male	56.7%		(153 / 270)
		InstrSetting	Not Special Ed	56.7%		(323 / 570)
			Special Ed	0.0%		(0 / 20)
		Race	Black / Latinx	37.1%		(33 / 89)
	White / Other		57.9%		(290 / 501)	
	20-21	All	All	53.8%		(264 / 491)
		ELL	Not ELL	53.5%		(239 / 447)
			ELL	56.8%		(25 / 44)
		Gender	Female	50.4%		(135 / 268)
			Male	57.8%		(129 / 223)
		InstrSetting	Not Special Ed	54.7%		(262 / 479)
			Special Ed	16.7%		(2 / 12)
		Race	Black / Latinx	28.2%		(22 / 78)
	White / Other		58.6%		(242 / 413)	
	19-20	All	All	58.7%		(314 / 535)
		ELL	Not ELL	60.5%		(295 / 488)
			ELL	40.4%		(19 / 47)
		Gender	Female	54.5%		(171 / 314)
			Male	64.7%		(143 / 221)
		InstrSetting	Not Special Ed	59.8%		(312 / 522)
			Special Ed	15.4%		(2 / 13)
		Race	Black / Latinx	40.5%		(34 / 84)
	White / Other		62.1%		(280 / 451)	
	18-19	All	All	57.6%		(321 / 557)
		ELL	Not ELL	58.0%		(303 / 522)
			ELL	51.4%		(18 / 35)
		Gender	Female	52.0%		(154 / 296)
			Male	64.0%		(167 / 261)
		InstrSetting	Not Special Ed	58.3%		(319 / 547)
Special Ed			20.0%		(2 / 10)	
Race		Black / Latinx	44.4%		(32 / 72)	
	White / Other	59.6%		(289 / 485)		
17-18	All	All	59.1%		(336 / 569)	
	ELL	Not ELL	59.0%		(321 / 544)	

	Year	Group	Subgroup	%	Percent of students meeting or exceeding College and Career Ready Benchmarks on SAT for River Bluff High School	Number of Students
Math	17-18	ELL	ELL	60.0%		(15 / 25)
		Gender	Female	57.2%		(171 / 299)
			Male	61.1%		(165 / 270)
		InstrSetting	Not Special Ed	59.9%		(335 / 559)
			Special Ed	10.0%		(1 / 10)
		Race	Black / Latinx	39.1%		(34 / 87)
	White / Other		62.7%		(302 / 482)	
	16-17	All	All	63.1%		(217 / 344)
		ELL	Not ELL	63.0%		(215 / 341)
			ELL	54.5%		(6 / 11)
		Gender	Female	56.9%		(111 / 195)
			Male	71.1%		(106 / 149)
		InstrSetting	Not Special Ed	62.9%		(219 / 348)
			Special Ed	50.0%		(2 / 4)
		Race	Black / Latinx	40.0%		(18 / 45)
	White / Other		66.6%		(199 / 299)	
	15-16	All	All	53.1%		(137 / 258)
		ELL	Not ELL	52.9%		(137 / 259)
			ELL	66.7%		(4 / 6)
		Gender	Female	52.1%		(73 / 140)
			Male	54.2%		(64 / 118)
		InstrSetting	Not Special Ed	54.7%		(141 / 258)
			Special Ed	0.0%		(0 / 7)
		Race	Black / Latinx	30.4%		(7 / 23)
	White / Other		55.3%		(130 / 235)	
	14-15	All	All	53.3%		(113 / 212)
		ELL	Not ELL	53.6%		(113 / 211)
			ELL	62.5%		(5 / 8)
		Gender	Female	53.7%		(65 / 121)
			Male	52.7%		(48 / 91)
		InstrSetting	Not Special Ed	54.0%		(115 / 213)
			Special Ed	50.0%		(3 / 6)
Race		Black / Latinx	28.6%		(6 / 21)	
	White / Other	56.0%		(107 / 191)		

	Year	Group	Subgroup	%	Percent of students with Silver or higher on Ready to Work for River Bluff High School	Number of Students
Ready to Work	2020-2021	All	All	83.9%		(786 / 937)
		ELL	Not ELL	84.7%		(728 / 860)
			ELL	75.3%		(58 / 77)
		Gender	Female	83.9%		(406 / 484)
			Male	83.9%		(380 / 453)
		InstrSetting	Not Special Ed	86.3%		(773 / 896)
			Special Ed	31.7%		(13 / 41)
		Race	Black / Latinx	57.8%		(78 / 135)
	White / Other		88.3%		(708 / 802)	
	2018-2019	All	All	83.5%		(386 / 462)
		ELL	Not ELL	84.6%		(369 / 436)
			ELL	65.4%		(17 / 26)
		Gender	Female	86.9%		(199 / 229)
			Male	80.3%		(187 / 233)
		InstrSetting	Not Special Ed	87.3%		(377 / 432)
			Special Ed	30.0%		(9 / 30)
		Race	Black / Latinx	62.0%		(49 / 79)
	White / Other		88.0%		(337 / 383)	
	2017-2018	All	All	86.3%		(398 / 461)
		ELL	Not ELL	87.1%		(386 / 443)
			ELL	66.7%		(12 / 18)
		Gender	Female	87.2%		(191 / 219)
			Male	85.5%		(207 / 242)
		InstrSetting	Not Special Ed	88.5%		(385 / 435)
Special Ed			50.0%		(13 / 26)	
Race		Black / Latinx	64.2%		(43 / 67)	
	White / Other	90.1%		(355 / 394)		

	Year	Group	Subgroup	%	Percent of students with Silver or higher on WorkKeys River Bluff High School	Number of Students
WorkKeys	2021-2022	All	All	79.4%		(397 / 500)
		ELL	Not ELL	80.1%		(355 / 443)
			ELL	73.7%		(42 / 57)
		Gender	Female	80.3%		(204 / 254)
			Male	78.5%		(193 / 246)
		InstrSetting	Not Special Ed	83.3%		(389 / 467)
			Special Ed	24.2%		(8 / 33)
		Race	Black / Latinx	51.9%		(42 / 81)
	White / Other		84.7%		(355 / 419)	
	2016-2017	All	All	81.4%		(384 / 472)
		ELL	Not ELL	82.0%		(377 / 460)
			ELL	58.3%		(7 / 12)
		Gender	Female	83.3%		(204 / 245)
			Male	79.3%		(180 / 227)
		InstrSetting	Not Special Ed	84.2%		(374 / 444)
			Special Ed	35.7%		(10 / 28)
		Race	Black / Latinx	51.4%		(38 / 74)
	White / Other		86.9%		(346 / 398)	
	2015-2016	All	All	86.7%		(403 / 465)
		ELL	Not ELL	87.2%		(401 / 460)
			ELL	40.0%		(2 / 5)
		Gender	Female	86.6%		(214 / 247)
			Male	86.7%		(189 / 218)
		InstrSetting	Not Special Ed	88.8%		(389 / 438)
			Special Ed	51.9%		(14 / 27)
		Race	Black / Latinx	68.6%		(48 / 70)
	White / Other		89.9%		(355 / 395)	
	2014-2015	All	All	84.2%		(340 / 404)
		ELL	Not ELL	85.1%		(337 / 396)
			ELL	37.5%		(3 / 8)
		Gender	Female	82.9%		(175 / 211)
			Male	85.5%		(165 / 193)
InstrSetting		Not Special Ed	88.8%		(332 / 374)	
		Special Ed	26.7%		(8 / 30)	
Race		Black / Latinx	66.2%		(43 / 65)	
	White / Other	87.6%		(297 / 339)		

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
Algebra 1	21-22	All	All	70.8%		(226 / 319)
		ELL	ELL	23.1%		(3 / 13)
			Not ELL	72.9%		(223 / 306)
		Gender	Female	67.3%		(109 / 162)
			Male	74.5%		(117 / 157)
		InstrSetting	Not Special Ed	74.2%		(210 / 283)
			Special Ed	44.4%		(16 / 36)
		Race	Black / Latinx	59.3%		(54 / 91)
	White / Other		75.4%		(172 / 228)	
	20-21	All	All	53.3%		(176 / 330)
		ELL	Not ELL	55.7%		(170 / 305)
			ELL	24.0%		(6 / 25)
		Gender	Female	53.5%		(85 / 159)
			Male	53.2%		(91 / 171)
		InstrSetting	Not Special Ed	58.9%		(166 / 282)
			Special Ed	20.8%		(10 / 48)
		Race	Black / Latinx	37.4%		(40 / 107)
	White / Other		61.0%		(136 / 223)	
	18-19	All	All	66.1%		(189 / 286)
		ELL	Not ELL	65.9%		(174 / 264)
			ELL	68.2%		(15 / 22)
		Gender	Female	70.8%		(97 / 137)
			Male	62.2%		(92 / 148)
		InstrSetting	Not Special Ed	70.7%		(181 / 256)
			Special Ed	26.7%		(8 / 30)
		Race	Black / Latinx	48.2%		(40 / 83)
	White / Other		73.8%		(149 / 202)	
	17-18	All	All	75.4%		(254 / 337)
		ELL	Not ELL	75.2%		(236 / 314)
			ELL	78.3%		(18 / 23)
		Gender	Female	78.6%		(121 / 154)
			Male	73.2%		(131 / 179)
		InstrSetting	Not Special Ed	79.2%		(244 / 308)
Special Ed			34.5%		(10 / 29)	
Race		Black / Latinx	60.5%		(52 / 86)	
	White / Other	80.8%		(198 / 245)		
16-17	All	All	78.1%		(203 / 260)	
	ELL	Not ELL	77.6%		(194 / 250)	

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
Algebra 1	16-17	ELL	ELL	90.0%		(9 / 10)
		Gender	Female	80.3%		(98 / 122)
			Male	76.1%		(105 / 138)
		InstrSetting	Not Special Ed	84.0%		(189 / 225)
			Special Ed	40.0%		(14 / 35)
		Race	Black / Latinx	59.6%		(31 / 52)
	White / Other		82.7%		(172 / 208)	
	15-16	All	All	95.3%		(225 / 236)
		ELL	Not ELL	95.6%		(218 / 228)
			ELL	87.5%		(7 / 8)
		Gender	Female	98.2%		(112 / 114)
			Male	92.6%		(113 / 122)
		InstrSetting	Not Special Ed	96.4%		(214 / 222)
			Special Ed	78.6%		(11 / 14)
		Race	Black / Latinx	86.3%		(44 / 51)
	White / Other		97.8%		(181 / 185)	
	14-15	All	All	91.0%		(292 / 321)
		ELL	Not ELL	90.7%		(272 / 300)
			ELL	95.2%		(20 / 21)
		Gender	Female	93.1%		(134 / 144)
			Male	89.3%		(158 / 177)
		InstrSetting	Not Special Ed	93.3%		(264 / 283)
			Special Ed	73.7%		(28 / 38)
		Race	Black / Latinx	85.1%		(63 / 74)
	White / Other		92.7%		(229 / 247)	

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
Biology 1	21-22	All	All	78.8%		(395 / 501)
		ELL	ELL	36.8%		(7 / 19)
			Not ELL	80.5%		(388 / 482)
		Gender	Female	82.8%		(207 / 250)
			Male	74.9%		(188 / 251)
		InstrSetting	Not Special Ed	82.6%		(385 / 466)
			Special Ed	28.6%		(10 / 35)
		Race	Black / Latinx	62.8%		(59 / 94)
	White / Other		82.6%		(336 / 407)	
	20-21	All	All	64.5%		(387 / 600)
		ELL	Not ELL	66.1%		(379 / 573)
			ELL	29.6%		(8 / 27)
		Gender	Female	69.1%		(215 / 311)
			Male	59.7%		(172 / 288)
		InstrSetting	Not Special Ed	67.4%		(380 / 564)
			Special Ed	19.4%		(7 / 36)
		Race	Black / Latinx	39.2%		(51 / 130)
	White / Other		71.6%		(336 / 469)	
	18-19	All	All	81.6%		(440 / 539)
		ELL	Not ELL	82.3%		(427 / 519)
			ELL	65.0%		(13 / 20)
		Gender	Female	82.8%		(231 / 279)
			Male	80.5%		(207 / 257)
		InstrSetting	Not Special Ed	83.8%		(433 / 517)
			Special Ed	31.8%		(7 / 22)
		Race	Black / Latinx	68.1%		(64 / 94)
	White / Other		84.6%		(374 / 442)	
	17-18	All	All	83.5%		(421 / 504)
		ELL	Not ELL	84.6%		(405 / 479)
			ELL	64.0%		(16 / 25)
		Gender	Female	88.3%		(227 / 257)
			Male	79.3%		(192 / 242)
		InstrSetting	Not Special Ed	86.7%		(411 / 474)
Special Ed			33.3%		(10 / 30)	
Race		Black / Latinx	60.2%		(53 / 88)	
	White / Other	89.2%		(364 / 408)		
16-17	All	All	84.1%		(414 / 492)	
	ELL	Not ELL	84.1%		(407 / 484)	
		ELL	87.5%		(7 / 8)	

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
Biology 1	16-17	Gender	Female	86.3%		(221 / 256)
			Male	81.8%		(193 / 236)
		InstrSetting	Not Special Ed	88.0%		(403 / 458)
			Special Ed	32.4%		(11 / 34)
		Race	Black / Latinx	71.8%		(51 / 71)
			White / Other	86.2%		(363 / 421)
	15-16	All	All	94.7%		(341 / 360)
		ELL	Not ELL	95.5%		(338 / 354)
			ELL	50.0%		(3 / 6)
		Gender	Female	93.8%		(166 / 177)
			Male	95.6%		(175 / 183)
		InstrSetting	Not Special Ed	95.4%		(333 / 349)
			Special Ed	72.7%		(8 / 11)
		Race	Black / Latinx	72.7%		(24 / 33)
	White / Other		96.9%		(317 / 327)	
	14-15	All	All	89.3%		(441 / 494)
		ELL	Not ELL	89.9%		(425 / 473)
			ELL	76.2%		(16 / 21)
		Gender	Female	91.2%		(227 / 249)
			Male	87.3%		(214 / 245)
		InstrSetting	Not Special Ed	92.5%		(429 / 464)
			Special Ed	40.0%		(12 / 30)
		Race	Black / Latinx	74.4%		(58 / 78)
	White / Other		92.1%		(383 / 416)	

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
English 2	21-22	All	All	95.6%		(544 / 569)
		ELL	ELL	70.8%		(17 / 24)
			Not ELL	96.7%		(527 / 545)
		Gender	Female	94.4%		(271 / 287)
			Male	96.8%		(273 / 282)
		InstrSetting	Not Special Ed	97.3%		(512 / 526)
			Special Ed	74.4%		(32 / 43)
		Race	Black / Latinx	88.3%		(98 / 111)
	White / Other		97.4%		(446 / 458)	
	20-21	All	All	94.0%		(513 / 546)
		ELL	Not ELL	95.2%		(498 / 523)
			ELL	65.2%		(15 / 23)
		Gender	Female	97.5%		(271 / 278)
			Male	89.6%		(240 / 268)
		InstrSetting	Not Special Ed	96.3%		(494 / 513)
			Special Ed	57.6%		(19 / 33)
Race		Black / Latinx	84.8%		(89 / 105)	
	White / Other	95.7%		(422 / 441)		

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
US History	21-22	All	All	51.2%		(257 / 502)
		ELL	ELL	15.0%		(3 / 20)
			Not ELL	52.7%		(254 / 482)
		Gender	Female	56.3%		(142 / 252)
			Male	46.0%		(115 / 250)
		InstrSetting	Not Special Ed	53.4%		(250 / 468)
			Special Ed	20.6%		(7 / 34)
		Race	Black / Latinx	31.8%		(28 / 88)
	White / Other		55.3%		(229 / 414)	
	20-21	All	All	64.8%		(326 / 503)
		ELL	Not ELL	66.3%		(318 / 480)
			ELL	34.8%		(8 / 23)
		Gender	Female	65.1%		(164 / 252)
			Male	64.4%		(161 / 250)
		InstrSetting	Not Special Ed	67.0%		(321 / 479)
			Special Ed	20.8%		(5 / 24)
		Race	Black / Latinx	43.4%		(43 / 99)
	White / Other		70.0%		(282 / 403)	
	18-19	All	All	81.7%		(383 / 469)
		ELL	Not ELL	82.9%		(372 / 449)
			ELL	55.0%		(11 / 20)
		Gender	Female	76.6%		(180 / 235)
			Male	86.7%		(202 / 233)
		InstrSetting	Not Special Ed	83.0%		(371 / 447)
			Special Ed	54.5%		(12 / 22)
		Race	Black / Latinx	64.0%		(48 / 75)
	White / Other		85.0%		(334 / 393)	
	17-18	All	All	82.2%		(421 / 512)
		ELL	Not ELL	82.7%		(417 / 504)
			ELL	50.0%		(4 / 8)
		Gender	Female	76.1%		(188 / 247)
			Male	88.3%		(233 / 264)
		InstrSetting	Not Special Ed	84.3%		(407 / 483)
Special Ed			48.3%		(14 / 29)	
Race		Black / Latinx	67.7%		(63 / 93)	
	White / Other	85.9%		(358 / 417)		
16-17	All	All	84.0%		(389 / 463)	
	ELL	Not ELL	84.1%		(382 / 454)	
		ELL	77.8%		(7 / 9)	

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
US History	16-17	Gender	Female	80.2%		(194 / 242)
			Male	88.2%		(195 / 221)
		InstrSetting	Not Special Ed	85.5%		(377 / 441)
			Special Ed	54.5%		(12 / 22)
		Race	Black / Latinx	61.5%		(48 / 78)
			White / Other	88.6%		(341 / 385)
	15-16	All	All	88.0%		(395 / 449)
		ELL	Not ELL	88.5%		(393 / 444)
			ELL	40.0%		(2 / 5)
		Gender	Female	85.0%		(199 / 234)
			Male	91.2%		(196 / 215)
		InstrSetting	Not Special Ed	89.7%		(383 / 427)
			Special Ed	54.5%		(12 / 22)
		Race	Black / Latinx	66.7%		(44 / 66)
	White / Other		91.6%		(351 / 383)	
	14-15	All	All	86.1%		(359 / 417)
		ELL	Not ELL	86.2%		(356 / 413)
			ELL	75.0%		(3 / 4)
		Gender	Female	83.3%		(179 / 215)
			Male	89.1%		(180 / 202)
		InstrSetting	Not Special Ed	88.1%		(342 / 388)
			Special Ed	58.6%		(17 / 29)
		Race	Black / Latinx	62.9%		(39 / 62)
	White / Other		90.1%		(320 / 355)	

	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
English 1	18-19	All	All	82.2%		(203 / 247)
		ELL	Not ELL	83.4%		(186 / 223)
			ELL	70.8%		(17 / 24)
		Gender	Female	88.5%		(92 / 104)
			Male	77.6%		(111 / 143)
		InstrSetting	Not Special Ed	88.3%		(189 / 214)
			Special Ed	42.4%		(14 / 33)
		Race	Black / Latinx	70.5%		(55 / 78)
	White / Other		87.6%		(148 / 169)	
	17-18	All	All	90.7%		(284 / 313)
		ELL	Not ELL	92.0%		(264 / 287)
			ELL	76.9%		(20 / 26)
		Gender	Female	93.0%		(132 / 142)
			Male	89.2%		(149 / 167)
		InstrSetting	Not Special Ed	92.9%		(262 / 282)
			Special Ed	71.0%		(22 / 31)
		Race	Black / Latinx	86.5%		(77 / 89)
	White / Other		92.6%		(201 / 217)	
	16-17	All	All	80.2%		(219 / 273)
		ELL	Not ELL	81.8%		(211 / 258)
			ELL	53.3%		(8 / 15)
		Gender	Female	85.5%		(106 / 124)
			Male	75.8%		(113 / 149)
		InstrSetting	Not Special Ed	86.5%		(205 / 237)
			Special Ed	38.9%		(14 / 36)
		Race	Black / Latinx	62.1%		(36 / 58)
	White / Other		85.1%		(183 / 215)	
	15-16	All	All	82.9%		(213 / 257)
		ELL	Not ELL	84.1%		(206 / 245)
			ELL	58.3%		(7 / 12)
		Gender	Female	87.1%		(88 / 101)
			Male	80.1%		(125 / 156)
		InstrSetting	Not Special Ed	88.2%		(195 / 221)
Special Ed			50.0%		(18 / 36)	
Race		Black / Latinx	76.8%		(43 / 56)	
	White / Other	84.6%		(170 / 201)		
14-15	All	All	76.2%		(186 / 244)	
	ELL	Not ELL	78.5%		(175 / 223)	
		ELL	52.4%		(11 / 21)	


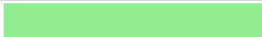






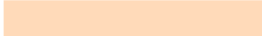
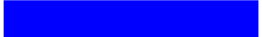



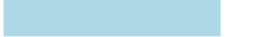
























	Year	Group	Subgroup	%	Percent of students passing the EOCEP test for River Bluff High School	Number of Students
English 1	14-15	Gender	Female	80.6%		(87 / 108)
			Male	72.8%		(99 / 136)
		InstrSetting	Not Special Ed	80.2%		(178 / 222)
			Special Ed	36.4%		(8 / 22)
		Race	Black / Latinx	60.3%		(35 / 58)
			White / Other	81.2%		(151 / 186)







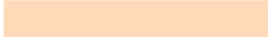


















	Year	Group	Subgroup	%	On Time Graduation Rate for River Bluff High School	Number of Students
GradRate	21-22	All	All	93.9%		(504 / 537)
		ELL	Not ELL	93.9%		(504 / 537)
		Gender	Female	95.9%		(259 / 270)
			Male	91.8%		(245 / 267)
		InstrSetting	Not Special Ed	95.7%		(485 / 507)
			Special Ed	63.3%		(19 / 30)
		Race	Black / Latinx	85.9%		(55 / 64)
	White / Other		94.9%		(449 / 473)	
	20-21	All	All	95.1%		(520 / 547)
		ELL	Not ELL	95.1%		(520 / 547)
		Gender	Female	96.5%		(279 / 289)
			Male	93.4%		(241 / 258)
		InstrSetting	Not Special Ed	96.3%		(500 / 519)
			Special Ed	71.4%		(20 / 28)
		Race	Black / Latinx	88.9%		(40 / 45)
	White / Other		95.6%		(480 / 502)	
	19-20	All	All	94.5%		(446 / 472)
		ELL	Not ELL	94.4%		(425 / 450)
			ELL	95.5%		(21 / 22)
		Gender	Female	97.4%		(227 / 233)
			Male	91.6%		(219 / 239)
		InstrSetting	Not Special Ed	96.8%		(426 / 440)
			Special Ed	62.5%		(20 / 32)
	Race	Black / Latinx	90.9%		(40 / 44)	
		White / Other	94.9%		(406 / 428)	
	18-19	All	All	94.4%		(485 / 514)
		ELL	Not ELL	94.7%		(462 / 488)
			ELL	88.5%		(23 / 26)
		Gender	Female	95.6%		(239 / 250)
			Male	93.2%		(246 / 264)
		InstrSetting	Not Special Ed	95.0%		(460 / 484)
			Special Ed	83.3%		(25 / 30)
	Race	Black / Latinx	87.0%		(40 / 46)	
		White / Other	95.1%		(445 / 468)	
	17-18	All	All	92.5%		(442 / 478)
ELL		Not ELL	92.7%		(421 / 454)	
		ELL	87.5%		(21 / 24)	
Gender		Female	95.5%		(232 / 243)	
		Male	89.4%		(210 / 235)	



















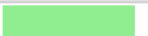


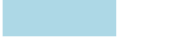

















	Year	Group	Subgroup	%	On Time Graduation Rate for River Bluff High School	Number of Students
GradRate	17-18	InstrSetting	Not Special Ed	95.1%		(423 / 445)
			Special Ed	57.6%		(19 / 33)
		Race	Black / Latinx	87.8%		(43 / 49)
			White / Other	93.0%		(399 / 429)
	16-17	All	All	94.0%		(425 / 452)
		ELL	Not ELL	94.2%		(421 / 447)
			ELL	80.0%		(4 / 5)
		Gender	Female	95.5%		(231 / 242)
			Male	92.4%		(194 / 210)
		InstrSetting	Not Special Ed	96.9%		(408 / 421)
			Special Ed	54.8%		(17 / 31)
		Race	Black / Latinx	88.1%		(59 / 67)
	White / Other		95.1%		(366 / 385)	
	15-16	All	All	90.3%		(353 / 391)
		ELL	Not ELL	90.3%		(346 / 383)
			ELL	87.5%		(7 / 8)
		Gender	Female	92.5%		(186 / 201)
			Male	87.9%		(167 / 190)
		InstrSetting	Not Special Ed	93.7%		(328 / 350)
			Special Ed	61.0%		(25 / 41)
		Race	Black / Latinx	89.7%		(61 / 68)
White / Other	90.4%			(292 / 323)		

Year	Status	Student Count	Stu Cnt
15-16	CC-LOCAL DOCUMENT RECIPIENT	3	0.8%
	GN-NON-GRADUATE	35	9.0%
	GY-GRADUATE	353	90.3%
16-17	CC-LOCAL DOCUMENT RECIPIENT	5	1.1%
	GN-NON-GRADUATE	22	4.9%
	GY-GRADUATE	425	94.0%
17-18	CC	2	0.4%
	GN	34	7.1%
	GY	442	92.5%
18-19	CC	2	0.4%
	GN	27	5.3%
	GY	485	94.4%
19-20	CC	3	0.6%
	GN	23	4.9%

19-20	GY	446	94.5%
20-21			
	CC	4	0.7%
	GN	23	4.2%
	GY	520	95.1%
21-22			
	CC	1	0.2%
	GN	32	6.0%
	GY	504	93.9%
Total		3391	






















	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level River Bluff High School	Number of Students
Honors	21-22	All	All	58.2%		(1300 / 2233)
		ELL	Not ELL	57.7%		(1153 / 1997)
			ELL	62.3%		(147 / 236)
		Gender	Female	66.3%		(751 / 1133)
			Male	49.9%		(549 / 1100)
		InstrSetting	Not Special Ed	62.4%		(1284 / 2058)
			Special Ed	9.1%		(16 / 175)
		Race	Black / Latinx	38.5%		(198 / 514)
	White / Other		64.1%		(1102 / 1719)	
	20-21	All	All	56.8%		(1261 / 2219)
		ELL	Not ELL	56.7%		(1140 / 2010)
			ELL	57.9%		(121 / 209)
		Gender	Female	65.0%		(735 / 1131)
			Male	48.3%		(526 / 1088)
		InstrSetting	Not Special Ed	60.6%		(1251 / 2064)
			Special Ed	6.5%		(10 / 155)
		Race	Black / Latinx	42.0%		(194 / 462)
	White / Other		60.7%		(1067 / 1757)	
	19-20	All	All	58.5%		(1256 / 2146)
		ELL	Not ELL	58.3%		(1156 / 1982)
			ELL	61.0%		(100 / 164)
		Gender	Female	67.0%		(721 / 1076)
			Male	50.0%		(535 / 1070)
		InstrSetting	Not Special Ed	62.4%		(1246 / 1996)
			Special Ed	6.7%		(10 / 150)
		Race	Black / Latinx	42.6%		(182 / 427)
	White / Other		62.5%		(1074 / 1719)	
	18-19	All	All	60.3%		(1275 / 2115)
		ELL	Not ELL	60.9%		(1202 / 1974)
			ELL	51.8%		(73 / 141)
		Gender	Female	68.2%		(717 / 1052)
			Male	52.5%		(558 / 1063)
InstrSetting		Not Special Ed	63.7%		(1256 / 1971)	
		Special Ed	13.2%		(19 / 144)	
Race		Black / Latinx	43.0%		(173 / 402)	
	White / Other	64.3%		(1102 / 1713)		
17-18	All	All	56.7%		(1194 / 2107)	
	ELL	Not ELL	56.7%		(1136 / 2003)	

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level River Bluff High School	Number of Students
Honors	17-18	ELL	ELL	55.8%		(58 / 104)
		Gender	Female	63.5%		(666 / 1049)
			Male	49.9%		(528 / 1058)
		InstrSetting	Not Special Ed	60.0%		(1175 / 1957)
			Special Ed	12.7%		(19 / 150)
		Race	Black / Latinx	42.9%		(171 / 399)
	White / Other		59.9%		(1023 / 1708)	
	16-17	All	All	55.2%		(1116 / 2021)
		ELL	Not ELL	55.3%		(1091 / 1974)
			ELL	53.2%		(25 / 47)
		Gender	Female	63.8%		(644 / 1009)
			Male	46.6%		(472 / 1012)
		InstrSetting	Not Special Ed	58.8%		(1097 / 1865)
			Special Ed	12.2%		(19 / 156)
		Race	Black / Latinx	36.7%		(115 / 313)
	White / Other		58.6%		(1001 / 1708)	
	15-16	All	All	55.4%		(1066 / 1923)
		ELL	Not ELL	55.4%		(1044 / 1884)
			ELL	56.4%		(22 / 39)
		Gender	Female	62.5%		(597 / 955)
			Male	48.5%		(469 / 968)
		InstrSetting	Not Special Ed	58.9%		(1040 / 1766)
			Special Ed	16.6%		(26 / 157)
		Race	Black / Latinx	36.9%		(107 / 290)
	White / Other		58.7%		(959 / 1633)	

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level River Bluff High School	Number of Students
AP/IB	21-22	All	All	32.5%		(726 / 2233)
		ELL	Not ELL	31.9%		(638 / 1997)
			ELL	37.3%		(88 / 236)
		Gender	Female	38.9%		(441 / 1133)
			Male	25.9%		(285 / 1100)
		InstrSetting	Not Special Ed	35.1%		(723 / 2058)
			Special Ed	1.7%		(3 / 175)
		Race	Black / Latinx	18.7%		(96 / 514)
	White / Other		36.6%		(630 / 1719)	
	20-21	All	All	33.1%		(734 / 2219)
		ELL	Not ELL	32.7%		(657 / 2010)
			ELL	36.8%		(77 / 209)
		Gender	Female	38.9%		(440 / 1131)
			Male	27.0%		(294 / 1088)
		InstrSetting	Not Special Ed	35.4%		(731 / 2064)
			Special Ed	1.9%		(3 / 155)
		Race	Black / Latinx	20.8%		(96 / 462)
	White / Other		36.3%		(638 / 1757)	
	19-20	All	All	29.4%		(631 / 2146)
		ELL	Not ELL	29.6%		(586 / 1982)
			ELL	27.4%		(45 / 164)
		Gender	Female	33.5%		(360 / 1076)
			Male	25.3%		(271 / 1070)
		InstrSetting	Not Special Ed	31.3%		(625 / 1996)
			Special Ed	4.0%		(6 / 150)
		Race	Black / Latinx	16.4%		(70 / 427)
	White / Other		32.6%		(561 / 1719)	
	18-19	All	All	28.3%		(599 / 2115)
		ELL	Not ELL	28.4%		(560 / 1974)
			ELL	27.7%		(39 / 141)
Gender		Female	29.8%		(313 / 1052)	
		Male	26.9%		(286 / 1063)	
InstrSetting		Not Special Ed	30.1%		(593 / 1971)	
		Special Ed	4.2%		(6 / 144)	
Race		Black / Latinx	17.9%		(72 / 402)	
	White / Other	30.8%		(527 / 1713)		
17-18	All	All	26.2%		(551 / 2107)	
	ELL	Not ELL	26.4%		(529 / 2003)	
		ELL	21.2%		(227 / 104)	

	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level River Bluff High School	Number of Students
AP/IB	17-18	Gender	Female	29.8%		(313 / 1049)
			Male	22.5%		(238 / 1058)
		InstrSetting	Not Special Ed	28.1%		(550 / 1957)
			Special Ed	0.7%		(1 / 150)
		Race	Black / Latinx	15.8%		(63 / 399)
			White / Other	28.6%		(488 / 1708)
	16-17	All	All	25.7%		(519 / 2021)
		ELL	Not ELL	26.0%		(513 / 1974)
			ELL	12.8%		(6 / 47)
		Gender	Female	30.3%		(306 / 1009)
			Male	21.0%		(213 / 1012)
		InstrSetting	Not Special Ed	27.7%		(517 / 1865)
			Special Ed	1.3%		(2 / 156)
		Race	Black / Latinx	13.1%		(41 / 313)
	White / Other		28.0%		(478 / 1708)	
	15-16	All	All	27.1%		(521 / 1923)
		ELL	Not ELL	27.4%		(516 / 1884)
			ELL	12.8%		(5 / 39)
		Gender	Female	31.1%		(297 / 955)
			Male	23.1%		(224 / 968)
		InstrSetting	Not Special Ed	29.2%		(515 / 1766)
			Special Ed	3.8%		(6 / 157)
		Race	Black / Latinx	15.5%		(45 / 290)
	White / Other		29.1%		(476 / 1633)	









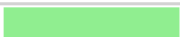

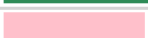























	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level River Bluff High School	Number of Students
Dual Credit	21-22	All	All	9.3%		(207 / 2233)
		ELL	Not ELL	10.0%		(199 / 1997)
			ELL	3.4%		(8 / 236)
		Gender	Female	11.1%		(126 / 1133)
			Male	7.4%		(81 / 1100)
		InstrSetting	Not Special Ed	10.0%		(205 / 2058)
			Special Ed	1.1%		(2 / 175)
		Race	Black / Latinx	4.3%		(22 / 514)
			White / Other	10.8%		(185 / 1719)
	20-21	All	All	8.5%		(188 / 2219)
		ELL	Not ELL	8.9%		(179 / 2010)
			ELL	4.3%		(9 / 209)
		Gender	Female	10.2%		(115 / 1131)
			Male	6.7%		(73 / 1088)
		InstrSetting	Not Special Ed	9.0%		(186 / 2064)
			Special Ed	1.3%		(2 / 155)
		Race	Black / Latinx	6.1%		(28 / 462)
			White / Other	9.1%		(160 / 1757)
	19-20	All	All	5.6%		(121 / 2146)
		ELL	Not ELL	6.0%		(119 / 1982)
			ELL	1.2%		(2 / 164)
		Gender	Female	6.5%		(70 / 1076)
			Male	4.8%		(51 / 1070)
		InstrSetting	Not Special Ed	6.0%		(120 / 1996)
			Special Ed	0.7%		(1 / 150)
		Race	Black / Latinx	1.9%		(8 / 427)
			White / Other	6.6%		(113 / 1719)
	18-19	All	All	5.2%		(110 / 2115)
		ELL	Not ELL	5.5%		(108 / 1974)
			ELL	1.4%		(2 / 141)
		Gender	Female	5.1%		(54 / 1052)
			Male	5.3%		(56 / 1063)
		InstrSetting	Not Special Ed	5.5%		(108 / 1971)
Special Ed			1.4%		(2 / 144)	
Race		Black / Latinx	3.0%		(12 / 402)	
		White / Other	5.7%		(98 / 1713)	
17-18	All	All	3.4%		(72 / 2107)	
	ELL	Not ELL	3.4%		(68 / 2003)	
		ELL	3.8%		(47 / 1047)	








































	Year	Group	Subgroup	%	Percent Enrolled in one or more courses at the grouped level River Bluff High School	Number of Students
Dual Credit	17-18	Gender	Female	4.4%		(46 / 1049)
			Male	2.5%		(26 / 1058)
		InstrSetting	Not Special Ed	3.7%		(72 / 1957)
			Special Ed	0.0%		(0 / 150)
		Race	Black / Latinx	1.5%		(6 / 399)
			White / Other	3.9%		(66 / 1708)
	16-17	All	All	1.8%		(36 / 2021)
			ELL	Not ELL	1.8%	
			ELL	0.0%		(0 / 47)
		Gender	Female	2.7%		(27 / 1009)
			Male	0.9%		(9 / 1012)
		InstrSetting	Not Special Ed	1.9%		(35 / 1865)
			Special Ed	0.6%		(1 / 156)
		Race	Black / Latinx	1.0%		(3 / 313)
			White / Other	1.9%		(33 / 1708)
		15-16	All	All	1.9%	
	ELL			Not ELL	2.0%	
			ELL	0.0%		(0 / 39)
	Gender		Female	2.9%		(28 / 955)
			Male	0.9%		(9 / 968)
	InstrSetting		Not Special Ed	2.0%		(36 / 1766)
			Special Ed	0.6%		(1 / 157)
	Race		Black / Latinx	1.0%		(3 / 290)
		White / Other	2.1%		(34 / 1633)	


































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for River Bluff High School	Number of Students
Chronic Absences	21-22	All	All	26.7%		(597 / 2237)
		ELL	Not ELL	26.5%		(554 / 2094)
			ELL	30.1%		(43 / 143)
		Gender	Female	28.6%		(324 / 1134)
			Male	24.8%		(273 / 1103)
		InstrSetting	Not Special Ed	26.2%		(540 / 2065)
			Special Ed	33.1%		(57 / 172)
		Race	Black / Latinx	37.9%		(175 / 462)
	White / Other		23.8%		(422 / 1775)	
	20-21	All	All	20.1%		(446 / 2220)
		ELL	Not ELL	20.0%		(417 / 2086)
			ELL	21.6%		(29 / 134)
		Gender	Female	19.5%		(221 / 1131)
			Male	20.7%		(225 / 1089)
		InstrSetting	Not Special Ed	19.7%		(406 / 2064)
			Special Ed	25.6%		(40 / 156)
		Race	Black / Latinx	25.5%		(118 / 462)
	White / Other		18.7%		(328 / 1758)	
	19-20	All	All	12.4%		(266 / 2146)
		ELL	Not ELL	12.4%		(255 / 2059)
			ELL	12.6%		(11 / 87)
		Gender	Female	13.3%		(143 / 1076)
			Male	11.5%		(123 / 1070)
		InstrSetting	Not Special Ed	12.1%		(242 / 1996)
			Special Ed	16.0%		(24 / 150)
		Race	Black / Latinx	14.5%		(62 / 427)
	White / Other		11.9%		(204 / 1719)	
	18-19	All	All	12.4%		(262 / 2115)
		ELL	Not ELL	12.4%		(251 / 2021)
			ELL	11.7%		(11 / 94)
		Gender	Female	13.0%		(137 / 1052)
			Male	11.8%		(125 / 1063)
		InstrSetting	Not Special Ed	12.1%		(239 / 1971)
Special Ed			16.0%		(23 / 144)	
Race		Black / Latinx	14.9%		(60 / 402)	
	White / Other	11.8%		(202 / 1713)		
17-18	All	All	12.1%		(256 / 2109)	
	ELL	Not ELL	12.5%		(256 / 2052)	








































	Year	Group	Subgroup	%	Percent of students absent 10 percent or more of their membership days for River Bluff High School	Number of Students
Chronic Absences	17-18	ELL	ELL	5.2%		(4 / 77)
		Gender	Female	13.1%		(138 / 1051)
			Male	11.2%		(118 / 1058)
		InstrSetting	Not Special Ed	10.6%		(207 / 1959)
			Special Ed	22.5%		(34 / 151)
		Race	Black / Latinx	13.5%		(54 / 400)
	White / Other		11.8%		(202 / 1709)	
	16-17	All	All	9.4%		(190 / 2025)
		ELL	Not ELL	9.5%		(188 / 1980)
			ELL	4.4%		(2 / 45)
		Gender	Female	10.2%		(103 / 1010)
			Male	8.6%		(87 / 1015)
		InstrSetting	Not Special Ed	8.9%		(166 / 1869)
			Special Ed	15.4%		(24 / 156)
		Race	Black / Latinx	12.1%		(38 / 314)
	White / Other		8.9%		(152 / 1711)	
	15-16	All	All	7.6%		(146 / 1927)
		ELL	Not ELL	7.7%		(145 / 1888)
			ELL	2.6%		(1 / 39)
		Gender	Female	9.0%		(86 / 957)
			Male	6.2%		(60 / 970)
		InstrSetting	Not Special Ed	7.0%		(124 / 1770)
			Special Ed	14.0%		(22 / 157)
		Race	Black / Latinx	8.9%		(26 / 292)
	White / Other		7.3%		(120 / 1635)	
	14-15	All	All	7.2%		(132 / 1835)
		ELL	Not ELL	7.1%		(127 / 1787)
			ELL	10.4%		(5 / 48)
		Gender	Female	7.3%		(67 / 923)
			Male	7.1%		(65 / 912)
InstrSetting		Not Special Ed	6.4%		(108 / 1687)	
		Special Ed	16.2%		(24 / 148)	
Race		Black / Latinx	9.7%		(27 / 279)	
	White / Other	6.7%		(105 / 1556)		
































	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for River Bluff High School	Number of Students
Referrals	21-22	All	All	45.8%		(1024 / 2237)
		ELL	Not ELL	46.0%		(963 / 2094)
			ELL	42.7%		(61 / 143)
		Gender	Female	37.5%		(425 / 1134)
			Male	54.3%		(599 / 1103)
		InstrSetting	Not Special Ed	45.2%		(933 / 2065)
			Special Ed	52.9%		(91 / 172)
		Race	Black / Latinx	56.3%		(240 / 426)
	White / Other		43.3%		(784 / 1811)	
	20-21	All	All	24.8%		(550 / 2219)
		ELL	Not ELL	24.9%		(520 / 2085)
			ELL	22.4%		(30 / 134)
		Gender	Female	20.9%		(236 / 1131)
			Male	28.9%		(314 / 1088)
		InstrSetting	Not Special Ed	24.7%		(509 / 2064)
			Special Ed	26.5%		(41 / 155)
		Race	Black / Latinx	25.4%		(96 / 378)
	White / Other		24.7%		(454 / 1841)	
	19-20	All	All	40.2%		(862 / 2146)
		ELL	Not ELL	40.2%		(814 / 2026)
			ELL	40.0%		(48 / 120)
		Gender	Female	30.9%		(332 / 1076)
			Male	49.5%		(530 / 1070)
		InstrSetting	Not Special Ed	39.7%		(793 / 1996)
			Special Ed	46.0%		(69 / 150)
		Race	Black / Latinx	56.6%		(198 / 350)
	White / Other		37.0%		(664 / 1796)	
	18-19	All	All	42.3%		(895 / 2115)
		ELL	Not ELL	42.1%		(841 / 1998)
			ELL	46.2%		(54 / 117)
		Gender	Female	31.2%		(328 / 1052)
			Male	53.3%		(567 / 1063)
		InstrSetting	Not Special Ed	41.1%		(811 / 1971)
			Special Ed	58.3%		(84 / 144)
		Race	Black / Latinx	58.7%		(195 / 332)
	White / Other		39.3%		(700 / 1783)	
17-18	All	All	44.7%		(956 / 2138)	
	ELL	Not ELL	44.6%		(911 / 2041)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for River Bluff High School	Number of Students
Referrals	17-18	ELL	ELL	46.4%		(45 / 97)
		Gender	Female	35.3%		(376 / 1066)
			Male	54.1%		(580 / 1072)
		InstrSetting	Not Special Ed	44.1%		(875 / 1985)
			Special Ed	52.9%		(81 / 153)
		Race	Black / Latinx	61.6%		(205 / 333)
	White / Other		41.6%		(751 / 1805)	
	16-17	All	All	36.2%		(733 / 2025)
		ELL	Not ELL	36.2%		(716 / 1980)
			ELL	37.8%		(17 / 45)
		Gender	Female	29.1%		(294 / 1010)
			Male	43.3%		(439 / 1015)
		InstrSetting	Not Special Ed	35.6%		(666 / 1869)
			Special Ed	42.9%		(67 / 156)
		Race	Black / Latinx	53.4%		(166 / 311)
	White / Other		33.1%		(567 / 1714)	
	15-16	All	All	34.6%		(666 / 1927)
		ELL	Not ELL	34.3%		(647 / 1888)
			ELL	48.7%		(19 / 39)
		Gender	Female	25.3%		(242 / 957)
			Male	43.7%		(424 / 970)
		InstrSetting	Not Special Ed	34.1%		(603 / 1770)
			Special Ed	40.1%		(63 / 157)
		Race	Black / Latinx	51.2%		(150 / 293)
	White / Other		31.6%		(516 / 1634)	
	14-15	All	All	46.0%		(845 / 1835)
		ELL	Not ELL	45.7%		(817 / 1787)
			ELL	58.3%		(28 / 48)
		Gender	Female	38.2%		(353 / 923)
			Male	53.9%		(492 / 912)
		InstrSetting	Not Special Ed	46.2%		(780 / 1687)
			Special Ed	43.9%		(65 / 148)
Race		Black / Latinx	62.9%		(176 / 280)	
	White / Other	43.0%		(669 / 1555)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for River Bluff High School	Number of Students
In School Suspensions	21-22	All	All	11.7%		(262 / 2237)
		ELL	Not ELL	11.3%		(236 / 2094)
			ELL	18.2%		(26 / 143)
		Gender	Female	7.9%		(90 / 1134)
			Male	15.6%		(172 / 1103)
		InstrSetting	Not Special Ed	11.0%		(228 / 2065)
			Special Ed	19.8%		(34 / 172)
		Race	Black / Latinx	21.8%		(93 / 426)
	White / Other		9.3%		(169 / 1811)	
	20-21	All	All	3.7%		(82 / 2219)
		ELL	Not ELL	3.4%		(71 / 2085)
			ELL	8.2%		(11 / 134)
		Gender	Female	3.1%		(35 / 1131)
			Male	4.3%		(47 / 1088)
		InstrSetting	Not Special Ed	3.1%		(65 / 2064)
			Special Ed	11.0%		(17 / 155)
		Race	Black / Latinx	8.7%		(33 / 378)
	White / Other		2.7%		(49 / 1841)	
	19-20	All	All	8.2%		(176 / 2146)
		ELL	Not ELL	7.9%		(160 / 2026)
			ELL	13.3%		(16 / 120)
		Gender	Female	4.2%		(45 / 1076)
			Male	12.2%		(131 / 1070)
		InstrSetting	Not Special Ed	7.3%		(146 / 1996)
			Special Ed	20.0%		(30 / 150)
		Race	Black / Latinx	18.6%		(65 / 350)
	White / Other		6.2%		(111 / 1796)	
	18-19	All	All	13.6%		(288 / 2115)
		ELL	Not ELL	13.7%		(273 / 1998)
			ELL	12.8%		(15 / 117)
		Gender	Female	7.8%		(82 / 1052)
			Male	19.4%		(206 / 1063)
		InstrSetting	Not Special Ed	12.3%		(242 / 1971)
Special Ed			31.9%		(46 / 144)	
Race		Black / Latinx	27.1%		(90 / 332)	
	White / Other	11.1%		(198 / 1783)		
17-18	All	All	13.3%		(284 / 2138)	
	ELL	Not ELL	13.3%		(271 / 2041)	
		ELL	13.4%		(13 / 97)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for River Bluff High School	Number of Students
In School Suspensions	17-18	Gender	Female	9.0%		(96 / 1066)
			Male	17.5%		(188 / 1072)
		InstrSetting	Not Special Ed	12.4%		(246 / 1985)
			Special Ed	24.8%		(38 / 153)
		Race	Black / Latinx	30.0%		(100 / 333)
			White / Other	10.2%		(184 / 1805)
	16-17	All	All	15.8%		(320 / 2025)
		ELL	Not ELL	15.6%		(309 / 1980)
			ELL	24.4%		(11 / 45)
		Gender	Female	10.4%		(105 / 1010)
			Male	21.2%		(215 / 1015)
		InstrSetting	Not Special Ed	14.9%		(278 / 1869)
			Special Ed	26.9%		(42 / 156)
		Race	Black / Latinx	35.0%		(109 / 311)
	White / Other		12.3%		(211 / 1714)	
	15-16	All	All	17.6%		(340 / 1927)
		ELL	Not ELL	17.3%		(326 / 1888)
			ELL	35.9%		(14 / 39)
		Gender	Female	11.5%		(110 / 957)
			Male	23.7%		(230 / 970)
		InstrSetting	Not Special Ed	16.8%		(298 / 1770)
			Special Ed	26.8%		(42 / 157)
		Race	Black / Latinx	32.1%		(94 / 293)
	White / Other		15.1%		(246 / 1634)	
	14-15	All	All	19.9%		(365 / 1835)
		ELL	Not ELL	19.5%		(349 / 1787)
			ELL	33.3%		(16 / 48)
		Gender	Female	15.7%		(145 / 923)
Male			24.1%		(220 / 912)	
InstrSetting		Not Special Ed	19.5%		(329 / 1687)	
		Special Ed	24.3%		(36 / 148)	
Race		Black / Latinx	38.9%		(109 / 280)	
	White / Other	16.5%		(256 / 1555)		

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for River Bluff High School	Number of Students
Out of School Suspensions	21-22	All	All	8.9%		(200 / 2237)
		ELL	Not ELL	8.6%		(181 / 2094)
			ELL	13.3%		(19 / 143)
		Gender	Female	5.8%		(66 / 1134)
			Male	12.1%		(134 / 1103)
		InstrSetting	Not Special Ed	7.9%		(163 / 2065)
			Special Ed	21.5%		(37 / 172)
		Race	Black / Latinx	17.8%		(76 / 426)
	White / Other		6.8%		(124 / 1811)	
	20-21	All	All	2.5%		(55 / 2219)
		ELL	Not ELL	2.4%		(49 / 2085)
			ELL	4.5%		(6 / 134)
		Gender	Female	1.5%		(17 / 1131)
			Male	3.5%		(38 / 1088)
		InstrSetting	Not Special Ed	2.0%		(42 / 2064)
			Special Ed	8.4%		(13 / 155)
		Race	Black / Latinx	5.0%		(19 / 378)
	White / Other		2.0%		(36 / 1841)	
	19-20	All	All	5.8%		(124 / 2146)
		ELL	Not ELL	5.6%		(113 / 2026)
			ELL	9.2%		(11 / 120)
		Gender	Female	2.6%		(28 / 1076)
			Male	9.0%		(96 / 1070)
		InstrSetting	Not Special Ed	5.1%		(101 / 1996)
			Special Ed	15.3%		(23 / 150)
		Race	Black / Latinx	11.4%		(40 / 350)
	White / Other		4.7%		(84 / 1796)	
	18-19	All	All	9.2%		(195 / 2115)
		ELL	Not ELL	9.2%		(183 / 1998)
			ELL	10.3%		(12 / 117)
		Gender	Female	5.3%		(56 / 1052)
			Male	13.1%		(139 / 1063)
		InstrSetting	Not Special Ed	8.1%		(159 / 1971)
Special Ed			25.0%		(36 / 144)	
Race		Black / Latinx	17.2%		(57 / 332)	
	White / Other	7.7%		(138 / 1783)		
17-18	All	All	10.3%		(221 / 2138)	
	ELL	Not ELL	10.4%		(213 / 2041)	
		ELL	8.2%		(8 / 97)	

	Year	Group	Subgroup	%	Percent of students with one or more referrals or suspensions for River Bluff High School	Number of Students	
Out of School Suspensions	17-18	Gender	Female	5.8%		(62 / 1066)	
			Male	14.8%		(159 / 1072)	
		InstrSetting	Not Special Ed	9.4%		(186 / 1985)	
			Special Ed	22.9%		(35 / 153)	
		Race	Black / Latinx	18.3%		(61 / 333)	
			White / Other	8.9%		(160 / 1805)	
	16-17	All	All	8.5%		(172 / 2025)	
			ELL	Not ELL	8.5%		(169 / 1980)
		Gender	ELL	6.7%		(3 / 45)	
			Female	5.0%		(51 / 1010)	
		InstrSetting	Male	11.9%		(121 / 1015)	
			Not Special Ed	7.5%		(141 / 1869)	
		Race	Special Ed	19.9%		(31 / 156)	
			Black / Latinx	17.4%		(54 / 311)	
	15-16	All	All	6.3%		(121 / 1927)	
			ELL	Not ELL	6.3%		(119 / 1888)
		Gender	ELL	5.1%		(2 / 39)	
			Female	3.1%		(30 / 957)	
		InstrSetting	Male	9.4%		(91 / 970)	
			Not Special Ed	5.4%		(95 / 1770)	
		Race	Special Ed	16.6%		(26 / 157)	
			Black / Latinx	12.3%		(36 / 293)	
		14-15	All	All	8.7%		(160 / 1835)
				ELL	Not ELL	8.9%	
	Gender		ELL	2.1%		(1 / 48)	
			Female	6.1%		(56 / 923)	
	InstrSetting		Male	11.4%		(104 / 912)	
			Not Special Ed	8.0%		(135 / 1687)	
	Race		Special Ed	16.9%		(25 / 148)	
			Black / Latinx	20.4%		(57 / 280)	
			White / Other	6.6%		(103 / 1555)	

SCDE Survey Results

0 - 74.9% Red

75 - 84.9% Yellow

85% plus Green

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
CURRENT WORKING CONDITIONS							
I have sufficient space in my classroom to meet the educational needs of my students.	20-21			101	88.1%		
	18-19			73	95.9%		
	21-22						
My non-instructional duties do not interfere with my essential role of educating students.	21-22						
	20-21			101	93.0%		
	18-19			73	85.0%		
I have access to reliable communication technology, including phone, fax, and e-mail.	21-22			134	98.6%		
	20-21			101	99.1%		
	18-19			73	100.0%		
I feel supported by administrators at my school.	21-22			132	97.0%		
	20-21			101	87.1%		
	18-19			73	98.6%		
The faculty and staff at my school have a shared vision.	21-22			134	98.6%		
	20-21			100	93.0%		
	18-19			73	100.0%		
I am familiar with local, state, and national policies and how they affect teaching and learning.	21-22			134	91.1%		
	20-21			101	100.0%		
	18-19			73	98.6%		
Local, state, or national policies assist me in meeting the educational needs of my students.	21-22			133	89.5%		
	20-21			101	75.2%		
	18-19			73	72.6%		
The school leadership makes a sustained effort to address teacher concerns.	21-22			132	97.7%		
	20-21			101	83.1%		
	18-19			73	95.9%		
My decisions in areas such as instruction and student progress are supported.	21-22			133	89.5%		
	20-21			101	94.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My decisions in areas such as instruction and student learning are based on research and data.	18-19			73	98.7%		
Teachers at my school are encouraged to develop innovative solutions to problems.	21-22			132	97.7%		
	20-21			100	95.0%		
	18-19			73	100.0%		
I feel comfortable raising issues and concerns that are important to me.	21-22			133	89.5%		
	20-21			101	80.2%		
	18-19			73	94.5%		
Sufficient resources are available to allow teachers to take advantage of professional development activities.	21-22			134	92.6%		
	20-21			101	95.0%		
	18-19			73	98.6%		
My class sizes allow me to meet the educational needs of my students.	21-22			134	84.3%		
	20-21			101	84.2%		
	18-19			73	76.7%		
I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.	21-22			134	92.6%		
	20-21			101	90.1%		
	18-19			73	98.7%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
HOME-SCHOOL RELATIONS							
I AM SATISFIED WITH HOME-SCHOOL RELATIONS.	21-22	1678	93.6%			46	69.5%
	20-21	392	86.5%	101	95.1%	729	63.9%
	18-19	689	84.4%	73	100.0%	112	77.7%
My parent knows what I am expected to learn in school.	21-22	1709	87.2%			51	62.7%
	20-21	392	72.9%			732	53.7%
	18-19	689	76.0%			112	67.9%
My parent knows how well I am doing in school.	21-22	1719	93.3%				
	20-21	392	89.2%				
	18-19	689	90.0%				
My school informs parents about school programs and activities.	21-22	1703	90.8%	132	99.2%		
	20-21	392	81.9%	101	97.0%		
	18-19	687	85.0%	73	98.6%		
Parents at my school know their children's homework assignments.	21-22	1672	64.7%	133	90.3%		
	20-21	392	50.0%	101	99.0%		
	18-19	689	56.8%	73	100.0%		
My parent helps me with my homework when I need it.	21-22	1677	78.5%				
	20-21	392	70.4%				
	18-19	689	70.5%				
Parents are welcomed at my school.	21-22	1638	91.0%				
	20-21	392	86.8%				
	18-19	688	90.8%				
Parents volunteer and participate in activities at my school.	21-22	1618	76.2%	115	73.9%		
	20-21	392	66.9%	101	60.4%		
	18-19	689	79.0%	73	79.4%		
My child's teachers contact me to say good things about my child.	21-22					47	29.7%
	20-21					735	80.8%
	18-19					114	43.9%
My child's teachers tell me how I can help my child learn.	21-22					44	31.8%
	20-21					708	35.9%
	18-19					114	41.3%

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My child's teachers invite me to visit my child's classrooms during the school day.	21-22					50	90.0%
	20-21					717	39.3%
	18-19					108	28.7%
My child's school returns my phone calls or e-mails promptly.	21-22					50	82.0%
	20-21					725	81.6%
	18-19					114	79.8%
Parents are involved in school decisions.	21-22			134	96.3%		
	20-21			101	91.1%	732	78.8%
	18-19			73	95.9%	114	64.9%
My child's school considers changes based on what parents say.	21-22					47	93.6%
	20-21					731	43.9%
	18-19					112	50.9%
My child's school schedules activities at times that I can attend.	21-22					47	93.6%
	20-21					732	81.3%
	18-19					113	84.9%
My child's school treats all students fairly.	21-22					49	100.0%
	20-21					732	86.4%
	18-19					112	71.4%
The principal at my child's school is available and welcoming.	21-22					48	85.4%
	20-21					731	75.9%
	18-19					111	85.5%
Parents at my school are aware of school policies.	21-22			131	94.7%		
	20-21			101	94.1%		
	18-19			73	100.0%		
Parents at my school understand the school's instructional programs.	21-22			132	93.9%		
	20-21			101	90.1%		
	18-19			73	97.3%		
Parents at my school support instructional decisions regarding their children.	21-22			132	93.2%		
	20-21			101	94.0%		
	18-19			73	98.6%		
Parents attend conferences requested by teachers at my school.	21-22			129	91.4%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
Parents attend conferences requested by teachers at my school.	20-21			101	95.0%		
	18-19			73	97.3%		
Parents at my school cooperate regarding discipline problems.	21-22			123	89.4%		
	20-21			101	95.1%		
	18-19			73	97.3%		
Parents attend school meetings and other school events.	21-22			126	93.6%		
	20-21			101	93.1%		
	18-19			73	98.6%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
LEARNING ENVIRONMENT							
I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.	21-22	1692	89.4%	132	97.8%	53	77.3%
	20-21	393	83.2%	101	92.1%	735	65.4%
	18-19	688	83.9%	73	100.0%	114	90.3%
My classes are challenging (not too easy; they make me think).	21-22	1736	88.4%	134	100.0%	54	94.4%
	20-21	394	85.8%	101	99.0%	734	90.2%
	18-19	692	86.4%	73	100.0%	113	94.7%
My teachers want me to understand what I am learning, not just remember facts.	21-22	1727	83.6%	134	99.2%		
	20-21	394	78.9%	100	100.0%		
	18-19	692	81.1%	73	100.0%		
My teachers expect students to learn.	21-22	1737	96.8%	134	99.2%	52	92.3%
	20-21	393	94.9%	101	99.1%	735	86.9%
	18-19	692	92.1%	73	100.0%	114	88.6%
My teachers expect students to behave.	21-22	1741	97.6%				
	20-21	391	97.2%				
	18-19	690	94.5%				
My teachers spend enough time helping me learn.	21-22	1726	84.5%	133	97.0%		
	20-21	394	81.9%	101	99.0%		
	18-19	692	77.4%	73	98.6%		
My teachers help students when they do not understand something.	21-22	1739	91.9%	132	94.0%	51	76.5%
	20-21	394	88.1%	101	97.0%	735	79.3%
	18-19	692	83.7%	73	100.0%	114	88.6%
My teachers do a good job teaching me mathematics.	21-22	1718	86.9%				
	20-21	394	81.4%				
	18-19	690	81.3%				
My teachers do a good job teaching me English language arts.	21-22	1724	91.1%				
	20-21	394	89.8%				
	18-19	689	79.3%				
My teachers give tests on what I learn in class.	21-22	1735	95.5%				
	20-21	394	90.4%				
	18-19	690	89.7%				

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My teachers give homework assignments that help me learn better.	21-22	1709	77.2%			53	84.9%
	20-21	394	63.5%			735	79.6%
	18-19	688	75.5%			113	89.3%
My classes are interesting and fun.	21-22	1687	63.6%				
	20-21	394	58.6%				
	18-19	688	59.4%				
Students at my school believe they can do good work.	21-22	1635	80.5%				
	20-21	394	70.1%				
	18-19	688	71.0%				
My teachers praise students when they do good work.	21-22	1685	79.0%				
	20-21	394	71.3%				
	18-19	688	73.8%				
Work done by students can be seen on the walls of my school.	21-22	1711	91.6%				
	20-21	393	89.0%				
	18-19	688	87.0%				
The textbooks and workbooks I use at my school really help me to learn.	21-22	1594	61.8%				
	20-21	394	50.5%				
	18-19	688	53.4%				
The media center at my school has a good selection of books.	21-22	1539	91.9%	127	100.0%		
	20-21	393	86.0%	101	97.0%		
	18-19	688	74.8%	73	94.5%		
I use computers and other technology at my school to help me learn.	21-22	1737	96.6%	133	97.0%		
	20-21	394	96.2%	101	99.0%		
	18-19	687	93.5%	73	100.0%		
Teachers at my school effectively implement the State Curriculum Standards.	21-22			132	100.0%		
	20-21			101	100.0%		
	18-19			73	100.0%		
Student assessment information is effectively used by teachers to plan instruction.	21-22			131	97.7%		
	20-21			101	98.0%		
	18-19			73	100.0%		
My school offers effective programs for students with disabilities.	21-22			130	99.2%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
My school offers effective programs for students with disabilities.	20-21			101	97.0%		
	18-19			73	100.0%		
Instructional strategies are used to meet the needs of academically gifted students.	21-22			132	97.7%		
	20-21			101	98.1%		
	18-19			73	100.0%		
The level of teacher and staff morale is high at my school.	21-22			133	82.0%		
	20-21			100	82.0%		
	18-19			73	94.6%		
Teachers respect each other at my school.	21-22			134	97.0%		
	20-21			100	97.0%		
	18-19			73	100.0%		
Teachers at my school are recognized and appreciated for good work.	21-22			134	93.3%		
	20-21			100	87.0%		
	18-19			73	97.2%		
Students at my school are motivated and interested in learning.	21-22			133	86.5%		
	20-21			100	95.0%		
	18-19			73	100.0%		
There are sufficient materials and supplies available for classroom and instructional use.	21-22			133	99.3%		
	20-21			100	100.0%		
	18-19			73	100.0%		
Our school has sufficient computers for instructional use.	21-22			134	97.7%		
	20-21			101	100.0%		
	18-19			73	100.0%		
There are relevant professional development opportunities offered to teachers at my school.	21-22			131	91.6%		
	20-21			101	91.1%		
	18-19			73	95.9%		
The school administration communicates clear instructional goals for the school.	21-22			134	97.7%		
	20-21			100	98.0%		
	18-19			73	100.0%		
The school administration sets high standards for students.	21-22			134	96.2%		
	20-21			100	95.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The school administration sets high standards for c	18-19			73	100.0%		
The school administration has high expectations for teacher performance.	21-22			134	98.6%		
	20-21			100	99.0%		
	18-19			73	100.0%		
The school administration provides effective instructional leadership.	21-22			134	97.8%		
	20-21			100	93.0%		
	18-19			73	100.0%		
Student assessment information is used to set goals and plan programs for my school.	21-22			131	98.5%		
	20-21			100	96.0%		
	18-19			73	100.0%		
Teacher evaluation at my school focuses on instructional improvement.	21-22			130	97.7%		
	20-21			101	94.1%		
	18-19			73	100.0%		
School administrators visit classrooms to observe instruction.	21-22			132	95.4%		
	20-21			101	94.1%		
	18-19			73	97.3%		
The school administration arranges for collaborative planning and decision making.	21-22			133	99.3%		
	20-21			101	95.1%		
	18-19			73	100.0%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
SOCIAL AND PHYSICAL ENVIRONMENT							
I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.	21-22	1691	89.7%	134	97.0%	49	71.4%
	20-21	394	83.5%	101	93.1%	634	75.8%
	18-19	688	86.3%	73	100.0%	114	90.4%
The grounds around my school are kept clean.	21-22	1720	91.1%	133	100.0%		
	20-21	393	92.9%	100	99.0%		
	18-19	689	90.4%	73	100.0%		
The hallways at my school are kept clean.	21-22	1730	94.6%	133	99.3%	49	100.0%
	20-21	393	96.4%	100	100.0%	734	91.5%
	18-19	689	93.6%	73	100.0%	113	95.6%
The bathrooms at my school are kept clean.	21-22	1710	80.5%	133	100.0%		
	20-21	391	81.9%	100	99.0%		
	18-19	689	79.7%	73	100.0%		
Broken things at my school get fixed.	21-22	1696	87.2%	134	98.5%		
	20-21	393	86.5%	100	100.0%		
	18-19	689	86.8%	73	100.0%		
There is enough room for students to learn at my school.	21-22	1721	93.0%	134	94.7%		
	20-21	394	89.1%	100	95.0%		
	18-19	689	80.7%	73	98.7%		
Students at my school behave well in class.	21-22	1690	81.0%	134	96.2%		
	20-21	394	77.1%	101	99.0%	733	92.9%
	18-19	689	73.3%	73	100.0%	113	76.1%
Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	21-22	1678	70.1%	134	96.2%		
	20-21	394	65.7%	101	96.0%		
	18-19	689	67.2%	73	98.7%		
Students at my school know the rules and what happens when students break the rules.	21-22	1713	89.0%	133	77.5%		
	20-21	394	82.5%	101	86.2%		
	18-19	689	84.9%	73	98.6%		
The rules about how students should behave in my school are fair.	21-22	1694	86.5%	132	94.7%		
	20-21	394	77.4%	101	93.1%		
	18-19	689	80.7%	73	98.6%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
The rules for behavior are enforced at my school.	21-22	1699	91.3%	133	77.4%		
	20-21	393	89.0%	100	86.0%		
	18-19	688	90.3%	73	95.9%		
I feel safe at my school before and after school hours.	21-22	1697	93.7%	134	98.5%		
	20-21	394	87.3%	100	100.0%		
	18-19	687	89.6%	73	100.0%		
I feel safe at my school during the school day.	21-22	1712	93.2%	134	98.5%	49	83.7%
	20-21	394	88.6%	101	100.0%	734	46.1%
	18-19	688	87.2%	73	100.0%	113	92.9%
I feel safe going to or coming from my school.	21-22	1713	95.2%	134	100.0%		
	20-21	394	92.1%	101	100.0%		
	18-19	688	89.6%	73	100.0%		
Students from different backgrounds get along well at my school.	21-22	1680	90.8%	133	95.5%		
	20-21	394	81.9%	101	94.1%		
	18-19	688	84.3%	73	97.3%		
Teachers and students get along well with each other at my school.	21-22	1699	93.1%	134	100.0%		
	20-21	394	87.6%	101	97.1%		
	18-19	688	86.3%	73	100.0%		
Teachers work together to help students at my school.	21-22	1698	91.8%	134	97.0%		
	20-21	394	84.3%	101	95.0%		
	18-19	688	86.2%	72	98.7%		
**I have seen or know of another student being bullied.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	1649	43.8%	132	15.9%		
	20-21	394	44.2%	100	14.0%		
	18-19	689	46.4%	73	10.9%		
**I have been bullied at the school during the school day.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	1684	19.6%				
	20-21	393	21.4%				
	18-19	689	25.9%				
**I have bullied another student at my school.	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
	21-22	1692	11.0%	131	17.5%		
	20-21	394	9.4%	100	12.0%		
	18-19	689	16.4%	73	12.3%		

Question	Year	Students	Student Percent Positive	Teachers	Teachers Percent Positive	Parents	Parents Percent Positive
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have been bullied while going to or from school.	21-22	1686	12.4%				
	20-21	393	10.2%				
	18-19	689	17.0%				
	**(Denotes reverse coded questions) 0 - 14.9% Green 15 - 24.9% Yellow 25% plus Red						
**I have been bullied by someone from my school using a computer, a cell phone or other electronic devices.	21-22	1686	16.3%				
	20-21	393	18.9%				
	18-19	689	22.2%				
Adults at my school prevent bullying from happening.	21-22	1615	73.0%	131	90.1%	37	70.3%
	20-21	394	58.9%	100	95.0%	734	51.3%
	18-19	689	64.9%	73	97.3%	112	68.8%
I can always go to adults at my school if I am being bullied.	21-22	1623	80.3%				
	20-21	394	69.1%				
	18-19	688	72.1%				
An adult at my school has talked to me about bullying.	21-22	1609	58.4%				
	20-21	394	52.8%				
	18-19	689	55.9%				
My child's teachers care about my child as an individual.	21-22					36	83.3%
	20-21					734	79.1%
	18-19					113	83.2%
My child's school has an anti-bullying program to prevent or deal with bullying.	21-22					36	83.3%
	20-21					735	81.2%
	18-19					114	59.7%
The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	21-22						
	20-21					637	78.8%
	18-19					109	89.0%
During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	21-22						
	20-21					634	83.0%
	18-19					109	95.4%
I recommend that all parents/guardians attend IGP conferences with their children.	21-22						
	20-21						
	18-19					110	93.6%

Executive Summary of Needs Assessment Data Findings

School Name: **River Bluff High School**

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school and district report cards must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the district and school report cards.

State Report Card for districts and schools data:

<http://ed.sc.gov/data/report-cards/state-report-cards/>

Directions: In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed: Student Achievement, Teacher/Administrator Quality, and School Climate.

<p>Student Achievement</p> <p>Primary School (K - 2) Student</p> <p>Elementary/ Middle School (3 - 8) Student</p> <p>High School (9 - 12) Student</p>	<p><i>River Bluff High School measures student achievement across three dimensions: mastery of knowledge and skills, character, and high quality work. Beginning of the year data analysis was used to develop our 22-23 school year work plan. Performance benchmarks were created to address identified areas of needed growth. They are as follows:</i></p> <p><i>In 21-22, black students were 1.9 times more likely to not be enrolled in accelerated courses. In response, RBHS will increase enrollment of students of color in accelerated coursework including AP, Honors, and Dual Enrollment so that enrollment numbers are at minimum representative of our student population demographic percentages.</i></p> <p><i>In 21-22, 2.78% of students had D's in CREW and 2.44% had FA's. 3.74% of black students had a D, 7.48% of hispanic students had a D, 5.61% of black students had and FA, and 2.72% of hispanic students had an FA. CREW grades represent character growth in our students as they are based on student engagement with and growth in their Habits of Success (power skills). In response, RBHS will decrease the amount of D's and FAs for all students by empowering CREW leaders as advocates for students, revising curriculum to increase reflection and evidence collection time for students related to their Habits of Success, and develop</i></p>
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Executive Summary of Needs Assessment Data Findings

	<p><i>interventions for students struggling with attendance in CREW.</i></p> <p><i>In 21-22, RBHS did not submit any models of excellence to their national partner database. Models of excellence are superior pieces of student work that demonstrate complexity, authenticity, and craftsmanship. Further, the annual high quality work protocol that staff engages in to review student work products showed a need for increase in student-centered learning experiences that allow students to dig deeply into topics that are relevant to their personal lives while pursuing rigorous standards based alignment. In response, RBHS staff will engage in professional learning cycles on collaboration to build capacity of all teachers to work together in backwards design processes, creating student-centered learning experiences, and data-inquiry cycles to review and respond to personalized student data. Further, expedition (interdisciplinary learning experiences) curriculum design will be supported by instructional leaders and lead to documented student work. At least one expedition product will be submitted as a model of excellence in 22-23 with the goal of increasing by one each year.</i></p>
<p>Teacher/Administrator Quality</p>	<p><i>As of 2022, RBHS has 133 teachers. 77.4 percent hold advanced degrees, 98.5 percent are on continuing contracts, and 87.1 are returning from the previous year. RBHS is celebrating a 10 year anniversary this year and the majority of teachers have been in the building for five or more years. Teachers have an unencumbered scheduled collaborative planning time for every course they teach that meets once weekly. Each team collaborates to design curriculum, create instructional plans, and analyze data to create personalized responses to ensure student outcomes. Teachers also have a scheduled, unencumbered weekly professional learning course that provides research-based adult learning experiences in alignment with school work plan goals. In 22-23, RBHS had 28 new staff members. In response, a goal was created to increase onboarding strategy and professional support to ensure new teachers were equipped with the necessary supports, knowledge, and skills to be successful in an established learning environment with high academic expectations and performance levels. Peer ambassadors were created to support a cohort learning experience for new teachers and whole staff professional learning was centered on effective collaboration to ensure new teachers were equipped to excel on established collaborative teams.</i></p> <p><i>RBHS has six administrators and nine members of the executive leadership team. All executive leaders are returning from previous years and are experienced leaders. The leadership goal for 22-23 is to increase the use of data to increase the intentional support structures in place to support all stakeholders and create a school community where all stakeholders experience agency, purpose,</i></p>

Executive Summary of Needs Assessment Data Findings

	<p><i>and belonging. 22-23 immediate goals include regular data reviews as a leadership team to determine areas of needed support, an increase in family engagement structures to connect more with families as many in-person events were not held during the course of the COVID pandemic, and systemic support structures for struggling students.</i></p>																
<p>School Climate</p>	<p><i>21-22 School Climate Survey data showed high rates of teacher and student satisfaction with slightly lower rates of parent satisfaction. Data showed:</i></p> <table border="1" data-bbox="548 604 1409 1228"> <thead> <tr> <th></th> <th>Teachers</th> <th>Students</th> <th>Parents</th> </tr> </thead> <tbody> <tr> <td><i>Percent satisfied with learning environment</i></td> <td>97.7%</td> <td>89.5%</td> <td>77.4%</td> </tr> <tr> <td><i>Percent satisfied with social and physical environment</i></td> <td>97%</td> <td>89.7%</td> <td>71.4%</td> </tr> <tr> <td><i>Percent satisfied with school to home relations</i></td> <td>N/A</td> <td>93.6%</td> <td>69.6%</td> </tr> </tbody> </table> <p><i>In response, RBHS will increase parent involvement in data collection and school improvement opportunities to capture stakeholder feedback, revise parent communications to increase family access to school information, and increase in person family engagement structures to connect families with the school and their students' learning.</i></p> <p><i>In 21-22 discipline data showed that black students are 2.4 times as likely to get 1 or more ISS as other students, and 2.7 times more likely to get 1 or more OSS as other students.</i></p> <p><i>In response, RBHS will review and revise discipline practices to increase restorative models and alternatives to suspension while also engaging staff in professional learning to increase capacity of all staff to hold common behavioral norms and respond to behavioral infractions consistently at the classroom level to decrease referral rates.</i></p>		Teachers	Students	Parents	<i>Percent satisfied with learning environment</i>	97.7%	89.5%	77.4%	<i>Percent satisfied with social and physical environment</i>	97%	89.7%	71.4%	<i>Percent satisfied with school to home relations</i>	N/A	93.6%	69.6%
	Teachers	Students	Parents														
<i>Percent satisfied with learning environment</i>	97.7%	89.5%	77.4%														
<i>Percent satisfied with social and physical environment</i>	97%	89.7%	71.4%														
<i>Percent satisfied with school to home relations</i>	N/A	93.6%	69.6%														

System Commitments

The idea of 'system commitments' rather than strategic goals indicates that these are promises we make to ourselves, our students and our community, rather than numerical goals to check off. Annual performance goals will be driven by our commitments.

1. All students, regardless of circumstances, advance on time, prepared to graduate and ready to enter college, the military or industry with certification.
2. Teaching and learning develop power skills in all students.
3. Our schools are service-oriented centers of learning, committed to family and community partnerships.
4. Every adult will be equipped with the skills and resources necessary to advocate for and ensure the success of all students.

Strategic Areas of Emphasis

- Literacy and Numeracy
- High Impact Teaching and Learning
- Leadership Development
- Opportunity and Access

South Carolina State Department of Education Required Goal Categories

- Student Achievement
- Teacher and Administrator Quality
- School Climate
- Gifted and Talented

Performance Goals

1. The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.
2. The district will implement strategies to improve equity in high level coursework.
3. The district will implement strategies to improve performance in high level coursework.
4. The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.
5. The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.
6. The district will implement strategies to improve customer service, parent engagement, and community involvement.

Performance Goal 1 : The district will increase the percentage of students who are progressing on-time with the requisite skills for success at their current grade levels.

System Commitment(s): 1

State Department Category: Student Achievement

Strategic Area of Emphasis: Literacy and numeracy, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	% of students on-track for having enough credits to graduate on time will be 95% at the end of grade 9.	Grade 9	94.9%	95.0%	95.0%	95.0%	95.0%	95.0%
			(Actual)	95.7%	97.8%	95.7%	94.2%	
	% of students on-track for having enough credits to graduate on time will be 95% at the end of grade 10.	Grade 10	94.8%	95.0%	95.0%	95.0%	95.0%	95.0%
			(Actual)	94.7%	97.3%	96.7%	93.6%	
	% of students on-track for having enough credits to graduate on time will be 98% at the end of grade 11.	Grade 11	96.6%	98.0%	98.0%	98.0%	98.0%	98.0%
			(Actual)	95.2%	96.5%	97.1%	97.6%	
	% of students meeting English/Critical Reading and Math College and Career Ready Benchmarks on SAT or ACT OR scoring "Silver" or higher on WIN Work Readiness Assessment will increase annually by 2 points.	Grade 11	84.1%	86.0%	88.0%	90.0%	92.0%	94.0%
			(Actual)	86.0%		89.4%	78.2%	
% of graduates with professional certifications will increase annually by 1 point.	Grade 12	1.1%	2.0%	3.0%	5.0%	6.0%	6.9%	
		(Actual)	0.6%	0.9%	0.4%	0.6%		
% of seniors graduating on time will reach 95% by 2021	Grade 12	94.0%	93.3%	94.2%	95.0%	95.0%	95.0%	
		(Actual)	94.4%	94.5%	95.1%	93.9%		
% of on-time graduates enrolled in 2-year, 4-year or military or who have earned one or more specified industry certifications will reach 90% by 2021	Grade 12	90.5%	90.3%	90.1%	90.0%	90.0%	90.0%	
		(Actual)	95.8%	92.5%	54.6%	93.0%		

Action Plan for Performance Goal 1:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal	None	n/a	Tiered system of support matrix
2. With support from the district's central services,	May 2018 -	ELA Coordinator,	None	n/a	Professional learning

implement a research-based instructional model in mathematics and language arts that increases student success in literacy and numeracy.	June 2019	Math Coordinator, ELA and Math Leadership Teams			experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
3. Research the impact of time, space and place on student achievement and make recommendations for learner-centered scheduling decisions.	May 2018 - December 2018	Principal, Secondary Director, Elementary Director	None	n/a	Scheduling recommendations for 2019-2020
4. Expand intervention approaches for all students using varied methods of service.	May 2018 – June 2019	RTI Coordinator, Lead Interventionist, Special Education Coordinators, GT Coordinator	None	n/a	Scheduling recommendations for 2019-2020 Student achievement results measured by school-based data teams
5. Leverage the SC Teaching Standards 4.0 to empower all teachers to engage all students in high impact learning experiences that cultivate the application of identified power skills.	May 2018 – June 2021	Principal, Assistant Principals	None	n/a	Student engagement survey results, professional learning plans based upon observation data

Performance Goal 2 : The district will implement strategies to improve equity in high level coursework.

System Commitment(s): 1, 2

State Department Category: Gifted and Talented, Teacher and Administrator Quality, School Climate, Student Achievement

Strategic Area of Emphasis: Opportunity and Access, High impact teaching and learning

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	Rigorous course enrollment will increase by 2 points annually		64.4%	66.3%	68.3%	70.3%	72.3%	74.3%
			(Actual)	69.2%	67.6%	66.7%	67.2%	
	Rigorous course enrollment equity indices for minority groups will increase by 0.03 annually.	Grades 9-12	0.753	0.782	0.812	0.810	0.840	0.870
			(Actual)	0.692	0.684	0.709	0.664	

Action Plan for Performance Goal 2:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Director of Assessment and Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Director of Accountability, Principal	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skill sets needed to qualify for enrichment and accelerated coursework.	May 2018 – June 2019	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for nontraditional students in order to increase the students' success rates and continued participation in accelerated coursework.	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

Performance Goal 3 : The district will implement strategies to improve performance in high level coursework.

System Commitment(s): 1

State Department Category: Gifted and Talented, Student Achievement

Strategic Area of Emphasis: High Impact Teaching and Learning, Literacy and Numeracy

Reading Plan Goal: 4

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	Pass rate on AP and IB exams will increase by 1 point annually.	Grades 9-12	63.1%	64.0%	65.0%	68.7%	100.0%	101.0%
			(Actual)	64.2%	67.7%	100.0%	60.3%	

Action Plan for Performance Goal 3:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Increase school and teacher access to high quality data resources in order to identify skill gaps that impede individual students' access to gifted and talented programs or high level coursework.	May 2018 – August 2018	Principal, Director of Accountability	None	n/a	District Data Dashboard
3. Provide supports to students based on identified needs to cultivate growth in the skillsets needed to qualify for enrichment and accelerated coursework.	May 2018 – August 2018	Principal, ELA Coordinator, Math Coordinator, GT Coordinator	None	n/a	Curriculum Unit Plans, SLOs documenting approaches used to achieve specific growth targets for individual students, student achievement results
4. Review and revise coursework at all levels to be more inclusive and responsive to all students' backgrounds and varied experiences.	May 2018 – June 2019	Content Coordinators, Lead Teachers	None	n/a	Comparison of assessment results from 2017-2018 to 2018-2019, revised CUPs, revised assessments
5. Research and apply support structures for all students in order to increase all students' success rates and continued participation in accelerated coursework.	May 2018 – June 2019	Principal, GT Coordinator, Lead Teachers	None	n/a	Comparison of student success data in high level coursework from 2017-2018 to 2018-2019.

Performance Goal 4 : The district will improve the conditions that lead to student success in each school by utilizing a system of advocacy for each child that facilitates healthy social and emotional growth.

System Commitment(s): 1, 2, 4

State Department Category: School Climate, Teacher/Admin Quality

Strategic Area of Emphasis: Opportunities and Access, Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	% of students chronically absent will decrease by 0.5 points annually.	Grades 9-12	12.0%	11.5%	11.0%	10.5%	10.0%	9.5%
			(Actual)	12.4%	12.4%	20.1%	26.7%	
	% of students with 1 or more out-of-school suspensions or expulsions will decrease by 0.5 points annually.	Grades 9-12	10.3%	9.8%	9.3%	6.5%	6.0%	5.4%
			(Actual)	9.2%	5.8%	2.5%	8.9%	
	% of students proficient in all power skill domains on the WIN assessment will increase by 1 points annually.	Grade 11	92.8%	93.8%	94.8%	95.8%	96.8%	97.8%
			(Actual)	89.4%		80.1%		

Action Plan for Performance Goal 4:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director, School Data Teams	None	n/a	Tiered system of support matrix
2. Establish a wellness team to support the physical, social, and emotional health of students and staff.	August 2018	Principal, Director of School Counseling, Lead Nurse	None	n/a	Wellness team orientation program, monthly monitoring of team records.
3. Utilize district Mental health resources, including counselors shared between schools, in order to provide service to students.	Fall of 2018 to Fall of 2019	Principal, Director of School Counseling			HR Records
4. Implement a system whereby each student is well known by an adult advocate who supports the student's social, emotional, and academic development.	August 2018- Ongoing	Principal, Director of School Counseling, Director of Elementary Schools, Director of Secondary Schools			Status updates from School Wellness Teams and school-level directors of school counseling
5. Student behavior policies will be reviewed and revised to ensure that appropriate interventions are used to support student success.	August 2018- Ongoing	Principal, Director of Student Services			Revision of current board policies.
6. Provide student-centered transition supports for students entering or leaving the school for any reason, including enrolling in or returning from alternative placement, home-based services, illness,	Fall of 2018	Principal, SLT, Director of Student Services, Director of School Counseling,			Status updates from School Wellness Teams and school-level directors of school counseling

suspension, etc.		Director of Elementary Schools, Director of Secondary Schools, District RTI Coordinator			
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Performance Goal 5 : The district will increase opportunities for district personnel to participate in collaborative professional learning opportunities that impact student achievement.

System Commitment(s): 4

State Department Category: Teacher/Admin Quality

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	Positive responses to the SCDE survey item "Sufficient resources are available to allow teachers to take advantage of professional development activities." will reach 98% by 2021		96.9%	97.3%	97.6%	98.0%	98.0%	98.0%
		(Actual)	98.6%		95.0%	92.6%		
	Positive responses to the SCDE survey item "Teachers at my school are encouraged to develop innovative solutions to problems." will reach 98% by 2021		99.0%	98.0%	98.0%	98.0%	98.0%	98.0%
		(Actual)	100.0%		95.0%	97.7%		

Action Plan for Performance Goal 5:					Evaluation
1. The school will engage in an ongoing series of planning meetings with a district support team to evaluate student achievement, strategies for improvement, and implementation plans for district strategic initiatives, leading to more impactful supports for all students.	May 2018 - June 2019	Principal, Director of Accountability, Elementary Director, Secondary Director	None	n/a	Tiered system of support matrix
2. Design a school professional learning plan aligned with system commitments and strategic areas of emphasis (opportunities and access, literacy and numeracy, high-impact teaching and learning, and leadership development)	May 2018 - December 2018	Principal, Director of Professional Learning and Leadership Development	\$22,400	General Budget	School Professional Learning Plan
3. Working with central services office of leadership development, implement a competency-based educational leadership system to develop and support teacher leaders, assistant principals, and aspiring principals.	May 2018 - June 2019	Principal, Director of Professional Learning and Leadership Development, Director of Human Resources	\$108,200	General Budget	Retention of high-performing employees, Transparency of development and hiring process at all leadership levels, Staff engagement and commitment to the development process, Increase in pool of prospective school leaders
4. Design or redesign structures that empower educator collaboration and professional learning opportunities to more effectively support student outcomes.	May 2018 – Nov. 2018	Principal, Elementary Director, Secondary Director, Teacher Leadership Council	None	n/a	Proposal for changes to collaborative planning, vertical planning opportunities and school-based PLCs presented to principals, November 2018
5. Create model classrooms and labsites for visible	2018-2019 PK-	ELA Coordinator,	None	n/a	Professional learning

implementation of workshop model in reading, writing, and math PK-8 and Student Engagement Model in 9-12	8 ELA and Math; 2019-2020 Secondary	Math Coordinator, ELA and Math Leadership Teams			experiences for teachers and administrators, classroom observations, student achievement data review, teacher reflection data
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Performance Goal 6 : The district will implement strategies to improve customer service, parent engagement, and community involvement.

System Commitment(s): 3

State Department Category: Teacher and Administrator Quality, School Climate

Strategic Area of Emphasis: Leadership Development

Reading Plan Goal:

School Level	Measure	Grade	Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
High	% of positive student and parent responses on the state survey metric "I am satisfied with the social and physical environment at my school" will reach 95% by 2019-20.		84.0%	89.5%	95.0%	95.0%	95.0%	95.0%
			(Actual)	86.9%		78.8%	89.2%	
	% of positive student and parent responses on the state survey metric "I am satisfied with home/school relations at my school" will reach 95% by 2019-20.		82.6%	88.8%	95.0%	95.0%	95.0%	95.0%
			(Actual)	83.5%		71.8%	93.0%	

Action Plan for Performance Goal 6:					Evaluation
1. Customer service efforts will be supported and monitored through the school's ongoing improvement meetings with central services.	August 2018 - ongoing	Principal, Director of Elementary Schools, Director of Secondary Schools	None	n/a	Tiered system of support matrix
2. Define job-specific customer service skills for all employees as part of on-boarding and annual HR training.	August 2018	Principal, Director of Human Resources	None	n/a	HR training modules
3. Increase feedback opportunities for students and parents through on-site events, digital communication, and sampling tools.	August 2018 - ongoing	Principal, Director of Accountability	None	n/a	Customer Service/School-Home Relations data available on district dashboard