



## River Springs Elementary

115 Connie Wright Road  
Irmo, SC 29063

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	642 Students	
<b>Principal</b>	Melanie Cohen	803-732-8147
<b>Superintendent</b>	Dr. Herbert M. Berg	803-476-8000
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Excellent</b>
2008	Good	Below Average
2007	Good	Below Average
2006	Excellent	Good
2005	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 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**

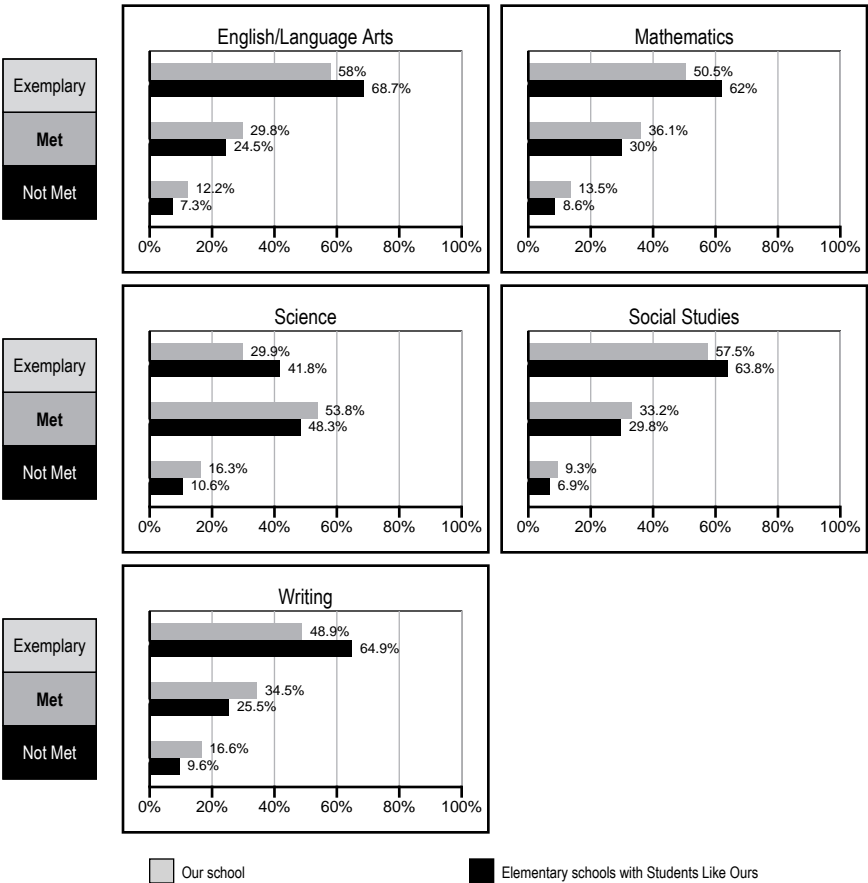
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.1%

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

Excellent	Good	Average	Below Average	At-Risk
15	0	0	0	0

\* Ratings are calculated with data available by 06/01/2010.

**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=642)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Up from 0.0%	0.6%	1.9%
Attendance rate	96.8%	Down from 97.1%	97.0%	96.3%
Eligible for gifted and talented	29.3%	Down from 33.4%	30.2%	10.0%
With disabilities other than speech	2.4%	Up from 0.5%	4.5%	7.7%
Older than usual for grade	0.0%	No Change	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	72.3%	Up from 56.3%	64.7%	59.4%
Continuing contract teachers	95.7%	Up from 91.7%	85.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.2%	Up from 81.3%	84.7%	85.9%
Teacher attendance rate	95.5%	Up from 94.3%	95.5%	95.1%
Average teacher salary*	\$50,464	Up 4.8%	\$50,883	\$47,149
Professional development days/teacher	9.2 days	Down from 14.3 days	9.3 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.2 to 1	20.7 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 90.7%	91.7%	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	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,891	Up 0.5%	\$6,450	\$7,458
Percent of expenditures for instruction**	63.5%	Down from 64.6%	68.5%	68.8%
Percent of expenditures for teacher salaries**	62.0%	Down from 63.0%	64.9%	63.2%

\* 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

River Springs Elementary School, one of 12 elementary schools in District Five of Lexington and Richland Counties, experienced dramatic changes in enrollment from a low of 502 students in 1998 to an almost doubled increase of 969 in 2001-02. For the past 4-5 years, enrollment has remained around 640 students in K-5. The majority of the teachers have been at the school since it opened in 1998, adding the benefit of stability and experience. There are 53 certified teachers on staff, nine of which are National Board Certified. Teachers on continuing contracts participate in performance-based evaluations (GBEs) and pursue areas of interest identified in the district's Inquiry Group Cohorts. Through these methods of professional development, teachers are able to develop strengths and focus on personal and professional improvement.

Leadership remained the same during the first eight years of the school's existence and then a three-year period of transition took place between 2006-09. Through all of this, the school maintained an excellent academic standing in the state and consistently won awards and honors, including winning the prestigious SC Palmetto Goal Award six times. River Springs has consistently met all requirements under Federal regulations of No Child Left Behind and continues to meet Annual Yearly Progress.

While the school is indeed proud of the many accomplishments in past years, we felt the time had come to place stronger emphasis on student academic achievement as we enter a new level of accountability in education. Our PACT test scores have been above state levels and, in some cases, higher than other elementary schools in the district and state. The goal for RSES this year was to focus on three areas: the individual strengths and talents of each child, a balanced curriculum that was relevant and challenging, and instruction that was motivating and stimulating. Teachers analyzed all data, including student demographics, standardized test scores, Dominie assessments, and staff development to improve instruction and promote learning. Communication between the school and home was constant and successful with more parents than ever before coming into the school to volunteer and attend parent-teacher conferences. Related Arts continued to be a vital part of the instructional program at RSES. This year, it provided students with a broad spectrum of possibilities that addressed the still undiscovered artistic talents of many of our students.

The staff, School Improvement Council (SIC), and Parent-Teacher Organization (PTO) helped prepare the annual school renewal plan for 2008-09. This plan focused on measurable student academic goals in ELA and mathematics, an increase in home-school communication, professional development opportunities that included literacy, data analysis, and an increase in the use of technology (SMARTboards) by teachers and students. Parent and community involvement played a key role in this successful year at RSES, and two groups largely responsible were the PTO and the SIC. This year the PTO volunteered hundreds of hours in the school, raised money to purchase books for the literacy program, provided staff development opportunities for teachers to attend conferences, and formed educational partnerships with local restaurants and businesses. The SIC assisted the school administration in reviewing school initiatives and improvements. They served on the SACS committees and worked with the school to develop a five-year plan for school accreditation in 2010.

Respectfully submitted,

Sandra A. Williamson, RSES Interim Principal

Stephen Daniels, SIC President

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	87	51
Percent satisfied with learning environment	88.1%	91.9%	86.3%
Percent satisfied with social and physical environment	100.0%	87.1%	88.2%
Percent satisfied with school-home relations	97.5%	96.6%	82.0%

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

## Abbreviations for Missing Data

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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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	5.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	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 = 58.8% (Met or Exemplary)**

All Students	332	100	12.2	29.8	58	95	90.7	82.8	Yes	Yes
<b>Gender</b>										
Male	177	100	13.5	30.4	56.1	94.2	87.9	79.3	N/A	N/A
Female	155	100	10.8	29.1	60.1	95.9	93.5	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	236	100	8.8	24.6	66.7	96.9	94.6	89.5	Yes	Yes
African American	73	100	26.1	50.7	23.2	87	81.9	73.7	Yes	Yes
Asian/Pacific Islander	17	100	6.3	18.8	75	100	90.6	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	87	76.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	100	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	35.3	23.5	41.2	82.4	64.3	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	85.4	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	45	100	25	37.5	37.5	87.5	80.4	75.5	Yes	Yes

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

All Students	332	100	13.5	36.1	50.5	92.2	89.7	78.9	Yes	Yes
<b>Gender</b>										
Male	177	100	15.2	31.6	53.2	90.6	88.6	77	N/A	N/A
Female	155	100	11.5	41.2	47.3	93.9	90.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	236	100	5.3	35.1	59.6	96.5	94.5	87.2	Yes	Yes
African American	73	100	40.6	42	17.4	75.4	78.3	66.7	Yes	Yes
Asian/Pacific Islander	17	100	18.8	12.5	68.8	100	93.9	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	85.4	76	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	100	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	35	100	29.4	29.4	41.2	85.3	64.7	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	88.5	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	45	100	37.5	32.5	30	70	78	70.2	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
<b>Science</b>								
All Students	228	100	16.3	53.8	29.9	83.7	81.3	67.5
<b>Gender</b>								
Male	117	100	17.5	49.1	33.3	82.5	80.5	67
Female	111	100	15	58.9	26.2	85	82	68
<b>Racial/Ethnic Group</b>								
White	167	100	13.4	53	33.5	86.6	89.2	79.5
African American	42	100	30.8	59	10.3	69.2	61.9	50.3
Asian/Pacific Islander	14	100	15.4	46.2	38.5	84.6	89.2	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	74.4	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	24	100	25	50	25	75	54	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	72.1	59.6
<b>Socio-Economic Status</b>								
Subsized meals	30	100	23.1	65.4	11.5	76.9	64	55.1
<b>Social Studies</b>								
All Students	223	100	9.3	33.2	57.5	90.7	86	72.3
<b>Gender</b>								
Male	120	100	9.5	31.9	58.6	90.5	84.9	71.5
Female	103	100	9.2	34.7	56.1	90.8	87.2	73.2
<b>Racial/Ethnic Group</b>								
White	156	100	5.4	33.6	61.1	94.6	90.6	80.7
African American	54	100	23.1	38.5	38.5	76.9	75.4	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.6	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	83.3	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	27	100	15.4	38.5	46.2	84.6	62.1	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	79.6	67.9
<b>Socio-Economic Status</b>								
Subsized meals	28	100	28	24	48	72	72.2	62.1

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
<b>Writing</b>										
All Students	331	98.8	15.6	34.9	49.5	84.4	80.4	70.2	96.8	96.7
<b>Gender</b>										
Male	177	98.3	20.8	36.9	42.3	79.2	74.8	63.2	97	96.6
Female	154	99.4	9.5	32.7	57.8	90.5	86	77.5	96.7	96.7
<b>Racial/Ethnic Group</b>										
White	236	99.2	9.3	35.4	55.3	90.7	87	79.1	96.7	96.6
African American	72	97.2	40.3	35.8	23.9	59.7	64.9	57.6	97.5	96.8
Asian/Pacific Islander	17	100	6.3	25	68.8	93.8	86.7	86.2	97	97.2
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.4	62.6	95	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	92.3	68.7	96.7	94
<b>Disability Status</b>										
Disabled	35	100	32.4	35.3	32.4	67.6	39.2	26.1	97.1	96.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	63.7	61.2	96.9	96.6
<b>Socio-Economic Status</b>										
Subsided meals	44	95.5	42.1	28.9	28.9	57.9	61.1	58.9	96.1	95.9

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## 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>2009</b>	3	117	100	10.6	24.8	64.6	89.4
	4	119	100	12.9	32.8	54.3	87.1
	5	96	100	13.3	32.2	54.4	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>Mathematics</b>							
<b>2009</b>	3	117	100	15.9	38.1	46	84.1
	4	119	100	6.9	33.6	59.5	93.1
	5	96	100	18.9	36.7	44.4	81.1
	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>Science</b>							
<b>2009</b>	3	60	100	23.7	40.7	35.6	76.3
	4	119	100	11.2	60.3	28.4	88.8
	5	49	100	19.6	54.3	26.1	80.4
	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>Social Studies</b>							
<b>2009</b>	3	57	100	13	22.2	64.8	87
	4	119	100	4.3	41.4	54.3	95.7
	5	47	100	18.2	25	56.8	81.8
	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
<b>Writing</b>							
<b>2009</b>	3	117	99.2	15.2	24.1	60.7	84.8
	4	118	100	12.9	50	37.1	87.1
	5	96	96.9	19.5	28.7	51.7	80.5
	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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