



## River Springs Elementary

115 Connie Wright Road  
Irmo, SC 29063

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	641 Students	
<b>Principal</b>	Sandra Williamson	803-732-8147
<b>Superintendent</b>	Dr. Herbert Berg	803-476-8000
<b>Board Chair</b>	Paula Hite	803-749-1387

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Below Average</b>
2007	Good	Below Average
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

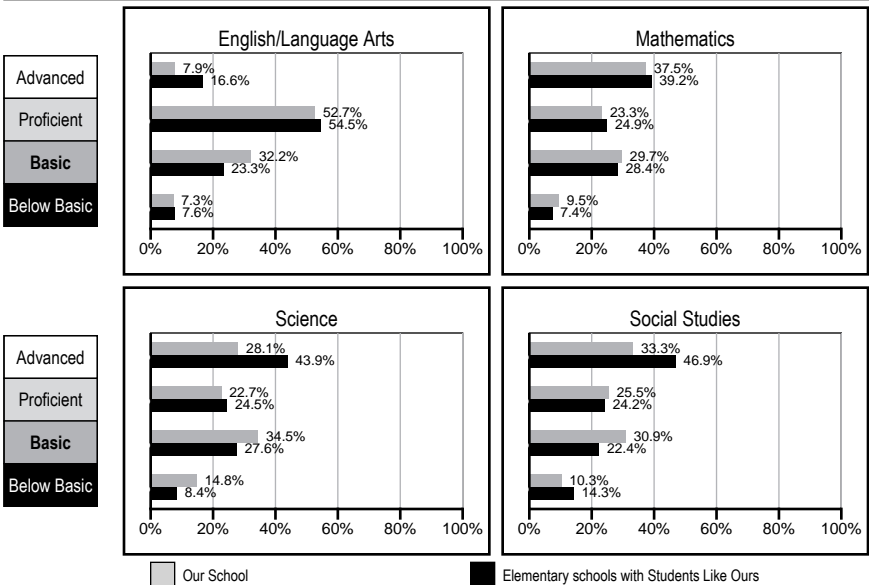
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98%

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

Excellent	Good	Average	Below Average	At-Risk
8	3	0	1	0

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=641)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.5%	0.8%	2.3%
Attendance rate	97.1%	No Change	97.1%	96.3%
Eligible for gifted and talented	33.4%	Down from 41.2%	32.2%	10.4%
With disabilities other than speech	0.5%	Down from 1.1%	4.3%	7.5%
Older than usual for grade	0.0%	No Change	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	56.3%	Up from 52.2%	60.6%	56.7%
Continuing contract teachers	91.7%	Down from 93.5%	84.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.3%	Up from 78.6%	85.4%	86.4%
Teacher attendance rate	94.3%	Down from 95.3%	94.6%	94.9%
Average teacher salary	\$48,152	Up 8.4%	\$48,306	\$45,345
Professional development days/teacher	14.3 days	Up from 14.2 days	10.1 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 19.5 to 1	19.8 to 1	18.5 to 1
Prime instructional time	90.7%	Down from 91.6%	90.9%	89.8%
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*	\$7,849	Up 19.7%	\$7,039	\$7,052
Percent of expenditures for instruction*	64.6%	Down from 66.8%	67.7%	69.1%
Percent of expenditures for teacher salaries*	63.0%	Down from 65.5%	63.2%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The dedicated faculty and staff members at River Springs Elementary School are committed to meeting the diverse educational needs of all learners in a challenging and nurturing environment. River Springs Elementary School is a community in constant collaboration, defining and redefining how to achieve the best for each child.

We recognize that effective learning is a direct result of effective teaching, and meeting the instructional needs of all students compels us to meet the professional needs of all teachers. Therefore, our professional development model is flexible and dynamic, allowing teachers to personalize their own professional growth. Our primary instructional focus is on strengthening literacy skills to improve opportunities for learning across content areas. Grade-level teams meet regularly with administration and a full-time literacy coach to integrate reading, writing, and critical thinking across the curriculum.

At River Springs Elementary, we fully recognize that each child possesses unique strengths and weaknesses and develops at his or her own pace. We take a very proactive approach to building upon student strengths and addressing weaknesses through targeted interventions. Determining student needs begins with collecting and analyzing performance data. Teachers meet in groups on a monthly basis to review and interpret a wide variety of data. Formal measures, such as standardized tests, and informal measures, such as the Dominic Reading and Writing instrument and other curriculum-based assessments, are combined with daily teacher observations to drive instruction. In addition, individual teachers have the opportunity to meet with the student support team to brainstorm interventions addressing specific student concerns. Previously, implementation of targeted interventions has been a challenge due to the intensity of support required. In response to this challenge, we have added a full-time instructional interventionist and school psychologist to assist teachers in differentiating instruction.

The River Springs Elementary community is not only comprised of students, faculty, and staff. Our parents play an integral role in all of our efforts. Our very involved Parent-Teacher Organization rallies volunteers to assist teachers in a variety of functions, from working with individual students to organizing classroom materials. The PTO raises funds that are invested in instructional resources. Our School Improvement Council provides insight and feedback on a variety of school improvement initiatives. Most recently, members have turned attention to broadening our literacy focus throughout the school community. Through this forum, parents and teachers are collaborating on taking this focus beyond the structured curriculum to a more pervasive presence. Like the students we serve, River Springs Elementary School is evolving in response to the various demands and challenges we face each day. Learning is a never-ending process, and River Springs Elementary is unified in carrying each learner as far on that journey as possible.

Melissa Cole, Principal  
 Kevin Alberse, SIC Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	40	112	76
Percent satisfied with learning environment	95.0%	90.1%	92.1%
Percent satisfied with social and physical environment	100.0%	91.1%	98.7%
Percent satisfied with school-home relations	100.0%	91.9%	92.0%

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

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 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. Sanction: Implement the restructuring plan.
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	2.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.4%	0.0%	No
Student attendance rate	97.1%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	323	99.7	7	32.3	52.8	7.9	72.5	62.4	48.2	Yes	Yes
<b>Gender</b>											
Male	164	99.4	8.1	34.4	53.8	3.8	70.6	55.3	41.7	N/A	N/A
Female	159	100	5.8	30.1	51.9	12.2	74.4	69.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	227	100	4.9	26.1	58.8	10.2	80.1	71.8	60	Yes	Yes
African American	77	98.7	15.3	54.2	27.8	2.8	45.8	41.1	31.7	Yes	Yes
Asian/Pacific Islander	12	100	0	27.3	72.7	0	72.7	75.4	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	45.5	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	26.6	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.8	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	45.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	37	100	22.2	41.7	36.1	0	50	38.6	34	I/S	I/S

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	323	99.7	9.2	29.7	23.4	37.7	73.7	64.1	45.8	Yes	Yes
<b>Gender</b>											
Male	164	99.4	11.3	25.6	21.3	41.9	75	64.6	45.6	N/A	N/A
Female	159	100	7.1	34	25.6	33.3	72.4	63.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	227	100	4.9	25.7	25.2	44.2	81	74.8	59	Yes	Yes
African American	77	98.7	25	44.4	16.7	13.9	47.2	39	26.9	Yes	Yes
Asian/Pacific Islander	12	100	0	27.3	18.2	54.5	81.8	79.7	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	53	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	32.4	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.9	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	59.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	37	100	36.1	36.1	19.4	8.3	44.4	39.2	31.4	I/S	I/S

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	207	100	14.8	34.5	22.7	28.1	50.7	51	35.7	97.1	96.7
<b>Gender</b>											
Male	112	100	16.4	29.1	20.9	33.6	54.5	53.6	37.4	97.1	96.6
Female	95	100	12.9	40.9	24.7	21.5	46.2	48.4	33.8	97.1	96.8
<b>Racial/Ethnic Group</b>											
White	142	100	7.7	31.7	26.1	34.5	60.6	61.5	49.2	97.1	96.7
African American	50	100	41.3	43.5	8.7	6.5	15.2	26.2	17	97.5	96.5
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	69.6	58	97	97.3
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.2	24.9	95	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.2	97
<b>Disability Status</b>											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	28.6	14	96.9	95.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.1	21.9	N/A	98.8
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	45.1	24.4	98.5	96.8
<b>Socio-Economic Status</b>											
Subsided meals	25	100	50	29.2	12.5	8.3	20.8	26.9	21.1	96.3	95.7
<b>Social Studies</b>											
All Students	206	100	10.3	30.9	25.5	33.3	58.8	51.9	34	97.1	96.7
<b>Gender</b>											
Male	101	100	8	26	22	44	66	55.7	36.6	97.1	96.6
Female	105	100	12.5	35.6	28.8	23.1	51.9	47.9	31.3	97.1	96.8
<b>Racial/Ethnic Group</b>											
White	145	100	9.7	22.9	29.9	37.5	67.4	60.1	44.5	97.1	96.7
African American	49	100	14.3	57.1	12.2	16.3	28.6	31.5	19.1	97.5	96.5
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	70.2	58.9	97	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	51.7	27.5	95	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.2	97
<b>Disability Status</b>											
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	30.5	14.4	96.9	95.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	57.7	22.6	N/A	98.8
<b>English Proficiency</b>											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	44.6	27.3	98.5	96.8
<b>Socio-Economic Status</b>											
Subsided meals	25	100	20	48	16	16	32	28.8	21	96.3	95.7

\* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	88	100	4.8	26.2	57.1	11.9	69
	4	114	100	8.3	28.7	50.9	12	63
	5	110	100	7.6	41	44.8	6.7	51.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	118	100	3.5	23.9	62.8	9.7	72.6
	4	91	100	7.7	28.6	54.9	8.8	63.7
	5	114	99.1	9.8	43.8	41.1	5.4	46.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	88	100	9.5	42.9	33.3	14.3	47.6
	4	114	100	6.5	20.4	28.7	44.4	73.1
	5	110	100	6.7	25.7	23.8	43.8	67.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	118	100	5.3	43.4	26.5	24.8	51.3
	4	91	100	12.1	16.5	26.4	45.1	71.4
	5	114	99.1	10.7	26.8	17.9	44.6	62.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	44	100	24.4	29.3	29.3	17.1	46.3
	4	114	100	12	29.6	25	33.3	58.3
	5	55	100	18.5	31.5	13	37	50
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	59	100	10.7	37.5	37.5	14.3	51.8
	4	91	100	17.6	36.3	22	24.2	46.2
	5	57	100	14.3	28.6	8.9	48.2	57.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	44	100	4.7	34.9	32.6	27.9	60.5
	4	114	100	12	37	29.6	21.3	50.9
	5	55	100	13.7	33.3	23.5	29.4	52.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	59	100	7	29.8	35.1	28.1	63.2
	4	91	100	8.8	29.7	25.3	36.3	61.5
	5	56	100	16.1	33.9	16.1	33.9	50
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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