

**River Springs Elementary  
School Improvement Council Members  
2010-2011**

Ben Aplin – Chair  
Arlene DiNicola – Parent  
Lyndsey Livingston – Parent  
Candice Williams – Parent  
Craig Young – Parent  
Bill Shirey – Chair  
Allen Edens – Teacher  
Tara White – Teacher  
Melanie Cohen – Principal  
Boyd Hainsworth – Assistant Principal  
Dee Dee Tamargo – PTO President  
Bill Shirey – Past SIC Chair  
Bruce Dressler – Community Member  
Jane Lawther – Community Member  
John Moore – Community Member  
Fred Splittgerber – Community Member

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**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. Under USDE's *No Child Left Behind*, RSES continues to meet Annual Yearly Progress (AYP).

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*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 Mrs. Traci Hogan, 504/ADA Coordinator, 1020 Dutch Fork Rd., Irmo, South Carolina, 29063, (803) 476-8000.*

# River Springs Elementary

## Annual School Improvement Report Spring 2011



*Working Together to Build the Future*

River Springs Elementary School  
115 Connie Wright Road  
Irmo, South Carolina 29063  
(803) 476-4400

<http://www.lex5.k12.sc.us/rses>

**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

- ✓ A Response to Intervention program has been established to provide interventions in the area of reading to students in Kindergarten through fifth grades.
- ✓ The administration, literacy coach, psychologist, guidance counselor, reading interventionist, resource teacher, and Reading Recovery teacher work hand-in-hand with teachers to implement a wide variety of interventions that address the needs of all learners.
- ✓ Teachers meet quarterly with the literacy coach for a half day to plan for instruction in the area of reading.
- ✓ Words Their Way and the S3 Framework for ELA have been implemented at all grade levels.

## General School Statistics

	2008-2009	2009-2010	2010-2011
<b>Student Population</b>	647	678	652
<b>Student Attendance</b>	97%	97.7%	98.1%
<b>Free/Reduced Lunch</b>	12.5%	14.6%	13%
<b>Minority Population</b>	25.3%	23.1%	24%
<b>Special Education**</b>	1.9%	1.5%	0.5%

\*\*Disabilities other than speech

## Palmetto Assessment of State Standards (PASS) Percentage of Students Meeting Standard

	RSES 2009 PASS	District 5 2009 PASS	RSES 2010 PASS	District 5 2010 PASS
<b>ELA</b>				
Grade 3	89	86	93.2	88.4
Grade 4	87	83	89	85.2
Grade 5	87	87	90.8	85.9
<b>Math</b>				
Grade 3	84	81	88.3	82.3
Grade 4	93	86	93.1	86.8
Grade 5	81	81	81.1	80.7
<b>Science</b>				
Grade 3	74	78	76.3	69.4
Grade 4	88	81	88.8	82.4
Grade 5	78	82	80.4	79.1
<b>Social Studies</b>				
Grade 3	88	89	87	87.6
Grade 4	96	89	95.7	86.5
Grade 5	81	82	81.8	80.1

## School Effectiveness

Administered Spring 2009

Strands: A number of questions were asked for each strand. Percentages reflect response summaries for "Mostly Agree" and "Agree."	Teacher Survey		Student Survey 5 <sup>th</sup> Grade		Parent Survey 5 <sup>th</sup> Grade	
	09	10	09	10	09	10
<b>Strand I:</b> I am satisfied with the learning environment in my school.	88.1	93.9	91.9	93.1	86.3	94.1
<b>Strand II:</b> I am satisfied with the social and physical environment at my school.	100	100	87	93.9	88.3	96.0
<b>Strand III:</b> I am satisfied with home-school relations.	97.5	97.9	96.6	95.7	83.0	94.1