

RIVERSIDE MIDDLE

458 Riverside St.
Pendleton, SC 29670

Grades	7-8 Middle School	
Enrollment	441 Students	
Principal	Jeff Burke	864-403-2200
Superintendent	Dr. Lee D'Andrea	864-403-2000
Board Chair	Dr. Marty Williams	864-403-2000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	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 GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

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.

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

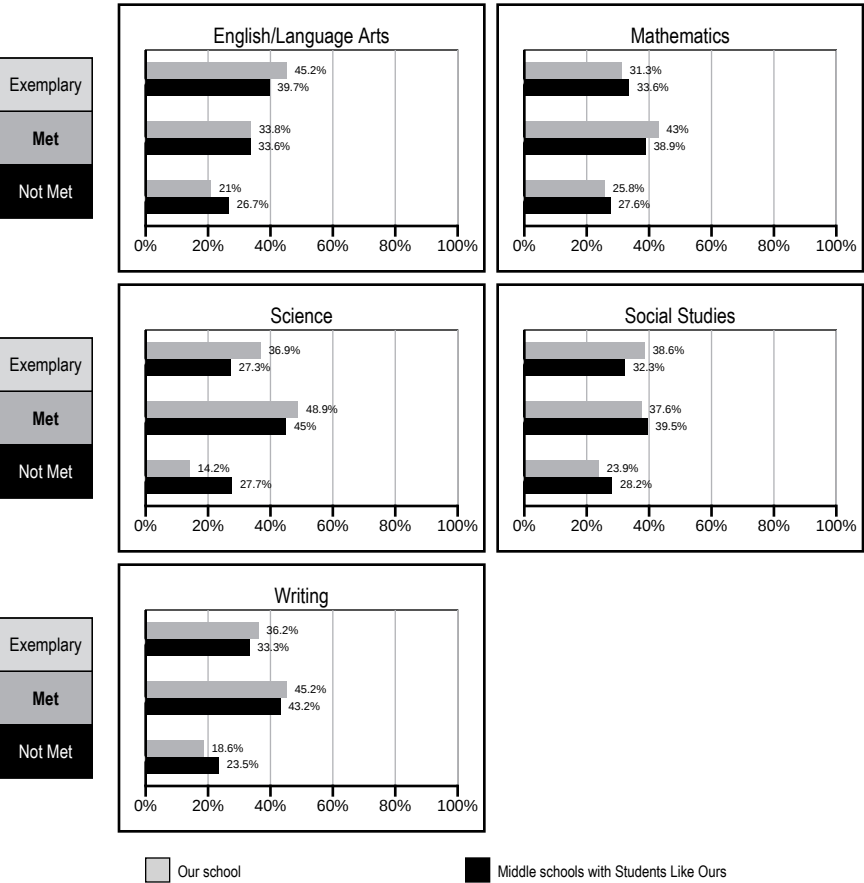
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	14	24	0	1

* Ratings are calculated with data available by 03/09/2011.

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.

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	97.0%	98.6%
English 1	98.6%	97.2%
Physical Science	N/A	19.5%
US History and the Constitution	N/A	N/A
All Subjects	97.7%	97.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=441)				
Students enrolled in high school credit courses (grades 7 & 8)	64.4%	Down from 72.6%	28.2%	24.2%
Retention rate	0.0%	Down from 0.2%	0.7%	0.7%
Attendance rate	99.8%	Up from 96.5%	96.0%	95.9%
Eligible for gifted and talented	35.8%	Up from 20.6%	19.9%	16.4%
With disabilities other than speech	13.8%	Down from 15.3%	11.0%	12.0%
Older than usual for grade	1.8%	Up from 1.4%	1.9%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.4%	Up from 0.5%	1.0%	0.5%
Annual dropout rate	0.4%	Up from 0.2%	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	60.0%	No Change	59.0%	58.5%
Continuing contract teachers	91.4%	Up from 85.7%	80.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	4.4%	4.0%
Teachers returning from previous year	87.8%	Up from 84.6%	85.4%	84.6%
Teacher attendance rate	96.4%	Up from 94.3%	95.4%	95.4%
Average teacher salary*	\$46,921	Up 4.3%	\$46,637	\$46,561
Professional development days/teacher	5.9 days	Up from 5.0 days	10.1 days	10.2 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 21.1 to 1	22.1 to 1	21.1 to 1
Prime instructional time	96.1%	Up from 90.6%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 96.3%	98.2%	98.1%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$9,246	Up 6.1%	\$7,217	\$7,802
Percent of expenditures for instruction**	59.2%	Down from 64.2%	63.2%	63.8%
Percent of expenditures for teacher salaries**	54.1%	Down from 58.0%	60.2%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2009-2010 academic year at Riverside Middle School proved to be a time of reorganization and reevaluation due to administrative changes at the school and district levels. Characteristically, our students, parents, staff, and community came together to support and advance the pursuit of excellence, not only in learning but also in character development and the overall educational environment. Since being named Palmetto's Finest Middle School two years ago, the school has continued those programs that proved successful, making a smooth transition to new leadership.

At the core of our success in student learning is a positive school atmosphere. Good relationships between students and teachers, demonstrated by the minimal behavior and discipline problems and a 97% teacher retention rate, are reflective of this quality. Commendable behavior and character traits of students were often noted by faculty and rewarded by the Student of the Month Program, as well as other student incentives and rewards, such as quarterly block parties and perfect-attendance bingo games. New to Riverside's successes this year is the Man-Up Program, a mentoring effort by male faculty and staff for eight-grade boys.

Continuation of successful programs structure Riverside's day. The Morning Assembly Program, a trademark of Riverside, starts the day with a focus on purpose as guest speakers offer "Words of Wisdom." The breakfast-in-the-classroom program further prepares all students for the tasks at hand. Continuation of the RISE program, a required study session for students demonstrating need, provides the avenue for learning success of all students.

This year several steps were taken to find solutions to the identified needs of improved parental involvement and communication. A goal of 100% parental involvement was achieved as a policy of parent signatures on grade sheets was mandated and overseen by the principal. Riverside worked in conjunction with the District Office in implementation of Parent Portal, a system providing secure internet access of a student's data to parents. An active PTO and SIC contributed by encouraging parent volunteerism in support of school needs and activities and communication efforts.

In a year made difficult by challenging financial issues, Riverside Middle School continues to thrive. Commitment to the Anderson District 4 goal of providing "opportunity for all learners to achieve," the Riverside Middle School family welcomes the challenge and will continue to provide the effort necessary to meet that goal.

Jeff Burke, Principal
Frances Graham, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	205	117
Percent satisfied with learning environment	100.0%	85.3%	89.6%
Percent satisfied with social and physical environment	100.0%	91.7%	87.0%
Percent satisfied with school-home relations	94.7%	87.3%	80.0%

* 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 19 out of 21 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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.8%	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 = 58.8% (Met or Exemplary)

All Students	428	100	24	32.7	43.3	83.8	88.8	83.5	Yes	Yes
Gender										
Male	232	100	27.1	32.1	40.7	81.9	87	80.1	N/A	N/A
Female	196	100	20.3	33.3	46.4	85.9	90.8	87	N/A	N/A
Racial/Ethnic Group										
White	332	100	20.4	32.5	47.1	87	92.2	89.6	Yes	Yes
African American	83	100	40.3	35.1	24.7	70.1	77.4	74.6	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	80	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	77.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	58	100	70.4	16.7	13	38.9	63	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	58.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	206	100	32.3	33.8	33.8	76.4	85.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	428	100	27.1	44.3	28.6	84	87.5	80.4	Yes	Yes
Gender										
Male	232	100	26.7	44.3	29	83.3	86.4	78.4	N/A	N/A
Female	196	100	27.6	44.3	28.1	84.9	88.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	332	100	25.1	44.3	30.7	84.8	89.6	87.8	Yes	Yes
African American	83	100	39	48.1	13	77.9	80.5	69.3	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.3	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	66.7	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	58	100	79.6	13	7.4	40.7	62.2	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	58.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	206	100	34.9	45.6	19.5	77.9	82.5	72.8	Yes	Yes

* 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
Science								
All Students	321	100	14.1	48.6	37.3	85.9	77	67.3
Gender								
Male	169	100	13.7	44.1	42.2	86.3	77.8	66.9
Female	152	100	14.7	53.3	32	85.3	76.1	67.7
Racial/Ethnic Group								
White	251	100	12.7	49	38.4	87.3	82.6	79.6
African American	62	100	19	53.4	27.6	81	60	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	42	100	51.3	38.5	10.3	48.7	47.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	58.6
Socio-Economic Status								
Subsidized meals	157	100	20.8	53	26.2	79.2	67.4	55.4

Social Studies

All Students	316	100	23.8	37.5	38.8	76.2	79.2	70.9
Gender								
Male	170	100	22.6	32.3	45.1	77.4	79.5	70.1
Female	146	100	25.2	43.4	31.5	74.8	78.9	71.7
Racial/Ethnic Group								
White	243	100	23.1	36.1	40.8	76.9	82.8	79.2
African American	62	100	27.6	46.6	25.9	72.4	65.2	58.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	81.8	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	81.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	44	100	58.5	29.3	12.2	41.5	54.6	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	68
Socio-Economic Status								
Subsidized meals	154	100	33.1	39.2	27.7	66.9	71.4	60.8

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	423	99.3	18.6	45.2	36.2	81.4	81.6	72.1	99.8	99.9
Gender										
Male	229	98.7	21.1	52.3	26.6	78.9	78	65.2	99.7	99.9
Female	194	100	15.7	37.2	47.1	84.3	85.7	79.2	99.9	99.9
Racial/Ethnic Group										
White	329	99.1	15.3	47.5	37.2	84.7	85.3	80.8	99.8	99.9
African American	81	100	32.9	40.8	26.3	67.1	69.4	59.7	99.9	99.9
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	80	87	99.9	99.9
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.1	64.6	99.9	99.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	99.9
Disability Status										
Disabled	58	96.6	64.8	27.8	7.4	35.2	42	27.7	99.9	99.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	25	63.7	99.9	99.9
Socio-Economic Status										
Subsidized meals	199	99	27.4	43.2	29.5	72.6	74.5	61.9	99.7	99.9

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							
2009	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	213	100	26.7	40.1	33.2	73.3
	8	230	100	26.4	43.2	30.5	73.6
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	0	N/A	N/A	N/A	N/A	N/A
	7	210	100	20.9	31.6	47.6	79.1
	8	218	100	27.1	33.8	39.1	72.9
Mathematics							
2009	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	213	99.5	25.9	43.8	30.3	74.1
	8	230	100	26.4	45	28.6	73.6
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	0	N/A	N/A	N/A	N/A	N/A
	7	210	100	21.8	43.7	34.5	78.2
	8	218	100	32.4	44.9	22.7	67.6
Science							
2009	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	213	99.5	20.9	56.2	22.9	79.1
	8	116	100	24.5	44.5	30.9	75.5
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	0	N/A	N/A	N/A	N/A	N/A
	7	210	100	13.1	51.5	35.4	86.9
	8	111	100	16.2	42.9	41	83.8

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
Social Studies							
2009	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	213	99.5	37.3	31.8	30.8	62.7
	8	114	100	24.5	38.2	37.3	75.5
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	0	N/A	N/A	N/A	N/A	N/A
	7	209	100	24.4	38	37.6	75.6
	8	107	100	22.5	36.3	41.2	77.5
Writing							
2009	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	211	100	24.6	40.9	34.5	75.4
	8	228	100	28.6	41.4	30	71.4
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	N/A	N/AV	N/A	N/A	N/A	N/A
	7	210	99.1	18.6	38.2	43.1	81.4
	8	213	99.5	18.5	52.2	29.3	81.5

Abbreviations for Missing Data

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