

July 2018

State of the District

DR. MARGARET DININNO, SUPERINTENDENT



From the Superintendent



**SMALL NEIGHBORHOOD SCHOOLS CHILDREN BEING PROVIDED WITH PERSONALIZED SUPPORT
EXPANSIVE LEARNING OPPORTUNITIES CARING EDUCATORS AN ENGAGED AND CARING COMMUNITY**

These attributes are commonplace at **Riverview**. They represent the “thumbprint” of our special school district. Our commitment to these priorities supports the **SERIOUS SUCCESS** of each Riverview student.

Not many Western Pennsylvania schools can boast of Riverview’s **small student/teacher ratios**. Few offer **neighborhood schools** within such a small geographical area. Most districts of our size are unable to offer the vast number of **opportunities** we provide.

While we continue to take pride in immersing our children in a **customized learning environment**, we must also remain cognizant of the **financial realities** at our doorstep and the **tax capacity of our community**. Our high quality schools have contributed to the strength of our communities and increased real estate values of our homes. Our schools have undoubtedly served our communities well. However, with **declining enrollment** across this region, increasing unfunded mandates, increased costs associated with the changing

needs of our student body, a commitment to academic rigor, and unstable revenue sources, it is becoming more challenging to acquire the financial resources that are necessary to maintain our identity and the programs we currently offer to our children. Nevertheless, I have no doubt that **we are up for this challenge!**

Over the past year, we have sought creative ways to offer our students high quality personalized programming with less fiscal resources. We have been fortunate that **refinements and NOT eliminations of programs** were able to assist us. Finding a responsible balance between the resources we offer our children and the manner in which we fund these resources will continue to be challenging; but, as all members of strong communities know, this is a challenge we must accept. Accepting this challenge, as a **committed team**, will serve our children and our communities well. It will also **sustain Riverview into the future**. I am confident, that working together, we will devise realistic and creative ways to maintain our unique identity and sustain our school district. As educators, board members, parents, residents, and local business owners, we must find ways to be **innovative** and **do more with less money**.

The development of the 2018-2019 school district budget was certainly a challenging experience, but it also encouraged more people to become involved and to learn more about our programs and our realities. As we begin a new school year, **teamwork, persistence and creativity** will be the key ingredients needed to move forward. It will also be important to provide our staff with the time, training and support they need to continue implementing the **high quality programming** our children and families have become accustomed to receiving. We will need to **monitor the sustainability** of our special school district and **respond proactively to the challenges ahead** as we plan for our future. It will be this proactive approach that will help us to **maintain Riverview’s “thumbprint”** and ensure that our current students and future generations of students will reap the benefits of a **RIVERVIEW education**.

Change is never easy, but I trust that our communities will join us in this **important venture**. I look forward to working with all of you, and I am confident that **our efforts and dedication will make a difference for our children AND the future of our communities**. Thank you for your continued support.

Dr. Margaret DiNinno
Superintendent

Academics. Arts. Athletics. Opportunities.
**SERIOUS
SUCCESS**
RIVERVIEW SCHOOL DISTRICT

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NOTE: Information provided in this State of the District report is based on data collected as of July 1, 2018 and is subject to change.

RIVERVIEW School Board

President

Dr. Maureen McClure

Vice President

Mr. David DiPietro

Board Members

Dr. Arlene Loeffler

Mrs. Lisa Ashbaugh

Mr. Alex DiClaudio

Mr. Jon Nehlsen

Mrs. Jeanine Hurt-Robinson

Mrs. Freda Aughenbaugh

Mr. Ernest Tillman



Strategic Plan - July 1, 2015-2018

Beliefs

We believe in establishing systems to ensure a safe, respectful, learning environment.

We are committed to data informed decision making, competitive academic excellence, and continuous improvement; we hold high standards and believe that effort and integrity are essential.

We are a community committed to providing diverse opportunities in academics, activities, arts and athletics to meet the unique talents and needs of our students.

We are an educational community that believes in the value of fostering leaders and lifelong learners.

We recognize the individual talents and needs of each student and support each child to reach his or her potential.

Mission

Serious Commitment to Student Success **SERIOUS SUCCESS!**

Vision

Recognizing the importance of providing our students with lifelong learning skills, the Riverview School District's vision is to prepare each student for a successful collegiate education and/or employment within the global workforce.

We pledge to do this through a commitment to data informed decision making, competitive academic programming, personalized attention, and by providing our students with a variety of learning opportunities that assist each of them with discovering their talents and potential.

By committing ourselves to this vision, we strive to be one of the most academically competitive school districts in the region, ranking as one of the top 15 High Schools in Allegheny County.

NOTE: See Reader Friendly Version of Strategic Plan

Emergent Themes

- Academically Competitive
- Safe Learning Environment
- Customized Learning
- Expanded Learning Opportunities

Marketing



Strategic Plan Review Committee

Sub-Committees

Academics

Safe Learning Environment

Customized Learning

Expanded Opportunities

Marketing

Finance and Sustainability



Timeline

Community Survey

May 2 - Kickoff Meeting

Sub-Committee Work

June 28 - Sub-Committee Reports and Feedback

Sub-Committee Work

August 20 - Review of Draft Session

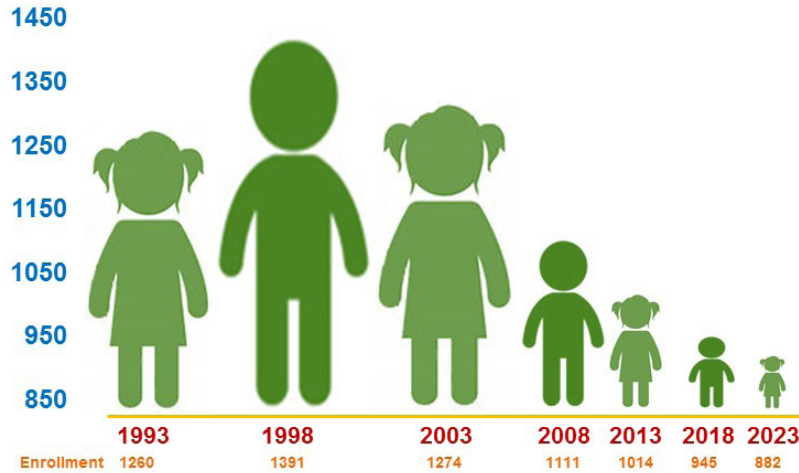
Public Review

Board Review, Revisions, Approval

October - PDE Submission

Realities - Planning for our Future

Declining Enrollment



Sustainability: Ongoing Fiscal Challenges Revenues & Expenditures

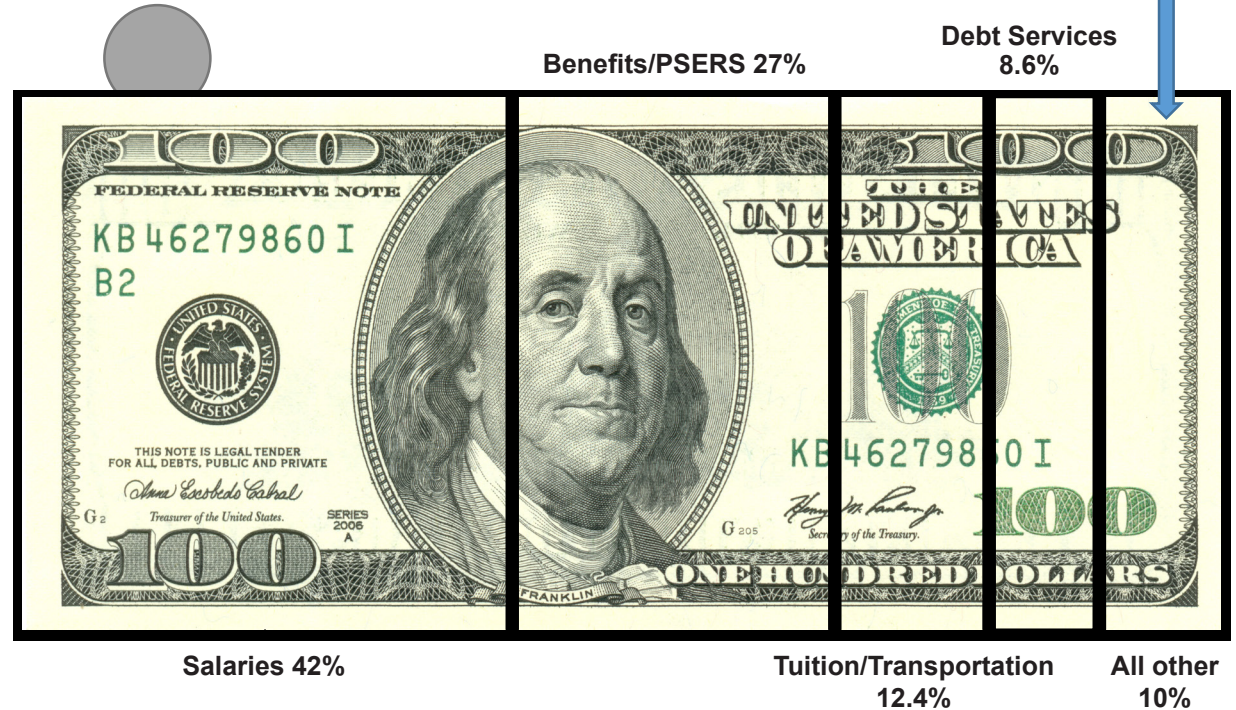


Fixed Costs (Unfunded Mandates)

With salaries and benefits using up the entire real estate tax levy of \$13,235,462 and almost the entire Basic Ed subsidy (\$2,690,664), limited funds remain to support "extras".

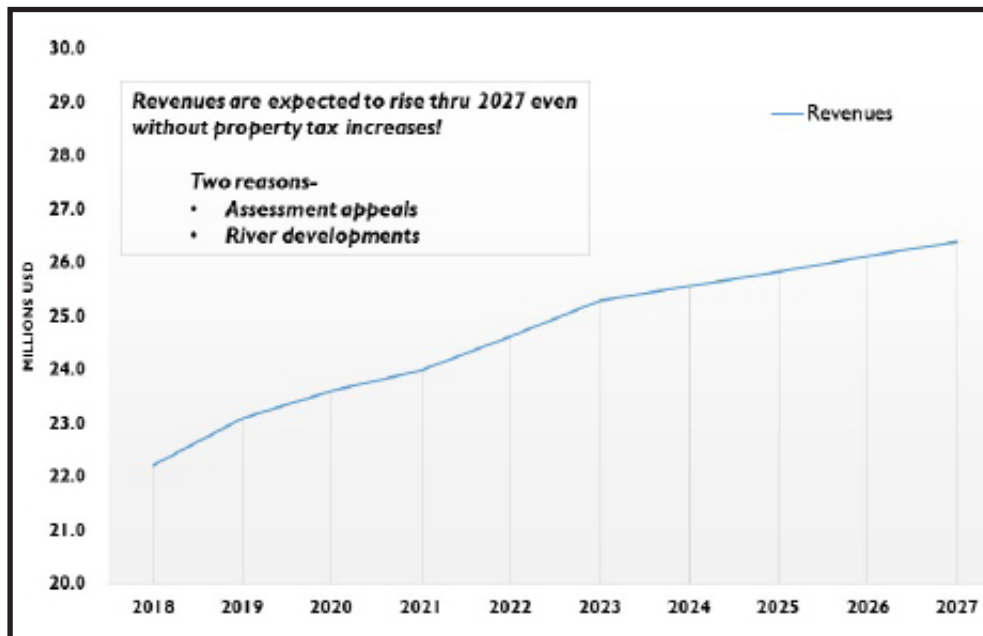
Capped Tax Capacity

Currently have 133 Riverfront properties on the rolls (\$1.3m). 124 units still to come at \$1.7m. Getting them on the rolls is a slow process controlled by the county. Anticipated about \$700,000 per year until FY 2022.

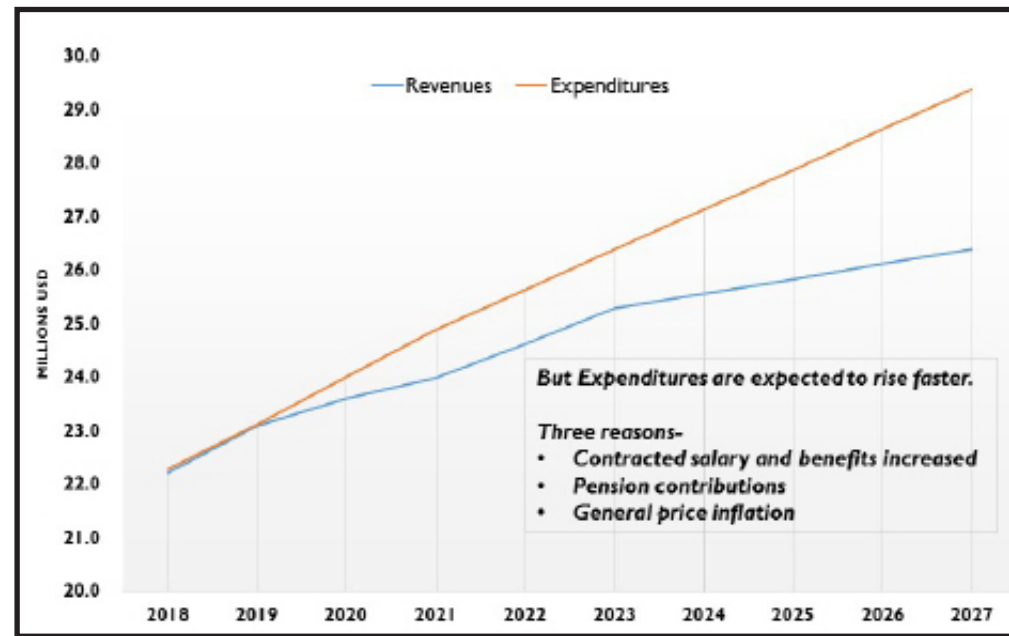


Long Term Projection For Revenue and Expenditures -Forecast

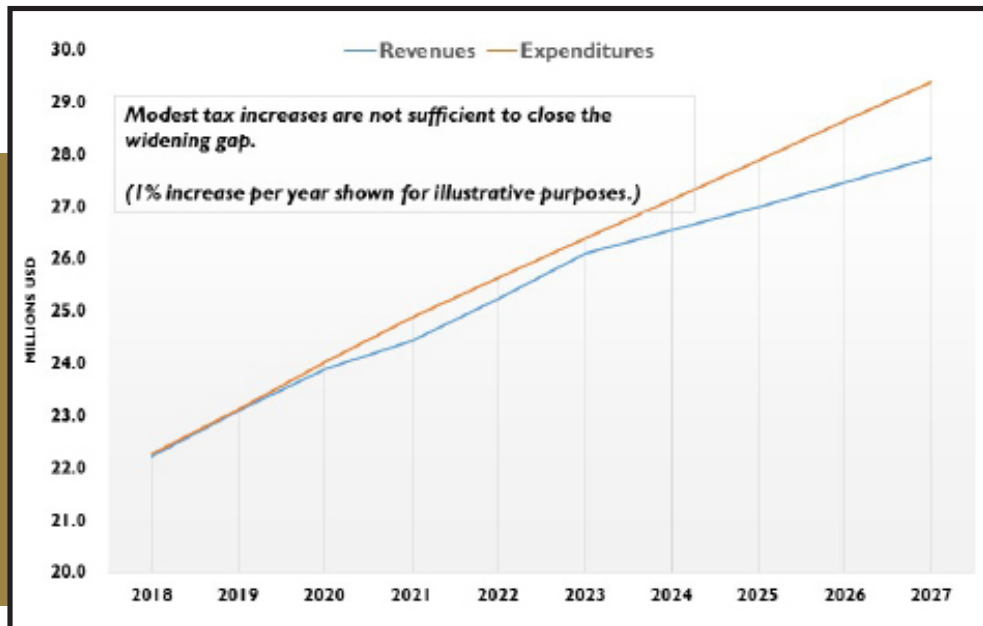
Revenue Projections



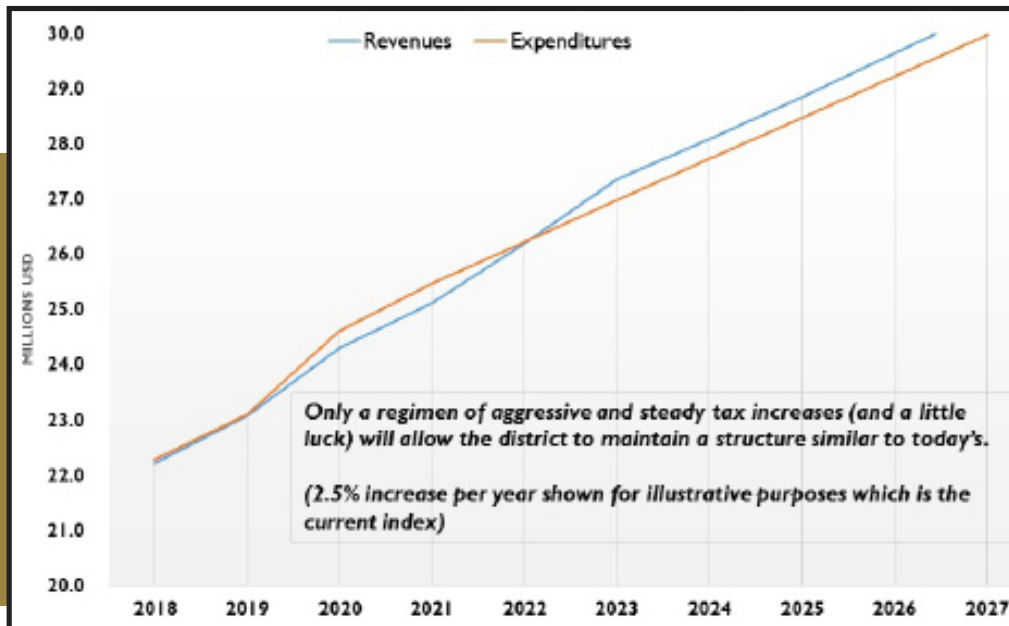
Revenue/Expenditure Projections



Revenue with Modest Tax Increase



Revenue with Taxing to Index



Facts & Figures FY18

Aid Ratios

Aid ratio is the general term for three numerical values:

- Market Value Aid Ratio (MV AR)
- Personal Income Aid Ratio (PI AR)
- Market Value/Personal Income Aid Ratio (MV/PI)

Various state funding formulas use aid ratios in their calculations. The MV/PI aid ratio represents the **relative wealth** (market value and income), in relation to the state average, for each pupil in the school district. **The lower the number, the wealthier the district.** The Department of Education is always one school year behind: For Example: Aid Ratio for 2015-2016 is used in 2016-2017.

RSD

- 2015-2016 MV/PI = .4466
- 2016-2017 MV/PI = .3828
- 2017-2018 MV/PI = .3529

The decreasing number depicts growth in wealth.

Actual Instructional Expense (AIE)

Actual Instructional Expense is an established calculation that encompasses all of the spending on what happens in and around teaching students in a classroom. It is the cost to run a school minus, transportation, health, financing, and other non instructional programs. AIE is calculated by the Office of the Comptrollers office using expenditure data reported by each school district on the Annual Financial Reports. It is used to calculate per pupil costs.

Average Daily Membership

Average daily membership (ADM) is the term used for all resident pupils of the school district for whom they are financially responsible. It is calculated by dividing the aggregate days membership of all children on the active rolls by the number of days that school is in session.

Weighted average daily membership (WADM) is the term used for the assignment of weight by grade level to ADM. The current weighting is half-time kindergarten at 0.5, full-time kindergarten and elementary grades (1-6) at 1.0 and secondary grades (7-12) at 1.36. The Department of Education is always two school years behind. For Example WADM used for school year 2016-2017 is coming from 2014-2015 data.

RSD

- 2016-2017 WADM = 1021.721
- 2017-2018 WADM = 1159.579
- 2018-2019 WADM = 1157.307

Per Pupil Cost

2015-2016 AIE/WADM $\$14,135,722/1021.713 = \$13,835$
 2016-2017 AIE/WADM $\$15,091,913/1159.579 = \$13,015$
 2017-2018 AIE/WADM $\$XX/1157.307 =$ (not calculated yet)

Unofficial Total Student Cost All Expenses/Enrollment

- 2015-2016 $\$20,832,318/967 = \$21,543$
- 2016-2017 $\$22,515,157/955 = \$23,576$
- 2017-2018 $\$23,189,219/955 = \$24,282$ Estimate
- 2018-2019 $\$23,078,197/940 = \$24,551$ Estimate

Cost per student continues to increase

Average Value of a Home

2017: \$128,000
 2018: \$129,000

Average Annual Taxes

2017: \$2,944.93
 2018: \$2,967.94

Millage Rate

The millage rate is the amount per \$1,000 of property value that is used to calculate taxes. Assigned millage rates are multiplied by the total property value (assessed value) to arrive at the property tax value.

2016: 22.4462

15th out of 42 in county.

2017: 23.0073

17th out of 42 in county.

2018: 23.0073

to be determined

RSD Value of a Mill

The mill levy is the tax rate that is multiplied against the assessed value of the property. One mill is one dollar per \$1,000 dollars of assessed value, at, 100% collection. The collection rate for RSD is below 100% and hovers around 92% - 95% each school year.

2016: \$597,421

2017: \$603,504

2018: \$661,010

Did You Know?

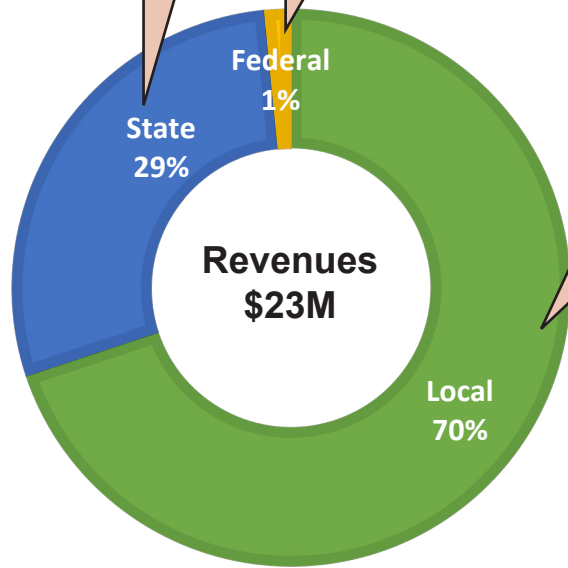
Financial Status

Basic Education Funding has only increased \$219,000 (7.8%) from FY 2012 to FY 2016. In FY 2017 we start beginning to see reductions due to increased local reliance and increased median household income.
Special Education Funding remained flat funded from FY 12 – FY 15. In FY 16 and 17 increases of \$39,000 (6.2%) were realized. Another decrease in FY 18 is expected.

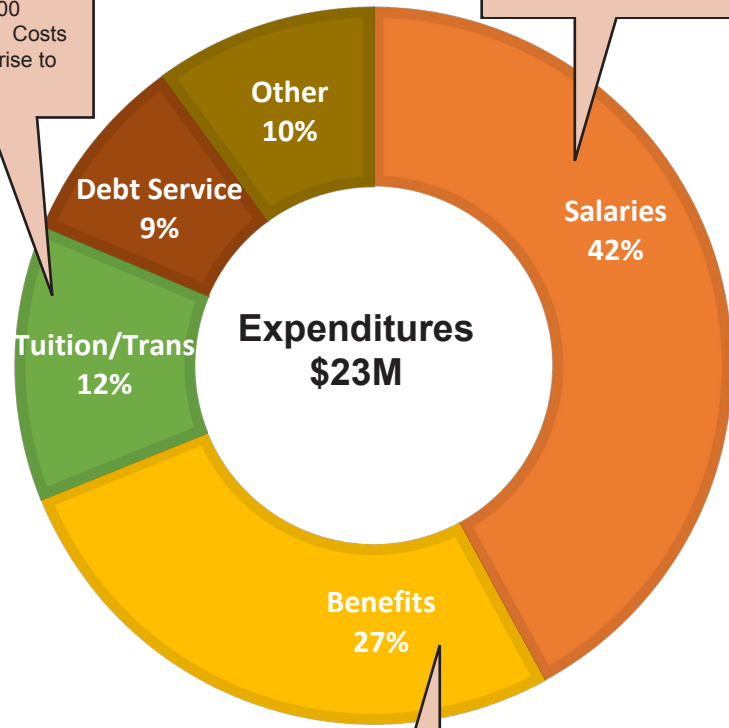
Federal Revenues also remained flat until FY 15 & FY 16 but those increases were lost in FY 18 by \$36,000 reduction between Title I and Title II.

Tuition to **charter school** and **special education placements** as well as **transportation** costs have increased by \$400,000 (20%) from FY12 – FY 17. Costs for FY 18 are expected to rise to \$500,000.

Salaries have increased by \$770,000 (8.5%) from FY 12 –FY17. Contract Negotiations are still ongoing with the REA but the district does anticipate a significant increase in **mandated salaries and benefits** in FY 18 by \$565,000.



Real Estate Taxes have grown by 16% (\$1.6m) from FY 12 – FY 17. In that time frame taxes were raised below index twice. In FY 18 property taxes are expected to grow another \$306,000. In years when no tax increase incurred, the growth was due to new properties and/ or reassessments upon sales. Also important to note - From FY 14 thru FY 17, the district received large non-recurring revenue in delinquent real estate and delinquent earned income tax collections.



Benefits have increased by \$2.2 M (59%) from FY 12 – FY 17. Largely this increase is due to the mandated PSERS contributions that have been escalating at a 4% rate for the last few years. Increases are expected in FY 18 as well.

For more information visit the RSD Business Office at: <http://www.rsd.k12.pa.us/Businessoffice.aspx>

Total Employees
RSD has fewer employees in Fall of 2018 than in Fall of 2003, a decrease of 9.8% or 16 employees

2003 2018

RSD's budget is spent in direct support of it's mission

Instructional
\$12.3M
53.67%

Support Services
\$8M
34.72%

Non-Instructional
\$776
3.36%

Facilities
\$22
.09%

Other/Debt Service
\$1.8M
8.16%

Revenue Generation/Budget Reduction Mitigations

Past Several Years

- Rebid transportation Contract – producing \$1,500,000 savings over 5 years
- Staff realignment to bring ESL program in-house resulting in an \$80,000 savings
- Use of attrition and non-renewal of contracts, including administrative, teacher, and custodial staff, have reduced personnel costs
- Monitored delinquent tax collection program generating \$800,000 in revenue over 2 years
- Made several revisions to contracts resulting in additional savings
- Participation in Fuel and Gas Consortium, Electric Consortium, and Joint Purchasing Consortium through the AIU
- Continued effort to provide safe and secure facilities resulting in \$1.2 million dollars of future savings and protection to reduce the risk of unexpected costs
- Creation of Educational Foundation to assist with STEM initiatives
- Reductions to Building Budgets

Fund Balance

UNASSIGNED

State: Based on budgeted expenditures. Range 8%-12%

RSD: not less than 5% but not more than 9%

PA Association of School Business Officials

recommends minimum of 6%



2016-2017 Audited Final	2018-2019 Budgeted
<p>Total: \$4,164,373</p> <ul style="list-style-type: none"> • Committed: \$1,012,964 • Assigned: \$189,283 (PSERS) • Non-Spendable: \$210,652 (July Health Insurance) • Unassigned: \$2,751,474 <p>Approximately 4.5 months of expenditures</p>	<p>Total \$3,952.927</p> <ul style="list-style-type: none"> • Committed: \$1,700,000 • Assigned: \$489,283 (PSERS) • Non-Spendable: \$210,652 (July Health Insurance) • Unassigned: \$1,763,644 (7.6%) within permitted limits <p>Approximately 4.8 months of expenditures</p>

Committed – the portion of fund balance that **can only be used for specific purposes** as a result of formal action by the school's highest level of authority (in most cases this would be the school board). Once the item is committed, it cannot be used for any other purpose unless changed by the same procedures used to initially constrain the money. The action of the board to commit the funds should take place before the end of the reporting period; however, the amount can be determined in the subsequent period.

Assigned – reflects the **school's intent to use the money for a specific purpose but is not considered restricted or committed**. For funds other than the general fund, included in this category are all remaining monies (except for negative balances) that are not considered non-spendable, restricted or committed. Unlike committed fund balances, assigned fund balances **can be changed without formal action** and do not need to be designated by the board. The assignment of funds for a specified purpose **cannot result in a negative unassigned fund balance**.

Non-spendable – amounts that **cannot be spent** because they are either (1) not in a spendable form or (2) legally or contractually required to remain intact. Examples of items that would be considered non-spendable include inventories and the principal of a permanent fund. The non-spendable portion of fund balance **must be identified before any of the other categories are determined**.

Unassigned – represents the part of spendable fund balance that **has not been categorized as restricted, committed or assigned**. The general fund is the only fund permitted to have a positive unassigned fund balance. All other fund types should classify their fund balance within the other categories. A negative unassigned fund balance may occur in any fund when expenditures exceed revenues; however, any amount listed as assigned must then be reduced to eliminate the negative unassigned fund balance.



Facility Needs and Capital Projects?



Ongoing Reflection Questions:

How are we lengthening the useful life of our current facilities?

What urgent maintenance needs do we have?
Do any relate to safety?

Are we addressing areas where energy performance can be upgraded to reduce ongoing costs?

How can we use preventative maintenance to protect our investment and gain efficiency?

What future needs do we anticipate in order to meet educational and strategic planning needs?



Assessment of Grounds and Facilities

Buildings: (Age)/Rated Capacity

Tenth Street – (1925)/500

Verner – (1937)/300

JSHS – (1976)/600

Total Capacity = 1400

Number of Students as of July 1, 2018 = 995

10th Street 344 Verner 202 High School 429 Sp. Ed 20

Renovation History:

Tenth St - 1960, 1990, 2002

Verner - 1975, 1990, 2002, 2013 (safety project)

JHSH – 1990, 1998, 2013 (locker room)

District – 2015-2016 (facility maintenance, safety updates), 2017-2018 (ESCO)

Future Considerations:

Potential Special Education Classroom?

PDE enrollment/Census Data monitoring

District Cyber/Charter School

Educational Foundation Growth

Current Renovations:

Verner Carpeting, Resealing/Paving, Safety Windows and Film Coverings, Sanitary Line Repair, Emergency Generator Replacement

Other Facility Contracts Include:

Riverside Park - \$9,000 plus supplies and other misc. expenses

Cribbs Field - Permit (Verona)

William McKinley - \$400 per year (Penn Hills)

Oakmont Country Club (no cost)



Debt and 2018-2021 Construction Project

Current Debt \$26,773,277 gross



The PA Local Gov't Unit Debt Act requires a calculation to determine the borrowing limits which may not exceed 225% of the School District borrowing base. The borrowing base is calculated as the annual average of total revenues less and deductions or exceptions for the previous 3 full fiscal years.

2018-2019

- Safety & Security – Window Film, New Windows, Emergency Door Locks, Fire Strobes
- Technology – High School - New PA System, New Clock System, New Fire Alarm System, Upgrade to Cat6
- Infrastructure – Paving, Repointing Brick, Emergency Generator, Concrete Repair, ADA Compliance Door entrance, Sanitary Line, Carpeting, Resurface Gym Floor
- Instructional - Not Applicable

2019-2020 & 2020-2021

- Safety & Security – Loop Road at HS, Additional Exits, Address Dead-End Corridors.
- Technology – Elementary School - New PA System, New Clock System, New Fire Alarm System
- Infrastructure – ADA Compliance Elevator, New Playground Surfaces, Concrete Replacement, Roof Patching, Hot Water Pump, Replace Kitchen Equipment
- Instructional - Not Applicable



Bond Rating is currently “AA” Stable Outlook per S & P Global Rating

Finance Committee

Fiscal Management (all funds)/Facilities/etc.



2017-2018 Highlights

- Finalized the Energy Savings Project (LED lights, HVAC controls, etc.)
- Hired a new architect (VEBH)
- Installed a new sound system in 10th Street auditorium
- Repaired major plumbing issues at Verner Elementary school
- Reviewed building/campus for potential safety needs, changes, upgrades, etc.
- Reviewed District-wide sustainability
- Created a Capital reserve Fund to assist for further unanticipated repairs, etc.



2018-2019 Goals/Focus

- Review/hire Director of Buildings and Grounds at a significant cost savings to the district
- Develop a lead testing protocol/policy as per new PDE requirements
- Finish up Phase 1 of building renovations/repairs and beginning Phase 2 for summer 2019
- Review and approve maintenance agreements for the HVAC units
- Continue with negotiations planning
- Begin request for Proposal for Transportation Contract to begin in 2019-2020
- Work on revamping Breakfast Program to increase revenues for food service fund
- Work on creating a community fiscal awareness group
- Continue to review District-wide sustainability

2017-2018 Highlights

- Additional Cameras - all schools
- Continued training and partnerships with local law enforcement and community
- Continued focus on SWPBIS
- Continued use of Bully Reporting System
- See Something Say Something website link
- Safe Walking Maps
- Revised Lockdown Plan



2018-2019 Goals/Focus

- State Police Risk Assessment
- Visitor Entry Badge System (Safety Grant)
- Staff training on Safety/Security procedures
- Intercom System
- Alert buttons in offices
- Better Monitoring of arrival and dismissal points
- Exit Door Alarms
- Continued focus on SWPBIS
- Continued use of Bully Reporting System
- Continued training and partnerships with local law enforcement and community
- Create A Threat Assessment Team
- Provide parent program for addressing social media
- Active shooter training for staff

HISTORICAL Student Enrollment/Staffing/Projections

According to AIU3/Allegheny County Enrollment Data, From 2008 to 2012 RSD had a 7.6% decrease in student enrollment. From 1985 to 2015 enrollment decreased overall by 224 students.

*Note: PDE projections for prior years have been OVERESTIMATED by PDE - between 33 and 50 students each year - compared to the actual enrollment.

Year	Total Enrollment	Change	Total Classrm Teachers	Elem. Teachers	Sec. Teachers	Nurses	Music Teachers	Art Teachers	Guidance	Library Teachers	PE/Gym Teachers	Total Teachers/ Teaching Positions
1996-97	1400	+34	79	41	38	1	2	4	2	2	3	93
1997-98	1380	-20										
1998-99	1391	+11										
1999-00	1357	-34	89.5	48	41.5	1	2	3	3	2	4	104.5
2000-01	1340	-17										
2001-02	1325	-15										
2002-03	1313	-12										
2003-04	1275	-38	90	46	44	1	3	3	3	2	4.46	106.46
2004-05	1235	-40	88	45	43	2	3	3	3	2	4.46	105.46
2005-06	1196	-39	89.5	45.5	44	2	4	3	3	2	4.55	108.05
2006-07	1179	-17										
2007-08	1170	-9	89.5	45.5	44	2	4	3	5	2	4.71	110.21
2008-09	1116	-54										
2009-10	1083	-33	84	42	42	2	4	3	5	2	4.71	104.71
2010-11	1071	-12	84	42	42	2	4	3	5	2	4.71	104.71
2011-12	1044	-27	84	42	42	2	4	3	5	2	4.81	104.81
2012-13	1027	-17	82	40	42	2	4	3	5	2	4.65	102.65
2013-14	1025	-2	76	38	38	2	4	3	5	2	4.55	96.55
2014-15	1000	-25	76	38	38	2	4	3	5	2	4	96
2015-16	988	-12	76	38	38	2	4	3	5	2	4	96
2016-17	955	-33	76	38	38	2	4	3	5	2	4	96
2017-18	968	+13	76	38	38	2	4	3	5	2	4	96
2018-19	995	+27	76	38	38	1	3	2	4	2	3	91

RSD Enrollment and Teachers 2004-2018



Overview of Trends and Enrollment

Sources: Birth Data – Oakmont and Verona – Census and County Data
Oakmont Births and Actual K/1 Enrollment Information – County Data
2000 to 2010 Differences in Population
General Real Estate and Housing Stock
Historical School District data - kids who left the District, where kids go after grade 6, private schools, charter school

Birth Rate Trends:

- Declining in Western PA, Oakmont and Verona
- Births to Females has trended to females age 30-34

Population Trends

- Declining in Western PA
- Number of residents per household is declining

Real Estate:

- Housing Market in Oakmont is less geared to families of 4+
 - Availability of homes in this category is limited
- Couples who move to Commons and Fairways, and ultimately add children, tend to need more space after a while and seek a larger home - Will they stay or leave the area?
- Edgewater and Rivers Edge appear to be higher priced and will likely attract fewer young families resulting in fewer children
- Many rentals in Oakmont and Verona (2015 Census Data estimates):
Total Number of Housing Units = 8,774 5,618 owner occupied 3,156 renter occupied
- Availability of 3-4 bedroom homes in Oakmont, in affordable price range is limited
- Small geographical area of District (1.5 square miles) limits significant building of new family homes

Private/Charter Schools

- Most children who leave the district actually move; few leave to go to Private or Charter schools
- Private and Charter School enrollment has remained relatively consistent over the last 10 to 15 years but costs (due to District cost per pupil) have increased

PDE Projections

- PDE projects an increase in enrollment through 2020 - however their projections have been historically higher than actual numbers

Household Profiles:

2000: Age 65+ = 25.5%

2010: Age 65+ = 22.8%

2000: Ages 0-4 = 4.7%

2010: Ages 0-4 = 4.3%

Considerations:

- We often receive non-resident requests for tuition enrollment of children. There is positive support by employees for employee tuition enrollment of their own children.
- Employee survey indicated positive support for employees to enroll their own non-resident children.
- Consider researching potential for expanding Verona area district residency. (Verona Hilltop)



Conclusion

Based on a review of the above information, we may be able to anticipate a potential slight increase in enrollment, but it will likely not reach our 1,400 record enrollment. Enrollment is currently in the 950-1000 range.

2018-2019 Student Demographics



Free/Reduced Lunch (October 2017 Statistics) - increasing

- JHSH - 38.1%
- Tenth Street - 23.48%
- Verner - 67.6%

Total Students Registered in District as of July 1, 2018

Total District Registered Students (+/-) 995

Registered JHSH - 429

Registered Tenth Street - 344

Registered Verner - 202

Outside Placement Special Education - 20

Gifted - 54 (Elementary - 18 High School - 36)

Special Education - 160

(JHSH- 81 Tenth Street- 36 Verner- 43)

504 Plan - District - 19

ESL - District - 4

(JHSH- 2 Tenth Street- 2 Verner- 0)

General Demographics (Latest PIMS Data)

Caucasian - 86.07%

American Indian/Alaskan Native - 0%

African American - 8.17%

Hispanic - 1.47%

Multi-Racial - 3.56%

Asian - .73%

Class Size Guideline (est. 2016)

Research-Based / Community Valued

Elementary Class Size

Priority Reference Guide

- K-3 research (our priorities)

Grade 1

Grade 3

Grade 2

Kindergarten (full-day)

- Grade 4
- Grade 5
- Grade 6

Continuous focus on individual student needs:

- Subject matter, type of instruction, ability of students, age, use of aides, special facilities and equipment, other adult support.

Outside Attendance Figures

Cyber or Charter Schools = (+/-)24 Private or Parochial Schools = (+/-)57

Outside Enrollment Considerations

Positive Feedback related to employees bringing their children and paying tuition.

We receive non-resident calls and requests quite often seeking tuition enrollment.

Consider researching potential for expanding Verona area district residency.



Special Education/Gifted Overview



SPECIAL EDUCATION/GIFTED STUDENT DISTRIBUTION 2017-2018

Specific Learning Disability	Autism	Intellectual Disability	Emotional Disturbance	Other Health Impairments	Visual Impairment including Blindness	Hearing Impairment including Deafness	Speech or Language Impairment	Tramatic Brain Injury	Gifted	504 Plan
55	18	5	21	40	3	3	39	1	57	21

In House Placements **165** Outside Placements **20** Students with a Gifted IEP **57** Students with a 504 Plan **21**

SPECIAL EDUCATION/GIFTED STUDENT DISTRIBUTION 2018-2019

Specific Learning Disability	Autism	Intellectual Disability	Emotional Disturbance	Other Health Impairments	Visual Impairment including Blindness	Hearing Impairment including Deafness	Speech or Language Impairment	Tramatic Brain Injury	Gifted	504 Plan
51	18	5	21	40	2	3	39	1	54	19

In House Placements **160** Outside Placements **20** Students with a Gifted IEP **54** Students with a 504 Plan **19**

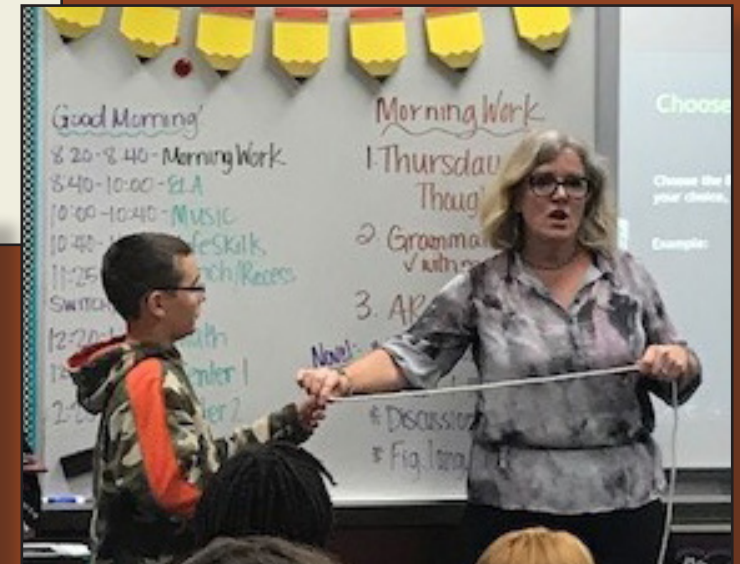
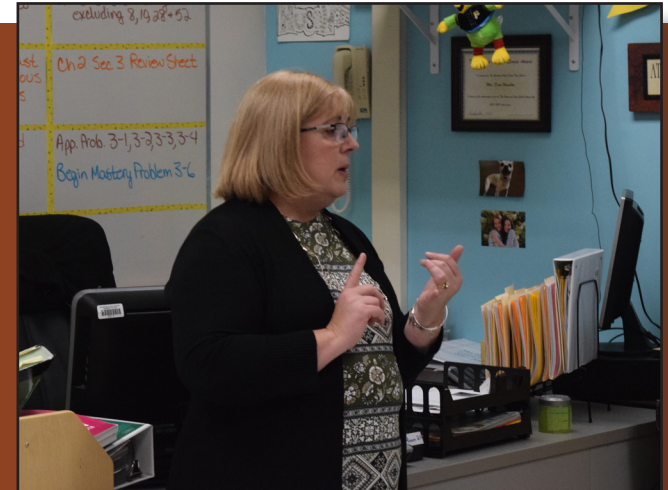


2018-2019 Data is as of July 1, 2018 and does not include Class of 2018

12 Evaluations pending including 4 incoming Kindergarten students

Overall Staffing

2017-2018	2018-2019
Superintendent Business Manager 5 Administrators 1 Director of Technology 4 CO support staff 96 Teachers 5 FT Paraprofessionals PT Paraprofessionals based on IEPs 4 Secretaries 2 Technology Assistants 10 Custodians Total: +/-155 (7-1-17)	Superintendent Business Manager 5 Administrators 1 Director of Technology 4 CO support staff 91 Teachers 5 FT Paraprofessionals PT Paraprofessionals based on IEPs 4 Secretaries 2 Technology Assistants 10 Custodians Total: +/-150 (7-1-18)



Employee Contracts:
Teacher (REA) Contract
(2014-2018)

Service Employees (RESPA)
(2013-2019)

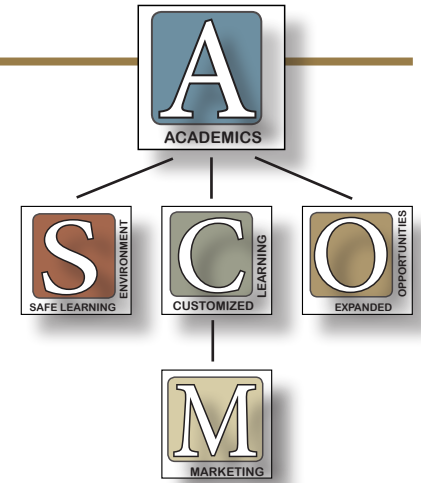
Act 93 Agreement
(2015-2019)

Academics

Committed to the **SERIOUS SUCCESS** of Every Student!

MODEL: Constant and Never Ending Improvement

- Hold all team members to high expectations
- Continuous monitoring and assessment process
- Monitor, reflect, modify/adjust



Academics and Programming Overview

2017-2018
<p>Graduation Requirements: 26.5 credits Gifted/Enrichment Special Education ESL RCEPs Forbes Vo Tech Students - 25 Charter School Students - 24</p>
<p>New Courses: Math Pathways adjusted, Grade 8 STEAM, Elementary STEAM, Social Studies Realignment, Wellness Initiatives, Reading Intervention 7-9, AP Physics</p>
<p>AP Courses – Total of 12</p> <ul style="list-style-type: none"> • 2 English • 3 Social Studies • 3 Science • 1 Computer Science • 2 Math • 1 Art
<p>Data Collection Tools: Refinement of CDT testing and OnHands Schools. K-12 Vertical Curriculum Articulation</p>
<p>Elementary Programming</p> <ul style="list-style-type: none"> • Reading Street, Reading • Everyday Math, Math • Science Asset Kits • STEAM Integration • Common Core Curricular Materials
<p>Athletic Teams – 17 HS, 10 JHS (+1 since 14-15)</p>
<p>Clubs – Secondary-19 Elementary-6</p>
<p>PTO – (3) all buildings</p>

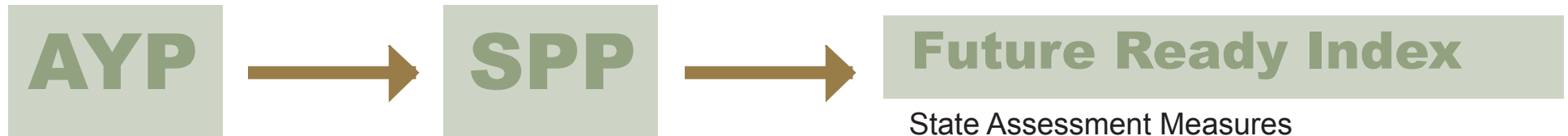
2018-2019	
<p>Graduation Requirements: 26.5 credits Gifted/Enrichment Special Education ESL RCEPs Forbes Vo Tech Students - 22 Charter School Students - 24</p>	
<p>New Courses: Grade 7 Art, Algebra 1B, Grade 8 STEAM/Tech Ed, Additional Special Education Support</p>	
<p>AP Courses Total of 12</p> <ul style="list-style-type: none"> • 2 English • 3 Social Studies • 3 Science • 1 Computer Science • 2 Math • 1 Art 	<p>Global Scholars Certificate</p> <p>New Career Center at JSHS Guidance Office</p>
<p>Data Collection Tools: Refinement of CDT testing and OnHands Schools. K-12 Vertical Curriculum Articulation</p>	
<p>Elementary Programming</p> <ul style="list-style-type: none"> • Reading Street, Reading • Everyday Math, Math • Science Asset Kits • STEAM Integration • Common Core Curricular Materials • WIN (What I Need) Time 	
<p>Athletic Teams – 17 HS, 7 JHS Independent Athlete Opportunities</p>	
<p>Clubs – Secondary-19 Elementary-6</p>	
<p>PTO – (3) all buildings</p>	

Professional Development/Support
<ul style="list-style-type: none"> • Teachers in New Roles • Curriculum Writing/Alignment Using Rubicon Atlas • Writing Framework • Special Education Regulations & Trends • Blended Learning • Naviance for College & Career Readiness • SWPBIS • STEAM • Columbia University Homegrown Institute • Columbia University Reading and Writing Workshops
<p>Extended Learning Experiences</p> <ul style="list-style-type: none"> • Give Back Day • IMPACT Day • Step Up Day • Summer Learning Activities

2018-2019
<p>SCHOOL BREAKFAST CHANGES</p> <ul style="list-style-type: none"> • Grab & Go • Second Chance • Breakfast in the Classroom



Monitoring Academic Progress



Future Ready Index

State Assessment Measures

Percent Proficient and Advanced on PSSA/Keystone Exam
Meeting Annual growth Expectations (PVAAS)
Percent Advance on PSSA/Keystone Exam

On Track Measures

English Language Proficiency
Chronic Absenteeism
Grade 3 Reading/Grade 7 Mathematics Early Indicators of Success

College and Career Measures

Graduation Rate Career Standards Benchmark
Industry Based Learning Rigorous Course of Study
Post-Secondary Transition to School, Military, or Work

Root Cause Analysis

1. Deep Analysis of the Following Sources:

- Scaled PSSA Scores – Historical look at current grade 9 class from grade three through grade 8; PA state trends in the last 5 years
- PA Common core Anchor Comparison Worksheet
- Comparative Analysis – examining the data with like schools; schools with very similar populations and sizes
- PVAAS Growth Analysis
- Pittsburgh Business Times 5 year data

2. Possible Explanations

- In math, the standards changed in more ways than in ELA
- We might not have been prepared for the change
- Our current resources and time/efforts perhaps were not aligned to the new standards
- Riverview experiencing similar downward trends to PA state PSSA scores
- Some socioeconomic factors playing a role (students moving in, students not taking the assessments)

3.

Action/Steps Taken

- 5-8 work with ELA and Math departments to align to the PA Core Standards
- Hiring Reading Specialist
- Junior High alignment of study halls to create math and reading intervention time.
- Teacher goals targeted on weak anchor areas
- Text-Dependent Analysis Training
- TDA training in grades 4-8 in focus areas in ELA
- Instructional Principal with targeted duties in grades 5-8
- CDT training and use of data for student grouping and student metacognition
- After school enrichment at elementary grades

Example: 2018 Preliminary PSSA Data

PSSA ELA

Tenth St.	2016	2017	2018	ADV	PROF	BASIC	B-BASIC
Grade 3	42/47	36/40	43/46	23	20	3	0
Grade 4	29/38	41/49	34/41	19	15	6	1
Grade 5	42/47	29/40	38/48	11	27	8	2
Grade 6	39/43	37/40	30/38	20	10	8	0

Verner	2016	2017	2018	ADV	PROF	BASIC	B-BASIC
Grade 3	18/28	27/30	27/34	5	22	6	1
Grade 4	17/26	19/32	28/28	17	11	0	0
Grade 5	11/15	15/25	13/37	3	10	22	2
Grade 6	11/22	13/18	19/24	5	14	5	0

Combined	2016	2017	2018	ADV	PROF	BASIC	B-BASIC
Grade 3	60/75	63/70	70/80	28	42	9	1
Grade 4	46/64	60/81	62/69	36	26	6	1
Grade 5	53/62	44/65	51/85	14	37	30	4
Grade 6	50/70	50/58	49/62	25	24	13	0

Jr-Sr High	2016	2017	2018	ADV	PROF	BASIC	B-BASIC
Grade 7	51/69	50/66	55/65	21	34	10	0
Grade 8	65/92	47/70	49/64	10	39	13	2

PSSA Science

Tenth St.	2016	2017	2018	ADV	PROF	BASIC	B-BASIC
Grade 4	35/38	45/49	37/41	27	10	4	0
Verner	2016	2017	2018	ADV	PROF	BASIC	B-BASIC
Grade 4	23/26	23/32	25/28	14	11	2	1
Combined	2016	2017	2018	ADV	PROF	BASIC	B-BASIC
Grade 4	58/64	68/81	62/69	41	21	6	1
Jr-Sr High	2016	2017	2018	ADV	PROF	BASIC	B-BASIC
Grade 8	64/92	40/70	46/64	21	25	8	10

PSSA Math

Tenth St.	2016	2017	2018	ADV	PROF	BASIC	B-BASIC
Grade 3	40/47	31/40	39/46	27	12	5	2
Grade 4	27/38	38/49	29/41	18	11	9	3
Grade 5	38/47	28/40	31/48	14	17	13	4
Grade 6	33/48	25/40	25/38	13	12	5	8

Verner	2016	2017	2018	ADV	PROF	BASIC	B-BASIC
Grade 3	18/28	21/30	23/34	12	11	6	5
Grade 4	19/26	14/32	25/28	7	18	2	1
Grade 5	8/15	14/25	12/37	3	9	13	12
Grade 6	12/22	10/18	15/24	2	13	8	1

Combined	2016	2017	2018	ADV	PROF	BASIC	B-BASIC
Grade 3	58/75	52/70	62/80	37	23	11	7
Grade 4	46/64	52/81	54/69	25	29	11	4
Grade 5	46/62	42/65	43/85	17	26	26	16
Grade 6	45/70	35/58	40/62	15	24	13	9

Jr-Sr High	2016	2017	2018	ADV	PROF	BASIC	B-BASIC
Grade 7	35/69	36/64	42/65	13	29	9	14
Grade 8	26/92	23/69	28/64	9	19	18	18

- Data is unofficial for 2018 and subject to change
- Number of Advanced ELA scores is increasing
- Need to dig down further to seek needs of individuals and patterns
- Need to examine growth and cohorts
- Need to continue with historical and standards based assessment of needs

AP/ACT/SAT/KEYSTONE DATA

Average AP Scores (based on previous school ar data)

Year	# Students	Exams Taken	5 Score	4 Score	3 Score	2 Score	1 Score
2015	65	113	6	21	33	31	22
2016	44	91	8	24	32	18	9
2017	52	104	16	28	32	22	5
2018	44	85	14	19	37	14	1

- Out of the 85 Exams taken, 70 earned a 3 or higher.
- 39 of the students who took at least 1 exam scored 3 or higher
- 8 students earned the AP Scholar Award (scored 3 or higher on 3 or more exams)
- 4 AP students earned the AP Scholar with Honor Award
(avg score of at least 3.25 on all AP Exam s taken and 3 or higher on 4 or more of those exams)
- 5 AP Students earned the AP Scholar with Distinction Award
(avg. score of at least 3.5 on all AP Exams taken and 3 or higher on 5 or more of those exams)

Scores Below are for the Calendar Year

Avg. SAT Math

Year	Score
2013	502
2014	528
2015	498
2016	509
2017	570

Avg. SAT Reading

Year	Score
2013	517
2014	513
2015	487
2016	521

Avg. SAT Writing

Year	Score
2013	486
2014	491
2015	466
2016	502

Average SAT Reading & Writing

Year	Score
2017	589

SAT Reading/Writing Scores are combined beginning 2017

Average ACT

Year	Score
2013	22.9
2014	24.2
2015	22.4
2016	23
2017	24

Algebra Keystone Data % Proficient & Advanced

Year	Score
2014	44%
2015	54%
2016	55%
2017	62%
2018	59%

Biology Keystone Data % Proficient & Advanced

Year	Score
2014	60%
2015	66%
2016	72%
2017	68%
2018	72%

Literature Keystone Data % Proficient & Advanced

Year	Score
2014	77%
2015	70%
2016	80%
2017	72%
2018	83%

- ACT/SAT scores well above national and state averages
- ACT/SAT scores are highly competitive when compared to Allegheny County schools with similar demographics
- Keystone scores are highly competitive when compared to Allegheny County schools with similar demographics



CLASS OF 2018 GRADUATE DATA

Our Students were accepted at...

Post-Secondary Education Summary

- 90% continuing education beyond high school.
- 79% attending 4-year college/university.
- 11% attending 2-year community college, technical or trade school.

Community College	8%
Private 2-year College	
University	3%
State University	16.5%
State Related Commonwealth University	13%
Private 4-year College/University	33%
Post-Secondary School (degree)	0%
Post-Secondary School (non-degree)	0%
2-year College (outside Pennsylvania)	0%
4-year College (outside Pennsylvania)	16.5%
Military	3%
Entered Work Force	5%
Other	2%

Total Graduates 61

54% Attending Princeton Review's 2018 Best 382 Colleges & Universities

The University of Akron	Geneva College	Point Park University
Allegheny College	Global University of the	Purdue University
Baldwin Wallace University	Assemblies of God	Robert Morris University (PA)
Bethany Global University	Goucher College	Saint Francis University
Boston University	Grove City College	Saint Vincent College
Bowling Green State University	Indiana University of Pennsylvania	Savannah College of Art & Design
Bucknell University	James Madison University	Seton Hill University
Carlow University	Juniata College	Simon Fraser University
Case Western Reserve University	Kent State University	Slippery Rock University
The Catholic University of America	La Salle University	St. John's University
Chatham University	Lake Erie College	St. Vincent's College
University of Chicago	Loyola University Chicago	Temple University
Clarion University of Pennsylvania	Loyola University Maryland	The Ohio State University
Clemson University	McGill University	Thiel College
Cleveland Institute of Art	Mercyhurst University	University of Pittsburgh Bradford
Community College of Allegheny County	Miami University, Oxford	University of Pittsburgh Johnstown
University of Dayton	Michigan State University	University of Pittsburgh University of Toronto
Denison University	North Carolina State University	Virginia Tech
Dickinson College	Ohio Northern University	Washington and Jefferson College
Drexel University	Ohio University	West Virginia University
Duquesne University	Pace University, New York City	Westminster College
Edinboro University	Penn State University	University of Wisconsin, Madison
Fordham University	Penn State University Altoona	Xavier University
Gannon University	Penn State University Erie	

2018-2019 District Focus Goals



1. Continue our focus on supporting and improving academic achievement in grades 5-8, utilizing a team oriented problem solving approach
2. Support the Success of all staff assuming new roles
3. Monitor and plan for the future sustainability of the school district

ACTIONS BEING TAKEN TO MEET THESE GOALS

5-8 Academics



1. Root cause analysis of student academic needs
2. Vertical alignment and articulation sessions across grade levels – PA Common Core
3. Summer 2017 completed – grades 7 and 8 math curriculum realignment
4. Continue 5-8 grade PD in math
5. Math primary resource evaluation, 2018-19 school year
6. Continue analysis of instructional strategies
7. Continue use of JHSH schedule to better serve needs
 - a. 9th period enrichment, co-teaching, small group interventions
8. Reading Specialist - Continue collaboration and support across all 3 buildings
9. Columbia University Reading and Writing Workshop training (summer 2018)
10. On-Hands/CDT/PVAAS and other data analysis tools and sessions
11. SLOs aligned to student needs
 - a. Evaluation and supervisions targeted towards implementation of goals
12. Text Dependent Analysis training
13. K-12 Writing Framework refinements
14. STEAM Integration – elementary schools
15. RCEP enhancements
16. Yearlong PD Plan
17. Columbia University Homegrown Institute- Summer 2019

Staff Support



1. Time
2. Training
3. Resources/Support
4. Careful Monitoring
5. Adjust as needed

Future Sustainability



1. Student Enrollment
2. Revenue Sources
3. State and Federal Mandates
4. Personnel
5. Careful Monitoring and Planning



Education Committee

Academically Competitive/Customized Learning/Opportunities

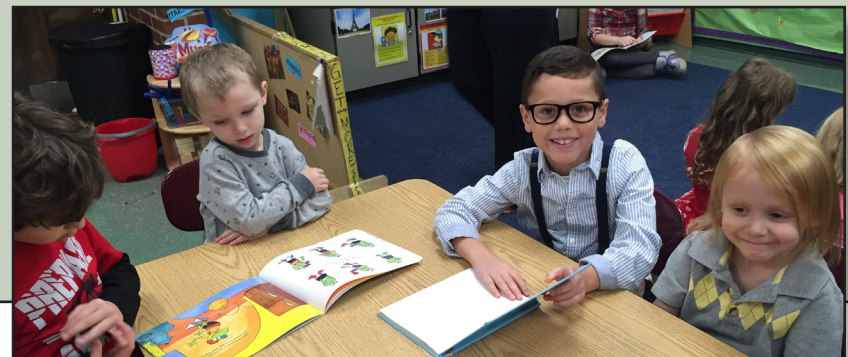


2017-2018 Highlights

- Conducted root cause analysis to determine Grade Gap needs
- Continued focus on the use of data to inform instruction
- Continued refinement of K-12 Writing Scope and Text Dependent analysis
- Utilized Reading Specialist to respond to Grade Gap needs, work with students and teachers, and to address academic needs of students in grades 5-8, in all schools
- Implemented STEAM Curriculum in elementary schools including: Typing Pal Program implementation, utilizing a Digital Citizenship Skills focus through activities related to Common Sense Schools Common Sense Media recognition, adjusted Science ASSET kit curriculum resources, STEAM assemblies, STEAM PTO activities, Teacher pairing for PD, and REF supported grants
- Supported and implemented various school-wide and district wide Health and Wellness programs

2018-2019 Goals/Focus

- Support the success of staff involved in program refinements
- Support/monitor the successful implementation of all programs involving any staff member who is assuming a new role
- Continue to support and enhance Elementary STEM programming
- Continue to assess grade gap
- Monitor and provide enhancements to support students with post secondary transition needs
- Make use of social and emotional support resources to assist with developmental and emotional needs of all students
- Continue to research opportunities to create and support a specialized in-house district special education class



Beyond the Walls of the Classroom

Athletics



Riverview
Educational
Foundation



PTOs IN ALL BUILDINGS



Clubs

Student Life Committee

Opportunities/Customized Learning



2017-2018 Accomplishments	2018-2019 Goals/Focus
<ul style="list-style-type: none"> • Student recognition at board meetings • Increase School Spirit <ul style="list-style-type: none"> • Held themed games at football and basketball games, Scheduled a student fan bus for playoff soccer game at Seneca Valley HS • Distributed Riverview playoff shirts to students whose team qualified for WPIAL playoffs • Distributed scholar athlete t-shirts to student athletes who earned a 3.5 during their sport season • Started a male and female athlete of the month. AOTM received a special recognition certificate, t-shirt, and picture posted on the athletic webpage • Collaborated with new cheerleading coaches to hold more exciting and meaningful pep rallies and bonfire at the high school • Held a youth day at football games for elementary students and families • Worked with RAA to hold a youth night at a varsity basketball game with a halftime skills session for the youth basketball players • Promoted student athletes accomplishments on social media via the athletic webpage, Facebook, and Twitter. Developed a strong social media presence through the the athletic webpage • Increased communication with parents and community about announcements, games, and accomplishments • Recognized teams, coaches, and individual athletes at school board meetings • The following teams have held youth camps to promote their sport with the elementary students: football, boys/girls basketball, cross country, golf, cheerleading, baseball, wrestling. • Held AP testing and Jr High Town Hall meetings off campus • Hired highly qualified coaches including baseball, football, volleyball. • Received grant for Hulton Bridge Memorial art sculpture. • Researched and presented to Mr. Rizzo a digital facility request platform for scheduling district athletic facilities 	<ul style="list-style-type: none"> • Continue high achieving and award winning student activities like Key Club, SADD, Model UN, PJAS, Musical, RVTV, History Club • Low cost or cost free digital facility request platform • Continue with student presentations at board meetings • More recognition of students of the month K-12 • Find digital option for building district calendar • Increase student/teacher/community involvement in Homecoming weekend • Continue to promote the athletic program within the school and community • Encourage teams and coaches to seek out volunteering opportunities within the communities • Work closely with elementary principals to schedule Senior High Student athletes for reading days, skill/exercise sessions in PE classes • Work closely with elementary principals to schedule elementary pep rallies • Continue to foster communication with athlete’s families through alerts on the athletic webpage • Increase the already prominent social media presence on athletics • Work with RVTV to film athletic events to have highlights on the school announcements • Encourage better faculty and staff attendance at athletic events

Technology



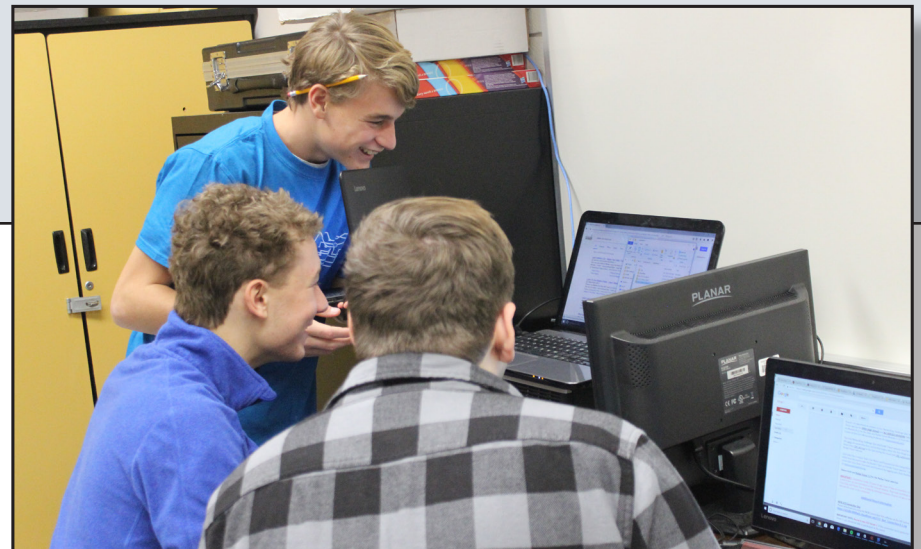
2017-2018 Highlights

- Ensured that all computers are running Windows 10 - exposes students to current technology tools
- Implemented New Student System Eschool Plus - allows for better communication with families and data warehousing
- Provided laptops to Jr. High Teachers for Blended Learning Pilot
- Added Elementary Tablets - supports student use of Mobymax and STEAM curriculum
- Upgraded Science Computer - avails students with the ability to view curriculum videos
- Continued implementation of Grade 9, 1:1 Computers
- Obtained student music for telephone system while callers are on hold - adds value of student pride, customer service and marketing



2018-2019 Goals/Focus

- Enhance Technology Education classes at the JSHS
- Implement Virtual Reality System at the JSHS using funds from an REF Grant
- Update the Library System
- Continue implementation of Grade 9 - 12 1:1 computers
- Compare Office 365 and Google Apps for education and set a direction/plan for the District moving forward
- Increase access to Online Courses

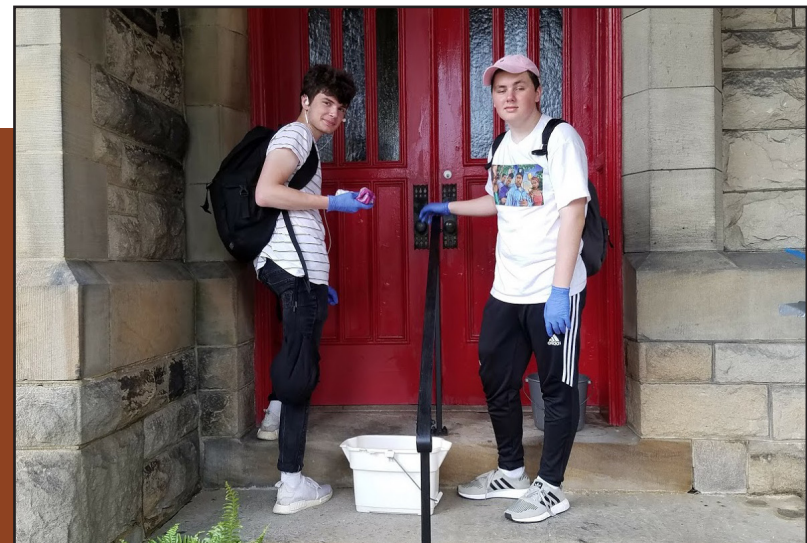


Communication

Resources available to Parents, Students and Community



- Annual State of the District Report
- “What’s New at Riverview” email system
- Web page Upgrade/Enhancements
- Quarterly eNewsletters
- Riverview Reporter
- Superintendent’s Workshops
- District Facebook page
- Budget at a Glance document
- Principal Newsletters
- Press Releases
- Grapevine
- IMPACT Day and Give Back Day
- Board Meeting Minutes and Agendas
- Emergency Communication Calling System
- Community Newsletter submissions
- Superintendent’s Bulletins
- Community Surveys
- Strategic Plan Review Committee
- Informational Videos and Live Streamed Events
- School Messenger
- RVTV



Sampling of 2017-18

NOTABLE

Accolades Recognitions

SERIOUS SUCCESS

<https://youtu.be/9z9aq-zJlec>



Tenth Street SWPBIS Recognition

Verner Attendance Accomplishments

Live Well Allegheny Designation

Common Sense Media School Designation - Elementary Schools

Various Awards Including

Model U.N., National History Day, SADD National Conference, National PMEA Chorus, PJAS, and Key Club

Educational Foundation Teacher Award Grants

Little Bits Kit, Digital Storytelling, Virtual Reality, CNC Machine Kit, Battery Powered Car Race, Model UN Support, RHS Musical Body Microphones

Pittsburgh Business Times Rankings:

#1 Single A School District **#2** Single/Double AA School District (increased by 2) **#26** Single/Double/Triple/Quad AAAA School District (increased by 2)

International Model UN Trip

Various Distinguished Athlete Awards

Increases in AP Test Scores and Number of Students Taking Tests

IMPACT Award Winners

Donnie Marsh, Eileen Ranalli, Paul Sapotichne

Regional STEM Partnerships

Various Grants Including

Carnegie Science Center, BE THERE, McDonald's McGrant, Governor's Institute, High5, Wellness

Moving into 2018-2019



- Celebrate our Successes!
- Focus on our Vision and our Mission
- Monitor our Realities: ↓ Enrollment ↑ Expenditures
- Support 2018 Program Refinements
- Continue Focus on 5-8 Academic Improvement
- Seek Ways to Increase Enrollment
- Seek Creative Funding Sources or Alternative Ways to Provide Opportunities to our Students
- Work Collaboratively to Sustain our Unique School District into the Future



