



SC Annual School Report Card Summary

River Springs Elementary
Lexington/Richland 5

Grades: K-5 Enrollment: 641
Principal: Sandra Williamson
Superintendent: Dr. Herbert Berg
Board Chair: Paula Hite

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Good	Below Average	TBD	Met	N/A
2007	Good	Below Average	Gold	Met	N/A
2006	Excellent	Good	Gold	Met	N/A

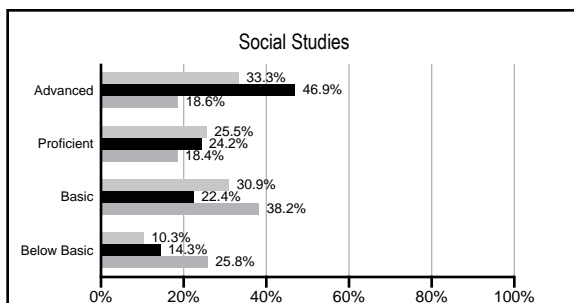
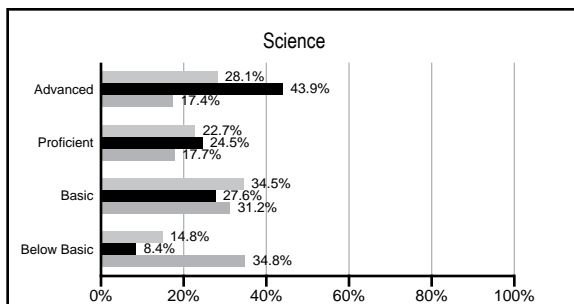
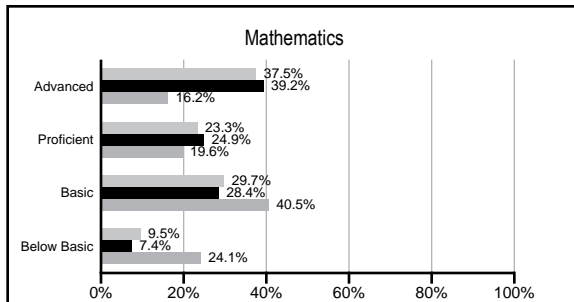
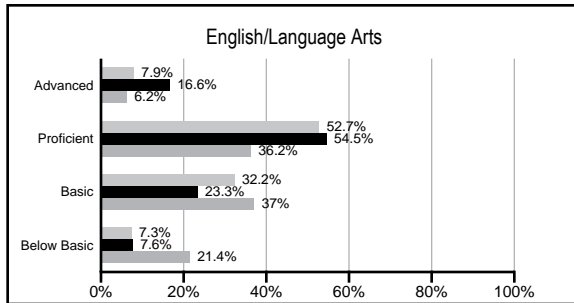
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
8	3	0	1	0

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

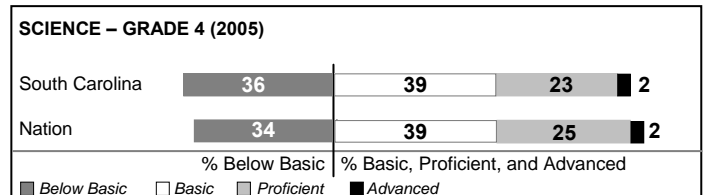
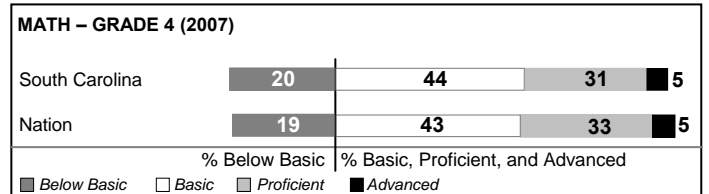
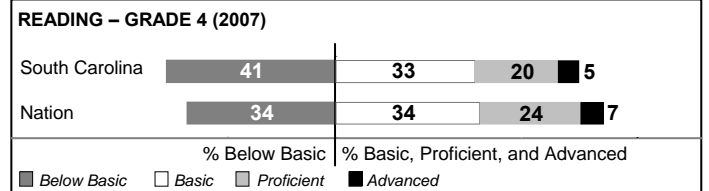
PACT PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

River Springs Elementary [Lexington/Richland 5]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=641)				
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%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=48)				
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
Classes not taught by highly qualified teachers	0.4%	Up from 0.0%	0.4%	0.0%
School				
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
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%
% of AYP objectives met	100.0%		100.0%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
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 at this school and their parents were included.

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 Dominie 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

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