



Riverside Middle School

615 Hammett Bridge Rd.
Greer, SC 29650

Grades	6-8 Middle School	
Enrollment	1,140 Students	
Principal	Eric L. Williams	864-355-7900
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Excellent
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Good
2009	Good	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://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

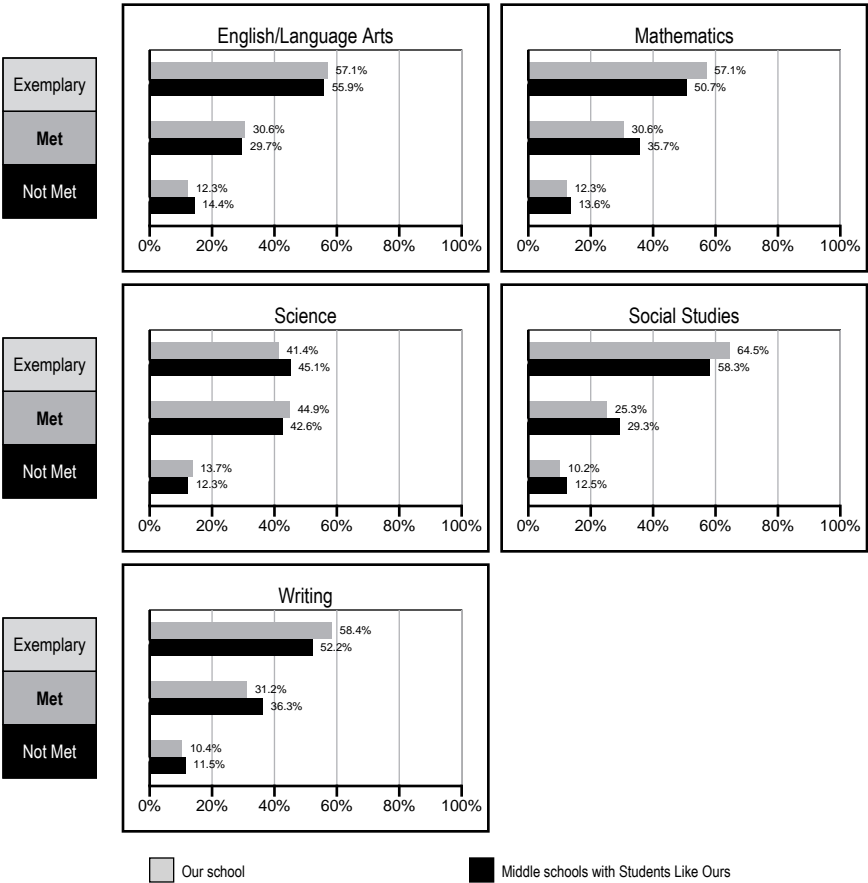
94%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
8	1	0	0	0

* Ratings are calculated with data available by 03/14/2014.

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%	99.5%
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=1,140)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 50.1%	28.7%	24.6%
Retention rate	0.5%	Up from 0.1%	0.3%	0.6%
Attendance rate	96.8%	Down from 97.2%	96.5%	95.9%
Served by gifted and talented program	33.5%	N/A	38.8%	18.5%
With disabilities	9.8%	N/A	7.4%	13.0%
Older than usual for grade	2.2%	N/A	1.8%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.5%	0.5%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=62)				
Teachers with advanced degrees	62.9%	Down from 69.6%	63.8%	61.5%
Continuing contract teachers	83.9%	Down from 94.6%	87.2%	77.2%
Teachers returning from previous year	93.6%	Down from 93.7%	89.3%	85.9%
Teacher attendance rate	95.4%	Up from 94.4%	95.1%	94.9%
Average teacher salary*	\$50,313	Up 1.7%	\$50,453	\$47,313
Professional development days/teacher	10.8 days	Up from 10.5 days	10.8 days	10.1 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	4.0
Student-teacher ratio in core subjects	10.5 to 1	Down from 25.0 to 1	23.4 to 1	22.1 to 1
Prime instructional time	91.5%	Up from 91.0%	90.0%	89.6%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.7%	Down from 99.3%	98.8%	99.0%
Character development program	Excellent	Up from Good	Excellent	Good
Dollars spent per pupil**	\$5,710	Up 5.0%	\$6,501	\$7,239
Percent of expenditures for instruction**	65.0%	Up from 62.8%	67.5%	63.0%
Percent of expenditures for teacher salaries**	63.0%	Up from 61.9%	66.0%	61.0%

* 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

Riverside Middle School, with its dedication to teamwork has consistently served its community of learners as one of the premier middle schools in the state. We do this by maintaining a rigorous curriculum and a strong relationship among school, home, and community. In 2010 we were named a Palmetto's Finest School, a Palmetto Gold Winner and a Red Carpet Award School. For two consecutive years we have achieved an Excellent/Excellent rating on the school report card demonstrating that our focus on academic rigor and improved communication with the home and community is having positive impacts on student achievement. We are particularly proud of our School Report Card ratings considering the fact that our school is already significantly above the district and state average in PASS and MAP testing. This is an indication that we are constantly striving to improve.

We not only excel academically, but we also have strong art, club, and athletic programs. Our students consistently achieve top prizes and awards in band, strings, chorus, and art classes. Our art programs are represented in all-county, all-state, and all-region performances. We claim top prizes through our clubs as well, most notably through our National Junior Beta Club, math club and Model United Nations program.

At Riverside Middle, our mission states that through cooperation with the home and community, we will provide opportunities which prepare students intellectually, socially, emotionally and physically to become productive and responsible members of society. We strive to educate students to be well-rounded and to place excellence as their primary goal in all their endeavors, whether it is academically or through their extra- curricular activities.

Furthermore, we fully appreciate the power of having a strong school to home and community relationship. We work to communicate via monthly newsletters, social media, automated phone calls to each home, teacher websites, email blasts as well as school and PTSA websites. We host many functions aimed at drawing the community closer together. We are especially proud of our Breakfast with moms, Breakfast with dads, PTSA Family Fun Night, Hands on Greenville Initiative, and IMove (5k run) programs.

We realize that resting on our previous achievements undermines continued growth and excellence. This is why we make use of the Making Middle Grades Work model and parent organizations such as the School Improvement Council to continuously strive towards school improvement. We understand that including parents and community leaders as part of our continued improvement is needed to maintain our level of excellence. We consider it a privilege to work with our students and families.

Eric L. Williams
Principal

Pam Varner
SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	341	108
Percent satisfied with learning environment	96.9%	85.7%	92.6%
Percent satisfied with social and physical environment	100%	88.5%	88%
Percent satisfied with school-home relations	100%	89.1%	81.3%

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

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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.

Overall Weighted Points Total	95.3
Overall Grade Conversion	A

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

Riverside Middle 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	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.1%	0.0%	No
Student attendance rate	96.8%	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
Grades 6-8						
All Students	674.8	678.9	650.7	674.3	100.0	100.0
Male	671.4	680.5	653.2	683.9	100.0	100.0
Female	678.1	677.4	648.1	665.8	100.0	100.0
White	680.2	684.1	655.9	679.5	100.0	100.0
African American	639.4	640.1	611.7	638.3	100.0	100.0
Asian/Pacific Islander	701.1	717.6	675.3	704.1	100.0	100.0
Hispanic	656.9	658.2	633.3	659.4	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	609.1	605.4	589.9	616.0	100.0	100.0
Limited English Proficient	664.3	674.1	633.9	666.9	100.0	100.0
Subsidized meals	646.3	644.9	621.7	643.2	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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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							
2012	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	355	100	11.3	24	64.7	88.7
	7	352	100	11.7	31.7	56.6	88.3
	8	345	100	15.9	29.3	54.9	84.1
2013	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	372	100	9.4	32.5	58.1	90.6
	7	381	100	12.7	27.2	60.1	87.3
	8	361	100	14.7	32.2	53.1	85.3
Mathematics							
2012	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	355	100	11	29.7	59.3	89
	7	352	100	16.2	31.1	52.7	83.8
	8	345	100	8.5	39.6	51.8	91.5
2013	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	372	100	10.6	27.8	61.7	89.4
	7	381	100	13.5	29.9	56.6	86.5
	8	361	100	12.7	35	52.3	87.3
Science							
2012	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	180	100	18.1	57.9	24	81.9
	7	350	99.7	13.9	46.4	39.8	86.1
	8	171	100	10.4	45.4	44.2	89.6
2013	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	187	100	17.6	57.1	25.3	82.4
	7	380	100	11.4	42.2	46.5	88.6
	8	179	100	15.4	37.7	46.9	84.6

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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							
2012	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	100	9	34.1	56.9	91
	7	350	100	12.9	27.3	59.8	87.1
	8	174	100	10.3	22.4	67.3	89.7
2013	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	187	99.5	9.4	37.6	53	90.6
	7	381	100	11.6	21.3	67.1	88.4
	8	181	100	7.8	22.3	69.8	92.2
Writing							
2012	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	345	99.4	13.4	30.8	55.8	86.6
2013	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	370	99.2	11.5	30.7	57.8	88.5
	7	381	99	9.8	27.9	62.3	90.2
	8	360	100	9.6	35.3	55.1	90.4

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