

**River Springs Elementary
School Improvement Council Members
2011-2012**

Melissa Cole – Chair, Elected
Patrice Green – Parent, Elected
Candice Williams- Parent, Elected
Teresa Ward – Parent, Elected
Craig Young – Parent, Elected
Rachael Nelson – Parent, Elected
Greg Bates – Teacher Representative
Jennifer Porter – Teacher Representative
Melanie Cohen – Principal, Ex-officio Member
Boyd Hainsworth – Assistant Principal, Ex-officio Member
Jackie VanDam – PTO President, Ex-officio Member
Ben Aplin – Past SIC Chair, Ex-officio Member
Bill Shirey– Community Member, Ex-officio Member
Jane Lawther – Community Member
John Moore – Community Member
Fred Splittgerber – Community Member
Bruce Dressler- Community Member

Accreditation

River Springs Elementary School is fully accredited by the State Board of Education and the Southern Association of Colleges and Schools. In the annual report to the SC Department of Education, no deficiencies were cited. As reported on the Annual School Report Card, River Springs continues to receive the designation as a Palmetto Gold Award recipient for overall school achievement.

School District Five of Lexington and Richland Counties does not discriminate on the basis of race, color, national origin, sex, or disability, in admission to, treatment in or employment in its programs and activities. The following persons have been designated to handle inquiries regarding the nondiscrimination policies: Dr. Angela Bain, Title IX Coordinator, and Ms. Marlene Metts, 504/ADA Coordinator, 1020 Dutch Fork Rd., Irmo, South Carolina, 29063, (803) 476-8000.

River Springs Elementary

**Annual School Improvement Report
Spring 2012**



Working Together to Build the Future

River Springs Elementary School
115 Connie Wright Road
Irmo, South Carolina 29063
803-476-4400
www.lexrich5.org

School District Five of Lexington and Richland Counties

The Mission of River Springs Elementary School

The mission of River Springs Elementary School, in partnership with parents and community, is to ensure that all students become productive citizens of a global society and confident lifelong learners through a challenging and developmentally appropriate curriculum that encompasses the intellectual, emotional and physical needs of children in a stimulating and safe environment.

Our Beliefs

- ❖ Students' academic, emotional and physical well-being guides all decisions.
- ❖ A strong commitment to continuous improvement is imperative for enabling students to become confident, self-disciplined, lifelong learners.
- ❖ Effective teaching and learning are the major priorities for our school.
- ❖ Students learn through different modalities; therefore a variety of instructional approaches must be used to address individual learning needs.
- ❖ Administrators, teachers, parents and community share the responsibility for student learning and well-being.
- ❖ Each student is a valued individual with unique intellectual, emotional and physical needs that must be met in order for the student to have a positive self-image.
- ❖ Setting appropriately challenging expectations increases student performance and contributes to self-confidence.
- ❖ Communication between school and home enhances learning.
- ❖ Collaborative teamwork between faculty and staff positively impacts student learning.
- ❖ Effective leadership must be shared by administrators, teachers, support staff, parents and students.

Promoting Teaching and Learning

- ✓ The teachers, literacy team and administration work hand-in-hand to ensure that all children who are in need of assistance in reading are provided necessary interventions through an established *Response to Intervention* process.
- ✓ The teachers and administration work hand-in-hand through a team approach to ensure the physical, emotional, social and academic needs of children are met by providing a variety of services and interventions as needed.
- ✓ As a part of our district initiative to implement Data Teams, our teachers have participated in professional development experiences emphasizing the steps in the data teams process and have been given designated time to spend in reviewing data and planning for instruction, both of which are integral to the Data Teams process.
- ✓ As a part of the district initiative, River Springs has developed a model of Positive Behavior Interventions and Supports (PBIS) to increase positive behaviors and provide common language for expectations across the school.

General School Statistics

	2009-2010	2010-2011	2011-2012
Student Population	678	652	643
Free/Reduced Lunch	14.6%	13%	16.3%
Minority Population	23.1%	24%	23.3%
Special Education**	1.5%	0.5%	4.8%

**Disabilities other than speech

Measure of Academic Progress (MAP)

Percentage of students meeting or exceeding their target RIT score.

	RSES 2008/09 MAP	RSES 2009/10 MAP	RSES 2010/11 MAP
ELA	51.6%	57.7%	63.6%
Math	60%	62.9%	65.1%

*These are the same measures by which we measure our annual progress on our goals set forth in the *Annual School Improvement Report*.

School Effectiveness

Strands: A number of questions were asked for each strand. Percentages reflect response summaries for "Mostly Agree" and "Agree."	Teacher Survey		Student Survey 5th Grade		Parent Survey 5th Grade	
	'11	'12	'11	'12	'11	'12
Strand I: I am satisfied with the learning environment in my school.	93.9	90	93.1	89.7	94.1	95.2
Strand II: I am satisfied with the social and physical environment at my school.	100	93.3	93.9	93.1	96.0	95.5
Strand III: I am satisfied with home-school relations.	97.9	96.6	95.7	92.5	94.1	86.6