



River Springs Elementary

115 Connie Wright Road
Irmo, SC 29063

Grades	K-5 Elementary School	
Enrollment	643 Students	
Principal	Melanie Cohen	803-476-4400
Superintendent	Stephen W. Hefner, Ed.D.	803-476-8000
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	Below 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

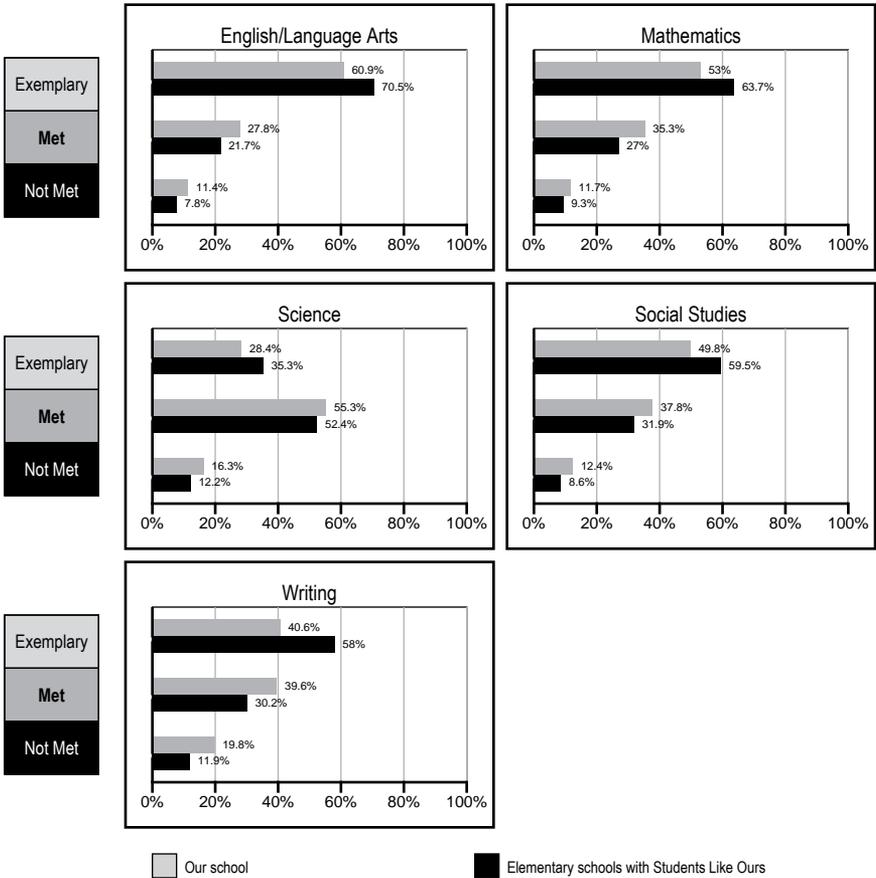
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	0	0	0	0

* Ratings are calculated with data available by 11/07/2012.

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
Students (n=643)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.2%	Up from 0.0%	0.7%	1.0%
Attendance rate	97.3%	Up from 97.0%	97.4%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Down from 0.6%	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	68.9%	Up from 68.8%	66.2%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	93.4%	Up from 92.7%	89.9%	88.7%
Teacher attendance rate	93.8%	Down from 94.9%	95.2%	95.1%
Average teacher salary*	\$50,033	Up 1.9%	\$49,655	\$47,210
Professional development days/teacher	10.9 days	Down from 12.0 days	9.5 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	7.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 20.5 to 1	22.2 to 1	20.0 to 1
Prime instructional time	90.5%	Up from 90.3%	91.4%	90.5%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,881	Up 2.4%	\$6,306	\$7,247
Percent of expenditures for instruction**	65.9%	Down from 68.2%	69.8%	68.2%
Percent of expenditures for teacher salaries**	65.2%	Down from 67.1%	69.2%	65.7%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Throughout the 2011-2012 school year, River Springs Elementary School has continued a long tradition of excellence with the support of the staff, students, parents and community. Along with the administration and staff, the School Improvement Council (SIC) and Parent-Teacher Organization (PTO) worked together on key initiatives for the school including improving literacy, parent communication and physical fitness for our students. The SIC organized a collection of used books to supplement classroom libraries that allowed each teacher to add approximately 50 books to their classroom libraries for student use. Additionally, the School Improvement Council supported literacy by hosting a read-aloud session for selected students once each week as well as a Reading Patrol to award new books to students once each month. Our PTO focused their time and gifts toward funding a running track for our playground. This has already become a favorite place for students and the next step in this effort is the organization of running club for the 2012-2013 school year. Through the focused efforts of both of these organizations, River Springs Elementary is able to continue to positively impact the lives of our students both inside and outside the walls of our school.

The district initiatives of Data Teams, Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (RtI) have been the focus of professional development for our faculty and staff. All staff members have worked collaboratively on a school Data Team to study instructional methods, assessment and the resulting student data to ensure the needs of each child are met in the classroom. This initiative will continue into the next school year as the faculty focuses on planning instruction based upon decisions derived from student data. In keeping with the PBIS model, our Gator Goals have given teachers and students a common language for school expectations. For next school year, we will expand upon the student written matrix for expectations. Finally, River Springs has worked to refine our RtI model of intervention for children struggling with reading. Next year, we will continue to refine the program and study the resulting data to make informed instructional decisions for children.

While River Springs Elementary has continued to make strides in many areas, we face a new challenge along with other school across the district and state as we implement the new Common Core State Standards. The rigor and depth required of the new standards for English Language Arts and Mathematics will require deep professional study by the staff in order to develop the critical thinking and problem solving skills that students will need to be successful in the classroom and beyond. As we look toward the 2012-2013 school year, we undoubtedly have a tremendous challenge before us.

With the unrelenting support of our parents and community, however, the River Springs staff and students will undoubtedly exceed the new standards set before them.

Respectfully,
Melanie Cohen, Principal
Melissa Cole, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	99	68
Percent satisfied with learning environment	97.4%	90.8%	87.9%
Percent satisfied with social and physical environment	100.0%	87.8%	97.0%
Percent satisfied with school-home relations	100.0%	90.7%	91.0%

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

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ESEA/Federal Accountability Rating System

In July 2012, 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	96.9
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

River Springs Elementary 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	5.6%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.3%	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 3-5						
All Students	679.7	673.5	645.2	662.5	100.0	100.0
Male	673.3	673.0	646.1	666.2	100.0	100.0
Female	685.2	673.9	644.5	659.2	100.0	100.0
White	685.9	678.8	651.0	666.8	100.0	100.0
African American	645.3	641.7	609.1	629.4	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	634.0	641.0	618.2	623.6	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	643.6	645.8	610.7	634.7	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	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							
2011	3	117	100	5.2	24.3	70.4	94.8
	4	106	100	15.7	34.3	50	84.3
	5	123	100	10.9	39.5	49.6	89.1
	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
2012	3	106	100	12.9	17.8	69.3	87.1
	4	117	100	11.3	34.8	53.9	88.7
	5	107	100	9.8	29.4	60.8	90.2
	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
Mathematics							
2011	3	117	100	18.3	29.6	52.2	81.7
	4	106	100	11.8	24.5	63.7	88.2
	5	123	100	10.1	31.1	58.8	89.9
	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
2012	3	106	100	19.8	29.7	50.5	80.2
	4	117	100	6.1	40	53.9	93.9
	5	107	100	9.8	35.3	54.9	90.2
	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
Science							
2011	3	58	100	14	49.1	36.8	86
	4	106	100	15.7	50	34.3	84.3
	5	61	100	20.7	48.3	31	79.3
	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
2012	3	53	100	19.6	45.1	35.3	80.4
	4	117	100	16.5	69.6	13.9	83.5
	5	53	100	12.2	32.7	55.1	87.8
	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

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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							
2011	3	59	100	5.2	31	63.8	94.8
	4	106	100	12.7	31.4	55.9	87.3
	5	62	100	6.6	29.5	63.9	93.4
	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
2012	3	53	100	16	34	50	84
	4	117	99.2	9.6	46.5	43.9	90.4
	5	54	100	13.2	22.6	64.2	86.8
	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
Writing							
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	123	100	13.3	35.8	50.8	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
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	106	99.1	19.8	39.6	40.6	80.2
	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

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