



Riverside Middle

458 Riverside St.
Pendleton, SC 29670

Grades	7-8 Middle School	
Enrollment	441 Students	
Principal	Kevin Black	864-646-8020
Superintendent	Mr. Maurice Lopez, Interim	864-646-8000
Board Chair	Dr. Tom Dobbins	864-646-8000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

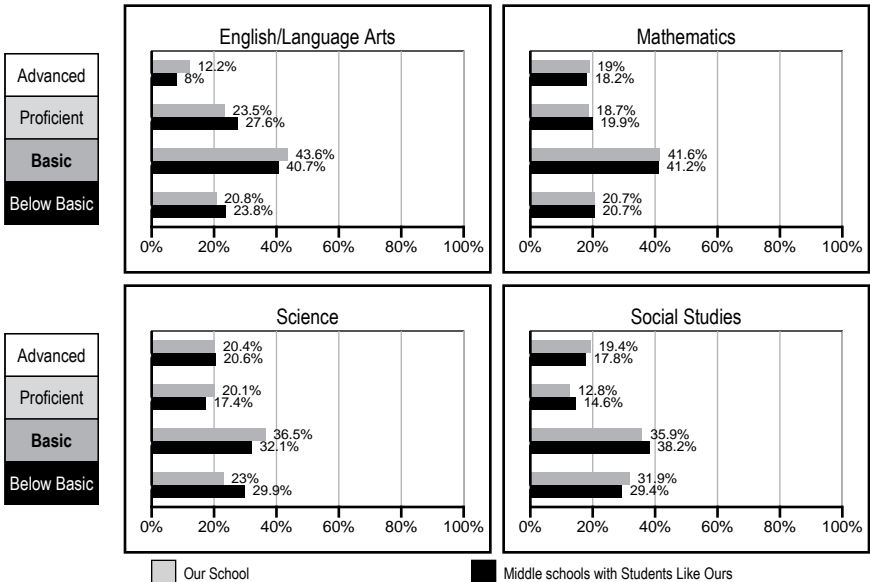
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	31	12	2

* 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	97.1	97.9
English 1	97.9	93.2
Physical Science	0	47.1
All Subjects	97.3	97.1

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=441)				
Students enrolled in high school credit courses (grades 7 & 8)	54.0%	Up from 30.9%	27.7%	19.4%
Retention rate	0.5%	Down from 1.3%	1.6%	1.8%
Attendance rate	96.4%	Down from 96.7%	95.7%	95.8%
Eligible for gifted and talented	18.7%	Up from 17.7%	18.8%	15.3%
With disabilities other than speech	14.0%	Down from 15.3%	13.1%	12.9%
Older than usual for grade	2.7%	Up from 1.8%	2.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Up from 0.3%	0.8%	0.7%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	54.3%	Up from 47.6%	57.6%	55.0%
Continuing contract teachers	74.3%	Down from 76.2%	75.0%	70.6%
Teachers with emergency or provisional certificates	3.8%	Up from 0.0%	4.5%	5.4%
Teachers returning from previous year	82.6%	Down from 85.1%	86.8%	83.4%
Teacher attendance rate	96.0%	Down from 96.3%	95.0%	94.9%
Average teacher salary	\$43,707	Up 4.1%	\$45,357	\$44,706
Professional development days/teacher	6.0 days	Down from 14.6 days	12.8 days	11.8 days
School				
Principal's years at school	5.0	Up from 4.0	3.5	3.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 31.2 to 1	22.6 to 1	20.1 to 1
Prime instructional time	92.3%	Down from 92.9%	89.0%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	53.6%	Down from 99.1%	98.8%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$6,760	Down 1.1%	\$6,544	\$7,097
Percent of expenditures for instruction*	59.1%	Up from 58.6%	64.3%	64.4%
Percent of expenditures for teacher salaries*	48.4%	Down from 55.9%	60.1%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

State recognition of the exceptional learning environment at Riverside Middle School capped off 2007-2008 as Riverside earned the prestigious Palmetto's Finest Award. The rigorous selection process affirmed the school's pursuit of high student performance, teacher excellence, quality professional staff training, strong community involvement, and program goals. Noted as one of the most coveted awards among South Carolina schools, Riverside was the sole middle school to receive this honor in 2008 and the first Anderson School District Four school to ever receive this award.

While there were many other accomplishments worth noting, a few that rise to the top include the following: a 120% increase in the number of students taking high school credit classes; 1st place honors in AOP regional science fair; band students taking home OPA honors; and athletic programs accumulating a 55-12 record during the year. New programs that proved to be successful included the implementation of Academic Advocates for all students, breakfast in the classroom for all, various new incentive programs, Geometry offered to 8th graders, and IBA offered to all students.

Two additional programs that quickly became favorites among the Riverside family were the morning assembly and literacy programs. Each day began with a morning assembly where students, staff, and community members gathered for announcements, the pledge of allegiance, a moment of silence, and "Words of Wisdom." When the year was over, 170 community members and leaders had presented the daily Words of Wisdom, which targeted important character and behavior traits for success.

Equally exciting was to see student reading hitting an all-time high thanks to the addition of a literacy coach and programs like Self Selective Reading (SSR). Not only did students log an additional 20 minutes of reading each day, but they loved doing it. Even parents stated that their children had never read so much in their lives. In addition, faculty and student book chats grew in numbers as the year progressed.

While we celebrate a monumental year, it also serves as a reminder of the ongoing work needed to inspire the best learning. At the core is commitment and passion. In the heart is the belief that learning is about every child and every opportunity. Student success at RMS; we accept nothing than the best!

Kevin Black, Principal
 Teresa Yeargin, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	209	56
Percent satisfied with learning environment	100.0%	90.4%	83.6%
Percent satisfied with social and physical environment	100.0%	91.3%	90.7%
Percent satisfied with school-home relations	100.0%	88.5%	85.2%

* 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 15 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	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	0.0%	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	1.9%	0.0%	No
Student attendance rate	96.4%	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	441	100	22.2	45.7	23.5	8.6	44.7	53.4	48.2	Yes	Yes
Gender											
Male	241	100	27.4	44.2	23	5.3	40.7	49.5	41.7	N/A	N/A
Female	200	100	15.8	47.5	24	12.6	49.7	58	55	N/A	N/A
Racial/Ethnic Group											
White	339	100	17	46.9	25.7	10.3	49.5	58	60	Yes	Yes
African American	86	100	38.1	40.5	19	2.4	31	37.2	31.7	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	61.5	70.4	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	34.5	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	64	100	65.5	25.9	0	8.6	12.1	18.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	6.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	196	100	37.6	45.1	13.9	3.5	26.6	40.1	34	No	Yes

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

All Students	441	99.8	22.5	47.2	15.4	14.9	42.8	51.4	45.8	Yes	Yes
Gender											
Male	241	100	23.9	41.2	19	15.9	46.5	54	45.6	N/A	N/A
Female	200	99.5	20.8	54.6	10.9	13.7	38.3	48.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	339	99.7	17.7	47.6	17.7	17	46.9	56.6	59	Yes	Yes
African American	86	100	38.1	47.6	6	8.3	28.6	31.2	26.9	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	76.9	71.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	64	100	63.8	20.7	5.2	10.3	19	21.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	18.8	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	196	99.5	35.8	48	11.6	4.6	27.7	38	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	328	99.7	22.9	36.3	19.9	20.9	40.8	40.4	35.7	96.4	96.3
Gender											
Male	180	99.4	22	33.9	18.5	25.6	44	44	37.4	96.2	96.2
Female	148	100	23.9	39.1	21.7	15.2	37	36.2	33.8	96.6	96.4
Racial/Ethnic Group											
White	251	99.6	18.5	36.6	22	22.8	44.8	46.9	49.2	96.1	96.1
African American	64	100	34.9	36.5	12.7	15.9	28.6	16.6	17	97.6	97
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	36.4	58	98.4	97.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	95.3	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	69.8	69.8
Disability Status											
Disabled	47	100	67.4	14	2.3	16.3	18.6	15.8	14	95.5	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	9.1	24.4	96.2	96.8
Socio-Economic Status											
Subsidized meals	145	100	37.7	37.7	12.3	12.3	24.6	25.5	21.1	95.7	95.6
Social Studies											
All Students	326	100	31.6	35.5	12.7	20.2	32.9	43.6	34	96.4	96.3
Gender											
Male	176	100	31.7	28.1	16.8	23.4	40.1	48.8	36.6	96.2	96.2
Female	150	100	31.4	44.3	7.9	16.4	24.3	37.3	31.3	96.6	96.4
Racial/Ethnic Group											
White	244	100	27.6	35.1	15.4	21.9	37.3	48.8	44.5	96.1	96.1
African American	69	100	39.7	38.2	5.9	16.2	22.1	27.2	19.1	97.6	97
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.4	97.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	23.8	27.5	95.3	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	69.8	69.8
Disability Status											
Disabled	45	100	68.3	14.6	4.9	12.2	17.1	24.3	14.4	95.5	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	15.4	27.3	96.2	96.8
Socio-Economic Status											
Subsidized meals	148	100	47.4	31.1	8.9	12.6	21.5	31.8	21	95.7	95.6

* 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	214	100	19.2	36	33	11.8	44.8
	7	221	100	22.9	50.7	17.9	8.5	26.4
	8	213	100	22.7	44.4	27.3	5.6	32.8
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	220	100	21.7	43	28	7.2	35.3
	8	221	100	22.8	48.5	18.8	9.9	28.7
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	214	100	19.2	43.8	22.2	14.8	36.9
	7	221	100	14.9	48.8	19.9	16.4	36.3
	8	213	100	21.2	48.5	18.2	12.1	30.3
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	220	99.6	19.3	43.5	16.9	20.3	37.2
	8	221	100	25.7	51	13.9	9.4	23.3
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	108	100	28.4	30.4	27.5	13.7	41.2
	7	221	100	22.8	39.6	19.3	18.3	37.6
	8	110	100	21.8	40.6	16.8	20.8	37.6
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	216	100	25.4	38	16.6	20	36.6
	8	112	99.1	17.8	32.7	26.7	22.8	49.5
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	108	100	11.1	33.3	25.3	30.3	55.6
	7	221	99.6	33.5	38.6	10.2	17.8	27.9
	8	103	100	15.5	53.6	20.6	10.3	30.9
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	217	100	38.3	25.7	9.7	26.2	35.9
	8	109	100	17.8	55.4	18.8	7.9	26.7

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