



## RIVER SPRINGS ELEMENTARY

115 Connie Wright Road  
Irmo, SC 29063

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	656 Students	
<b>Principal</b>	Melanie Cohen	803-476-4400
<b>Superintendent</b>	Stephen W. Hefner, Ed. D.	803-476-8000
<b>Board Chair</b>	Robert Gantt	803-781-5408

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	Below Average
2007	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://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

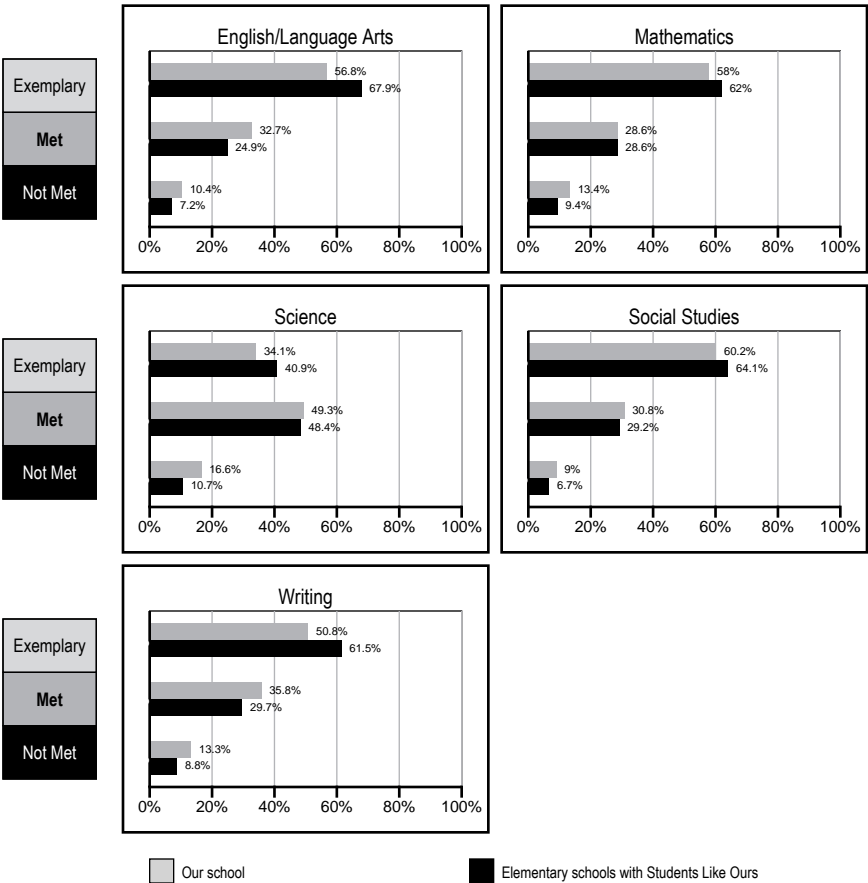
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.9%

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 11/09/2011.

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
<b>Students (n=656)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.1%	0.5%	1.1%
Attendance rate	97.0%	Down from 99.9%	96.8%	96.2%
Served by gifted and talented program	39.9%	Up from 33.5%	39.9%	13.4%
With disabilities other than speech	1.3%	Down from 2.2%	2.7%	4.1%
Older than usual for grade	0.2%	Up from 0.0%	0.1%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Up from 0.1%	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	68.8%	Up from 68.1%	66.0%	62.5%
Continuing contract teachers	89.6%	Up from 89.4%	89.6%	88.2%
Teachers returning from previous year	92.7%	Down from 93.2%	89.3%	87.8%
Teacher attendance rate	94.9%	Up from 94.6%	95.0%	95.2%
Average teacher salary*	\$49,087	Down 0.8%	\$49,087	\$46,773
Professional development days/teacher	12.0 days	Up from 9.0 days	10.7 days	10.5 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	20.5 to 1	Up from 19.9 to 1	21.6 to 1	19.9 to 1
Prime instructional time	90.3%	Down from 93.8%	91.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,699	Down 6.2%	\$6,801	\$7,447
Percent of expenditures for instruction**	68.2%	Up from 64.4%	70.4%	68.4%
Percent of expenditures for teacher salaries**	67.1%	Up from 63.4%	70.6%	65.8%

\* 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 committed to ensuring students become confident lifelong learners and productive citizens of a global society. The faculty at River Springs recognizes that each child is a individual who has strengths and areas for growth. As a school committed to continuous improvement, our students' academic, emotional and physical well-being guides all decision making. As we continue to meet the expectations of our community for a world-class education, we ensure the needs of our students are met by focusing on a rigorous academic program and a rich experience in the arts as well as a renewed focus on encouraging healthy lifestyles for our students.

The academic program at River Springs ensures the needs of every student are met in the classroom each day. Through purposeful professional development, teachers are continually refining the curriculum to meet the specific needs of learners in the classroom. The implementation of a Response to Intervention model this year in the area of reading has identified students in need of additional assistance. Because of the success of this model, our school team will continue to improve upon this model as it continues into the 2011-2012 school year.

River Springs Elementary also offers students a broad experience in the arts. Our art, music and French classes are connected to the regular curriculum through the constant efforts of our Related Arts staff. This year, our students presented two outstanding musicals, a strings performance and a French performance to our student body. Our art students complimented the performances by incorporating their works into the shows for students. Finally, our students all experienced a French Festival that included a French puppet show, a mime and African drumming. Our students walked away from the experience with a renewed interest in the arts.

Finally, our school worked to help students with developing healthy habits by encouraging healthy choices. Students participated in our annual Walk to School Day event, a PTO Physical Education performance as well as a fun-filled Field Day. Our SIC also started a Healthy Minds-Healthy Bodies challenge for our students. These efforts will continue as we look to ensure our students develop healthy habits that will last into adulthood.

While we have experienced academic success and growth, we continue to seek ways to improve. Our staff will continue their own learning by looking to data to find areas we need to improve. We will also continue to seek the feedback of our parents, students and staff as we plan for future endeavors. We are fortunate to have a wealth of volunteers and community members involved in every aspect of our school. With the help of our SIC, PTO, students, staff and community, we will continue to exceed the expectations of our families and community. By continuing to work together to build the future, we will continue to build the tradition of excellence that is River Springs Elementary School.

Respectfully Submitted,  
 Melanie Cohen, Principal  
 Ben Aplin, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	119	84
Percent satisfied with learning environment	90.5%	89.7%	95.2%
Percent satisfied with social and physical environment	95.2%	88.1%	95.2%
Percent satisfied with school-home relations	97.6%	92.4%	86.6%

\* 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

NO

This school met 14 out of 15 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	5.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	346	100	10.4	32.7	56.8	93.5	89.6	82.4	Yes	Yes
<b>Gender</b>										
Male	170	100	12.9	39.9	47.2	92.6	86.7	78.7	N/A	N/A
Female	176	100	8.1	26	65.9	94.2	92.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	262	100	6.3	30.1	63.7	96.9	93.8	88.9	Yes	Yes
African American	58	100	29.1	49.1	21.8	78.2	80.2	72.9	Yes	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	94	93	I/S	I/S
Hispanic	11	100	27.3	27.3	45.5	81.8	85.4	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	86.5	83	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	47.8	21.7	30.4	65.2	60.2	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	86.4	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	42	100	38.5	48.7	12.8	71.8	79.6	75.4	I/S	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	346	100	13.4	28.6	58	92.6	90.6	81.9	Yes	Yes
<b>Gender</b>										
Male	170	100	17.2	26.4	56.4	89	88.7	79.9	N/A	N/A
Female	176	100	9.8	30.6	59.5	96	92.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	262	100	7.4	25.4	67.2	97.3	95	88.9	Yes	Yes
African American	58	100	41.8	41.8	16.4	72.7	80.8	71.4	No	Yes
Asian/Pacific Islander	14	100	N/AV	N/AV	N/AV	100	96.6	94.6	I/S	I/S
Hispanic	11	100	27.3	36.4	36.4	72.7	85.8	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	86.5	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	25	100	52.2	26.1	21.7	69.6	63	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	88.4	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	42	100	38.5	30.8	30.8	66.7	80.7	74.9	I/S	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	225	100	16.6	49.3	34.1	83.4	81.2	68.6
<b>Gender</b>								
Male	115	100	17.4	49.5	33	82.6	80.2	68.3
Female	110	100	15.7	49.1	35.2	84.3	82.2	68.9
<b>Racial/Ethnic Group</b>								
White	169	100	10.3	48.5	41.2	89.7	89.5	80.7
African American	39	100	44.4	52.8	2.8	55.6	62.7	51.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	89.7	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	76.2	61.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	72.2	70.8
<b>Disability Status</b>								
Disabled	21	100	47.4	47.4	5.3	52.6	49.9	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	73.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	32	100	31	51.7	17.2	69	65.8	57.3
<b>Social Studies</b>								
All Students	227	100	9	30.8	60.2	91	85.5	72.5
<b>Gender</b>								
Male	108	100	10.7	28.2	61.2	89.3	84.1	72
Female	119	100	7.6	33.1	59.3	92.4	86.8	73.1
<b>Racial/Ethnic Group</b>								
White	171	100	4.2	28.3	67.5	95.8	91.7	81
African American	38	100	32.4	37.8	29.7	67.6	71.3	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	91.3	89
Hispanic	8	I/S	I/S	I/S	I/S	I/S	81.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92.6	73.5
<b>Disability Status</b>								
Disabled	16	100	46.7	40	13.3	53.3	56.7	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	83.8	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	27	100	34.6	30.8	34.6	65.4	70.8	62.9

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	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	123	100	13.3	35.8	50.8	86.7	83.4	73.2	97	96.8
<b>Gender</b>										
Male	63	100	19.7	39.3	41	80.3	77.5	67.2	96.8	96.8
Female	60	100	6.8	32.2	61	93.2	89.2	79.4	97.1	96.8
<b>Racial/Ethnic Group</b>										
White	92	100	7.8	33.3	58.9	92.2	88.6	81.5	96.8	96.7
African American	22	100	38.1	52.4	9.5	61.9	72.1	61.3	97.7	97
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.8	87	97.4	97.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	70.5	66.7	95.8	96.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	72.2	99.3	96.4
<b>Disability Status</b>										
Disabled	7	I/S	I/S	I/S	I/S	I/S	40.5	26	96.1	96.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75.8	65.7	97.4	97.3
<b>Socio-Economic Status</b>										
Subsidized meals	13	100	66.7	16.7	16.7	33.3	71	63.2	96.7	96.1

Abbreviations for Missing Data

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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>2010</b>	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
<b>2011</b>	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	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

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample