



## Riverview Elementary School

1434 Harris Rd.  
Fort Mill, SC 29715

|                       |                        |              |
|-----------------------|------------------------|--------------|
| <b>Grades</b>         | PK-5 Elementary School |              |
| <b>Enrollment</b>     | 541 Students           |              |
| <b>Principal</b>      | Annette Chinchilla     | 803-548-4677 |
| <b>Superintendent</b> | Dr. James N. Epps, Jr. | 803-548-2527 |
| <b>Board Chair</b>    | Patrick White          | 803-802-0033 |

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING  | GROWTH RATING |
|-------------|------------------|---------------|
| <b>2013</b> | <b>Excellent</b> | <b>Good</b>   |
| 2012        | Excellent        | Excellent     |
| 2011        | Excellent        | Excellent     |
| 2010        | Excellent        | Excellent     |
| 2009        | Excellent        | Good          |

## 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://www.eoc.sc.gov>

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

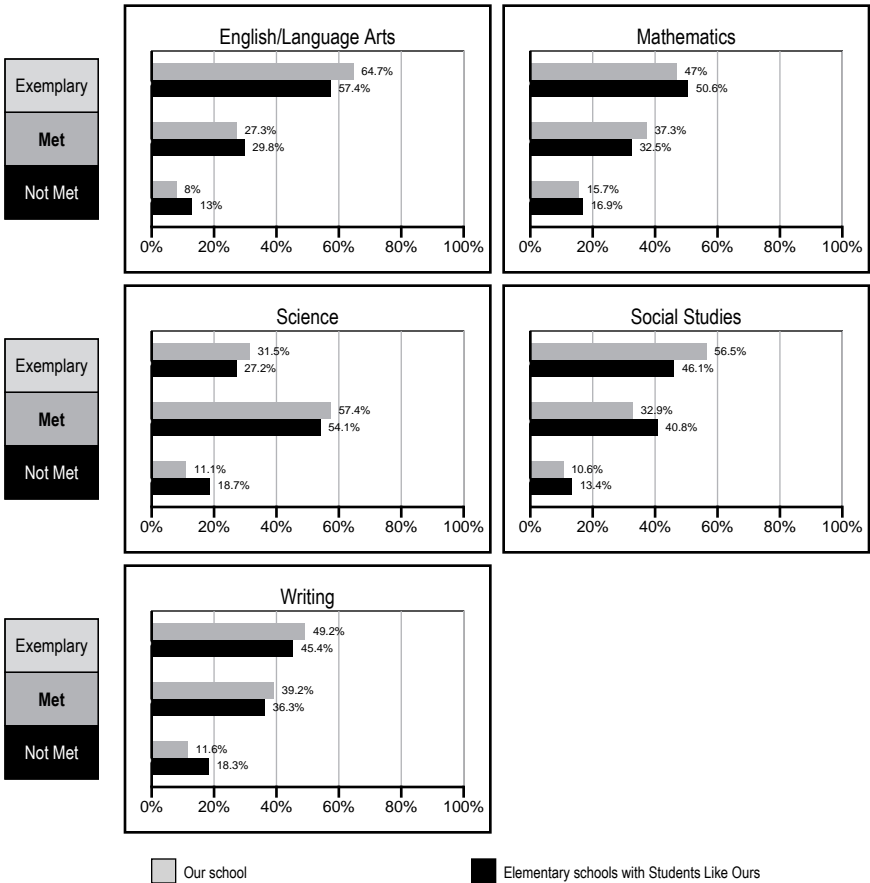
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 86.5%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 32        | 10   | 0       | 1             | 0       |

\* Ratings are calculated with data available by 12/14/2013.

**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=541)</b>  |            |                       |  |                          |
| First graders who attended full-day kindergarten                             | 100.0%     | No Change             | 100.0%                                     | 100.0%                   |
| Retention rate   | 0.0%       | Down from 0.5%        | 0.7%                                       | 0.9%                     |
| Attendance rate  | 96.7%      | Down from 97.1%       | 96.8%                                      | 96.3%                    |
| Served by gifted and talented program  | 7.5%       | N/A                   | 12.3%                                      | 7.2%                     |
| With disabilities  | 12.9%      | N/A                   | 10.9%                                      | 12.4%                    |
| Older than usual for grade   | 0.5%       | N/A                   | 1.4%                                       | 1.9%                     |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0%       | No Change             | 0.0%                                       | 0.0%                     |
| <b>Teachers (n=45)</b>   |            |                       |  |                          |
| Teachers with advanced degrees   | 80.0%      | Up from 72.7%         | 66.7%                                      | 62.5%                    |
| Continuing contract teachers   | 86.7%      | Up from 86.4%         | 88.2%                                      | 83.3%                    |
| Teachers returning from previous year  | 89.6%      | Up from 80.5%         | 89.7%                                      | 88.3%                    |
| Teacher attendance rate  | 94.2%      | Down from 96.3%       | 94.8%                                      | 95.0%                    |
| Average teacher salary*  | \$50,535   | Down 1.6%             | \$49,864                                   | \$48,193                 |
| Professional development days/teacher  | 14.6 days  | Up from 12.9 days     | 11.4 days                                  | 11.0 days                |
| <b>School</b>  |            |                       |  |                          |
| Principal's years at school  | 12.0       | Up from 11.0          | 5.0  | 4.0                      |
| Student-teacher ratio in core subjects                                       | 20.6 to 1  | Down from 21.8 to 1   | 21.2 to 1                                  | 20.1 to 1                |
| Prime instructional time   | 89.0%      | Down from 91.8%       | 90.5%                                      | 90.0%                    |
| 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       | No Change             | Excellent                                  | Excellent                |
| Dollars spent per pupil**  | \$8,421    | Up 7.9%               | \$7,142                                    | \$7,364                  |
| Percent of expenditures for instruction**                                    | 71.0%      | No Change             | 69.5%                                      | 68.0%                    |
| Percent of expenditures for teacher salaries**                               | 70.0%      | Down from 70.4%       | 67.0%                                      | 66.0%                    |

\* 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**

Riverview Elementary School believes in “Children First” and our school motto is “Whatever it takes”! Our highly qualified staff focuses on an instructional program which emphasizes individualized learning and active student involvement in the learning process. As a result of this goal we were recently awarded the Palmetto Gold Award for student achievement as well as the Palmetto Gold Award for closing the achievement gap.

Riverview has experienced unprecedented fluctuations in our student population numbers due to the enrollment caps that were placed on two neighboring schools in our district.

Riverview is fully accredited with the Southern Association of Colleges and Schools (SACS) and maintains an “all clear” status with the South Carolina Department of Education. Recently our school staff parents and community members worked together to reassess our safety plan. This was done cooperatively to assure that we are prepared for any crisis situation while ensuring students the opportunity to continue to grow socially, behaviorally, and academically.

Our students have the opportunity for learning outside of the classroom as well. Our “WHISK” (We Help Include Special Kids) group works with students in our school who have special needs. Our student body works with the Fort Mill Care Center, the humane society, and other care groups from the community. Our children can participate in groups that offer input for the school as well, such as the Go Green Group, the STARS (students taking a responsibility at school), the Nutrition Group, Safety Patrol, and many others. As a result of these and other programs we are developing leaders among both our staff and our students. Riverview Elementary believes that all children can learn with the input and support of all stakeholders. Our focus is on individualized instruction which actively engages all students giving them the foundation needed for success.

Yolanda Gordan – SIC Chairperson Annette Chinchilla - Principal

**Evaluations by Teachers, Students and Parents**

|  | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|--|-----------------|------------------|-----------------|
| Number of surveys returned                             | 48              | 79               | 49              |
| Percent satisfied with learning environment            | 100%            | 89.8%            | 89.8%           |
| Percent satisfied with social and physical environment | 98%             | 87.2%            | 91.7%           |
| Percent satisfied with school-home relations           | 93.9%           | 96.1%            | 89.6%           |

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

Abbreviations for Missing Data

## ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

|                                      |             |
|--------------------------------------|-------------|
| <b>Overall Weighted Points Total</b> | <b>92.6</b> |
| <b>Overall Grade Conversion</b>      | <b>A</b>    |

| Index Score  | Grade | Description   |
|--------------|-------|---|
| 90-100       | A     | Performance substantially exceeds the state's expectations. |
| 80-89.9      | B     | Performance exceeds the state's expectations.               |
| 70-79.9      | C     | Performance meets the state's expectations.                 |
| 60-69.9      | D     | Performance does not meet the state's expectations.         |
| Less than 60 | F     | Performance is substantially below the state's expectations |

## Accountability Indicator for Title I Schools

Riverview Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

## Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 2.7%         | 2.3%  |
| Classes in high poverty schools not taught by highly qualified teachers | N/A          | 4.9%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 2.1%       | 0.0%            | No                  |
| Student attendance rate                         | 96.7%      | 94.0%*          | Yes                 |

\* Or greater than last year

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Performance By Group

| Subgroups                         | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| <b>Grades 3-5</b>                 |          |           |              |                     |              |               |
| All Students                      | 684.6    | 661.9     | 645.8        | 667.4               | 99.3         | 99.3          |
| Male                              | 682.8    | 665.7     | 648.9        | 670.3               | 99.4         | 99.4          |
| Female                            | 686.5    | 658.1     | 642.6        | 664.5               | 99.3         | 99.3          |
| White                             | 691.4    | 671.2     | 652.8        | 675.5               | 99.0         | 99.0          |
| African American                  | 656.4    | 629.9     | 625.2        | 640.8               | 100.0        | 100.0         |
| Asian/Pacific Islander            | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Hispanic                          | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| American Indian/Alaskan           | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Disabled                          | N/A      | N/A       | N/A          | N/A                 | 96.9         | 96.9          |
| Limited English Proficient        | N/A      | N/A       | N/A          | N/A                 | N/A          | N/A           |
| Subsidized meals                  | 667.5    | 643.9     | 633.3        | 653.6               | 100.0        | 100.0         |
| Annual Measurable Objective (AMO) | 635.0    | 635.0     | 635.0        | 635.0               | 95.0         | 95.0          |

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 |
|------------------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>English/Language Arts</b> |       |                               |          |           |       |             |                    |
| <b>2012</b>                  | 3     | 86                            | 98.8     | 7.5       | 21.3  | 71.3        | 92.5               |
|                              | 4     | 82                            | 100      | 2.8       | 32.4  | 64.8        | 97.2               |
|                              | 5     | 102                           | 100      | 14.3      | 40.7  | 45.1        | 85.7               |
|                              | 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>2013</b>                  | 3     | 113                           | 99.1     | 9.4       | 20.8  | 69.8        | 90.6               |
|                              | 4     | 104                           | 100      | 5.6       | 32.6  | 61.8        | 94.4               |
|                              | 5     | 85                            | 98.8     | 8.1       | 35.1  | 56.8        | 91.9               |
|                              | 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                |
| <b>Mathematics</b>           |       |                               |          |           |       |             |                    |
| <b>2012</b>                  | 3     | 86                            | 98.8     | 18.8      | 31.3  | 50          | 81.3               |
|                              | 4     | 82                            | 100      | 8.5       | 50.7  | 40.8        | 91.5               |
|                              | 5     | 102                           | 100      | 15.4      | 50.5  | 34.1        | 84.6               |
|                              | 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>2013</b>                  | 3     | 113                           | 99.1     | 19.8      | 31.3  | 49          | 80.2               |
|                              | 4     | 104                           | 100      | 10.1      | 43.8  | 46.1        | 89.9               |
|                              | 5     | 85                            | 98.8     | 17.6      | 40.5  | 41.9        | 82.4               |
|                              | 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                |
| <b>Science</b>               |       |                               |          |           |       |             |                    |
| <b>2012</b>                  | 3     | 43                            | 100      | 20        | 47.5  | 32.5        | 80                 |
|                              | 4     | 82                            | 100      | 7         | 74.6  | 18.3        | 93                 |
|                              | 5     | 52                            | 98.1     | 13.3      | 71.1  | 15.6        | 86.7               |
|                              | 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>2013</b>                  | 3     | 54                            | 98.2     | 13.6      | 47.7  | 38.6        | 86.4               |
|                              | 4     | 103                           | 100      | 6.8       | 60.2  | 33          | 93.2               |
|                              | 5     | 43                            | 100      | 16.7      | 63.9  | 19.4        | 83.3               |
|                              | 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                |

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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| <b>Social Studies</b> |       |                               |          |           |       |             |                    |
| <b>2012</b>           | 3     | 45                            | 97.8     | 12.2      | 22    | 65.9        | 87.8               |
|                       | 4     | 82                            | 100      | 5.6       | 45.1  | 49.3        | 94.4               |
|                       | 5     | 50                            | 98       | 17.4      | 43.5  | 39.1        | 82.6               |
|                       | 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>2013</b>           | 3     | 58                            | 96.6     | 15.4      | 44.2  | 40.4        | 84.6               |
|                       | 4     | 103                           | 100      | 9.1       | 28.4  | 62.5        | 90.9               |
|                       | 5     | 42                            | 97.6     | 15.8      | 28.9  | 55.3        | 84.2               |
|                       | 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>Writing</b>        |       |                               |          |           |       |             |                    |
| <b>2012</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     | 100                           | 96       | 16.9      | 37.1  | 46.1        | 83.1               |
|                       | 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>2013</b>           | 3     | 107                           | 98.1     | 17.9      | 24.2  | 57.9        | 82.1               |
|                       | 4     | 101                           | 94.1     | 6         | 44.6  | 49.4        | 94                 |
|                       | 5     | 82                            | 96.3     | 9.7       | 52.8  | 37.5        | 90.3               |
|                       | 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                |

Abbreviations for Missing Data

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