

# July 2017

## State of the District

**DR. MARGARET DININNO, SUPERINTENDENT**

# From the Superintendent

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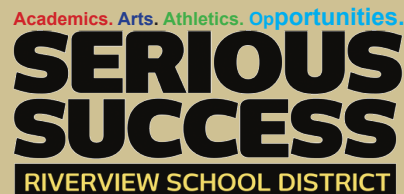
At Riverview, our team commits itself to supporting the **SERIOUS SUCCESS** of every student. We hold ourselves to high expectations and standards of excellence. The work of our dedicated staff, skilled administrators, engaged parents, caring community, and the strategic leadership of the Board of Education is making a difference for our children. We pride ourselves on using a model that focuses on constant and never-ending improvement while being cognizant of taxpayer needs.

Academic competitiveness, a safe learning environment, customized or personalized programming, and provisions related to expansive student opportunities have helped us to earn a reputation as a school where all kids matter and learning takes place both inside and outside the classroom walls.

Sincerely,

Dr Margaret DiNinno

*Superintendent*



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# 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 - Key Initiatives	Facilitator	Strategic Plan Goal
Middle School Concept	English	A C
K-12 Writing Framework	Monroe	A
Curriculum Mapping	Hewitt, Plance	A
RCEPs	Monroe	A C
Professional Development	DiNinno and Team	A S C O
OnHands Schools - Data Analysis/Technology	English/Monroe - Zolkowski/Plance - Hewitt - Rizzo	A
Hiring Practices	DiNinno	A M
Monitor Programs/Interests	Team	O
21st Century Media Center	Hewitt	A O
Performance Venue	Team	O
AP Dual Enrollment	Hewitt	A O
After School Programs	Team	O
Field Lights	Rometo	O
Technology Expansion/District Cyber School	Hewitt - Rizzo - Monroe	A O
Pride and Behavior Code	Team	S
SWPBIS and Olweus	Team	S
Safety Committee	Rizzo	S
Facilities Improvements	Good - DiNinno - Oskin - Rizzo(safety)	S M
Foundation	Hewitt - DiNinno	M
Media and PR	DiNinno - Team	M
Financial Support of Plan/Steps	Good	A S C O M

# Financial Status

2016-2017 Unaudited	2017-2018 Budget	Commentary
<p><b>Fund Balance:</b> \$2,989,283  <b>Committed:</b> \$1,200,000            (PSERS, Capital Improvements and Repairs, Unanticipated Expenditures)  <b>Unassigned:</b> \$1,600,000(5.6%)  <b>Assigned:</b> \$189,283 (PSERS)  <b>Non-spendable:</b> \$200,000            (pre-paid expenses)</p>	<p><b>Fund Balance:</b> \$2,076,848  <b>Committed:</b> \$308,000            (PSERS, Capital Improvements and Repairs, Unanticipated Expenditures)  <b>Unassigned:</b> \$1,579,565 (6.8%)  <b>Assigned:</b> \$189,283 (PSERS)  <b>Non-spendable:</b> \$200,000            (pre-paid expenses)</p>	<p><b>Fund Balance</b>            RSD Board Policy            Unassigned Threshold 5%-9%            PDE up to max. of 8%  <b>Below 5% ?</b>            Pursue options for increasing revenues and decreasing expenditures or combination.  <b>Exceeds 9% ?</b>            May use excess funds for expenditures; goal is to use for non-recurring expenditures</p>
<p><b>Aid Ratio:</b> .4466  <b>Millage:</b> 22.4462  <b>Value of Mill:</b> \$597,422  <b>Average Taxes on \$100,000 home:</b>            \$2,244.62</p>	<p><b>Aid Ratio:</b> .3828  <b>Millage:</b> 23.0073  <b>Value of Mill:</b> \$588,006  <b>Average Taxes on \$100,000 home:</b>            \$2,300,730</p>	<ul style="list-style-type: none"> <li>• Millage remained the same for the past 3 years. Beginning with the 2017-18 school year, a slight tax increase was adopted, resulting in a change in taxes</li> </ul>
<p><b>Bonds:</b> \$13,818,889            (2010A, 2010B, 2015A, 2015B)   <b>Charter School Costs:</b>            16-17 Charter School est. \$310,000</p>	<p><b>Bonds:</b> \$15,000,000 est.            (2010A, 2010B, 2015A, 2015B, 2017A)   <b>Charter School Costs:</b>            17-18 Charter School est. \$300,000</p>	<ul style="list-style-type: none"> <li>• Continue to monitor transportation costs/contract</li> <li>• Education Foundation established and being refined</li> <li>• Charter/Cyber Students – plan to bring back; reduce tuition costs</li> <li>• Continue to monitor Special Education needs</li> </ul>
<p><b>2015-2016 Per Pupil Costs</b>  <b>Actual Instructional Expense:</b>            \$14,135,722 (2014-15 data per PDE)  <b>Weighted Average Daily Membership:</b>            1021.624 (2014-15 data per PDE)            955.371 (2014-15 actual)  <b>Per Pupil:</b>            \$13,836.52 (per PDE)            \$14,796.06 (actual)  <b>Informal Look:</b>            \$22,467,711 / +/-980 = +/- \$22,926</p>	<p><b>2016-2017 Per Pupil Costs</b>  <b>Actual Instructional Expense:</b>            \$15,091,913 (2015-16 estimated)  <b>Weighted Average Daily Membership:</b>            951.000 (2015-16 actual)  <b>Per Pupil:</b>            \$15,869.52 (actual)  <b>Informal Look:</b>            \$23,189,219 / +/-980 = +/- \$23,662</p>	<p><b>Per Pupil Cost is impacted by:</b></p> <ul style="list-style-type: none"> <li>• Declining enrollment, increasing costs and mandates.</li> <li>• Class size commitment</li> </ul> <p>PDE is always 1-2 years behind in calculating Actual Instructional Expense            Weighted Average Daily Membership is based on PDE Riverview projections and is not accurate due to use of old data by PDE.</p>

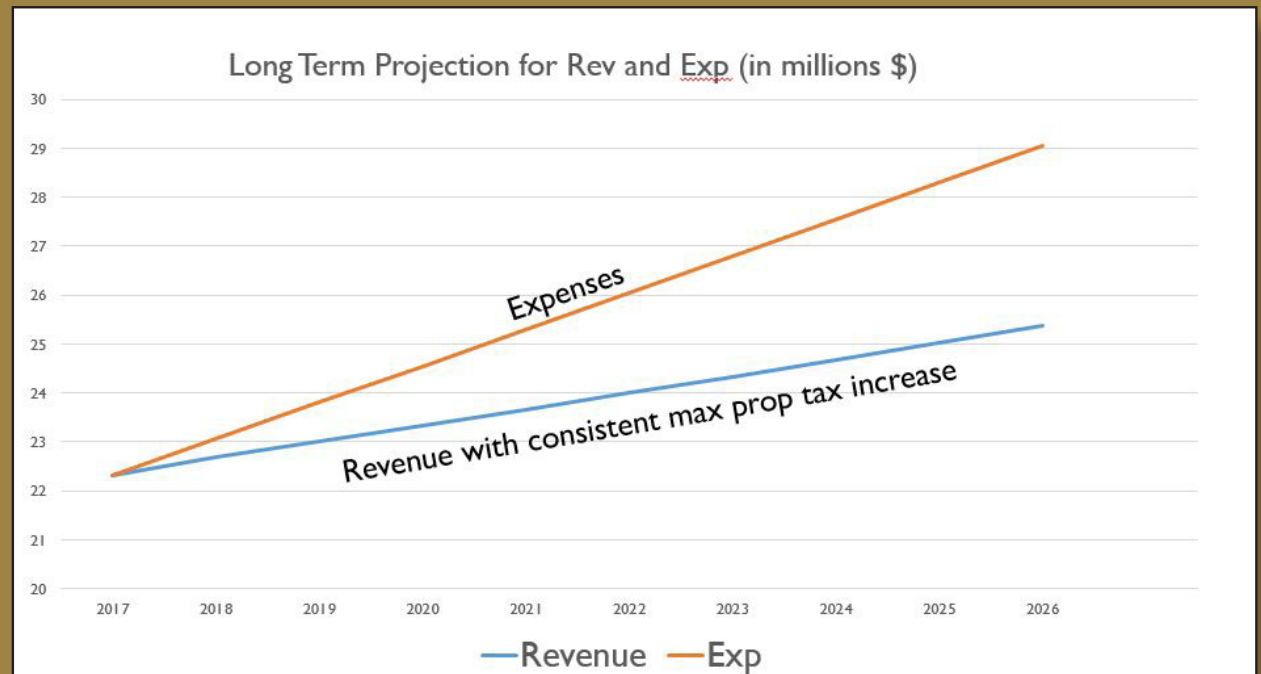
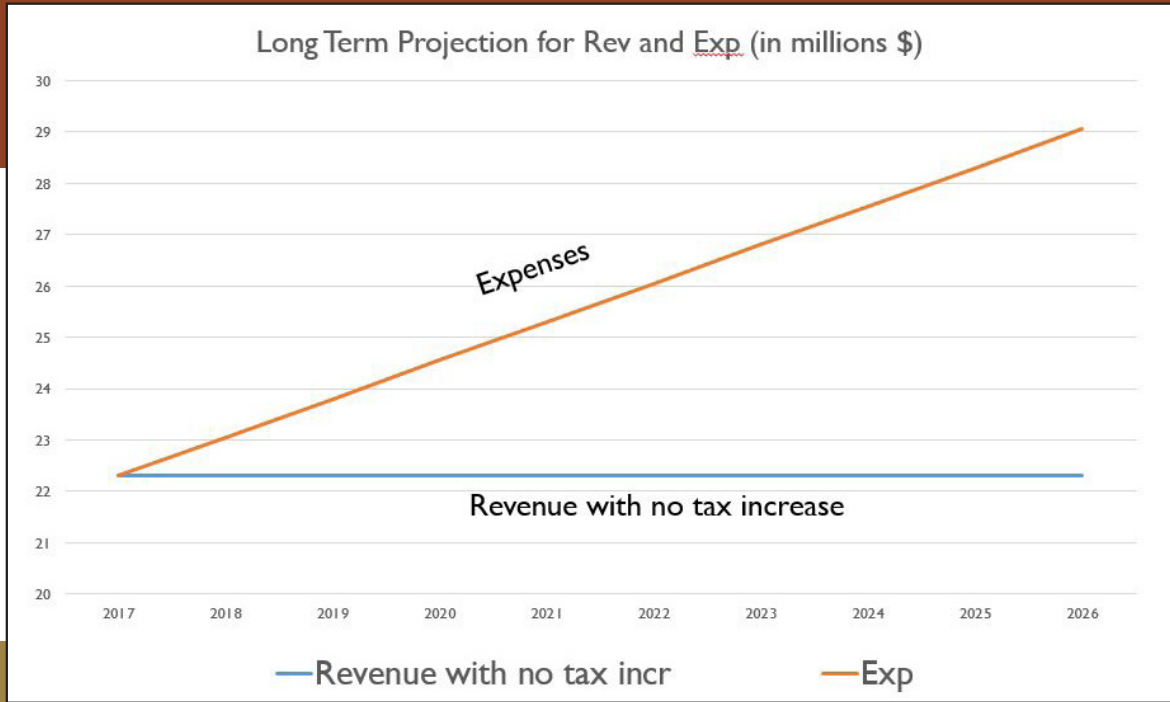
Source: 2016-17 Budget, 2017-18 Budget, PDE Financial Data

# **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 have reduced personnel costs - (1 Administrator, 5 Teachers, 1 Custodian)**
- **Monitored delinquent tax collection program generating \$800,000 in revenue over 2 years**
- **Made several revisions to contracts resulting in additional savings (FMS, Yes Chicks, HVAC Maintenance, Waste Management, UPMC Trainer, Local Auditor, etc.)**
- **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**

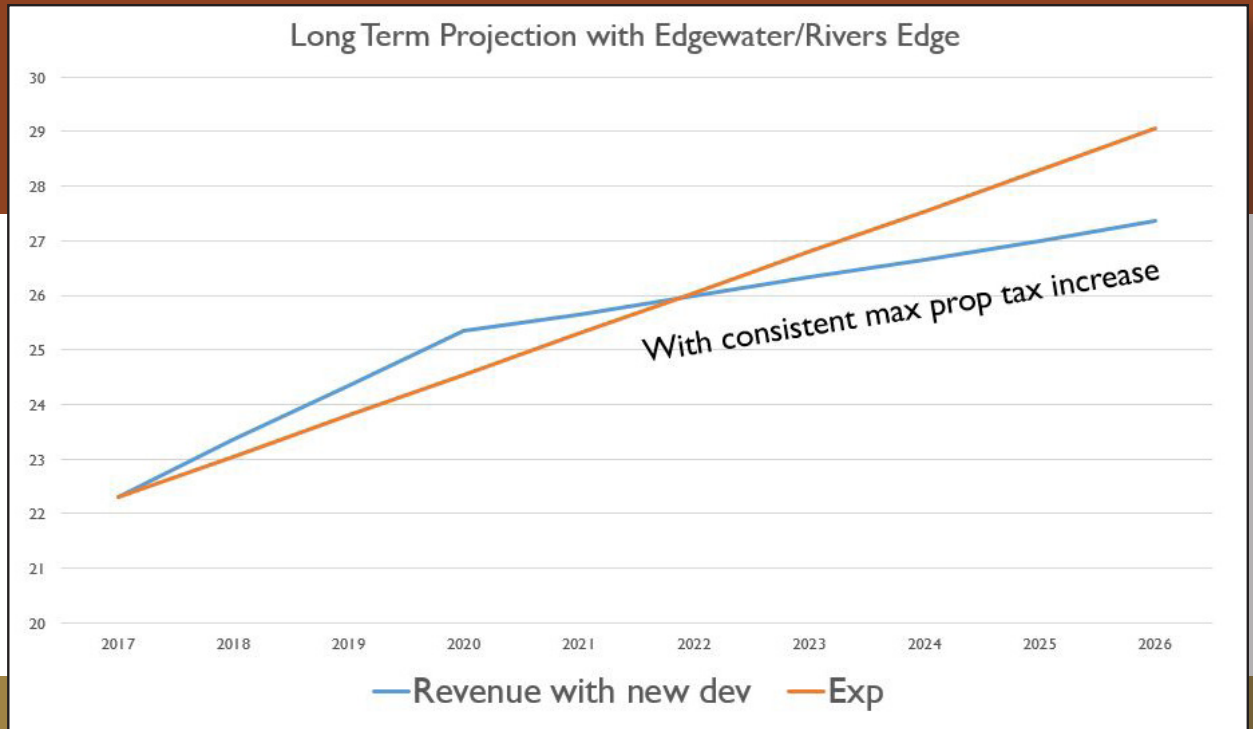
# Long Term Projection For Revenue and Expenditures



"Estimates based on May 2017 forecast.  
Not intended as auditable budget projections."



# Long Term Projection For Revenue and Expenditures



"Estimates based on May 2017 forecast.  
Not intended as auditable budget projections."

- Revenues are forecasted to be flat or down into the future. The only thing that changes this is if the board raises local property taxes each year.
- If we raise taxes to statutory caps, the rate of increase does not come close to the rate of increase in our expenses. (The two lines will continue to diverge.)
- This is not a new problem and is the result, on the expense side, of rising contractual obligations.
- To date, we have managed to support our bloated cost structure by examining and addressing inefficiencies such as poor delinquent tax collections and rebidding various contracts. These opportunities are diminishing.
- The additional development in the River's Edge and Edgewater will provide approximately 3M in new revenue each year when fully occupied but even this does not solve the problem that costs are rising at much higher rates than revenues. The Riverfront Development and any new development in Oakmont and Verona can only assist for a few years (2-3). This will not fix the problem.

# Finance Committee

## Budgeting and Facilities



### 2016-2017 Highlights

- Maintenance agreements – boilers and elevators
- Warranty monitoring and enhancements
- Installation and maintenance of LED lights – Tenth St. Gym
- Plumbing assessment and maintenance needs
- Development of a 10 year Capital Projects/Facility Maintenance Plan

### 2017-2018 Goals/Focus

- Review/hire architect
- Tenth Street auditorium sound system
- Develop a water testing protocol/policy
- Research District sustainability study
- Proceed with 2017 Building Project
- Negotiations Planning
- Long Term Financial Planning



# Assessment of Grounds and Facilities



## 2017-2018

### Buildings: (Age)/Rated Capacity

Tenth Street – (1925)/500

Verner – (1937)/300

JSHS – (1976)/600

Total Capacity = 1400

Number of Students as of July 1, 2017 - 968-982

### Renovation History:

Tenth St - 1960, 1990, 2002

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

JHSH – 1990, 1998, 2013 (locker room)

District – 2015-2016, 2017-2018 (ESCO)

### Future Considerations:

Potential Special Education Classroom?

PDE enrollment/Census Data monitoring

District Cyber/Charter School

Educational Foundation Growth

### Current Renovations:

Lighting, HVAC Units, HVAC Controls

### 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 (2017-2018, no cost)

# Facility Needs and Capital Projects



## Reflection Questions:

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

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

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

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?

## For the 2017-2018 School Year

- Approximately \$800,000 was used to pay for the Energy Savings Project (ESCO) started at the end of the 2016-2017 school year.
- Approximately \$400,000 will be moved to a Capital Projects Fund to begin to prepare for planned future projects as well as unanticipated emergencies.



# Facilities Planning



## 2016-2017 Highlights

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- Warranty monitoring and enhancements
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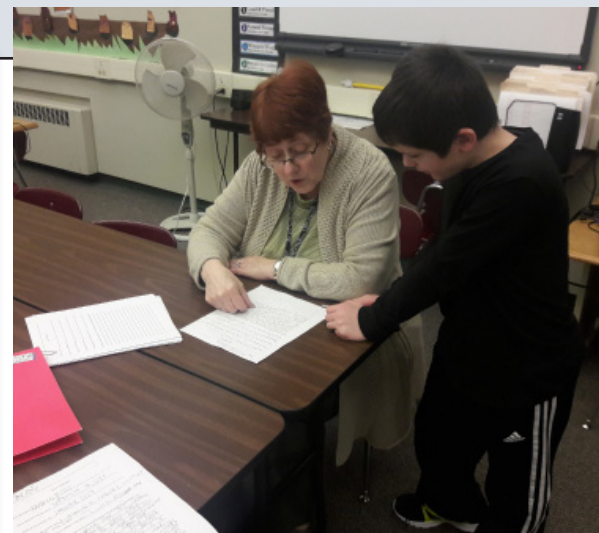


## 2016-2017 Safety Highlights

- Tenth Street Additional Safety Glass
- Video Phones - all schools
- Lockdown Review - revisions, update, communication, training
- Additional Cameras - all schools
- Continued training and partnerships with local law enforcement and community

## 2017-2018 Safety Goals/Focus

- Intercom System
- Alert Buttons for the Offices
- Replace Rear Door at the Jr-Sr High
- Additional Cameras - all schools
- Continued training and partnerships with local law enforcement and community
- Continued focus on SWPBIS
- Continued use of Bully Reporting System



# 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
1985-86	1224	
1986-87	1202	-22
1987-88	1161	-41
1988-89	1112	-49
1989-90	1124	+12
1990-91	1113	-11
1991-92	1135	+22
1992-93	1216	+81
1993-94	1261	+45
1994-95	1343	+82
1995-96	1366	+23

PDE Projected Enrollment	
2017-2018	1068
2018-2019	1073
2019-2020	1099



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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



# 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 - Has declined but recent pick-up in Oakmont
- Births to Females has trended to females age 30-34

## Population Trends

- Declining in Western PA
- Number per household declining also

## 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

## PDE Projections

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

## Household Profiles:

2000: Age 65+ = 25.5%

2000: Age 65+ = 22.8%

2000: Ages 0-4 = 4.7%

2000: Ages 0-4 = 4.3%

### Side note:

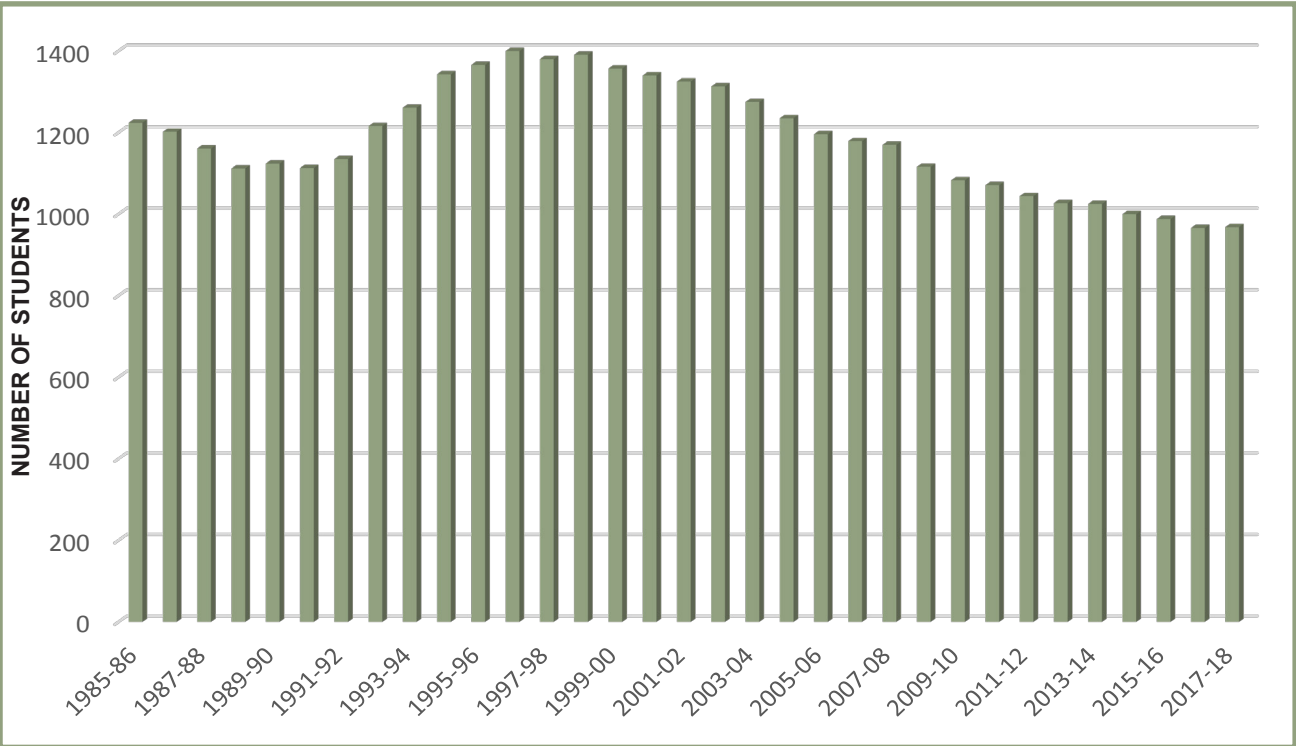
We often receive non-resident requests for tuition enrollment of children. There is positive support by employees for employee tuition enrollment of their own children.



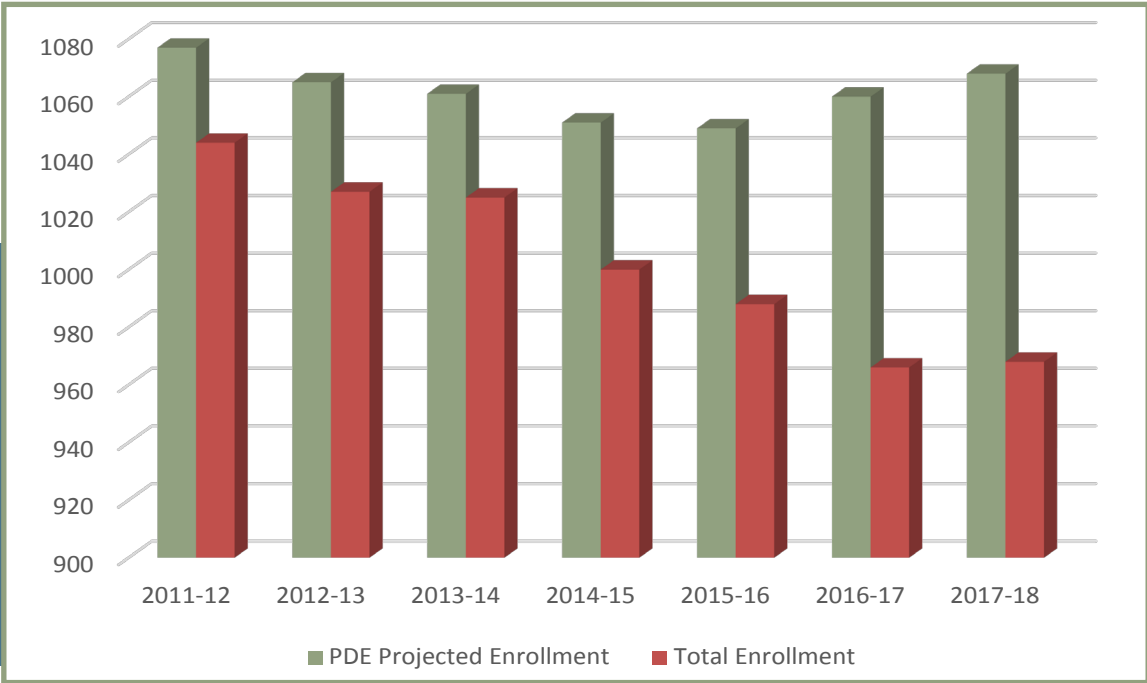
## Conclusion

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.

# RSD Enrollment

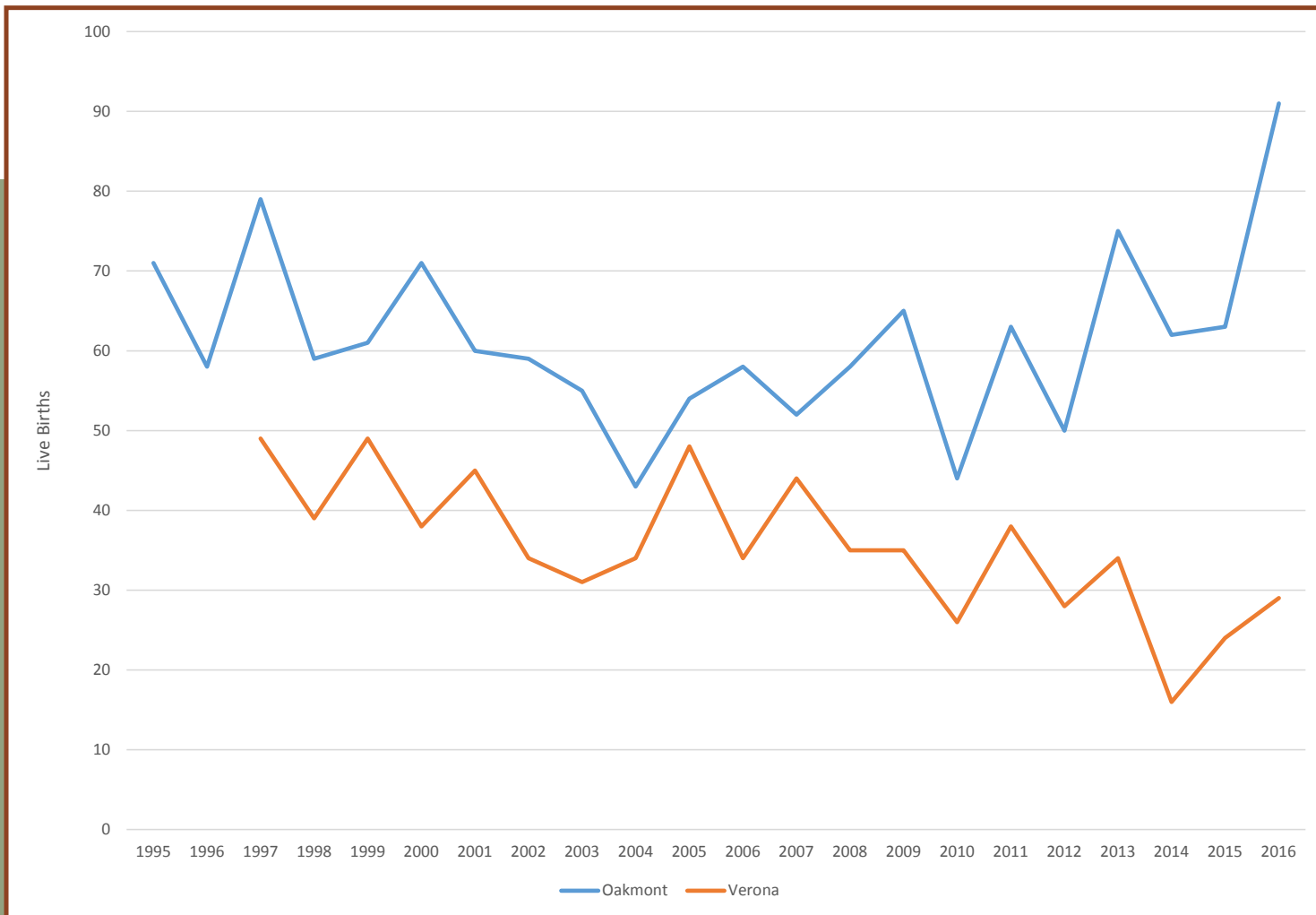


## Projected/Actual Enrollment Comparison



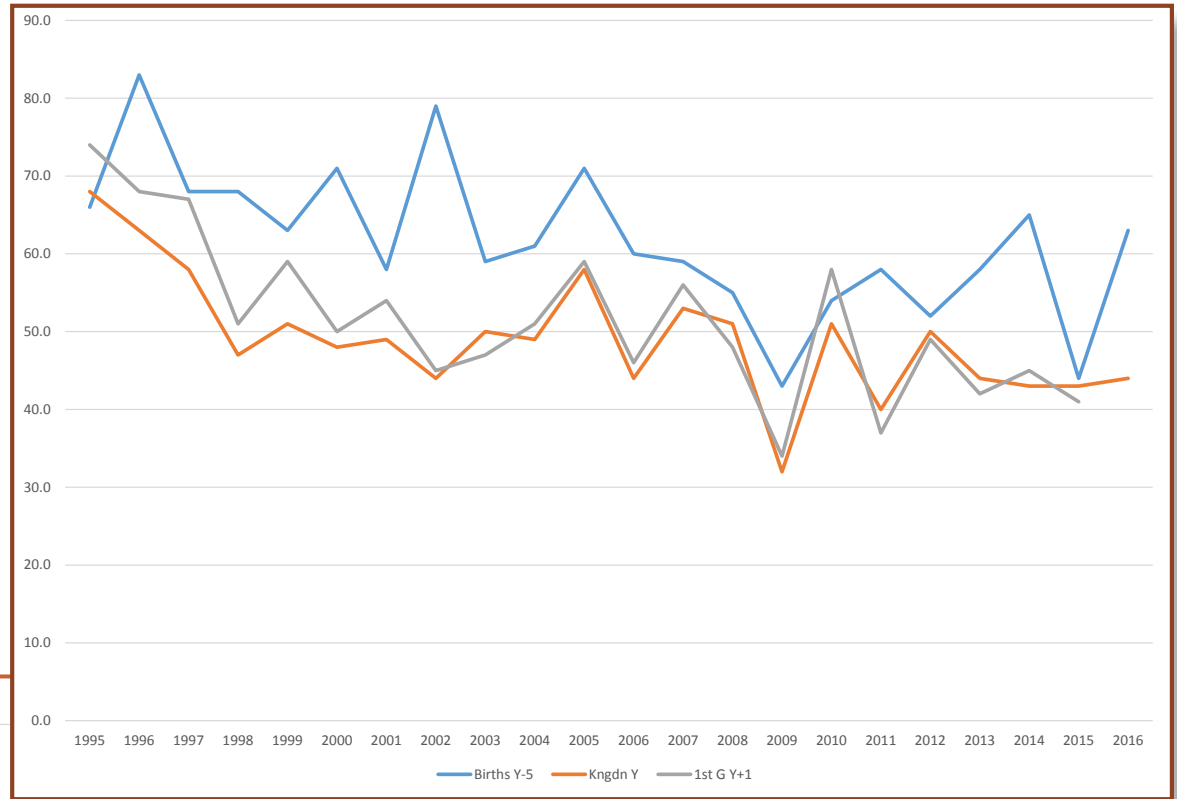
# Live Births - Riverview School District

\* Census and County Data



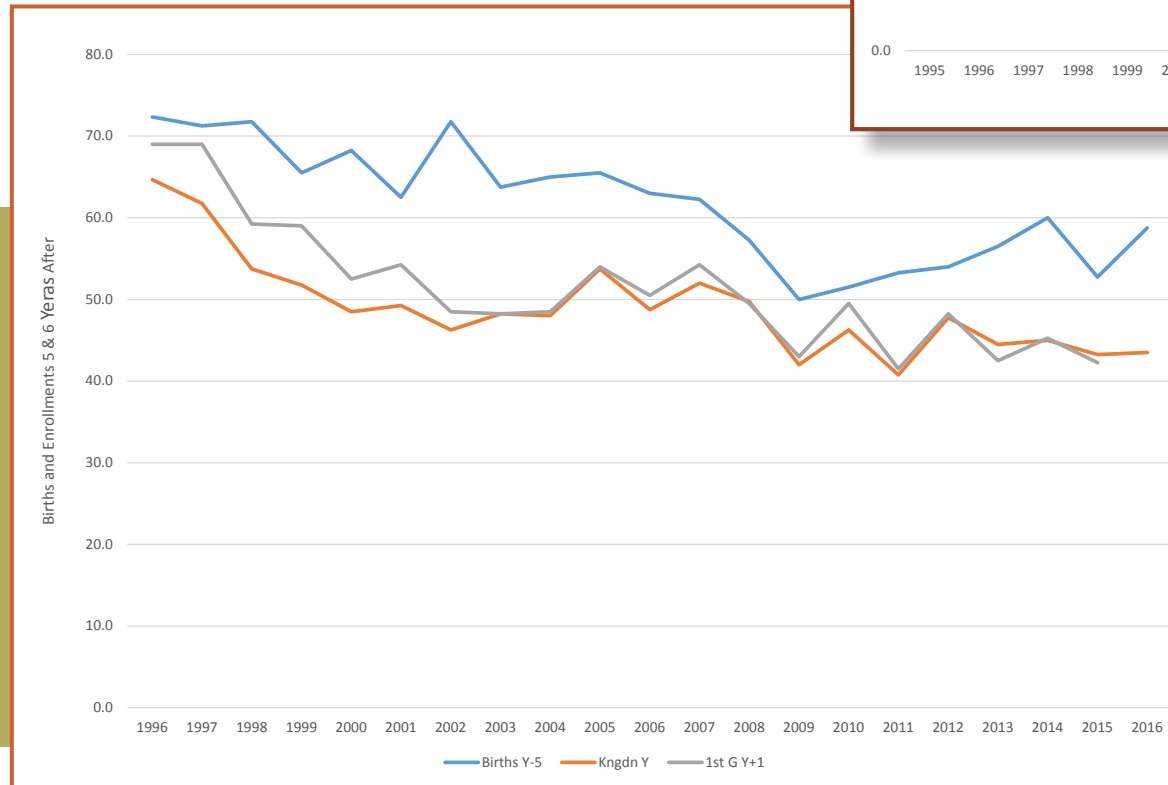
# Oakmont Births Tenth Street Enrollment

\* Census and County Data



# Oakmont Births K & 1st Grade Enrollments-3 yr. Avg.

\* Census and County Data



- Recent birth data:
  - Oakmont - now some indication for increasing births
  - Verona - still in low range
  - Only a few years showing upward growths in births.
  - K-12 class sizes reflects more than a dozen years of reduced birth rates
- Unlikely to see an increase in a few years:
  - Increase will be slow
  - Sustainability will depend on how long the increased rates last
- NEXT STEP: Conduct work on the age distribution of women in the community along with family size trends

# 2017-2018 Student Demographics



## Free/Reduced Lunch

(October 2016 Statistics) - increasing

JHSH - 456 students 35.9%

Tenth Street - 310 students 22%

Verner - 188 students 69.7%

## Total Students Registered in District as of July 1, 2017

Total District Registered Students 968-982 (+/-)

Registered JHSH - 455

Registered Tenth Street - 322

Registered Verner - 191

Outside Placement Special Education - 14

Gifted - 54 (JHSH-37 Tenth Street-11 Verner-6)

Special Education - 141+14

(JHSH-70 Tenth Street-32 Verner-39)

504 Plan - District - 21

ESL - District - 3

(JHSH-1 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 = 60 (+/-)

## 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.



# Special Education/Gifted Overview



## SPECIAL EDUCATION/GIFTED STUDENT DISTRIBUTION 2016-2017

Specific Learning Disability	Autism	Intellectual Disability	Emotional Disturbance	Other Health Impairments	Visual Impairment including Blindness	Hearing Impairment including Deafness	Speech or Language Impairment	Gifted with Disability	Gifted	504 Plan
50	10	4	11	30	2	3	43	3	60	20

In House Placements **153** Outside Placements **14** Students with a Gifted IEP **60** Students with a 504 Plan **20**

## 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	Gifted with Disability	Gifted	504 Plan
46	8	4	14	28	2	3	36	0	54	21

In House Placements **141** Outside Placements **14** Students with a Gifted IEP **54** Students with a 504 Plan **21**



2017-2018 Data is as of July 1, 2017 and does not include Class of 2017

15 Evaluations pending including 5 incoming Kindergarten students

# Overall Staffing

2016-2017	2017-2018	Comments
<p>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</p> <p><b>Total: +/-155</b> (7-1-16)</p>	<p>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</p> <p><b>Total: +/-155</b> (7-1-17)</p>	<ul style="list-style-type: none"> <li>• Continued use of In-House ESL support using RSD staff</li> <li>• Continued programming using one less administrator with responsibilities distributed to others</li> <li>• Contracted service - Director of Facilities               <ul style="list-style-type: none"> <li>• Address maintenance/grounds needs</li> <li>• Developed District-Wide Maintenance Plan</li> <li>• Reduced to part-time service 17-18</li> </ul> </li> <li>• Continue to examine potential outside placement                Special Education classes being brought in-house               <ul style="list-style-type: none"> <li>• Additional staff could be needed</li> </ul> </li> <li>• (Phase 1) In-House Cyber/Charter School               <ul style="list-style-type: none"> <li>• Additional staff could be needed</li> </ul> </li> <li>• Numbers do not include any supplemental or athletic positions                Plan to examine added value in 17-18</li> </ul>

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

**Service Employees (RESPA)**  
 (2013-2019)

**Act 93 Agreement**  
 (2015-2019)



# Academics and Programming Overview

2016-2017
<p><b>Graduation Requirements:</b>            26.5 credits            Gifted/Enrichment            Special Education            ESL            RCEPs            Forbes Vo Tech Students - 21 all half day            Charter School Students - 25</p>
<p><b>New Courses:</b> SAT/ACT, STEM Gr. 7 &amp; 8, AP Psychology, AP Calculus, Keystone Project</p>
<p><b>AP Courses</b> – Total of 10</p> <ul style="list-style-type: none"> <li>• 2 English</li> <li>• 3 Social Studies</li> <li>• 2 Science</li> <li>• 1 Computer Science</li> <li>• 2 Math</li> </ul>
<p><b>Refinement of CDT testing and OnHands Schools.</b>            Continue collaborate efforts between elementary principals to align opportunities and curriculum at elementary level</p>
<p><b>Elementary Programming</b></p> <ul style="list-style-type: none"> <li>• Reading Street ESL Resources</li> <li>• Everyday Math Materials for Math</li> <li>• Specialist at Verner</li> <li>• Implement DRA for Elementary Reading Progress Monitoring</li> <li>• Common Core Curricular Materials</li> </ul>
<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>

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

Other
<ul style="list-style-type: none"> <li>• STREAM/Blended Learning</li> <li>• Carnegie STEM Excellence Pathway</li> <li>• STEAM Across Curriculum (MS)</li> <li>• Hybrid Learning - Phase 1 Cyber</li> <li>• Professional Development</li> <li>• Elementary STEAM Integration</li> <li>• Health and Wellness Program</li> <li>• Reading and Math Support</li> <li>• Using Data to Drive Instruction</li> <li>• Yearly Continuous Improvement Plans for Teachers</li> <li>• Rubicon Atlas Software for Curriculum Mapping</li> <li>• Naviance Software for Guidance department for College and Career Readiness</li> <li>• Continue Partnerships with Carnegie Library, Pop-Up Library, Tri-Boro Playground Initiative, Riverview Children's Center, SWPBIS, DART</li> </ul>



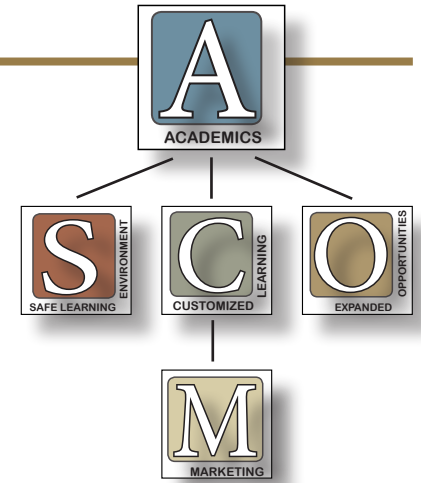


# Academics

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



# So...

## What Do We Currently Know About Our Academic Standings and Needs?

### Quantitative Data

- **PBT Rankings**  
(#1 A, #4 AA, #28 overall)
- **PSSA** test changed in 2014; PA Common Core
- **Subgroup Analysis**
- **PVAAS** annual growth, based on predicted growth each year
- **Keystones** scores taken and banked until grade 11 year
- **SAT/ACT**
- **AP**
- **CDT/DIBELS, AIMS Web, GMAT** other local assessments
- **Classroom Assessment Data**

### Qualitative Data

- **National Honor Society Awards**
- **Model UN**
- **Student Academic Competitions**
- **Projects-Fine Arts, etc.**
- **Honors and Awards – student clubs, athletics, teachers, staff**
- **Feedback from Stakeholders**
- **Honor Roll**
- **Other**

### Assessment as of Today?

- **Historically, we have had many high achievers**
- **Traditional subgroup populations outperform when compared to same subgroups in other school districts in the state (Penn Can); Overachiever Award**
- **Grade3 - high number of advanced learners**
- **Advanced/Proficient numbers tend to slowly decrease as kids move through the system-why?**
- **Steady increase in AP tests taken and scores earned**
- **Students enjoy many opportunities for learning outside of the traditional classroom – well rounded curriculum**
- **Significant Community pride - Small Class Sizes, the Arts/Athletics, Expanded Opportunities**

# Example: 2017 Preliminary PSSA Data

## PSSA ELA

Tenth St.	2015	2016	2017	ADV	PROF	BASIC	B-BASIC
Grade 3	31/35	42/47	36/40	20	16	2	2
Grade 4	48/53	29/38	41/49	32	9	8	0
Grade 5	35/44	42/47	29/40	8	21	10	1
Grade 6	46/50	39/43	37/40	23	14	2	1

Verner	2015	2016	2017	ADV	PROF	BASIC	B-BASIC
Grade 3	21/26	18/28	27/30	19	8	2	1
Grade 4	13/17	17/26	19/32	5	14	13	0
Grade 5	14/22	11/15	15/25	1	14	8	2
Grade 6	9/24	11/22	13/18	1	12	5	0

Combined	2015	2016	2017	ADV	PROF	BASIC	B-BASIC
Grade 3	52/61	60/75	63/70	39	24	4	3
Grade 4	61/70	46/64	60/81	37	23	21	0
Grade 5	49/66	53/62	44/65	9	35	18	3
Grade 6	55/65	50/70	50/58	24	26	7	1

Jr-Sr High	2015	2016	2017	ADV	PROF	BASIC	B-BASIC
Grade 7	66/91	51/69	50/66	25	25	13	3
Grade 8	46/65	65/92	47/70	10	37	19	4

## PSSA Math

Tenth St.	2015	2016	2017	ADV	PROF	BASIC	B-BASIC
Grade 3	30/35	40/47	31/40	23	8	6	3
Grade 4	39/53	27/38	38/49	26	12	9	2
Grade 5	33/44	38/47	28/40	10	18	5	7
Grade 6	24/50	33/48	25/40	11	14	11	4

Verner	2015	2016	2017	ADV	PROF	BASIC	B-BASIC
Grade 3	21/26	18/28	21/30	11	10	5	4
Grade 4	13/17	19/26	14/32	4	10	10	8
Grade 5	14/22	8/15	14/25	2	12	9	2
Grade 6	9/24	12/22	10/18	4	6	4	4

Combined	2015	2016	2017	ADV	PROF	BASIC	B-BASIC
Grade 3	51/61	58/75	52/70	34	18	11	7
Grade 4	52/70	46/64	52/81	30	22	19	10
Grade 5	47/66	46/62	42/65	12	30	14	9
Grade 6	33/64	39/43	37/40	15	20	15	8

Jr-Sr High	2015	2016	2017	ADV	PROF	BASIC	B-BASIC
Grade 7	51/91	35/69	36/64	25	11	13	15
Grade 8	26/65	26/92	23/69	4	19	19	27

## PSSA Science

Tenth St.	2015	2016	2017	ADV	PROF	BASIC	B-BASIC
Grade 4	52/53	35/38	45/49	27	18	4	0
Tenth St.	2015	2016	2017	ADV	PROF	BASIC	B-BASIC
Grade 4	15/17	23/26	23/32	6	17	7	2
Combined	2015	2016	2017	ADV	PROF	BASIC	B-BASIC
Grade 4	67/70	58/64	68/81	33	35	11	2
Jr-Sr High	2015	2016	2017	ADV	PROF	BASIC	B-BASIC
Grade 8	50/68	64/92	40/70	20	20	15	15

- Data is unofficial for 2017 and subject to change
- Number of Advanced ELA scores is increasing
- Verner Grade 3 Scores, nice increase
- 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
- Keystone scores are banked until student is in Grade 11, but we are seeing progress

# AP/ACT/SAT DATA

## Average AP Scores (based on previous school)

Year	# Students	Exams Taken	5 Score	4 Score	3 Score	2 Score	1 Score
2014	73	111	4	16	28	38	25
2015	65	113	6	21	33	31	22
2016	44	91	8	24	32	18	9
2017	51	103	16	28	32	22	5

- Out of the 103 Exams taken, 76 earned a 3 or higher.
- 41 of the students who took at least 1 exam scored 3 or higher
- 11 Student earned the AP Scholar Award (scored 3 or higher on 3 or more 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)
- 2 AP Students earned the AP Scholar with Honor Award  
(avg. score of at least 3.25 on all AP Exams taken and 3 or higher on 5 or more of those exams)

## Scores Below are for the Calendar Year

### Average SAT Math

Year	Score
2012	496
2013	502
2014	528
2015	498
2016	509

### Average SAT Reading

Year	Score
2012	504
2013	517
2014	513
2015	487
2016	521

### Average SAT Writing

Year	Score
2012	475
2013	486
2014	491
2015	466
2016	502

### Average ACT

Year	Score
2012	24.5
2013	22.9
2014	24.2
2015	22.4
2016	23

- Waiting on 2017 data
- Historical data shows steady in math, increase in reading, increase in writing
- Overall, above state and national scores
- Middle of the road standings when compared to local districts of comparative socioeconomic status

**Next Steps: Root Cause analysis of grade level, cohort, individual, historical data and Common Core**

# CLASS OF 2017 GRADUATE DATA



## Our Students were accepted at...

### Post-Secondary Education Summary

82% continuing education beyond high school.  
 55% attending 4-year college/university.  
 27% attending 2-year community college, technical or trade school.

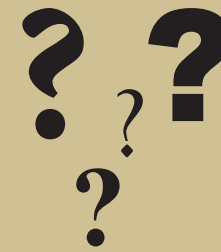
<b>Community College</b>	<b>12</b>	<b>17%</b>
<b>Private 2-year College</b>		
<b>University</b>	<b>0</b>	<b>0%</b>
<b>State University</b>	<b>8</b>	<b>11%</b>
<b>State Related Commonwealth University</b>	<b>12</b>	<b>17%</b>
<b>Private 4-year College/University</b>	<b>6</b>	<b>8%</b>
<b>Post-Secondary School (degree)</b>	<b>0</b>	<b>0%</b>
<b>Post-Secondary School (non-degree)</b>	<b>7</b>	<b>10%</b>
<b>2-year College (outside Pennsylvania)</b>	<b>0</b>	<b>0%</b>
<b>4-year College (outside Pennsylvania)</b>	<b>13</b>	<b>18%</b>
<b>Military</b>	<b>2</b>	<b>3%</b>
<b>Entered Work Force</b>	<b>2</b>	<b>3%</b>
<b>Other</b>	<b>9</b>	<b>13%</b>

**Total Graduates 71**

CCAC	La Salle University	St Mary's College
Allegheny College	Lock Haven	St Vincent College
American University	Marlboro College	Stony Brook University
Baldwin Wallace	Marshall	Syracuse University
Bella Cappella	Michigan State University	Temple University
California University	Mercyhurst University	The Ohio State University
Carlow College	Mount Union University	Triangle Technical
Case Western	Muskingum Ohio University	United States Army
Chatham University	North Carolina State	University of Alabama
Clarion University	NYU	University of Dayton
Clark University	Otterbein	University of New Hampshire
Depaul University	Penn State University	University of Notre Dame
Drexel University	Pittsburgh Technical College	University of Pittsburgh
Duquesne University	Point Park University	University of Rochester
Edinboro University	Rensselaer Polytech	University of Vermont
Hampshire College	Rhode Island	Vassar College
Hiram College	Rochester Institute of Tech.	Virginia Tech University
Indiana University	Robert Morris University	Waynesburg University
Ithaca College	Seton Hill University	Westminster
John Carroll University	Slippery Rock	West Virginia University
Kent State	St Francis University	Wells College

## Based on Reflection and Analysis to Date:

1. What is already working and adding value to support our students' needs?
2. What causes some students to lose ground, in some areas, as they move through the system?
3. What adjustments need to be made to assist our students' growth?



## Where Do We Get Answers to These Questions?

1. Conduct a Root Cause Analysis
  - Examine achievement data, programming, curriculum, instructional responses, and resources being provided
2. Develop a plan, based on the root causes we learn about. Engage everyone in the process of creating an action plan to address the needs of our students.
  - Short-Term Plan (based on what we currently know – 2017-18 School Year)
  - Long-term Plan (based on new information we learn from Root Cause Analysis)



# Short-Term Plan

## 2017-2018 District Focus Goals



1. Supporting and improving academic achievement in grades 5-8, utilizing a team oriented problem solving approach
2. Supporting and improving the social and academic transition needs of students as they move from elementary to secondary school utilizing a team oriented approach
3. Implement a District Wellness Plan utilizing shared responsibilities

## 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 – grades 7 and 8 math curriculum realignment
4. Analysis of instructional strategies
5. Use of JSHS schedule to better serve student needs
  - a. 9th period enrichment, co-teaching, small group interventions
6. Reading Specialist added
7. Columbia University Reading Workshop training (summer 2017)
8. On-Hands/CDT/PVAAS and other data analysis tools and sessions
9. SLOs aligned to student needs
  - a. Evaluation and supervisions targeted towards implementation of goals
10. Text Dependent Analysis training
11. K-12 Writing Framework refinements
12. STEAM Integration – elementary schools
13. RCEP enhancements
14. Yearlong PD Plan - developed by PD Committee- aligned with these needs

### Transition



1. Pen Pal Program
2. Voluntary teacher switch day
3. Teacher school visits and observations
4. Athletic integration - programs at elementary schools
5. Pep Assemblies at elementary schools
6. Analysis of current transitional program

### Health/Wellness



1. Support Wellness Committees at each building
2. Employee Wellness initiatives and supports
3. Health Symposium
4. Turkey Trot
5. Allegheny Well District process
6. Elementary Wellness Initiative Plan implementation
7. New Wellness Policy – implemented with updates



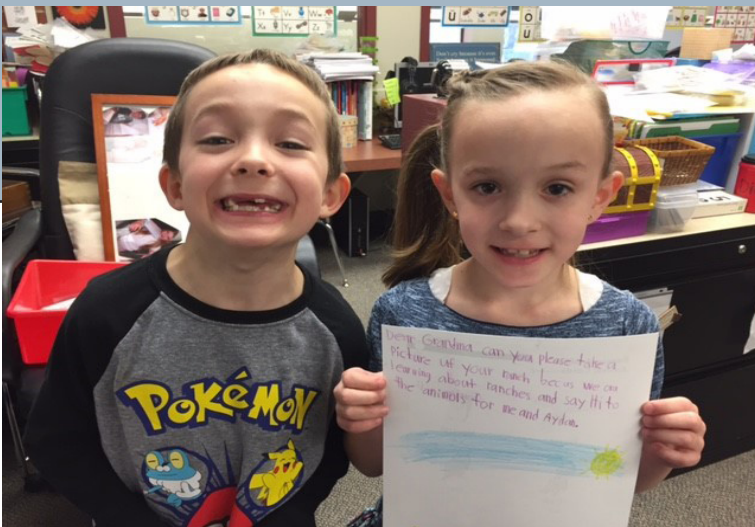
# Education Committee

Academically Competitive/Customized Learning/Opportunities



## 2016-2017 Highlights

- Focused on Improving Math Scores & 5-8 Achievement
- Increased use of Data to Inform Instruction
- Continued support of K-12 Writing Scope and Text Dependent Analysis
- Continued to Analyze Student Achievement Data
- Supported Hiring of Reading Specialist
- Supported Refinement of Math Pathways
- Prioritized Programs Aimed at Meeting Individual Student Needs
- Prioritized Hiring of Highly Qualified Staff



## 2017-2018 Goals/Focus

- Supporting and Improving Academic Achievement in Grades 5-8 through utilizing a team-oriented problem solving approach
- Conduct Root Cause Analysis of Academic Achievement Needs (Grades 5-8)
- Focus on Supporting and improving the academic transition for students as they move from elementary to secondary utilizing a team oriented problem solving approach
- Develop and Implement STEAM Curriculum at Elementary Schools
- Support the Implementation of a District-wide Wellness Plan utilizing shared responsibilities





# Student Life Committee

## Opportunities/Customized Learning



### 2016-2017 Accomplishments

- Completed athletic and supplemental job descriptions
- Prioritized student presentations at Board meetings
- Continued work on the Hulton Bridge Memorial art sculpture
- Hired highly qualified coaches including baseball, girls soccer, and tennis
- Completed DCNR Peer to Peer Intergovernmental Agreement study with Oakmont and Verona Boroughs



### 2017-2018 Goals/Focus

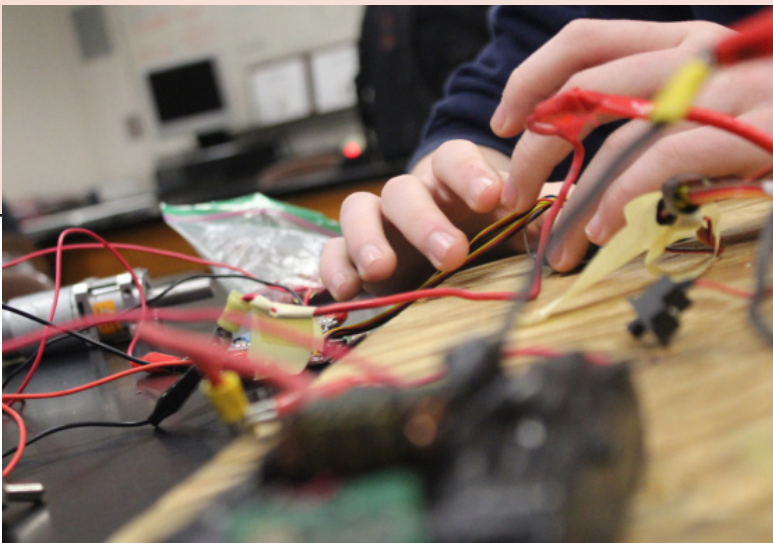
- Increase school spirit:
  - Increase attendance from staff and students at all events
  - Continue District-wide pep rallies and other events
- Explore the possibility of a Jr High musical/play/dramatic performance to build HS Musical feeder program
- Continue student recognition at board meetings with a focus on including more K-6
- Complete a cost-value examination of supplemental positions
- Explore creative options for facility use for our programming using community resources
- Move facility request procedures to a digital format

# Technology



## 2016-2017 Highlights

- Installed new phone system – recording clips in message system!
- Selected new Student Information System
- New Network
- Replaced K-6 Computers Add Jr. High – 2 Carts
- Replaced Science, REAP, Tech Ed. Computers
- Added Special Education Cart
- Grade 9 1:1 Computers, 5 Computers for STEAM lab
- Live Stream Graduation
- IPAD Cart at Verner Elementary
- Replaced 2 Elementary Carts
- New Servers



## 2017-2018 Goals/Focus

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

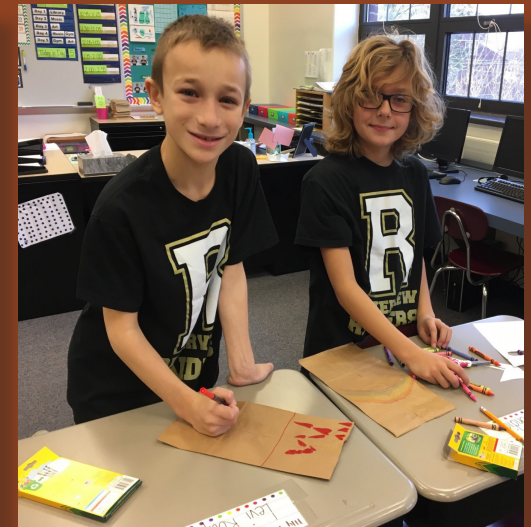
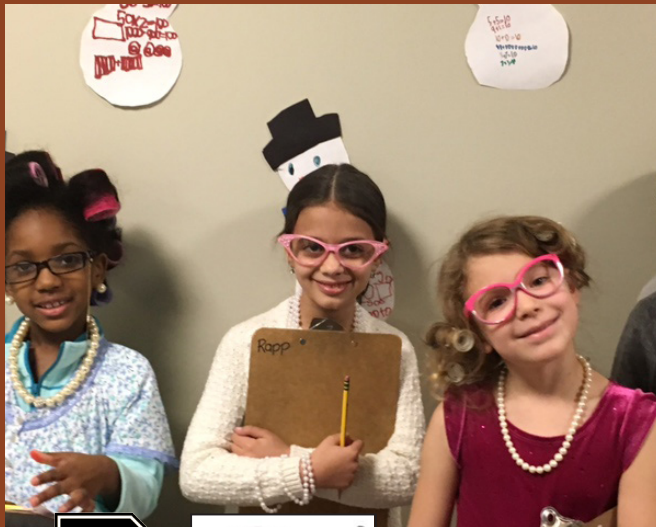


# Communication

Resources available to Parents, Students and Community



- Annual State of the District Report
- “What’s New at Riverview” email system
- Webpage Upgrade/Enhancements
- Quarterly eNewsletters
- Riverview Reporter
- Superintendent’s Workshops
- District Facebook page
- Budget at a Glance document
- Principal Newsletters
- Focus on Press Releases
- Grapevine
- IMPACT Day and Give Back Day
- Board Meeting Minutes and Agendas
- Emergency Communication Calling System
- Community Newsletter submissions
- Superintendent’s Bulletins



**GOAL: Explore “Branding” and Development of Plan for Branding**

Sampling of 2016-17

NOTABLE

# Accolades Recognitions



**Tenth Street SWPBIS Recognition**

**Verner PennCan Award; Pop UP Library**

**Various Model U.N., National History Day, and Key Club Awards**

**Educational Foundation Grant Teacher Awards -**

**Band Drone, SMART Document camera, Laptops for STEM, Engineering with 3D Printer, Etiquette/Science/Arts**

**Pittsburgh Business Times Rankings:**

- #1 Single A School District
- #4 Single/Double AA School District (moved up 2 rankings)
- #28 Single/Double/Triple/Quad AAAA School District

**International Model UN Trip**

**Various Distinguished Athlete Awards**

**Dance Teacher of the Year - Mr. Hart**

**PAETC Outstanding Teacher of the Year and National School Board**

**Association "20 to Watch" - Mrs. Poth**

**Increases in AP Test Scores and Number of Students Taking Tests**

**IMPACT Award Winners - Patricia Palko, Regina Vitti-Lyons, Paul Myers**

**Website Facelift and District Facebook**

**Regional STEM Partnerships**

**Various Grants Including Carnegie Science Center, BE THERE, Governor's Institute, High5, Wellness**



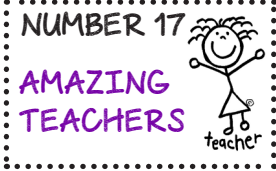
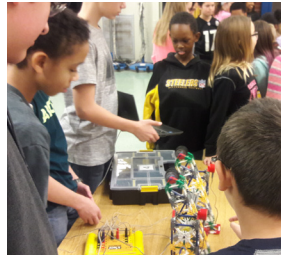
#3 small school **BIG HEARTS** ♥

**IMPACT**  
D A Y



10. SMALL SCHOOL  
**BIG**  
OPPORTUNITIES

12. A sense of **FAMILY**



11. SPIRIT WEEK

#21



twenty-five.  
*Parent Support*



**GIVE BACK** day



**30**  
THINGS WE  
about  
**Riverview** ♥  
Serious Commitment to Student Success!

#TWENTY SEVEN.

