SC Annual School Report Card Summary

RIVERVIEW CHARTER SCHOOL
Beaufort County
Grades: K-5 **Enrollment: 248**
Principal: Dr. Eileen Williams
Superintendent: Dr. Valerie Truesdale
Board Chair: Fred Washington

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

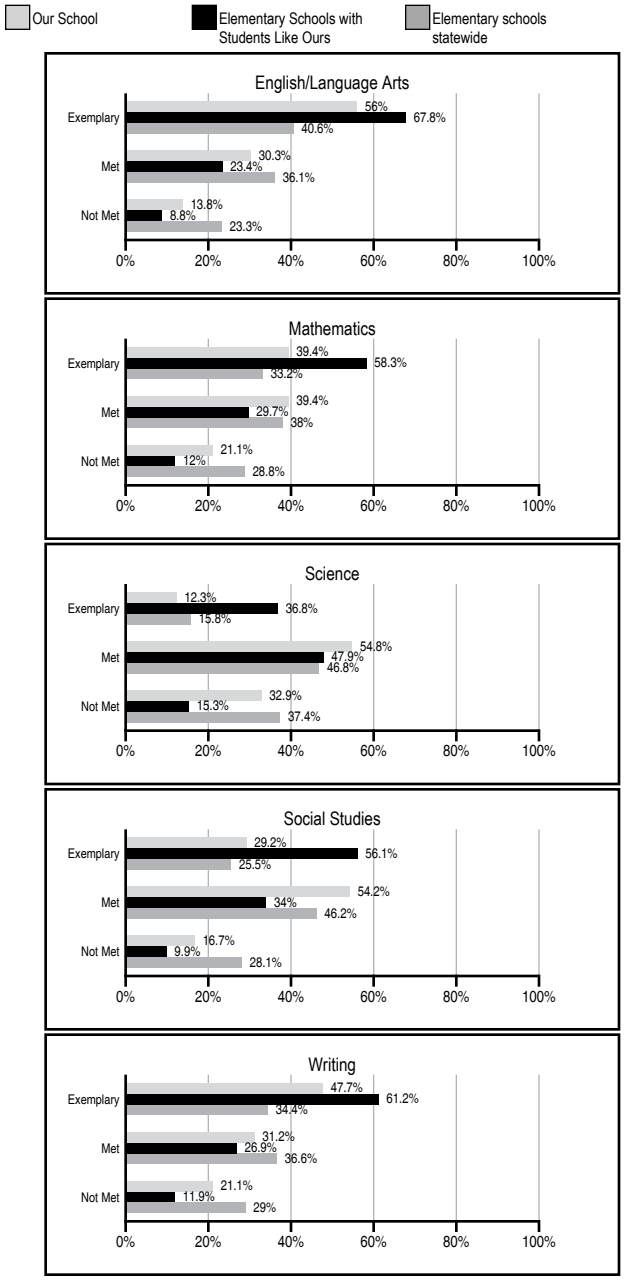
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2010	Good	Average	TBD	TBD	Met	N/A
2009	N/A	N/A	N/A	N/A	N/A	N/A
2008	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
15	1	0	0	0

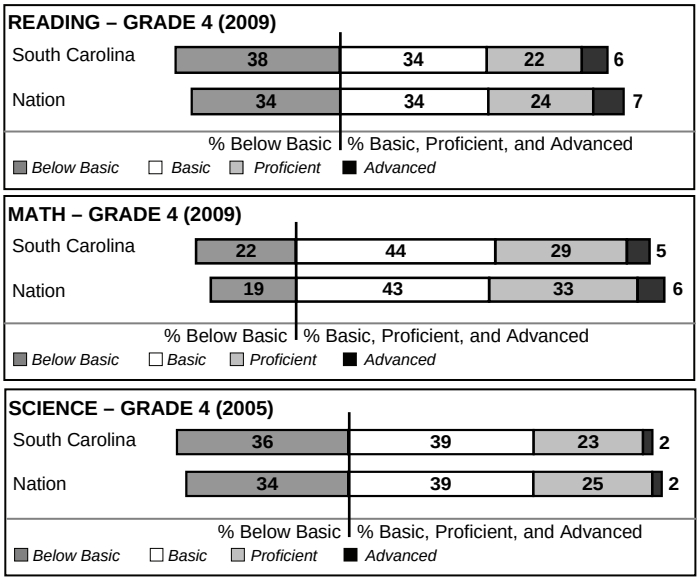
** Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

PASS PERFORMANCE



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key
N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample **TBD** To be determined
NI Newly Identified **CSI** Continuing School Improvement **CA** Corrective Action **RP** Plan to Restructure **R** Restructure **DELAY** School Improvement Status **HOLD** School Improvement Status

RIVERVIEW CHARTER SCHOOL [Beaufort County]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=248)				
Retention rate	0.0%	N/A	0.5%	1.2%
Attendance rate	96.2%	N/A	96.9%	96.1%
Eligible for gifted and talented	0.0%	N/A	30.4%	11.7%
With disabilities other than speech	3.7%	N/A	5.6%	8.0%
Older than usual for grade	0.0%	N/A	0.1%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	N/R	0.0%	0.0%
Teachers (n=13)				
Teachers with advanced degrees	61.5%	N/A	66.5%	60.5%
Continuing contract teachers	0.0%	N/A	87.9%	84.6%
Teachers with emergency or provisional certificates	14.3%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.8%	87.0%
Teacher attendance rate	98.0%	N/R	95.9%	95.4%
Average teacher salary*	$43,125	I/S	$50,716	$47,288
Classes not taught by highly qualified teachers	20.0%	N/A	0.6%	0.0%
Professional development days/teacher	24.4 days	N/R	8.9 days	10.5 days
School				
Principal's years at school	1.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	N/R	21.5 to 1	19.2 to 1
Prime instructional time	93.8%	N/R	93.6%	90.8%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	$6,843	$7,548
Percent of expenditures for instruction**	N/A	N/A	71.1%	68.7%
Percent of expenditures for teacher salaries**	N/A	N/A	67.8%	65.1%
% of AYP objectives met	100.0%		100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	12	36	33
Percent satisfied with learning environment	100.0%	86.1%	97.0%
Percent satisfied with social and physical environment	100.0%	83.3%	93.9%
Percent satisfied with school-home relations	100.0%	88.9%	96.9%

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

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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 society.

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 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 fieldwork; 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.

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