



## Riverside Middle

615 Hammett Bridge Road  
Greer, SC 29650

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,011 Students	
<b>Principal</b>	Ron Harrison	864-355-7900
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

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

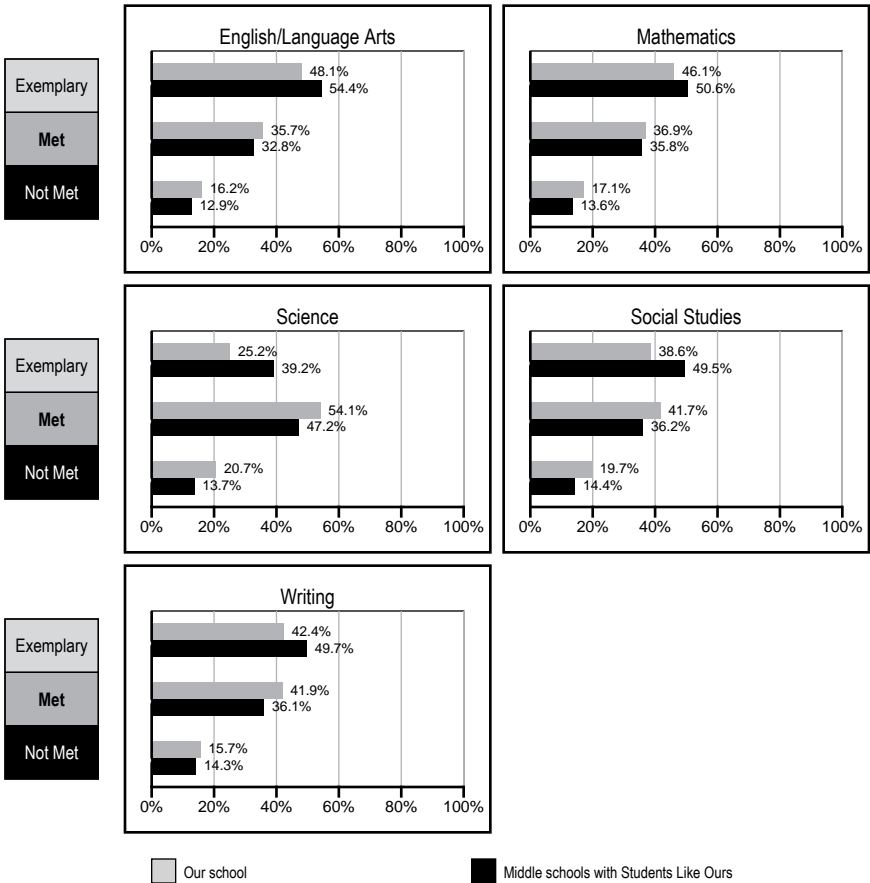
94%

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

Excellent	Good	Average	Below Average	At-Risk
7	1	0	0	0

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

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



\* 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**

<b>Exemplary</b>	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
<b>Met</b>	"Met" means the student met the grade level standard.
<b>Not Met</b>	"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

## 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	100.0%	100.0%
English 1	100.0%	99.4%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.8%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=1,011)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	43.1%	Down from 47.4%	36.9%	21.6%
Retention rate	0.7%	Up from 0.3%	0.6%	1.2%
Attendance rate	97.2%	Up from 97.1%	97.0%	95.9%
Eligible for gifted and talented	27.8%	Down from 27.9%	31.0%	14.8%
With disabilities other than speech	7.1%	Down from 9.9%	6.9%	12.6%
Older than usual for grade	0.8%	No Change	0.7%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.1%	0.7%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=60)</b>				
Teachers with advanced degrees	63.3%	Up from 63.2%	61.4%	56.9%
Continuing contract teachers	76.7%	Down from 84.2%	77.4%	72.7%
Teachers with emergency or provisional certificates	3.7%	Up from 2.1%	2.6%	5.3%
Teachers returning from previous year	85.9%	Down from 90.7%	83.9%	82.9%
Teacher attendance rate	93.2%	Down from 95.8%	94.5%	95.2%
Average teacher salary*	\$47,398	Up 3.7%	\$47,238	\$46,599
Professional development days/teacher	12.2 days	Down from 13.2 days	12.1 days	10.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	26.5 to 1	Up from 25.0 to 1	23.6 to 1	20.1 to 1
Prime instructional time	90.5%	Down from 92.1%	90.5%	89.9%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	97.8%
Character development program	Average	Down from Good	Excellent	Good
Dollars spent per pupil**	\$5,717	Down 19.7%	\$6,482	\$7,645
Percent of expenditures for instruction**	64.5%	Down from 66.7%	67.6%	63.4%
Percent of expenditures for teacher salaries**	61.7%	Up from 48.9%	58.9%	57.0%

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

\*\* 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

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, 2007, and 2009; a SC Exemplary Writing School in 2000, 2003, 2006, and 2009; 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 five out of seven 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.

Lorraine Suger, SIC Chairperson  
Ron Harrison, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	315	100
Percent satisfied with learning environment	84.6%	80.0%	86.0%
Percent satisfied with social and physical environment	100.0%	84.7%	85.9%
Percent satisfied with school-home relations	96.2%	90.7%	86.9%

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

### Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 31 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

<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	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	1007	99.4	16.6	37.5	46	90.2	84	82.8	Yes	Yes
<b>Gender</b>										
Male	507	99	21.5	35.9	42.6	85.8	80.8	79.3	N/A	N/A
Female	500	99.8	11.6	39	49.4	94.7	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	705	99.6	13.3	38.1	48.7	93	89.5	89.5	Yes	Yes
African American	120	100	33.6	37.3	29.1	80	72.7	73.7	Yes	Yes
Asian/Pacific Islander	64	98.4	4.8	27.4	67.7	98.4	93	92.3	Yes	Yes
Hispanic	108	98.2	28.7	41.6	29.7	77.2	74.8	76.5	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	72	98.6	69.8	22.2	7.9	46	52.5	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	87	95.4	34.5	36.9	28.6	76.2	74.5	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	186	98.4	31.9	46.4	21.7	78.3	74.4	75.5	Yes	Yes

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

All Students	1007	99.7	19.5	41.5	39.1	87.9	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	507	99.4	21.8	39.3	38.9	86.7	79.6	77	N/A	N/A
Female	500	100	17.1	43.7	39.2	89	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	705	99.7	16	42.1	41.9	90.9	87	87.2	Yes	Yes
African American	120	100	42.7	44.5	12.7	69.1	66.3	66.7	Yes	Yes
Asian/Pacific Islander	64	100	3.2	28.6	68.3	98.4	94.3	93	Yes	Yes
Hispanic	108	99.1	29.4	45.1	25.5	80.4	75.3	76	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	72	98.6	73	20.6	6.3	38.1	48.1	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	87	98.9	31.4	41.9	26.7	79.1	76.2	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	186	98.9	40.7	41.3	18	71.3	70.5	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	669	99.9	20.3	54.2	25.6	79.7	71.3	67.5
<b>Gender</b>								
Male	338	99.7	22.7	49.8	27.4	77.3	70.8	67
Female	331	100	17.7	58.5	23.7	82.3	71.8	68
<b>Racial/Ethnic Group</b>								
White	460	100	16.3	56.6	27.1	83.7	79.5	79.5
African American	86	98.8	38.2	52.6	9.2	61.8	53	50.3
Asian/Pacific Islander	44	100	9.1	38.6	52.3	90.9	86.9	84.3
Hispanic	74	100	32.9	51.4	15.7	67.1	61.1	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.4	71.2
<b>Disability Status</b>								
Disabled	50	98	69	26.2	4.8	31	39.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	58	100	39	49.2	11.9	61	60.4	59.6
<b>Socio-Economic Status</b>								
Subsided meals	125	100	38.4	50	11.6	61.6	57.5	55.1
<b>Social Studies</b>								
All Students	669	99.7	19.5	41.7	38.7	80.5	75.7	72.3
<b>Gender</b>								
Male	344	100	21.6	36.3	42.1	78.4	75.1	71.5
Female	325	99.4	17.3	47.6	35.2	82.7	76.3	73.2
<b>Racial/Ethnic Group</b>								
White	481	99.6	17.2	41.7	41	82.8	81.7	80.7
African American	71	100	30.8	46.2	23.1	69.2	61.5	60
Asian/Pacific Islander	44	100	7	34.9	58.1	93	88	88.5
Hispanic	66	100	35.5	41.9	22.6	64.5	69	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78	72.2
<b>Disability Status</b>								
Disabled	47	97.9	61	34.1	4.9	39	47.5	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	56	100	38.9	44.4	16.7	61.1	69	67.9
<b>Socio-Economic Status</b>								
Subsided meals	116	99.1	38.1	46.7	15.2	61.9	63.9	62.1

Abbreviations for Missing Data

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

## 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	1006	98.8	15.1	42.2	42.7	84.9	72.9	70.2	97.2	96.5
<b>Gender</b>										
Male	508	99	20.1	44.7	35.2	79.9	66.4	63.2	97	96.4
Female	498	98.6	10	39.6	50.4	90	79.7	77.5	97.4	96.5
<b>Racial/Ethnic Group</b>										
White	704	98.6	12.3	40.8	46.9	87.7	80.5	79.1	97.2	96.3
African American	119	99.2	31.3	49.1	19.6	68.8	57.1	57.6	96.3	96.5
Asian/Pacific Islander	64	98.4	1.6	35.5	62.9	98.4	87.3	86.2	98.5	97.6
Hispanic	109	100	25	47.1	27.9	75	61.3	62.6	97.2	96.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	71.8	68.7	98.1	95.2
<b>Disability Status</b>										
Disabled	67	97	75.4	21.3	3.3	24.6	28.4	26.1	95.6	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	85	97.7	30.6	45.9	23.5	69.4	60.5	61.2	97.4	97.2
<b>Socio-Economic Status</b>										
Subsided meals	184	99.5	32.9	48.6	18.5	67.1	58.8	58.9	95.8	95.8

Abbreviations for Missing Data

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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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	330	99.4	15.5	38.1	46.5	84.5
	7	334	99.7	17.9	39.9	42.1	82.1
	8	343	99.1	16.3	34.5	49.2	83.7
<b>Mathematics</b>							
<b>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	330	99.7	15.8	40	44.2	84.2
	7	334	100	19.7	42.9	37.3	80.3
	8	343	99.4	22.7	41.4	35.9	77.3
<b>Science</b>							
<b>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	163	99.4	20.5	68.2	11.3	79.5
	7	334	100	21.9	50.5	27.6	78.1
	8	172	100	16.8	48.5	34.7	83.2
<b>Social Studies</b>							
<b>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	166	99.4	13.9	58.9	27.2	86.1
	7	334	100	25.7	35.7	38.6	74.3
	8	169	99.4	12.7	36.7	50.6	87.3
<b>Writing</b>							
<b>2009</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	331	98.8	16.3	47.8	35.9	83.7
	7	332	98.8	16.8	40.5	42.7	83.2
	8	343	98.8	12.2	38.5	49.2	87.8

Abbreviations for Missing Data

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