



## Riverview Elementary

1434 Harris Road  
Fort Mill, SC 29715

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	873 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 2009 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Good</b>
2008	Good	Average
2007	Good	Below Average
2006	Good	At-Risk
2005	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

**Percent of Student PASS Records Matched for Purpose of Computing Growth Rating**

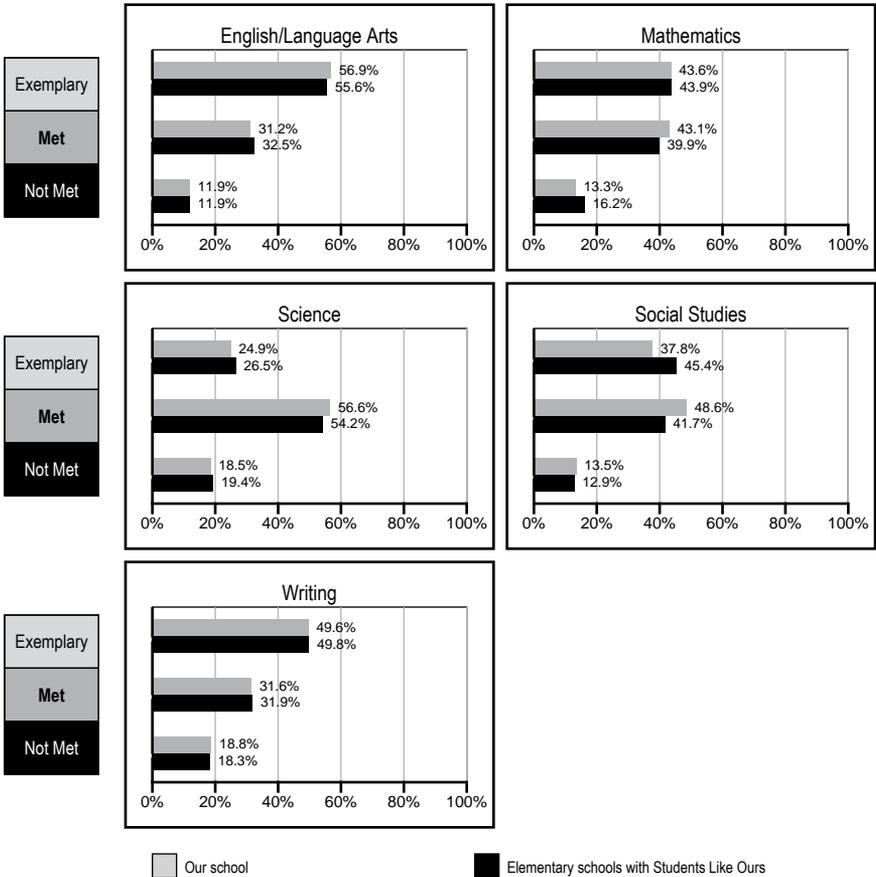
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 78%

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

Excellent	Good	Average	Below Average	At-Risk
21	3	4	0	0

\* Ratings are calculated with data available by 06/01/2010.

**Palmetto Assessment of State Standards (PASS)**



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

**Definition of Critical Terms**

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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=873)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 1.2%	1.2%	1.9%
Attendance rate	96.4%	Down from 96.7%	96.7%	96.3%
Eligible for gifted and talented	16.4%	Up from 15.9%	23.1%	10.0%
With disabilities other than speech	6.3%	Up from 5.5%	5.8%	7.7%
Older than usual for grade	0.1%	Down from 0.4%	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n=71)</b>				
Teachers with advanced degrees	66.2%	Up from 59.1%	63.3%	59.4%
Continuing contract teachers	69.0%	Down from 74.2%	82.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 2.0%	0.0%	0.0%
Teachers returning from previous year	87.6%	Down from 87.9%	87.6%	85.9%
Teacher attendance rate	93.4%	Down from 94.7%	95.1%	95.1%
Average teacher salary*	\$46,323	Up 4.5%	\$48,337	\$47,149
Professional development days/teacher	21.7 days	Up from 13.5 days	10.9 days	11.1 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	18.7 to 1	Up from 16.4 to 1	19.9 to 1	18.8 to 1
Prime instructional time	88.1%	Down from 89.3%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.8%	Down from 97.7%	100.0%	100.0%
Character development program	Below Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,982	Up 3.2%	\$6,698	\$7,458
Percent of expenditures for instruction**	73.2%	Up from 69.6%	73.1%	68.8%
Percent of expenditures for teacher salaries**	70.8%	Up from 67.9%	68.6%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Riverview Elementary School is a true "neighborhood" school located in the suburban town of Fort Mill, SC. Traditionally, 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. On May 25, 2006, that changed. 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 until the 2009-10 school year begins. 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 and self-contained special needs classrooms. Additionally, Riverview houses the school district's only four-year-old half day Kindergarten program.

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. During the 2007-08 school year, mobile classrooms were added to increase classroom space. 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, courtyard with butterfly garden and outdoor class space, three playgrounds, and two gifted and talented classrooms.

Annette Chinchilla, Principal  
Nikki Page, School Improvement Council Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	121	51
Percent satisfied with learning environment	97.6%	92.4%	93.9%
Percent satisfied with social and physical environment	100.0%	91.7%	88.0%
Percent satisfied with school-home relations	97.6%	92.6%	91.8%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>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."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	411	100	11.9	32.4	55.7	94.2	93.8	82.8	Yes	Yes
<b>Gender</b>										
Male	215	100	11.4	37.3	51.3	95.9	92.5	79.3	N/A	N/A
Female	196	100	12.5	27.2	60.3	92.4	95.2	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	308	100	7.5	29.9	62.6	96.8	95.5	89.5	Yes	Yes
African American	70	100	28.4	41.8	29.9	85.1	83.5	73.7	Yes	Yes
Asian/Pacific Islander	13	100	25	25	50	83.3	95.3	92.3	I/S	I/S
Hispanic	20	100	11.8	41.2	47.1	94.1	88.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	56	100	34.6	48.1	17.3	82.7	69.9	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	82	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	134	100	26.7	41.7	31.7	87.5	81	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	411	100	13.5	43.5	43	91	91.6	78.9	Yes	Yes
<b>Gender</b>										
Male	215	100	13.5	42	44.6	92.7	90.5	77	N/A	N/A
Female	196	100	13.6	45.1	41.3	89.1	92.7	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	308	100	8.9	40.6	50.5	95	94	87.2	Yes	Yes
African American	70	100	32.8	53.7	13.4	74.6	75.6	66.7	Yes	Yes
Asian/Pacific Islander	13	100	16.7	33.3	50	91.7	95.3	93	I/S	I/S
Hispanic	20	100	11.8	58.8	29.4	88.2	86.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	56	100	32.7	53.8	13.5	76.9	60.4	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	80.3	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	134	100	24.2	53.3	22.5	81.7	75.9	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	281	100	18.3	57.2	24.5	81.7	87.6	67.5
<b>Gender</b>								
Male	143	100	18.6	54.3	27.1	81.4	87.1	67
Female	138	100	18	60.2	21.9	82	88.1	68
<b>Racial/Ethnic Group</b>								
White	209	100	10.5	58.9	30.5	89.5	90.7	79.5
African American	52	100	N/AV	N/AV	N/AV	53.1	66.1	50.3
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.8	84.3
Hispanic	12	100	I/S	I/S	I/S	I/S	82.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	40	100	47.4	44.7	7.9	52.6	55.1	35.6
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	70.1	59.6
<b>Socio-Economic Status</b>								
Subsized meals	90	100	36.6	51.2	12.2	63.4	66.6	55.1
<b>Social Studies</b>								
All Students	282	100	14	49	37	86	89.7	72.3
<b>Gender</b>								
Male	156	100	16.3	42.6	41.1	83.7	90.4	71.5
Female	126	100	11.2	56.9	31.9	88.8	88.9	73.2
<b>Racial/Ethnic Group</b>								
White	216	100	11.3	46.7	42.1	88.7	92.1	80.7
African American	44	100	28.6	64.3	7.1	71.4	76.6	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.6	88.5
Hispanic	13	100	9.1	54.5	36.4	90.9	76.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	38	100	30.6	58.3	11.1	69.4	64.1	43.5
<b>Migrant Status</b>								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	70.8	67.9
<b>Socio-Economic Status</b>								
Subsized meals	94	100	31	54.8	14.3	69	70.8	62.1

Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	412	97.8	18.8	31.6	49.6	81.2	87.7	70.2	96.4	97
<b>Gender</b>										
Male	215	97.2	22.6	34.7	42.6	77.4	83.5	63.2	96.4	97
Female	197	98.5	14.8	28.4	56.8	85.2	92.2	77.5	96.5	97
<b>Racial/Ethnic Group</b>										
White	311	97.8	15.1	28.8	56.1	84.9	90.1	79.1	96.4	97
African American	69	98.6	29.9	43.3	26.9	70.1	73.2	57.6	96.3	97.1
Asian/Pacific Islander	13	92.3	27.3	18.2	54.5	72.7	91.3	86.2	96.9	97.6
Hispanic	19	100	29.4	41.2	29.4	70.6	79.4	62.6	96.8	97.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	68.7	94.3	96.8
<b>Disability Status</b>										
Disabled	56	85.7	48.9	37.8	13.3	51.1	47.8	26.1	96.3	96.5
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	54.7	99.9	99.9
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	71.1	61.2	97.5	97.5
<b>Socio-Economic Status</b>										
Subsided meals	127	98.4	29.3	42.2	28.4	70.7	68.2	58.9	96.1	96.4

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	131	100	5.7	30.3	63.9	94.3
	4	152	100	16.2	34.6	49.3	83.8
	5	128	100	13.4	31.9	54.6	86.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	131	100	18.9	36.9	44.3	81.1
	4	152	100	8.8	47.1	44.1	91.2
	5	128	100	13.4	46.2	40.3	86.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	67	100	17.5	49.2	33.3	82.5
	4	152	100	18.4	59.6	22.1	81.6
	5	62	100	19	60.3	20.7	81
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Social Studies</b>							
<b>2009</b>	3	65	100	11.5	39.3	49.2	88.5
	4	151	100	11.9	57.8	30.4	88.1
	5	66	100	21.3	39.3	39.3	78.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	133	97.7	24.6	27	48.4	75.4
	4	151	96.7	13.5	41.4	45.1	86.5
	5	128	99.2	18.6	25.4	55.9	81.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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