



RIVER SPRINGS ELEMENTARY

115 Connie Wright Road
Irmo, SC 29063

Grades	K-5 Elementary School	
Enrollment	677 Students	
Principal	Melanie Cohen	803-732-8147
Superintendent	Dr. Herbert Berg	803-476-8116
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Excellent
2008	Good	Below Average
2007	Good	Below Average
2006	Excellent	Good

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

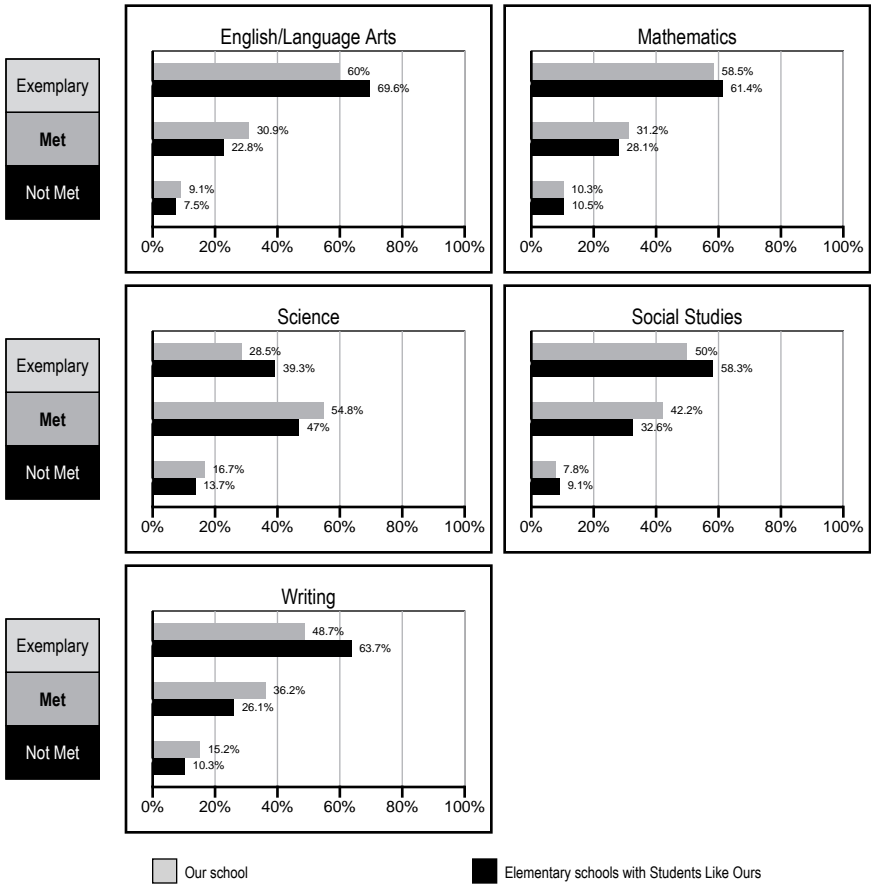
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	1	0	0	0

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

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=677)				
First graders who attended full-day kindergarten	100.0%	No Change	99.7%	100.0%
Retention rate	0.1%	Down from 0.2%	0.3%	1.2%
Attendance rate	99.9%	Up from 96.8%	96.9%	96.1%
Eligible for gifted and talented	33.5%	Up from 29.3%	35.3%	11.7%
With disabilities other than speech	2.2%	Down from 2.4%	4.7%	8.0%
Older than usual for grade	0.0%	No Change	0.1%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=47)				
Teachers with advanced degrees	68.1%	Down from 72.3%	64.7%	60.5%
Continuing contract teachers	89.4%	Down from 95.7%	87.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.2%	Up from 84.2%	88.6%	87.0%
Teacher attendance rate	94.6%	Down from 95.5%	96.1%	95.4%
Average teacher salary*	\$49,463	Down 2.0%	\$50,174	\$47,288
Professional development days/teacher	9.0 days	Down from 9.2 days	8.7 days	10.5 days
School				
Principal's years at school	1.0	No Change	6.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 19.5 to 1	21.4 to 1	19.2 to 1
Prime instructional time	93.8%	Up from 91.6%	93.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.7%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,211	Up 4.1%	\$7,092	\$7,548
Percent of expenditures for instruction**	64.4%	Up from 63.5%	68.0%	68.7%
Percent of expenditures for teacher salaries**	63.4%	Up from 62.0%	65.8%	65.1%

* 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 is an outstanding community school located in Irmo, South Carolina. The students and faculty of River Springs enjoy tremendous support from our community partners as well as an unprecedented level of support and involvement of parents. It is with this support that we are able to achieve a high level of student success at River Springs Elementary.

The 2009-10 school year marked a renewed focus in the area of literacy. The teachers, administrators, and literacy coach worked closely together to examine data and professional practices in order to improve student achievement in the area of English language arts. Monthly Literacy Team meetings with grade level teachers and reading interventionists focused on classroom practice and assessment. Classroom teachers were provided extended time for professional development opportunities as well as time for individual coaching from the school literacy coach. Additionally, all teachers participated in monthly cohort groups that allowed for further professional development. Each of these opportunities provided a rich professional development experience that, in turn, positively impacted classroom instruction.

In addition to our academic program, our Related Arts classes provide opportunities for students in the areas of music, visual arts, physical education, world languages and technology. These classes enrich and extend our academic program and provide opportunities for students to excel in other areas. Our students were able to showcase their experiences in related arts through winter and spring musicals, a French Festival and performance and a physical education show for our PTO.

River Springs Elementary, in conjunction with the other schools in the district, participated in the SACS accreditation process this year to maintain an accredited status for our school. During this process, our school examined data and established goals for a five-year-plan for school improvement. The goals focus on academic achievement in the areas of math and English language arts, professional development, and teacher and administrator quality. These goals allow us to focus our efforts in productive and meaningful ways, and also to meet the state's requirements of excellence as a Palmetto Gold award winning school.

We will continue to meet the individual needs of every child and maintain a high level of student achievement through a rigorous and authentic instructional program. With the continued support of our Parent Teacher Organization and School Improvement Council, and the continued dedication and commitment from our talented faculty and staff, River Springs Elementary will certainly continue along the path of school improvement.

Respectfully submitted,
 Melanie Cohen, Principal
 Bill Shirey, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	116	102
Percent satisfied with learning environment	93.9%	93.1%	94.1%
Percent satisfied with social and physical environment	100.0%	93.9%	96.0%
Percent satisfied with school-home relations	97.9%	95.7%	94.1%

* 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 21 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	2.4%	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	99.9%	94.0%*	Yes

* Or greater than last year

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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	347	100	9.1	30.9	60	94.7	90.5	83.5	Yes	Yes
Gender										
Male	175	100	12.1	35.8	52	91.9	87.7	80.1	N/A	N/A
Female	172	100	6	25.7	68.3	97.6	93.5	87	N/A	N/A
Racial/Ethnic Group										
White	253	100	4.4	30.9	64.7	98	94.8	89.6	Yes	Yes
African American	68	100	29.2	33.8	36.9	81.5	80.7	74.6	Yes	Yes
Asian/Pacific Islander	14	100	N/A	N/A	N/A	100	94.2	92.7	I/S	I/S
Hispanic	11	100	9.1	18.2	72.7	90.9	88.3	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	40	100	15	35	50	90	66.1	51.7	Yes	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	5	I/S	I/S	I/S	I/S	I/S	89.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	53	100	24	30	46	82	81.4	76.9	Yes	Yes

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

All Students	347	100	10.3	31.2	58.5	93.8	90.4	80.4	Yes	Yes
Gender										
Male	175	100	11	27.2	61.8	91.9	88.9	78.4	N/A	N/A
Female	172	100	9.6	35.3	55.1	95.8	91.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	253	100	4.4	28.9	66.7	98.8	94.8	87.8	Yes	Yes
African American	68	100	30.8	40	29.2	76.9	80.1	69.3	Yes	Yes
Asian/Pacific Islander	14	100	7.1	28.6	64.3	100	93.7	93.5	I/S	I/S
Hispanic	11	100	27.3	27.3	45.5	72.7	87.6	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	40	100	17.5	25	57.5	87.5	65	46.1	Yes	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	5	I/S	I/S	I/S	I/S	I/S	88	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	53	100	28	44	28	76	79.4	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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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
Science								
All Students	234	100	16.7	54.8	28.5	83.3	81.1	67.3
Gender								
Male	120	100	21.2	44.9	33.9	78.8	80.2	66.9
Female	114	100	11.8	65.5	22.7	88.2	82	67.7
Racial/Ethnic Group								
White	172	100	11.3	54.8	33.9	88.7	88.8	79.6
African American	44	100	33.3	61.9	4.8	66.7	63.8	49.7
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	85.5	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	68.3	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	27	100	22.2	40.7	37	77.8	52.9	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	4	I/S	I/S	I/S	I/S	I/S	71.9	58.6
Socio-Economic Status								
Subsidized meals	34	100	35.5	48.4	16.1	64.5	63.8	55.4
Social Studies								
All Students	235	100	7.8	42.2	50	92.2	84.4	70.9
Gender								
Male	117	100	10.4	42.6	47	89.6	83.4	70.1
Female	118	100	5.2	41.7	53	94.8	85.4	71.7
Racial/Ethnic Group								
White	173	100	4.1	39.8	56.1	95.9	89.2	79.2
African American	48	100	24.4	53.3	22.2	75.6	73.2	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	88.5	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	26	100	19.2	38.5	42.3	80.8	58.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81.6	68
Socio-Economic Status								
Subsidized meals	36	100	27.3	54.5	18.2	72.7	71.7	60.8

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
Writing										
All Students	348	100	15.2	36.2	48.7	84.8	81	72.1	99.9	98.8
Gender										
Male	175	100	20.2	40.5	39.3	79.8	75.2	65.2	99.9	98.7
Female	173	100	10	31.8	58.2	90	86.9	79.2	99.9	98.8
Racial/Ethnic Group										
White	253	100	10	35.9	54.2	90	87.5	80.8	99.9	98.8
African American	69	100	31.8	45.5	22.7	68.2	66	59.7	99.9	98.7
Asian/Pacific Islander	14	100	21.4	7.1	71.4	78.6	88.8	87	99.9	99.3
Hispanic	11	100	27.3	18.2	54.5	72.7	74.5	64.6	99.9	99
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.4	99.9	99
Disability Status										
Disabled	42	100	26.2	42.9	31	73.8	39.4	27.7	99.9	98.7
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	5	I/S	I/S	I/S	I/S	I/S	75.6	63.7	99.9	99.2
Socio-Economic Status										
Subsidized meals	54	100	33.3	41.2	25.5	66.7	64.4	61.9	99.9	98.5

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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							
2009	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
2010	3	105	100	6.8	24.3	68.9	93.2
	4	122	100	11	34.7	54.2	89
	5	120	100	9.2	32.8	58	90.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	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
2010	3	105	100	11.7	29.1	59.2	88.3
	4	122	100	10.2	33.9	55.9	89.8
	5	120	100	9.2	30.3	60.5	90.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	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
2010	3	52	100	25.5	49	25.5	74.5
	4	122	100	14.4	57.6	28	85.6
	5	60	100	13.6	54.2	32.2	86.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	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							
2009	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
2010	3	53	100	7.7	32.7	59.6	92.3
	4	122	100	9.3	39	51.7	90.7
	5	60	100	5	56.7	38.3	95
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	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
2010	3	106	100	16.3	27.9	55.8	83.7
	4	122	100	20.2	37	42.9	79.8
	5	120	100	9.2	42.5	48.3	90.8
	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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