



## Riverview Elementary

1434 Harris Road  
Fort Mill, SC 29715

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	839 Students	
<b>Principal</b>	Annette Chinchilla	803-548-4677
<b>Superintendent</b>	Dr. V. Keith Callicutt	803-548-2527
<b>Board Chair</b>	Jan Smiley	803-548-7258

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Average</b>
2007	Good	Below Average
2006	Good	At-Risk
2005	Good	Below Average
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

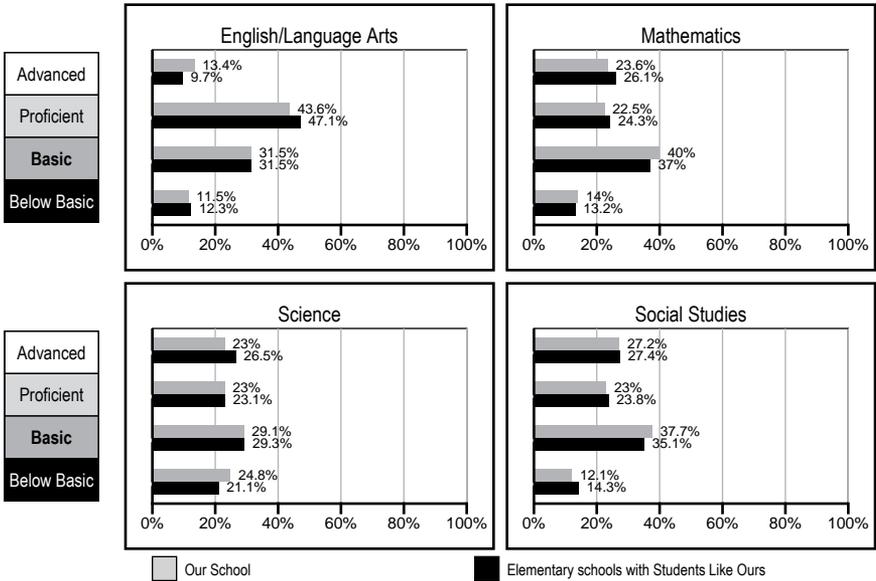
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 79.2%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
6	23	15	2	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=839)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 2.4%	1.5%	2.3%
Attendance rate	96.7%	Down from 96.8%	96.8%	96.3%
Eligible for gifted and talented	15.9%	Down from 16.6%	22.7%	10.4%
With disabilities other than speech	5.5%	Down from 6.1%	5.8%	7.5%
Older than usual for grade	0.4%	Down from 1.1%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=66)</b>				
Teachers with advanced degrees	59.1%	Down from 62.5%	63.2%	56.7%
Continuing contract teachers	74.2%	Down from 77.1%	79.1%	77.3%
Teachers with emergency or provisional certificates	2.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	87.9%	Down from 89.4%	88.2%	86.4%
Teacher attendance rate	94.7%	Up from 94.1%	94.9%	94.9%
Average teacher salary	\$44,308	Down 1.6%	\$47,811	\$45,345
Professional development days/teacher	13.5 days	Up from 9.7 days	11.2 days	12.6 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	4.5	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 19.5 to 1	20.1 to 1	18.5 to 1
Prime instructional time	89.3%	Up from 88.2%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.7%	Down from 98.8%	100.0%	100.0%
Character development program	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,768	Down 35.8%	\$6,498	\$7,052
Percent of expenditures for instruction*	69.6%	Down from 70.6%	70.5%	69.1%
Percent of expenditures for teacher salaries*	67.9%	Down from 68.8%	65.1%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## Report of Principal and School Improvement Council

Riverview Elementary School is a true "neighborhood" school located in the suburban town of Fort Mill, SC. Student growth has been limited because of the attendance area it serves. Unlike most of Fort Mill, where the groundbreakings of large housing developments are occurring, the housing areas in Riverview's attendance zone are established. As of May 25, 2006, that will change. Since nearby Orchard Park Elementary and Gold Hill Elementary have nearly reached capacity, an enrollment freeze has been put in place. New students to the district who are in OPES or GHES attendance zones will enroll at Riverview instead. We are excited to have those new faces joining the RVES family!

Much of the growth in Fort Mill has been attributed to the lure of quality schools for the business employees and professionals of nearby metropolitan Charlotte, NC. The drive to the city of Charlotte is less than 15 miles. Fort Mill has been deemed by many as a "bedroom community" because of the large number of residences made up of people who work in Charlotte. The close proximity of our district to Charlotte and Rock Hill, SC has provided our students and staff with opportunities of nearby colleges, museums, science centers, farms, libraries, parks, etc.

Riverview Elementary School has an approximate enrollment of over 900 students. We have classes ranging from Kindergarten through 5th grade. Additionally, Riverview houses the school district's only four-year-old half day Kindergarten program and self-contained special needs classrooms.

Our facility is a one-story structure, which opened in 1974. Renovations in 2000-2001 have given the interior a "new school" appearance. Nineteen new classrooms and a new gym were added to the existing building. Every existing classroom was upgraded with painting, cabinetry, and carpeting. The office area was completely remodeled as well. Student work, school colors, murals, and our rocket logo adorn the hallways of the school. We have a large gym, extensive media center with an AV studio, art room, music room, Spanish room, Guidance room, courtyard with butterfly garden and outdoor class space, three playgrounds, and two gifted and talented classrooms.

Annette Chinchilla  
Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	139	81
Percent satisfied with learning environment	96.2%	87.8%	90.1%
Percent satisfied with social and physical environment	94.2%	88.5%	91.4%
Percent satisfied with school-home relations	98.1%	90.6%	86.4%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	<b>The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."</b>
HOLD	<b>The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.2%	0.0%	No
Student attendance rate	96.7%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	443	100	11.3	32.2	42.9	13.7	66.5	71.7	48.2	Yes	Yes
<b>Gender</b>											
Male	227	100	14.1	37.2	37.7	11	59.2	65.7	41.7	N/A	N/A
Female	216	100	8.2	26.9	48.4	16.5	74.2	78.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	334	100	8.5	28.9	45.1	17.6	72.5	75.2	60	Yes	Yes
African American	83	100	20.8	47.2	30.6	1.4	41.7	48.2	31.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	78.1	70.4	I/S	I/S
Hispanic	18	100	18.2	27.3	54.5	0	63.6	62	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	63.6	47	I/S	I/S
<b>Disability Status</b>											
Disabled	68	100	33.3	40	20	6.7	43.3	27.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	54.5	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	141	100	20	45.6	31.2	3.2	44.8	45.3	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	443	100	13.9	40.5	22.3	23.3	57.9	71	45.8	Yes	Yes
<b>Gender</b>											
Male	227	100	14.7	40.3	20.4	24.6	57.6	71.2	45.6	N/A	N/A
Female	216	100	13.2	40.7	24.2	22	58.2	70.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	334	100	9.2	37.7	25.4	27.8	66.5	75	59	Yes	Yes
African American	83	100	34.7	48.6	11.1	5.6	25	44.3	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	78.1	71.3	I/S	I/S
Hispanic	18	100	9.1	54.5	18.2	18.2	54.5	58.9	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	68	100	31.7	41.7	11.7	15	40	32.5	17.1	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	53.4	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	141	100	25.6	56	10.4	8	28.8	43.9	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	287	100	25	29.2	22.9	22.9	45.8	61.8	35.7	96.7	96.9
<b>Gender</b>											
Male	153	100	24.2	28.1	20.3	27.3	47.7	65	37.4	96.7	96.9
Female	134	100	25.9	30.6	25.9	17.6	43.5	58.3	33.8	96.7	97
<b>Racial/Ethnic Group</b>											
White	216	100	16	30.4	26.5	27.1	53.6	66.2	49.2	96.6	96.9
African American	55	100	58.7	26.1	13	2.2	15.2	34.7	17	97	97.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	77.8	58	96.7	97.5
Hispanic	12	100	50	0	0	50	50	37	24.9	96.9	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96	96.4
<b>Disability Status</b>											
Disabled	48	100	56.1	17.1	12.2	14.6	26.8	27.3	14	96.6	96.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	95	95.6
<b>English Proficiency</b>											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	34.5	24.4	97.2	97.4
<b>Socio-Economic Status</b>											
Subsided meals	90	100	50	26.3	18.4	5.3	23.7	29.5	21.1	96.2	96.2
<b>Social Studies</b>											
All Students	291	100	11.9	38.7	22.6	26.7	49.4	59.1	34	96.7	96.9
<b>Gender</b>											
Male	142	100	11.1	37.6	19.7	31.6	51.3	63.3	36.6	96.7	96.9
Female	149	100	12.7	39.7	25.4	22.2	47.6	54.7	31.3	96.7	97
<b>Racial/Ethnic Group</b>											
White	219	100	9.7	36.2	23.8	30.3	54.1	62.3	44.5	96.6	96.9
African American	54	100	23.9	47.8	19.6	8.7	28.3	38.5	19.1	97	97.1
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	68.3	58.9	96.7	97.5
Hispanic	12	100	0	37.5	25	37.5	62.5	44.6	27.5	96.9	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96	96.4
<b>Disability Status</b>											
Disabled	45	100	15	45	20	20	40	32.6	14.4	96.6	96.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	95	95.6
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	29.8	27.3	97.2	97.4
<b>Socio-Economic Status</b>											
Subsided meals	95	100	20.9	54.7	15.1	9.3	24.4	31.1	21	96.2	96.2

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	84	98.8	8.8	19.1	54.4	17.6	72.1
	4	115	99.1	5	40.6	49.5	5	54.5
	5	79	100	5.6	52.1	36.6	5.6	42.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	149	100	10.9	25.6	41.1	22.5	63.6
	4	136	100	6.6	31.1	52.8	9.4	62.3
	5	158	100	15.2	39.1	37	8.7	45.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	84	98.8	20.9	38.8	28.4	11.9	40.3
	4	115	100	10.8	32.4	27.5	29.4	56.9
	5	79	100	12.7	38	26.8	22.5	49.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	149	100	15.5	50.4	14.7	19.4	34.1
	4	136	100	8.5	35.8	20.8	34.9	55.7
	5	158	100	16.7	34.8	30.4	18.1	48.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	42	100	15.2	63.6	12.1	9.1	21.2
	4	115	99.1	33.7	28.6	17.3	20.4	37.8
	5	43	100	18.9	35.1	13.5	32.4	45.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	72	100	24.6	34.4	21.3	19.7	41
	4	135	100	20.8	34.9	22.6	21.7	44.3
	5	80	100	31.9	15.9	24.6	27.5	52.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	43	100	5.9	41.2	23.5	29.4	52.9
	4	115	99.1	14.3	44.9	25.5	15.3	40.8
	5	39	100	19.4	22.6	41.9	16.1	58.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	77	100	7.4	35.3	26.5	30.9	57.4
	4	136	100	10.4	43.4	20.8	25.5	46.2
	5	78	100	18.8	34.8	21.7	24.6	46.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample