



## Riverview Charter School

302 Burroughs Avenue  
Beaufort, SC 29902

<b>Grades</b>	K-7 Elementary School	
<b>Enrollment</b>	342 Students	
<b>Principal</b>	Alison H. Thomas	843-379-0123
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Excellent</b>	<b>Excellent</b>
2011	Good	Good
2010	Good	Average
2009	N/A	N/A
2008	N/A	N/A

## 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 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.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

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

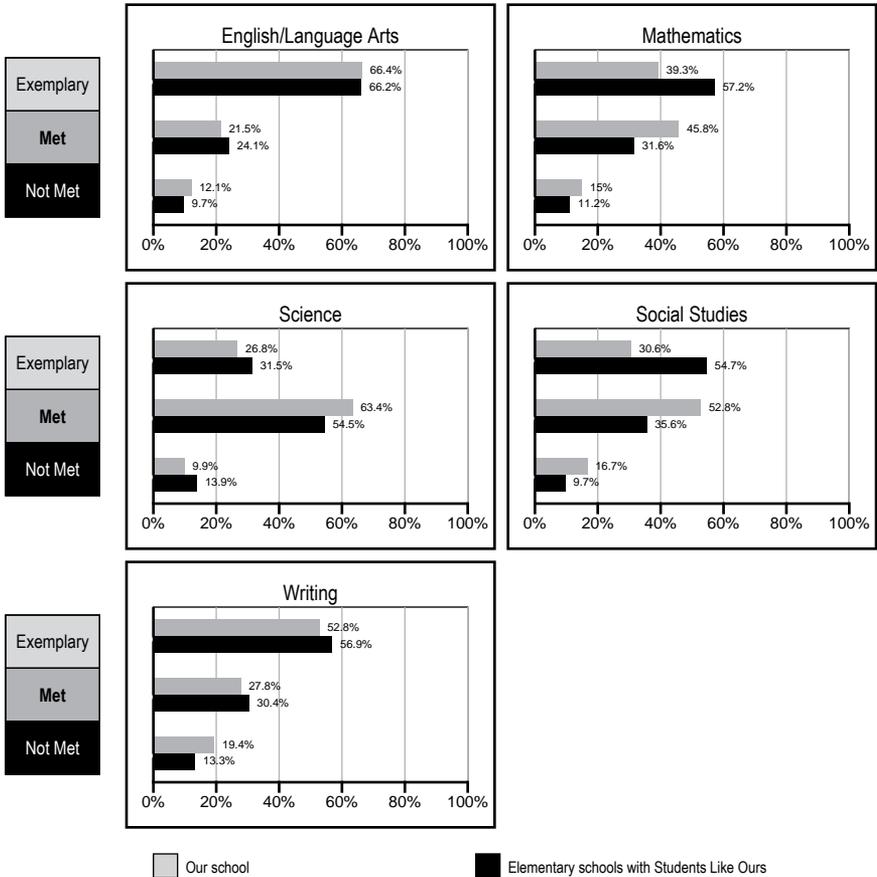
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.6%

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

Excellent	Good	Average	Below Average	At-Risk
23	0	0	0	0

\* Ratings are calculated with data available by 11/07/2012.

**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=342)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.6%	Down from 1.3%	0.7%	1.0%
Attendance rate	96.9%	Up from 96.2%	97.2%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	53.6%	Down from 54.2%	66.7%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	N/A	N/A	90.8%	88.7%
Teacher attendance rate	N/R	N/R	94.8%	95.1%
Average teacher salary*	\$43,046	Down 2.6%	\$48,565	\$47,210
Professional development days/teacher	20.4 days	Down from 23.6 days	10.5 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 21.4 to 1	21.4 to 1	20.0 to 1
Prime instructional time	N/R	N/R	91.4%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,670	Down 3.7%	\$6,428	\$7,247
Percent of expenditures for instruction**	49.0%	Down from 62.0%	68.7%	68.2%
Percent of expenditures for teacher salaries**	48.9%	Up from 42.7%	67.6%	65.7%

\* 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's mission is to create a small, diverse learning community that actively engages students in meaningful and innovative learning experiences. Emphasizing learning by doing, family and community involvement, and engaged citizenship, Riverview is committed to nurturing the whole child and preparing each student for a global.

Riverview's small, diverse learning community recognizes and values the whole child - cognitively, physically, socially, emotionally, aesthetically, and ethically - and provides educational opportunities for each dimension to grow and strengthen. By providing a setting that develops the natural learner in every child, Riverview supports children's creativity, curiosity, and individual needs, while preparing them to be responsible, engaged citizens able to be successful in a global society.

At each grade level, the curriculum teaches basic academic concepts and skills, interwoven with interdisciplinary 21st century themes, through real-life experiences. Riverview students are challenged to practice their academic, social, and emotional skills through service-learning projects they design and implement with community partners. Students develop their appreciation for the natural world through environmental education, guided experimentation, and fieldwork. They cultivate their natural artistic talents by actively participating in the visual and musical arts. Reading, writing, speaking and mathematics are investigated through hands-on experiences and student-initiated projects. Students will come to know the world, embrace its cultures, participate in world language studies, and learn its history through role play, interactive media and simulations. A wellness-focused curriculum promotes physical activity and healthy eating habits. Media literacy, collaboration, technology, and creative problem-solving skills weave their way through all content areas and foster critical thinking.

Using experiential principles as our guide, Riverview employs a variety of research-based educational approaches to help students accomplish the South Carolina Academic Standards through meaningful learning experiences. The strategies include, but are not limited to: Service-Learning; 21st Century interdisciplinary themes; project-based learning; environmental education; reader's and writer's workshop; learner-centered, developmentally appropriate classrooms; integrated arts education; learning profiles; use of Garner's paradigm of multiple intelligences; theme-based learning projects; team teaching and collaboration; inter-class mentorship; inter-generational mentorship by family and community members; world language studies beginning in the early grades; field trips and field work; authentic, evidence-based assessments; academic, social and emotional goal setting; conferences with the teacher, parent, and student; and self-assessment and reflection for teachers and students.

### Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	33	23
Percent satisfied with learning environment	100.0%	97.0%	95.5%
Percent satisfied with social and physical environment	100.0%	93.8%	95.7%
Percent satisfied with school-home relations	100.0%	96.8%	91.3%

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

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## ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>94.5</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

## Accountability Indicator for Title I Schools

Riverview Charter School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.9%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.8%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

\* Or greater than last year

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## Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
<b>Grades 3-5</b>						
All Students	691.0	662.6	643.1	647.1	100.0	100.0
Male	677.1	656.1	641.5	646.8	100.0	100.0
Female	703.7	668.5	644.7	647.3	100.0	100.0
White	705.3	677.9	655.1	658.1	100.0	100.0
African American	648.4	616.8	615.8	612.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	656.1	635.4	620.1	619.9	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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>2011</b>	3	38	100	13.2	26.3	60.5	86.8
	4	38	100	21.1	39.5	39.5	78.9
	5	38	100	7.9	39.5	52.6	92.1
	6	38	100	23.7	36.8	39.5	76.3
	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>2012</b>	3	35	100	5.7	20	74.3	94.3
	4	36	100	5.6	25	69.4	94.4
	5	36	100	25	19.4	55.6	75
	6	36	100	5.7	22.9	71.4	94.3
	7	35	100	17.6	26.5	55.9	82.4
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2011</b>	3	38	100	15.8	36.8	47.4	84.2
	4	38	100	26.3	52.6	21.1	73.7
	5	38	100	13.2	28.9	57.9	86.8
	6	38	100	23.7	55.3	21.1	76.3
	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>2012</b>	3	35	100	14.3	37.1	48.6	85.7
	4	36	100	13.9	47.2	38.9	86.1
	5	36	100	16.7	52.8	30.6	83.3
	6	36	100	11.4	37.1	51.4	88.6
	7	35	100	20.6	44.1	35.3	79.4
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2011</b>	3	19	100	42.1	36.8	21.1	57.9
	4	38	100	26.3	60.5	13.2	73.7
	5	19	100	10.5	47.4	42.1	89.5
	6	19	100	N/AV	N/AV	N/AV	68.4
	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>2012</b>	3	17	100	17.6	47.1	35.3	82.4
	4	36	100	8.3	75	16.7	91.7
	5	18	100	5.6	55.6	38.9	94.4
	6	18	100	23.5	64.7	11.8	76.5
	7	35	100	29.4	61.8	8.8	70.6
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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**PASS Performance By Grade Level**

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2011</b>	3	19	100	10.5	42.1	47.4	89.5
	4	38	100	13.2	50	36.8	86.8
	5	19	100	26.3	36.8	36.8	73.7
	6	19	100	10.5	68.4	21.1	89.5
	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>2012</b>	3	18	100	27.8	61.1	11.1	72.2
	4	36	100	5.6	61.1	33.3	94.4
	5	18	100	27.8	27.8	44.4	72.2
	6	18	100	5.6	61.1	33.3	94.4
	7	35	100	8.8	50	41.2	91.2
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2011</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	38	100	13.2	28.9	57.9	86.8
	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>2012</b>	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	36	100	19.4	27.8	52.8	80.6
	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

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