



Carolina Springs Elementary

6340 Platt Springs Road
Lexington, South Carolina

Grades	K-5 Elementary School	
Enrollment	700 Students	
Principal	Dr. W. Darrell Barringer	803-358-7500
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

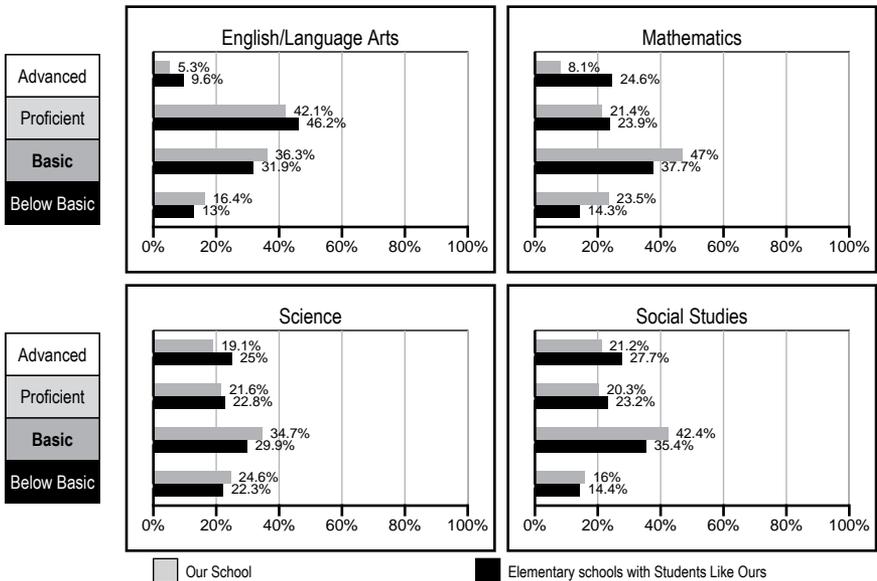
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	20	18	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=700)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	1.4%	N/A	1.7%	2.3%
Attendance rate	96.0%	N/A	96.7%	96.3%
Eligible for gifted and talented	13.8%	N/A	18.5%	10.4%
With disabilities other than speech	5.3%	N/A	6.5%	7.5%
Older than usual for grade	0.5%	N/A	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	56.8%	N/A	60.8%	56.7%
Continuing contract teachers	88.6%	N/A	79.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.3%	86.4%
Teacher attendance rate	94.4%	N/R	95.0%	94.9%
Average teacher salary	\$43,788	I/S	\$46,934	\$45,345
Professional development days/teacher	13.9 days	N/R	12.1 days	12.6 days
School				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	N/R	20.2 to 1	18.5 to 1
Prime instructional time	89.6%	N/R	90.3%	89.8%
Opportunities in the arts	Fair	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	97.4%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil*	N/A	N/A	\$6,683	\$7,052
Percent of expenditures for instruction*	N/A	N/A	70.7%	69.1%
Percent of expenditures for teacher salaries*	N/A	N/A	66.9%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Carolina Springs Elementary School opened its doors in August of 2007 with 678 students. The majority of our students came from Red Bank Elementary School. Most of the others from Saxe Gotha Elementary School.

We implemented a Response to Intervention program designed to serve the academic needs of our students. Each morning from 7:40 until 8:10 A.M., students were pulled from early morning duties and got extra assistance in reading and mathematics in small groups or "Sunrise Clubs." All teachers, including related arts teachers, worked either in small groups or with larger groups, so that other teachers could work with small groups. We implemented a regular monitoring and benchmarking system throughout the year that used a variety of assessments, including DIBELS, running records, DOMINI, and others. We recorded our results and are quite pleased with the student progress we saw. Our remedial and advanced kindergarteners also received additional assistance.

The CSE PTO began its inaugural year by providing tremendous support for the school. The PTO sponsored field trips for all classes, a strong volunteer program and programs of recognition for students. It also provided funds to all teachers for instruction and student activities, such as Movie Nights and Gingerbread Shop. The PTO also sponsored a free, end-of-the-year celebration for all students and parents.

Students at CSE gave back to the community by participating in Jump Rope For Heart, Pennies for Patients, canned goods for Lexington Interfaith Community Services, and other community events.

We implemented several initiatives this year that enhanced students' physical and academic growth, including the Kids Interacting Through Early Language Learning program, which offered Spanish instruction to all students five days a week in grades 3 through 5.

Our technology integration specialist trained teachers. Technology is integrated throughout the curriculum as teachers use SMARTBoard interactive whiteboards, laptops, digital cameras, document cameras, and LCD projectors. Students and teachers benefit from the amplification system installed in every teaching space.

We continue to face the challenges of meeting the emotional and academic needs of our students with limited funds for our Response to Intervention program and our Positive Behavior Support System. We also face the challenge of a growing enrollment and anticipate opening in 2008–2009 with about 750 students.

Our theme this year has been "Blazing New Trails," and we feel very confident that we accomplished our mission.

Dr. W. Darrell Barringer, Principal
Mr. Dino Senesi, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	102	81
Percent satisfied with learning environment	100.0%	89.2%	88.6%
Percent satisfied with social and physical environment	100.0%	90.2%	90.8%
Percent satisfied with school-home relations	100.0%	93.1%	81.8%

* 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 17 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. Sanction: Implement the restructuring plan.
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	1.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	379	100	16	36	41.4	6.6	60.6	57.1	48.2	Yes	Yes
Gender											
Male	195	100	20.1	43.6	32.4	3.9	48.6	50	41.7	N/A	N/A
Female	184	100	11.7	28.1	50.9	9.4	73.1	64.6	55	N/A	N/A
Racial/Ethnic Group											
White	287	100	15.6	34.6	42.8	7.1	63.2	59.6	60	Yes	Yes
African American	57	100	16.3	42.9	36.7	4.1	53.1	37.8	31.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	75.4	70.4	I/S	I/S
Hispanic	21	100	15.8	47.4	31.6	5.3	47.4	39.7	38.4	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	61.5	47	I/S	I/S
Disability Status											
Disabled	48	100	50	30.4	6.5	13	23.9	17.3	16	No	Yes
Migrant Status											
Migrant	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	13	100	40	30	20	10	40	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	123	100	25.7	36.2	35.2	2.9	50.5	38.7	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	379	100	23.1	46.3	22.6	8	45.4	54.6	45.8	Yes	Yes
Gender											
Male	195	100	26.8	42.5	21.8	8.9	45.8	55.3	45.6	N/A	N/A
Female	184	100	19.3	50.3	23.4	7	45	53.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	287	100	19.3	47.2	24.9	8.6	48	57.7	59	Yes	Yes
African American	57	100	32.7	51	16.3	0	36.7	30.5	26.9	No	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	71.6	71.3	I/S	I/S
Hispanic	21	100	36.8	36.8	15.8	10.5	42.1	37.5	38.1	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	59	46.2	I/S	I/S
Disability Status											
Disabled	48	100	56.5	26.1	15.2	2.2	30.4	20.3	17.1	No	Yes
Migrant Status											
Migrant	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	13	100	60	20	0	20	30	42	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	123	100	37.1	38.1	17.1	7.6	32.4	36.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	259	100	24.8	33.9	22.3	19	41.3	50.3	35.7	96	96.1
Gender											
Male	128	100	25.4	29.7	24.6	20.3	44.9	51.7	37.4	95.9	96.1
Female	131	100	24.2	37.9	20.2	17.7	37.9	48.7	33.8	96.1	96.1
Racial/Ethnic Group											
White	202	100	23.3	32.6	23.8	20.2	44	53.7	49.2	95.9	96.1
African American	36	100	26.7	43.3	20	10	30	25.1	17	96.8	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	65.8	58	95.8	96.8
Hispanic	12	100	27.3	36.4	9.1	27.3	36.4	31.9	24.9	95.3	95.9
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	65.2	37.4	97	94.8
Disability Status											
Disabled	31	100	48.3	27.6	13.8	10.3	24.1	20	14	94.6	95
Migrant Status											
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	98.3	98.1
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	28.9	24.4	95.4	96.4
Socio-Economic Status											
Subsided meals	82	100	31.9	31.9	25	11.1	36.1	31.8	21.1	95.1	94.9
Social Studies											
All Students	258	100	15.7	41.9	21.6	20.8	42.4	47.1	34	96	96.1
Gender											
Male	133	100	17.4	37.2	18.2	27.3	45.5	52	36.6	95.9	96.1
Female	125	100	13.9	47	25.2	13.9	39.1	41.9	31.3	96.1	96.1
Racial/Ethnic Group											
White	195	100	13.3	41.1	22.8	22.8	45.6	49.4	44.5	95.9	96.1
African American	38	100	28.1	46.9	12.5	12.5	25	29.2	19.1	96.8	96.1
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	64.2	58.9	95.8	96.8
Hispanic	15	100	14.3	42.9	28.6	14.3	42.9	28	27.5	95.3	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	55.6	32.7	97	94.8
Disability Status											
Disabled	33	100	40.6	31.3	21.9	6.3	28.1	21.6	14.4	94.6	95
Migrant Status											
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	98.3	98.1
English Proficiency											
Limited English Proficient	11	100	37.5	37.5	12.5	12.5	25	30.5	27.3	95.4	96.4
Socio-Economic Status											
Subsided meals	83	100	24.3	44.3	15.7	15.7	31.4	28.2	21	95.1	94.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	129	100	19	31	42.2	7.8	50
	4	135	100	13.6	31.2	49.6	5.6	55.2
	5	115	100	15.6	46.8	31.2	6.4	37.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	129	100	31.9	44	18.1	6	24.1
	4	135	100	20.8	44	24	11.2	35.2
	5	115	100	16.5	51.4	25.7	6.4	32.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	65	100	45.8	22	20.3	11.9	32.2
	4	135	100	20	41.6	20.8	17.6	38.4
	5	59	100	13.8	29.3	27.6	29.3	56.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	66	100	15.3	62.7	16.9	5.1	22
	4	135	100	18.4	33.6	24	24	48
	5	57	100	9.6	38.5	21.2	30.8	51.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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