



## RIVERSIDE MIDDLE

615 Hammett Bridge Road  
Greer, SC 29650

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,014 Students	
<b>Principal</b>	Ron Harrison	864-355-7900
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Roger Meek	864-233-8587

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Good
2009	Good	Average
2008	Good	Below Average
2007	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 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

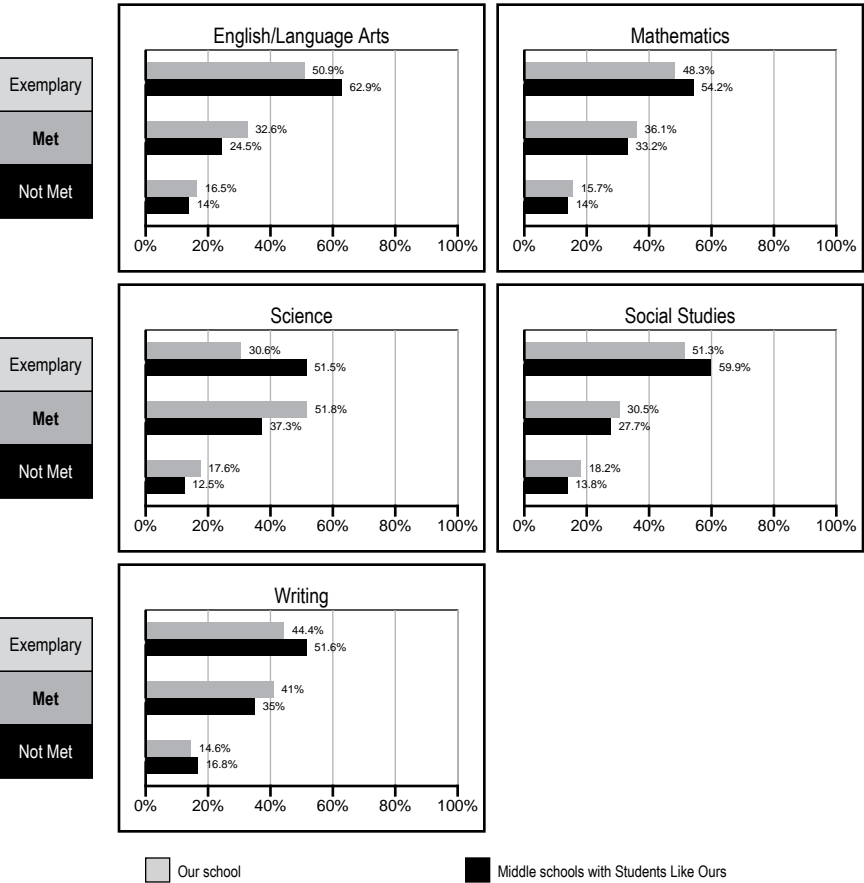
95.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
9	1	0	0	0

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

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.

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%
Biology 1/Applied Biology 2	N/A	N/A
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
Students (n=1,014)				
Students enrolled in high school credit courses (grades 7 & 8)	72.9%	Down from 73.1%	31.3%	24.5%
Retention rate	0.0%	Down from 0.5%	0.2%	0.7%
Attendance rate	97.0%	No Change	95.9%	95.9%
Served by gifted and talented program	25.8%	Down from 29.6%	34.9%	17.8%
With disabilities other than speech	7.3%	Up from 7.1%	4.1%	9.2%
Older than usual for grade	0.8%	Up from 0.6%	0.5%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 0.7%	0.6%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	66.7%	Up from 64.3%	62.7%	60.0%
Continuing contract teachers	94.1%	Up from 89.3%	87.7%	82.6%
Teachers returning from previous year	89.5%	Down from 89.8%	90.3%	85.6%
Teacher attendance rate	94.9%	Down from 96.2%	95.1%	95.3%
Average teacher salary*	\$48,681	Up 1.5%	\$48,299	\$46,300
Professional development days/teacher	11.8 days	Up from 6.9 days	9.4 days	9.9 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	26.7 to 1	Up from 23.6 to 1	23.5 to 1	21.5 to 1
Prime instructional time	92.0%	Down from 93.5%	91.2%	90.1%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.1%	Down from 98.8%	95.7%	98.1%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	\$5,878	Down 1.4%	\$6,390	\$7,634
Percent of expenditures for instruction**	63.1%	Down from 64.7%	68.7%	64.0%
Percent of expenditures for teacher salaries**	62.2%	No Change	67.3%	61.2%

\* Includes current year teachers contracted for 185 or more days.  
\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Since its establishment in 1999, Riverside Middle School has accomplished many of the goals set by its actively involved school community. Due to our dedicated teamwork, our accomplishments are many. In 2010, we were named a Palmetto's Finest School, a Palmetto Gold Winner, and a Red Carpet Award School. We have been an Exemplary Writing Award School for the last 12 years and named 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 respects of school life including academics, the arts, and athletics.

Though always proud to discuss our successes, our faculty, staff, parents, and students realize 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. Most importantly, ensuring academic achievement for ALL students is our highest priority. As a community, we will continue to assess our progress, adjust our goals as necessary, and hold ourselves accountable for meeting these goals through rigorous and intensive yearly reviews.

Amy Parker, SIC Chairman  
Ron Harrison, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	298	102
Percent satisfied with learning environment	72.5%	81.5%	95.0%
Percent satisfied with social and physical environment	90.2%	84.9%	91.0%
Percent satisfied with school-home relations	94.1%	86.9%	83.2%

\* 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%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%		4.4%
	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 = 79.4% (Met or Exemplary)**

All Students	1005	99.8	16.5	32.5	51	88.8	84.1	82.4	Yes	Yes
<b>Gender</b>										
Male	520	100	18.7	34.5	46.8	87.3	80.8	78.7	N/A	N/A
Female	485	99.6	14.1	30.4	55.5	90.4	87.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	720	99.9	12.8	31.2	56	91.7	89.7	88.9	Yes	Yes
African American	130	100	36.6	36.6	26.8	74	72.2	72.9	No	Yes
Asian/Pacific Islander	57	100	7.5	28.3	64.2	96.2	93.3	93	Yes	Yes
Hispanic	97	99	23.3	40.7	36	81.4	79.2	79.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	89	100	54.1	34.1	11.8	52.9	48.6	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	69	98.6	17.3	39.5	43.2	86.4	79.3	78.3	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	224	99.1	32.1	36.4	31.6	77	75.7	75.4	Yes	Yes

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

All Students	1005	99.9	15.5	36.6	47.9	90.4	84.4	81.9	Yes	Yes
<b>Gender</b>										
Male	520	100	15.5	36.5	48	90.2	82.9	79.9	N/A	N/A
Female	485	99.8	15.6	36.6	47.8	90.6	86.1	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	720	99.9	12.5	34.9	52.6	92.2	89.4	88.9	Yes	Yes
African American	130	100	34.1	45.5	20.3	79.7	72	71.4	Yes	Yes
Asian/Pacific Islander	57	100	5.7	18.9	75.5	96.2	95.6	94.6	Yes	Yes
Hispanic	97	100	19.8	48.8	31.4	87.2	82.7	81.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.3	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	89	100	64.7	25.9	9.4	49.4	47.1	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	69	100	12.3	40.7	46.9	92.6	83.6	81.4	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	224	99.6	27.3	47.8	24.9	81.8	76.5	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

**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
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**Science**

All Students	674	99.7	17.7	51.6	30.7	82.3	71.6	68.6
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**Gender**

Male	349	99.4	15.8	49.6	34.6	84.2	71.4	68.3
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Female	325	100	19.7	53.8	26.4	80.3	71.9	68.9
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**Racial/Ethnic Group**

White	482	99.6	13.9	54	32.1	86.1	81	80.7
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African American	90	100	34.9	50	15.1	65.1	52.3	51.4
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Asian/Pacific Islander	37	100	5.7	34.3	60	94.3	85.1	85.3
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Hispanic	65	100	29.5	45.9	24.6	70.5	61.4	61.6
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American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	76.8	70.8
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**Disability Status**

Disabled	54	98.2	56.6	32.1	11.3	43.4	34.8	35.7
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
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**English Proficiency**

Limited English Proficient	42	100	20.8	49.1	30.2	79.2	61.8	60.7
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**Socio-Economic Status**

Subsidized meals	144	100	33.1	52.5	14.4	66.9	58.4	57.3
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**Social Studies**

All Students	668	99.6	18.4	30.9	50.7	81.6	76.1	72.5
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**Gender**

Male	349	100	17	30.4	52.5	83	75.9	72
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Female	319	99.1	20	31.3	48.7	80	76.2	73.1
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**Racial/Ethnic Group**

White	482	99.6	16.3	29.1	54.6	83.7	82.8	81
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African American	81	100	33.8	33.8	32.5	66.2	61.5	60
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Asian/Pacific Islander	38	100	10.8	21.6	67.6	89.2	88.5	89
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Hispanic	66	98.5	20.3	47.5	32.2	79.7	69.6	69.6
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75.5	73.5
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**Disability Status**

Disabled	67	98.5	57.1	28.6	14.3	42.9	41.9	40.5
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
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**English Proficiency**

Limited English Proficient	47	100	12.1	48.3	39.7	87.9	70.5	69.7
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**Socio-Economic Status**

Subsidized meals	155	98.1	31.9	35.5	32.6	68.1	65.2	62.9
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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
Writing										
All Students	324	99.4	14.6	41	44.4	85.4	76	73.2	97	96.4
Gender										
Male	166	98.8	19.8	42.6	37.7	80.2	70.2	67.2	96.8	96.3
Female	158	100	9.2	39.2	51.6	90.8	82.1	79.4	97.2	96.4
Racial/Ethnic Group										
White	222	99.1	10.1	40.6	49.3	89.9	83.1	81.5	96.8	96.2
African American	46	100	38.6	38.6	22.7	61.4	62.2	61.3	97.2	96.4
Asian/Pacific Islander	22	100	9.5	23.8	66.7	90.5	90.3	87	98.2	97.6
Hispanic	33	100	15.6	56.3	28.1	84.4	64.3	66.7	97	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.1	72.2	99.9	95.8
Disability Status										
Disabled	21	90.5	70.6	17.6	11.8	29.4	26.5	26	95.6	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	23	100	18.5	48.1	33.3	81.5	65.3	65.7	97.7	97.2
Socio-Economic Status										
Subsidized meals	69	100	31.8	47	21.2	68.2	63.7	63.2	95.8	95.9

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	349	99.7	12.4	34.4	53.2	87.6
	7	333	100	23.4	30	46.6	76.6
	8	323	99.7	13.7	33.1	53.2	86.3
Mathematics							
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
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	349	100	16	29.9	54.1	84
	7	333	100	15.3	34.1	50.6	84.7
	8	323	99.7	15.3	46.2	38.5	84.7
Science							
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
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	177	99.4	22.6	63.1	14.3	77.4
	7	333	100	17	53.3	29.7	83
	8	164	99.4	13.9	36.1	50	86.1

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							
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
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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	176	99.4	13.7	36.9	49.4	86.3
	7	333	100	23.8	28.5	47.7	76.2
	8	159	98.7	12.3	29.2	58.4	87.7
Writing							
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
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	N/A	N/AV	N/A	N/A	N/A	N/A
	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	324	99.4	14.6	41	44.4	85.4

Abbreviations for Missing Data

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