

RIVERSIDE MIDDLE

615 Hammett Bridge Road
Greer, SC 29650

Grades	6-8 Middle School	
Enrollment	1,015 Students	
Principal	Ron Harrison	864-355-7900
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Good
2009	Good	Average
2008	Good	Below Average
2007	Good	At-Risk
2006	Good	At-Risk

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 2009-10 whose 2008-09 test scores were located

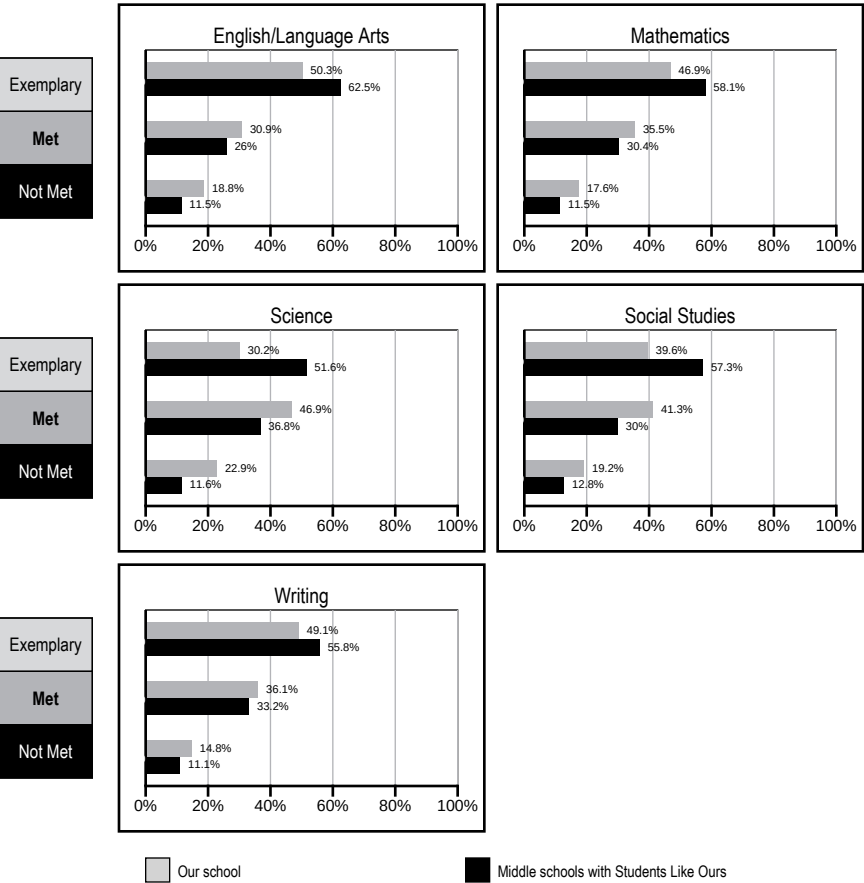
94.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	0	0	0	0

* Ratings are calculated with data available by 03/09/2011.

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

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

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%	99.9%
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%	99.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,015)				
Students enrolled in high school credit courses (grades 7 & 8)	73.1%	Up from 43.1%	43.8%	24.2%
Retention rate	0.5%	Down from 0.7%	0.5%	0.7%
Attendance rate	97.0%	Down from 97.2%	96.5%	95.9%
Eligible for gifted and talented	29.6%	Up from 27.8%	36.6%	16.4%
With disabilities other than speech	7.1%	No Change	6.9%	12.0%
Older than usual for grade	0.6%	Down from 0.8%	0.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.3%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=56)				
Teachers with advanced degrees	64.3%	Up from 63.3%	61.9%	58.5%
Continuing contract teachers	89.3%	Up from 76.7%	82.3%	80.0%
Teachers with emergency or provisional certificates	3.7%	No Change	1.6%	4.0%
Teachers returning from previous year	89.8%	Up from 85.9%	90.0%	84.6%
Teacher attendance rate	96.2%	Up from 93.2%	94.7%	95.4%
Average teacher salary*	\$47,942	Up 1.1%	\$47,968	\$46,561
Professional development days/teacher	6.9 days	Down from 12.2 days	8.1 days	10.2 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	23.6 to 1	Down from 26.5 to 1	22.3 to 1	21.1 to 1
Prime instructional time	93.5%	Up from 90.5%	90.8%	90.4%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.8%	Down from 100.0%	99.2%	98.1%
Character development program	Average	No Change	Excellent	Good
Dollars spent per pupil**	\$5,962	Up 4.3%	\$6,335	\$7,802
Percent of expenditures for instruction**	64.7%	Up from 64.5%	66.4%	63.8%
Percent of expenditures for teacher salaries**	62.2%	Up from 61.7%	64.8%	60.0%

* 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. In 2010, we were named a Palmetto's Finest school, a SC Exemplary Writing School for eleven years, Palmetto Gold Winner 2002-2005, a Red Carpet Award school in 2010, and a PTA Parent Involvement School of Excellence in 2004. Our students' academic achievement has been well documented by a good or excellent rating on the state report card each year since the start of the program. 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 members have achieved highly qualified status. 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.

Amy Parker, SIC Chairman
Ron Harrison, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	310	121
Percent satisfied with learning environment	95.0%	87.4%	93.4%
Percent satisfied with social and physical environment	97.5%	90.3%	92.6%
Percent satisfied with school-home relations	97.5%	93.2%	85.7%

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

Abbreviations for Missing Data

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

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%*	Yes

* Or greater than last year

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	1000	99.7	19.4	32	48.7	88.8	84.7	83.5	Yes	Yes
Gender										
Male	516	99.4	24.3	31.9	43.8	84.9	81.3	80.1	N/A	N/A
Female	484	100	14.2	32	53.8	92.8	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	710	99.9	15	32.1	52.9	91.9	90	89.6	Yes	Yes
African American	126	99.2	41.5	24.6	33.9	73.7	73.4	74.6	Yes	Yes
Asian/Pacific Islander	57	100	5.6	24.1	70.4	98.1	94.3	92.7	Yes	Yes
Hispanic	94	98.9	33	40.7	26.4	78	78.4	79.6	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	72	100	61.8	23.5	14.7	48.5	53.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	69	98.6	30.6	36.5	32.9	80	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	195	99.5	38.3	35.5	26.2	73.2	76.1	76.9	Yes	Yes

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

All Students	1000	99.8	20.2	39.2	40.6	87.4	82	80.4	Yes	Yes
Gender										
Male	516	99.6	23.4	34.5	42.1	84.8	80.5	78.4	N/A	N/A
Female	484	100	16.7	44.3	39	90.3	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	710	99.9	15.3	40.8	43.9	91.5	87.7	87.8	Yes	Yes
African American	126	99.2	46.6	34.7	18.6	66.9	68.4	69.3	Yes	Yes
Asian/Pacific Islander	57	100	1.9	20.4	77.8	98.1	94.9	93.5	Yes	Yes
Hispanic	94	100	34.8	42.4	22.8	77.2	78.3	78.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	72	100	69.1	23.5	7.4	39.7	46.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	69	100	30.2	29.1	40.7	80.2	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	195	99.5	39.3	42.1	18.6	69.4	72.9	72.8	Yes	Yes

* 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

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
Science								
All Students	663	99.6	22.6	46.9	30.5	77.4	70.6	67.3
Gender								
Male	343	99.1	21.9	42.9	35.3	78.1	70.1	66.9
Female	320	100	23.3	51.1	25.6	76.7	71.1	67.7
Racial/Ethnic Group								
White	460	99.6	16.5	48.9	34.6	83.5	80.2	79.6
African American	88	100	45.9	42.4	11.8	54.1	50.4	49.7
Asian/Pacific Islander	38	100	8.6	31.4	60	91.4	86.4	84.4
Hispanic	65	98.5	38.7	50	11.3	61.3	60.1	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	49	95.9	57.8	22.2	20	42.2	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	47	97.9	35.7	44.6	19.6	64.3	60.6	58.6
Socio-Economic Status								
Subsidized meals	133	99.3	47.2	42.5	10.2	52.8	57.1	55.4

Social Studies

All Students	665	99.3	18.6	41.5	39.9	81.4	73.2	70.9
Gender								
Male	338	98.5	20.5	34.8	44.7	79.5	72.8	70.1
Female	327	100	16.7	48.3	35	83.3	73.7	71.7
Racial/Ethnic Group								
White	475	99.4	14.3	42.8	42.8	85.7	79.8	79.2
African American	87	98.9	38.8	40	21.3	61.3	57.9	58.4
Asian/Pacific Islander	38	100	5.6	25	69.4	94.4	86.9	86.8
Hispanic	58	98.3	32.1	42.9	25	67.9	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	42	95.2	44.4	41.7	13.9	55.6	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	46	100	26.8	46.4	26.8	73.2	69	68
Socio-Economic Status								
Subsidized meals	129	97.7	41.9	43.6	14.5	58.1	61.6	60.8

Abbreviations for Missing Data

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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
Writing										
All Students	1002	98.9	14.4	36.3	49.3	85.6	74	72.1	97	96.2
Gender										
Male	516	98.3	19.6	41.2	39.2	80.4	67.2	65.2	96.8	96.2
Female	486	99.6	8.9	31.1	60	91.1	81.1	79.2	97.3	96.3
Racial/Ethnic Group										
White	710	99.2	10.1	35.5	54.3	89.9	81.6	80.8	97	96.1
African American	126	97.6	37.9	34.5	27.6	62.1	58.6	59.7	96.7	96.2
Asian/Pacific Islander	57	100	1.9	27.8	70.4	98.1	88.8	87	98.4	97.5
Hispanic	96	97.9	23.9	45.7	30.4	76.1	63.1	64.6	96.9	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	74.7	73.4	94.1	94.8
Disability Status										
Disabled	69	92.8	66.7	28.6	4.8	33.3	29.5	27.7	95.5	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	70	97.1	22.4	36.5	41.2	77.6	62.9	63.7	97.2	97
Socio-Economic Status										
Subsidized meals	195	98	35.9	42.5	21.5	64.1	61.1	61.9	96	95.6

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
English/Language Arts							
2009	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	340	100	17.9	31.6	50.5	82.1
	7	332	99.7	19.4	32.6	48	80.6
	8	328	99.4	20.8	31.7	47.5	79.2
Mathematics							
2009	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	340	100	19.5	33.1	47.4	80.5
	7	332	99.7	19.4	40.1	40.4	80.6
	8	328	99.7	21.7	44.6	33.7	78.3
Science							
2009	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	170	98.8	33.3	52.5	14.2	66.7
	7	330	100	18.9	48.7	32.4	81.1
	8	163	99.4	19.1	37.7	43.2	80.9

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
Social Studies							
2009	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
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	170	98.8	14.1	57.7	28.2	85.9
	7	331	99.4	22.7	35.3	42	77.3
	8	164	99.4	15.1	37.1	47.8	84.9
Writing							
2009	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
2010	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	343	98.3	21.2	36.5	42.3	78.8
	7	330	99.4	13.2	38.6	48.3	86.8
	8	329	99.1	8.7	33.9	57.5	91.3

Abbreviations for Missing Data

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