



RIVERVIEW ELEMENTARY

1434 Harris Road
Fort Mill, SC 29715

Grades	PK-5 Elementary School	
Enrollment	486 Students	
Principal	Annette Chinchilla	803-548-4677
Superintendent	Dr. James N. Epps, Jr	803-548-2527
Board Chair	Patrick White	803-802-0033

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Average
2007	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 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

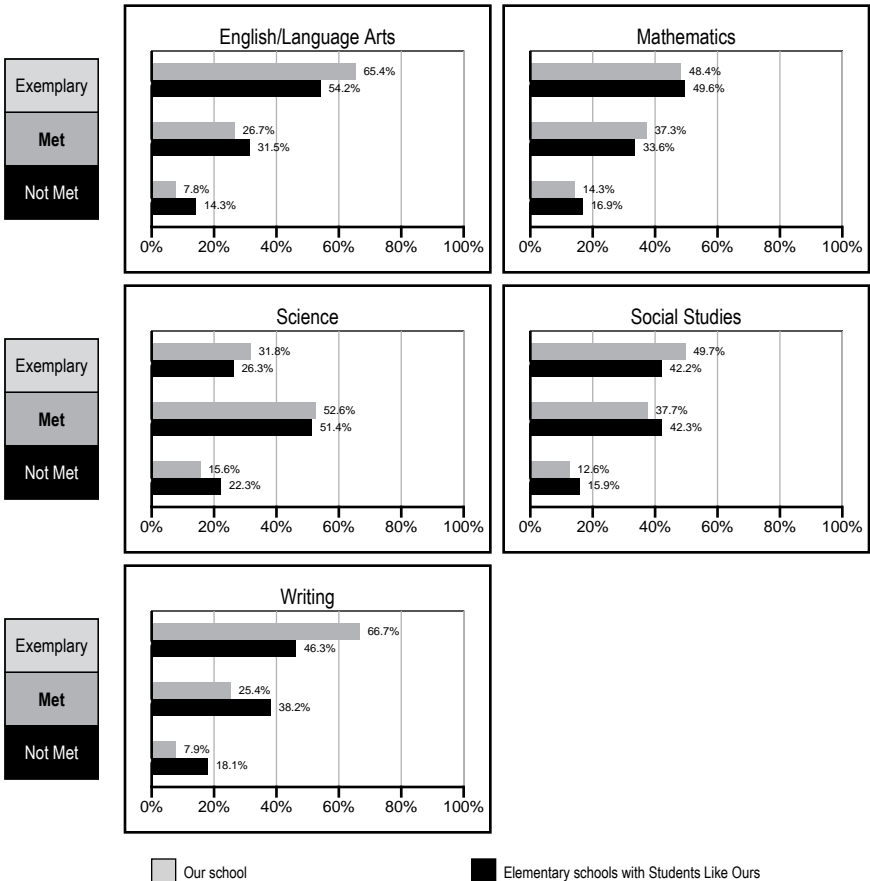
91.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	13	1	2	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
Students (n=486)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Up from 0.2%	0.8%	1.1%
Attendance rate	96.5%	Down from 96.6%	96.5%	96.2%
Served by gifted and talented program	22.4%	Up from 16.1%	22.0%	13.4%
With disabilities other than speech	1.8%	Down from 7.9%	4.7%	4.1%
Older than usual for grade	0.0%	Down from 0.3%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	80.0%	Up from 76.1%	63.6%	62.5%
Continuing contract teachers	90.0%	Up from 87.0%	89.6%	88.2%
Teachers returning from previous year	79.2%	Up from 78.7%	87.9%	87.8%
Teacher attendance rate	93.7%	Down from 97.8%	95.4%	95.2%
Average teacher salary*	\$51,983	Up 1.3%	\$48,174	\$46,773
Professional development days/teacher	11.3 days	Up from 10.8 days	9.6 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 18.7 to 1	21.0 to 1	19.9 to 1
Prime instructional time	88.5%	Down from 93.0%	91.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$9,144	Up 30.2%	\$7,105	\$7,447
Percent of expenditures for instruction**	70.7%	Down from 75.5%	68.8%	68.4%
Percent of expenditures for teacher salaries**	69.7%	Down from 74.1%	67.8%	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 Elementary School is located in the suburban town of Fort Mill, SC. Traditionally, student growth has been limited because of the attendance area it serves. However, even with the recent down turn in the economy and housing industry, Fort Mill has continued to experience positive student growth. At Riverview Elementary, we have experienced unprecedented fluctuations in our student population numbers due to enrollment caps that were placed on two neighboring schools in our district. In the upcoming year, we will again have the opportunity to welcome new students from the Gold Hill Elementary attendance zone due to an enrollment freeze at their school. We are excited to have those new faces joining the Riverview family!

Much of the growth in Fort Mill has been attributed to the lure of quality schools for the business employees and professionals of nearby metropolitan Charlotte, NC. The drive to the city of Charlotte is less than 15 miles. Fort Mill has been deemed by many as a "bedroom community" because of the large number of residences made up of people who work in Charlotte. The close proximity of our district to Charlotte and Rock Hill, SC has provided our students and staff with opportunities of nearby colleges, museums, science centers, farms, libraries, parks, etc.

Riverview Elementary School has an enrollment of over 500 students. We have classes ranging from Kindergarten through 5th grade and self-contained special needs classrooms. Additionally, Riverview houses the school district's only four-year-old half day Kindergarten program. Riverview is characterized by a strong sense of community. Our strong sense of community leads naturally to the desire to give back through community service such as Red Cross, Fort Mill Care Center, American Heart Association and our partnership with Fort Mill High School. As a result of these and other programs, we are developing leaders among both our staff and our students. Riverview's unique status as a Professional Development School, partnering with Winthrop University, enhances our staff, staff development, and resources. We have also been selected by the South Carolina Department of Education as one of eight RTI (response to intervention) demonstration sites. Our facility is a one-story structure, which opened in 1974. Renovations in 2000-2001 have given the interior a "new school" appearance. Nineteen new classrooms and a new gym were added to the existing building. Every existing classroom was upgraded with painting, cabinetry, and carpeting. The office area was completely remodeled as well. Student work, school colors, murals, and our rocket logo adorn the hallways of the school. We have a large gym, extensive media center with an AV studio, art room, music room, courtyard with butterfly garden and outdoor class space, three playgrounds, and two gifted and talented classrooms.

Annette Chinchilla Stephanie Sloan
Principal School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	67	45
Percent satisfied with learning environment	100.0%	91.0%	92.9%
Percent satisfied with social and physical environment	97.5%	97.0%	95.6%
Percent satisfied with school-home relations	97.4%	100.0%	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 17 out of 17 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	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%**	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	246	100	8.4	27.1	64.4	92.9	92.8	82.4	Yes	Yes
Gender										
Male	129	100	10.3	25	64.7	90.5	91.1	78.7	N/A	N/A
Female	117	100	6.4	29.4	64.2	95.4	94.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	177	100	6.1	24.8	69.1	95.2	94.6	88.9	Yes	Yes
African American	47	100	18.6	37.2	44.2	83.7	82.4	72.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.7	93	I/S	I/S
Hispanic	16	100	N/AV	N/AV	N/AV	100	89.1	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	83	I/S	I/S
Disability Status										
Disabled	32	100	40.9	31.8	27.3	63.6	61.1	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	82.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	94	100	18.1	41	41	84.3	79.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	246	100	15.1	37.3	47.6	90.7	93	81.9	Yes	Yes
Gender										
Male	129	100	15.5	37.1	47.4	90.5	92.5	79.9	N/A	N/A
Female	117	100	14.7	37.6	47.7	90.8	93.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	177	100	12.1	33.9	53.9	93.9	95.1	88.9	Yes	Yes
African American	47	100	25.6	55.8	18.6	81.4	80.8	71.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.4	94.6	I/S	I/S
Hispanic	16	100	18.2	27.3	54.5	81.8	88.3	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.7	84.4	I/S	I/S
Disability Status										
Disabled	32	100	50	36.4	13.6	63.6	58.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	85.4	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	94	100	25.3	49.4	25.3	80.7	80.9	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	174	100	16.4	51.6	32.1	83.6	87.1	68.6
Gender								
Male	90	100	11.4	49.4	39.2	88.6	87	68.3
Female	84	100	21.3	53.8	25	78.8	87.3	68.9
Racial/Ethnic Group								
White	125	100	11.3	50.4	38.3	88.7	90.9	80.7
African American	37	100	31.4	62.9	5.7	68.6	69.6	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.4	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	71.4	61.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	23	100	57.1	28.6	14.3	42.9	53.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	58.1	60.7
Socio-Economic Status								
Subsidized meals	69	100	23	67.2	9.8	77	67.4	57.3
Social Studies								
All Students	173	100	12.7	38.6	48.7	87.3	89.5	72.5
Gender								
Male	92	100	16.7	28.6	54.8	83.3	89.1	72
Female	81	100	8.1	50	41.9	91.9	89.8	73.1
Racial/Ethnic Group								
White	120	100	10.7	33	56.3	89.3	91.5	81
African American	36	100	21.2	60.6	18.2	78.8	78.1	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.8	89
Hispanic	11	100	I/S	I/S	I/S	I/S	82.6	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	25	100	36.8	42.1	21.1	63.2	57	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.9	69.7
Socio-Economic Status								
Subsidized meals	69	100	24.6	49.2	26.2	75.4	74.4	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
Writing										
All Students	70	97.1	6.5	25.8	67.7	93.5	89.3	73.2	96.5	96.3
Gender										
Male	37	97.3	12.1	30.3	57.6	87.9	85.5	67.2	96.6	96.4
Female	33	97	N/AV	N/AV	N/AV	100	93.6	79.4	96.3	96.2
Racial/Ethnic Group										
White	51	96.1	2.2	23.9	73.9	97.8	91.9	81.5	96.4	96.2
African American	11	100	I/S	I/S	I/S	I/S	74.7	61.3	96.8	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.2	87	95.7	96.9
Hispanic	7	I/S	I/S	I/S	I/S	I/S	86.3	66.7	97.2	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	97	96.2
Disability Status										
Disabled	5	I/S	I/S	I/S	I/S	I/S	45	26	95.5	95.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	99.9
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	80.4	65.7	99.9	97.1
Socio-Economic Status										
Subsidized meals	25	100	18.2	50	31.8	81.8	73.9	63.2	96.4	95.8

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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							
2010	3	96	100	15.4	19.8	64.8	84.6
	4	68	100	9.1	27.3	63.6	90.9
	5	89	100	12.9	47.1	40	87.1
	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
2011	3	73	100	7.4	7.4	85.3	92.6
	4	101	100	10.9	40.2	48.9	89.1
	5	70	100	6.3	29.7	64.1	93.8
	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
Mathematics							
2010	3	96	100	19.8	31.9	48.4	80.2
	4	68	100	13.6	36.4	50	86.4
	5	89	100	20	51.8	28.2	80
	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
2011	3	73	100	20.6	23.5	55.9	79.4
	4	101	100	12	44.6	43.5	88
	5	70	100	14.1	42.2	43.8	85.9
	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
Science							
2010	3	48	100	34.1	31.8	34.1	65.9
	4	68	98.5	15.4	52.3	32.3	84.6
	5	43	97.7	14.6	68.3	17.1	85.4
	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
2011	3	37	100	11.4	48.6	40	88.6
	4	101	100	18.5	53.3	28.3	81.5
	5	35	100	15.6	50	34.4	84.4
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	48	100	14.9	44.7	40.4	85.1
	4	67	100	16.9	36.9	46.2	83.1
	5	46	97.8	14.3	54.8	31	85.7
	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
2011	3	36	100	12.1	21.2	66.7	87.9
	4	101	100	13	43.5	43.5	87
	5	35	100	12.5	43.8	43.8	87.5
	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
Writing							
2010	3	95	95.8	18.4	26.4	55.2	81.6
	4	70	95.7	12.3	29.2	58.5	87.7
	5	88	95.5	11.3	40	48.8	88.8
	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
2011	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	70	97.1	6.5	25.8	67.7	93.5
	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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