



Riverside Middle

615 Hammett Bridge Road
Greer, SC 29650

Grades	6-8 Middle School	
Enrollment	982 Students	
Principal	Ron Harrison	864-355-7900
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

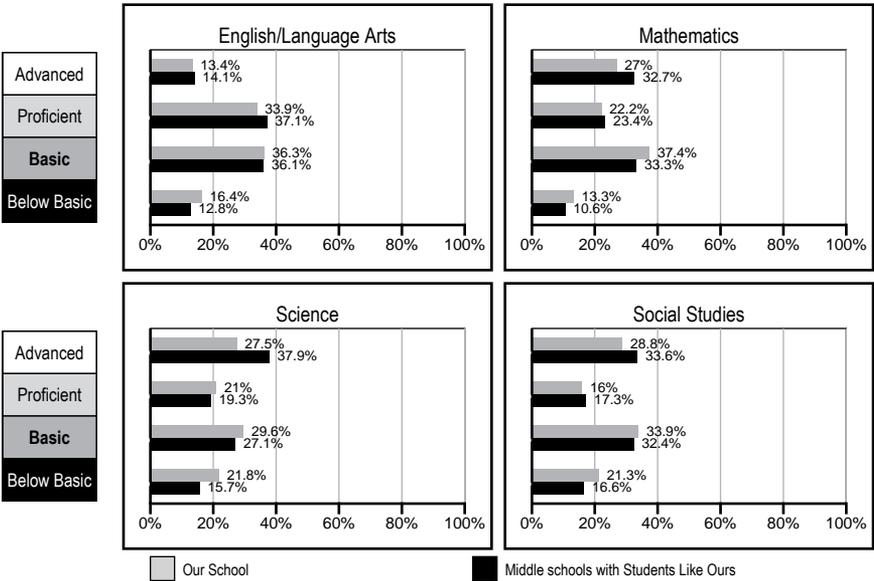
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	0	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



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

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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	99.3	99.9
English 1	100.0	66.7
Physical Science	0	0
All Subjects	99.5	99.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=982)				
Students enrolled in high school credit courses (grades 7 & 8)	47.4%	Down from 51.2%	37.9%	19.4%
Retention rate	0.3%	Down from 1.0%	0.7%	1.8%
Attendance rate	97.1%	No Change	96.9%	95.8%
Eligible for gifted and talented	27.9%	Down from 32.0%	31.9%	15.3%
With disabilities other than speech	9.9%	Up from 9.1%	7.6%	12.9%
Older than usual for grade	0.8%	Up from 0.6%	1.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 0.2%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	63.2%	Down from 64.9%	63.2%	55.0%
Continuing contract teachers	84.2%	Up from 80.7%	77.8%	70.6%
Teachers with emergency or provisional certificates	2.1%	No Change	2.1%	5.4%
Teachers returning from previous year	90.7%	Up from 88.5%	79.5%	83.4%
Teacher attendance rate	95.8%	Down from 96.3%	95.4%	94.9%
Average teacher salary	\$45,715	Up 2.8%	\$47,446	\$44,706
Professional development days/teacher	13.2 days	Up from 12.3 days	13.1 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.5	3.0
Student-teacher ratio in core subjects	25.0 to 1	Up from 24.7 to 1	22.5 to 1	20.1 to 1
Prime instructional time	92.1%	Down from 92.5%	89.8%	89.3%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	99.0%	98.0%
Character development program	Good	Down from Excellent	Excellent	Good
Dollars spent per pupil*	\$6,843	Up 36.1%	\$7,125	\$7,097
Percent of expenditures for instruction*	66.7%	Down from 67.0%	66.7%	64.4%
Percent of expenditures for teacher salaries*	48.9%	Down from 63.6%	58.0%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Since its establishment in 1999, Riverside Middle School has accomplished many of the goals set by its newly formed school community. The school community was faced with the challenges of building a unified school climate, working with a critically under-funded budget, and developing a school vision and philosophy. The shareholders—parents, students, staff, and community—set about the task of making the vision become a reality.

Our accomplishments are many. We have been named a Palmetto's Finest finalist in 2003, 2004, and 2007, a SC Exemplary Writing School in 2000, 2003, and 2006, Palmetto Gold Winner 2002-2005, and a PTA Parent Involvement School of Excellence in 2004. Our students' academic achievement has been well documented by an excellent rating all five out of six years on the state report card. Students participate and excel in local, state, and national competitions that represent all aspects of school life including academics, the arts, and athletics.

Though always proud to discuss our successes, our faculty, staff, parents, and students realize that excellence is a vision and not a destination. Under the leadership of our principal, our school continues to move forward. Through the development of our school portfolio, we have identified goals that we must attain in order to continue to be the best. Funding for the replacement of outdated technology is an ongoing challenge that we continue to address. 100% of our faculty has achieved highly qualified status, and others are working towards obtaining this goal. Lastly and most importantly, ensuring academic achievement for ALL students is our highest, yet most challenging priority. As a community, we will continue to assess our progress, adjust goals as necessary, and hold ourselves accountable for meeting these goals through rigorous and intense yearly reviews.

Ron Harrison, Principal
Kati Linn, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	278	111
Percent satisfied with learning environment	87.8%	68.0%	83.6%
Percent satisfied with social and physical environment	95.9%	75.7%	82.9%
Percent satisfied with school-home relations	100.0%	81.2%	81.7%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 27 out of 33 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	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."
HOLD	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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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

All Students	993	99.3	16.7	37.4	34.6	11.4	59.7	52.4	48.2	Yes	Yes
Gender											
Male	518	99.6	21.7	41.9	27.8	8.6	52.1	46.1	41.7	N/A	N/A
Female	475	99	11.1	32.3	42	14.5	68.2	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	713	99.7	11.4	38.7	38.3	11.6	65	62.3	60	Yes	Yes
African American	121	98.4	42.1	37.4	14	6.5	29.9	31.7	31.7	No	Yes
Asian/Pacific Islander	54	100	4.1	24.5	49	22.4	83.7	74.9	70.4	Yes	Yes
Hispanic	100	97	34.9	34.9	22.1	8.1	40.7	36.7	38.4	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	94	98.9	67.8	26.4	2.3	3.4	11.5	20.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	83	94	35.2	40.8	19.7	4.2	38	36.1	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	185	98.4	43.8	38.3	16.7	1.2	27.2	34.3	34	No	Yes

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

All Students	993	99.9	15.2	41.6	23	20.2	57.9	49.5	45.8	Yes	Yes
Gender											
Male	518	100	16.7	40.9	21.2	21.2	56.4	49.9	45.6	N/A	N/A
Female	475	99.8	13.6	42.3	25.1	19	59.5	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	713	100	11.9	40.7	27.1	20.4	63.5	59.4	59	Yes	Yes
African American	121	99.2	40.2	46.7	5.6	7.5	23.4	27.2	26.9	No	Yes
Asian/Pacific Islander	54	100	4.1	22.4	22.4	51	79.6	75.3	71.3	Yes	Yes
Hispanic	100	100	18	53.9	13.5	14.6	41.6	37.4	38.1	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	94	98.9	70.1	24.1	5.7	0	10.3	20.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	83	100	21.3	53.3	12	13.3	40	38.4	38.7	Yes	Yes
Socio-Economic Status											
Subsided meals	185	99.5	34.8	46.3	12.8	6.1	32.9	32.2	31.4	No	Yes

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

Abbreviations for Missing Data

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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
Science											
All Students	666	99.7	21.6	29.7	21	27.7	48.6	39.3	35.7	97.1	96.5
Gender											
Male	347	99.4	19.3	30.1	22.6	28	50.6	41.6	37.4	96.9	96.4
Female	319	100	24.2	29.3	19.2	27.3	46.5	36.9	33.8	97.2	96.6
Racial/Ethnic Group											
White	474	99.8	16	29.3	23.9	30.9	54.7	49.7	49.2	97.1	96.4
African American	81	98.8	51.4	27.8	13.9	6.9	20.8	18.2	17	96	96.4
Asian/Pacific Islander	40	100	8.1	21.6	21.6	48.6	70.3	60.9	58	98.2	97.7
Hispanic	69	100	37.7	41	6.6	14.8	21.3	23.7	24.9	97.3	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	99.7	95.3
Disability Status											
Disabled	62	100	54.4	31.6	10.5	3.5	14	16.3	14	95.2	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	57	100	43.1	39.2	7.8	9.8	17.6	22.6	24.4	97.7	97.2
Socio-Economic Status											
Subsided meals	126	99.2	46.9	34.5	9.7	8.8	18.6	21.3	21.1	95.4	95.8
Social Studies											
All Students	666	99.4	20.7	34	16.2	29.1	45.3	38.1	34	97.1	96.5
Gender											
Male	339	99.1	18.9	34	12.3	34.9	47.2	41	36.6	96.9	96.4
Female	327	99.7	22.6	34.1	20.3	23	43.3	35	31.3	97.2	96.6
Racial/Ethnic Group											
White	483	100	16.5	33.6	18.7	31.2	49.9	46.1	44.5	97.1	96.4
African American	74	100	39.4	34.8	13.6	12.1	25.8	20.5	19.1	96	96.4
Asian/Pacific Islander	31	96.8	7.1	35.7	7.1	50	57.1	60.2	58.9	98.2	97.7
Hispanic	73	95.9	39.7	34.9	6.3	19	25.4	27.7	27.5	97.3	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	99.7	95.3
Disability Status											
Disabled	55	100	58.5	30.2	5.7	5.7	11.3	17.1	14.4	95.2	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	56	94.6	40.8	40.8	10.2	8.2	18.4	27.6	27.3	97.7	97.2
Socio-Economic Status											
Subsided meals	123	98.4	41.7	38	9.3	11.1	20.4	22.8	21	95.4	95.8

* 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*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	325	100	14.6	41.9	35.1	8.4	43.5
	7	310	99.4	21.3	43.3	31.7	3.7	35.3
	8	324	99.7	15.7	43.9	33.3	7.1	40.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	327	99.4	14.5	29.7	39.9	15.8	55.8
	7	341	99.7	16.4	40.1	36.1	7.4	43.5
	8	325	98.8	19.2	42.1	27.5	11.3	38.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	325	100	9.7	35.4	28.2	26.6	54.9
	7	310	99.4	14.3	30.7	20.7	34.3	55
	8	324	100	21.8	45.5	20.2	12.5	32.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	327	100	12.5	32.9	31.6	23	54.6
	7	341	100	12.3	39.7	20.6	27.4	48
	8	325	99.7	21.1	52.3	17.1	9.5	26.6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	164	99.4	23.7	28.2	26.9	21.2	48.1
	7	310	99.4	26.8	27.5	21.1	24.5	45.6
	8	163	99.4	16.3	31.4	27.5	24.8	52.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	165	99.4	28.8	24.2	17.6	29.4	47.1
	7	341	99.7	16	33.6	21.9	28.4	50.3
	8	160	100	26.3	27	22.4	24.3	46.7
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	162	100	8.6	29.8	30.5	31.1	61.6
	7	310	99.4	22.1	31.2	19.5	27.2	46.6
	8	163	98.8	10.9	50	23.7	15.4	39.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	162	99.4	15.3	30.7	16	38	54
	7	341	99.7	23.8	32.1	11.7	32.4	44.1
	8	163	98.8	19.5	41.6	26.2	12.8	38.9

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