



## RIVERVIEW CHARTER SCHOOL

302 Burroughs Avenue  
Beaufort, South Carolina

<b>Grades</b>	K-6 Elementary School	
<b>Enrollment</b>	304 Students	
<b>Principal</b>	Alison 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 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Good	Average
2009	N/A	N/A
2008	N/A	N/A
2007	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://eoc.sc.gov>

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

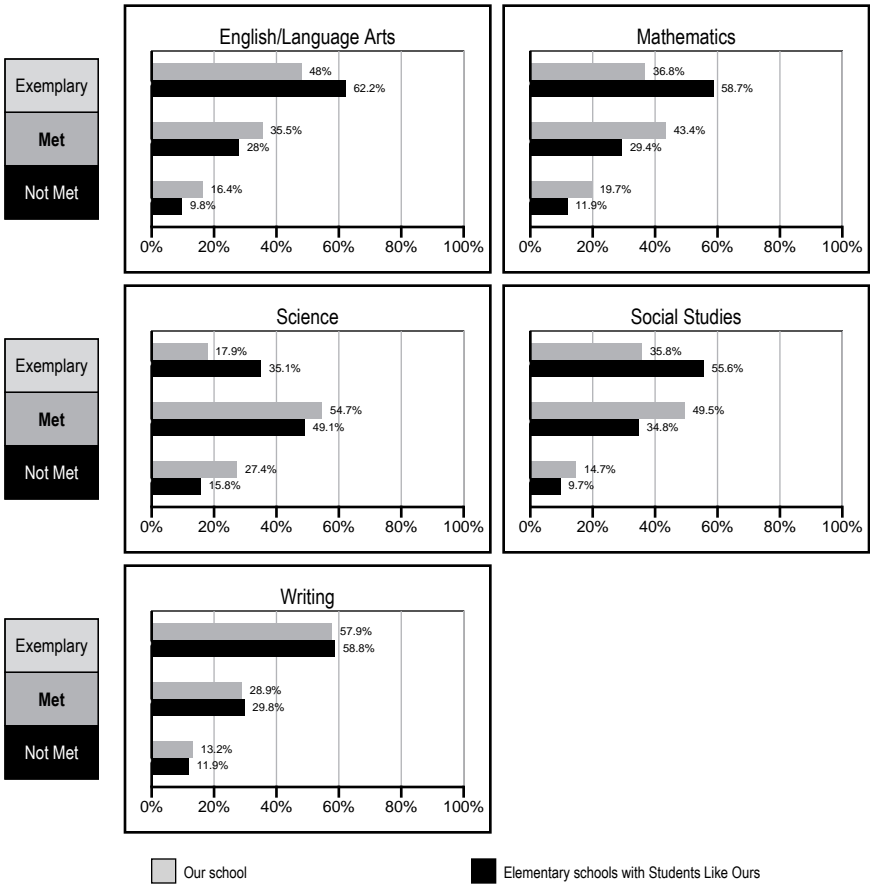
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
22	1	0	0	0

\* Ratings are calculated with data available by 11/09/2011.

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=304)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 80.5%	100.0%	100.0%
Retention rate	1.3%	Up from 0.0%	0.9%	1.1%
Attendance rate	96.2%	No Change	96.8%	96.2%
Served by gifted and talented program	10.5%	Up from 0.0%	31.2%	13.4%
With disabilities other than speech	3.7%	No Change	3.0%	4.1%
Older than usual for grade	0.0%	No Change	0.0%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	54.2%	Down from 61.5%	68.4%	62.5%
Continuing contract teachers	45.8%	Up from 0.0%	94.4%	88.2%
Teachers returning from previous year	N/A	N/A	90.3%	87.8%
Teacher attendance rate	96.3%	Down from 98.0%	94.8%	95.2%
Average teacher salary*	\$44,208	Up 2.5%	\$48,638	\$46,773
Professional development days/teacher	23.6 days	Down from 24.4 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	No Change	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 18.9 to 1	21.3 to 1	19.9 to 1
Prime instructional time	91.1%	Down from 93.8%	91.1%	90.4%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	Yes	No Change	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**	\$11,083	N/A	\$6,550	\$7,447
Percent of expenditures for instruction**	62.0%	N/A	70.2%	68.4%
Percent of expenditures for teacher salaries**	42.7%	N/A	69.2%	65.8%

\* 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 society.

Riverview's small, diverse learning community recognizes and values the whole child - cognitively, physically, socially, emotionally, aesthetically, and ethically - and provides 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, participates in world language studies, and learn it's 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 experimental principals 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; integrated arts education; learning profiles; use of Garner's paradigm of multiple intelligences; theme-based learning projects; team teaching and collaboration; inter-class 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.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	36	23
Percent satisfied with learning environment	100.0%	91.7%	95.7%
Percent satisfied with social and physical environment	100.0%	91.4%	95.5%
Percent satisfied with school-home relations	100.0%	83.3%	95.5%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 9 out of 9 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	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	N/A	0.0%	N/A
Student attendance rate	96.2%	94.0%**	Yes

\* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	152	100	16.4	35.5	48	91.4	83.3	82.4	Yes	Yes
<b>Gender</b>										
Male	81	100	21	40.7	38.3	88.9	80.1	78.7	N/A	N/A
Female	71	100	11.3	29.6	59.2	94.4	86.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	102	100	11.8	33.3	54.9	93.1	93.3	88.9	Yes	Yes
African American	26	100	34.6	38.5	26.9	84.6	72.2	72.9	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	92.7	93	I/S	I/S
Hispanic	14	100	21.4	42.9	35.7	85.7	78.4	79.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.2	83	I/S	I/S
<b>Disability Status</b>										
Disabled	16	100	62.5	12.5	25	62.5	44.1	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	76.2	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	36	100	41.7	41.7	16.7	80.6	75.6	75.4	I/S	I/S
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	152	100	19.7	43.4	36.8	85.5	83.2	81.9	Yes	Yes
<b>Gender</b>										
Male	81	100	27.2	42	30.9	79	81.6	79.9	N/A	N/A
Female	71	100	11.3	45.1	43.7	93	84.9	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	102	100	14.7	41.2	44.1	90.2	93.2	88.9	Yes	Yes
African American	26	100	N/AV	N/AV	N/AV	69.2	70.6	71.4	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.3	94.6	I/S	I/S
Hispanic	14	100	21.4	42.9	35.7	78.6	81.2	81.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	16	100	75	12.5	12.5	25	46.7	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	75	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	80	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	36	100	38.9	55.6	5.6	63.9	75.6	74.9	I/S	I/S

\* 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
<b>Science</b>								
All Students	95	100	27.4	54.7	17.9	72.6	67.8	68.6
<b>Gender</b>								
Male	50	100	34	48	18	66	68.4	68.3
Female	45	100	20	62.2	17.8	80	67.3	68.9
<b>Racial/Ethnic Group</b>								
White	64	100	20.3	56.3	23.4	79.7	85.5	80.7
African American	18	100	N/AV	N/AV	N/AV	50	49.5	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	56.9	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	70.8
<b>Disability Status</b>								
Disabled	11	100	63.6	27.3	9.1	36.4	31.8	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	53.8	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	21	100	N/AV	N/AV	N/AV	42.9	55.2	57.3
<b>Social Studies</b>								
All Students	95	100	14.7	49.5	35.8	85.3	71.9	72.5
<b>Gender</b>								
Male	51	100	15.7	47.1	37.3	84.3	72	72
Female	44	100	13.6	52.3	34.1	86.4	71.8	73.1
<b>Racial/Ethnic Group</b>								
White	61	100	13.1	41	45.9	86.9	85	81
African American	17	100	17.6	70.6	11.8	82.4	57.1	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.5	89
Hispanic	11	100	27.3	54.5	18.2	72.7	65.7	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.7	73.5
<b>Disability Status</b>								
Disabled	13	100	38.5	38.5	23.1	61.5	37.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	30.8	53.8
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	62.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	24	100	29.2	58.3	12.5	70.8	61.7	62.9

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	38	100	13.2	28.9	57.9	86.8	73.8	73.2	96.2	96.5
<b>Gender</b>										
Male	18	100	27.8	22.2	50	72.2	67.9	67.2	96.2	96.5
Female	20	100	N/AV	N/AV	N/AV	100	79.9	79.4	96.2	96.6
<b>Racial/Ethnic Group</b>										
White	28	100	14.3	21.4	64.3	85.7	87.4	81.5	96.2	96.3
African American	4	I/S	I/S	I/S	I/S	I/S	59.1	61.3	96.5	96.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.5	87	97.7	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65	66.7	94.5	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97.9	95.6
<b>Disability Status</b>										
Disabled	4	I/S	I/S	I/S	I/S	I/S	23.5	26	97.1	96
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97.9
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.1	65.7	94.9	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	9	I/S	I/S	I/S	I/S	I/S	62.7	63.2	95.7	96.4

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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>2010</b>	3	36	100	19.4	33.3	47.2	80.6
	4	36	100	8.3	22.2	69.4	91.7
	5	37	100	13.5	35.1	51.4	86.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<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>Mathematics</b>							
<b>2010</b>	3	36	100	30.6	36.1	33.3	69.4
	4	36	100	11.1	33.3	55.6	88.9
	5	37	100	21.6	48.6	29.7	78.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<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>Science</b>							
<b>2010</b>	3	18	100	38.9	44.4	16.7	61.1
	4	36	100	30.6	63.9	5.6	69.4
	5	19	100	31.6	47.4	21.1	68.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<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

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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>2010</b>	3	18	100	27.8	38.9	33.3	72.2
	4	36	100	8.3	61.1	30.6	91.7
	5	18	100	22.2	55.6	22.2	77.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<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>Writing</b>							
<b>2010</b>	3	36	100	30.6	27.8	41.7	69.4
	4	36	100	22.2	36.1	41.7	77.8
	5	37	100	10.8	29.7	59.5	89.2
	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>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

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