



BOILING SPRINGS ELEMENTARY

700 Double Bridge Road
Boiling Springs, South

Grades	PK-5 Elementary School	
Enrollment	1,071 Students	
Principal	Luann Cartee	864-578-1231
Superintendent	Dr. Scott J. Mercer	(864-578-0128)
Board Chair	Connie Smith	(864-574-4275)

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Average	Average
2009	Average	Good
2008	Average	Average
2007	Average	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

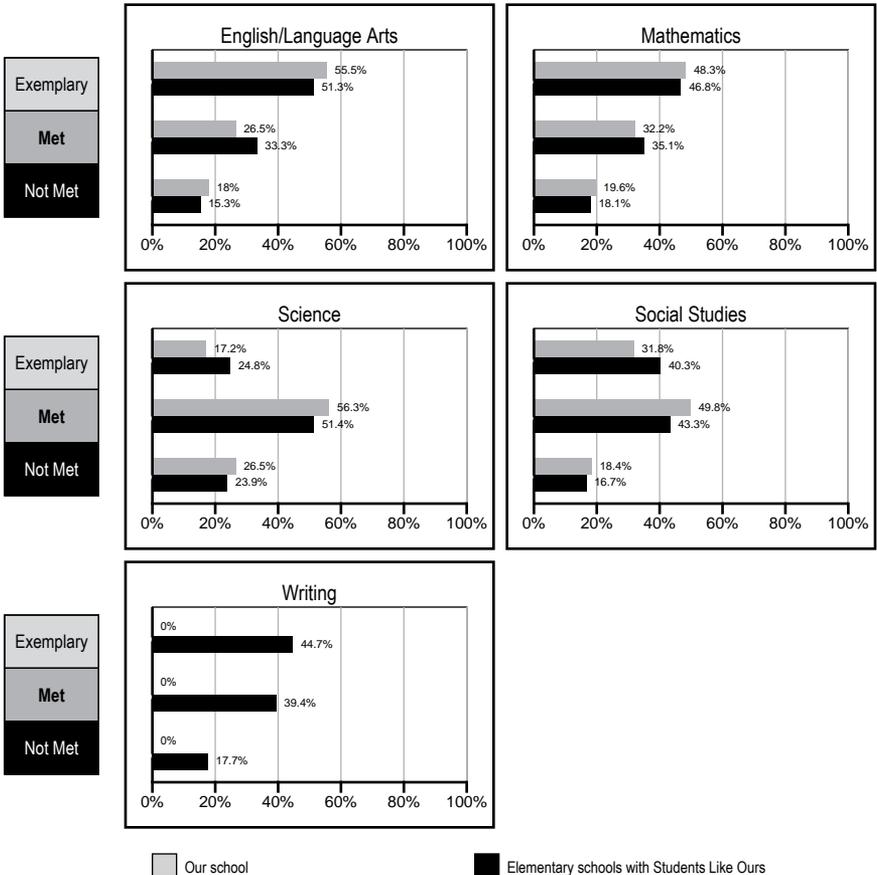
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
34	22	4	2	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
Students (n=1,071)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 1.6%	0.8%	1.1%
Attendance rate	95.9%	Down from 96.1%	96.6%	96.2%
Served by gifted and talented program	20.9%	Up from 17.0%	21.0%	13.4%
With disabilities other than speech	1.6%	Down from 8.8%	3.9%	4.1%
Older than usual for grade	0.0%	Down from 0.1%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=63)				
Teachers with advanced degrees	58.7%	No Change	64.8%	62.5%
Continuing contract teachers	77.8%	Down from 82.5%	90.0%	88.2%
Teachers returning from previous year	90.5%	Up from 88.8%	88.5%	87.8%
Teacher attendance rate	96.1%	Up from 95.9%	95.2%	95.2%
Average teacher salary*	\$44,358	Down 4.7%	\$48,467	\$46,773
Professional development days/teacher	11.9 days	Down from 18.7 days	10.0 days	10.5 days
School				
Principal's years at school	1.0	Down from 2.0	4.3	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 22.6 to 1	20.5 to 1	19.9 to 1
Prime instructional time	91.4%	Up from 89.7%	91.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,440	Up 11.2%	\$7,019	\$7,447
Percent of expenditures for instruction**	65.5%	Down from 69.7%	70.1%	68.4%
Percent of expenditures for teacher salaries**	62.7%	Down from 64.7%	68.8%	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

Evidence of our school theme, "Discover Your Treasure...Learning is an Adventure at Boiling Springs Elementary School" begins when you enter the front doors of our school. Our warm and inviting environment encourages all students to be active participants and treasure the many opportunities for learning each day.

At Boiling Springs Elementary School we are committed to the success of each child. Our students have shown growth in academic, social, physical and cultural areas during the 2010-2011 school year. Academic achievement in all areas is emphasized as students set and reach goals. As a result, we have experienced an increase in Measure of Academic Progress (MAP) scores. Our gains on MAP serve as a positive indication of success on our state test, Palmetto Assessment of State Standards (PASS).

Literacy continues to be a focus at Boiling Springs Elementary School. Our students are immersed in a print rich environment to nurture a love of reading. The efforts of our students in the 100 Book Challenge Program were recognized by being named an American Reading Company Honor School. Additionally, our school was awarded the trophy for the local Christmas Reading Challenge which encouraged students to read during the Christmas/Winter Break.

The fine arts program at Boiling Springs Elementary School allowed students to showcase their talents through school, district, and community performances, exhibits, and events. Additionally, many opportunities for participation in after school clubs were provided for our students. These clubs allowed students to explore interests in gardening, art, music, dance, recycling, cooking, reading, technology, physical fitness and photography.

Boiling Springs Elementary School recognized the many accomplishments of our students throughout the school year. Quarterly classroom awards programs, Terrific Kid, and year end awards program focused on academic achievement, character traits, and effort. Seventy percent of our third grade students obtained mastery of their multiplication facts and were awarded a medallion through the Math Revolution program.

Our students participated in events to give back to our community including collecting canned goods for the local Upstate Family Resource Center, donating items to the Spartanburg Humane Society, Paws for a Cause, Lollipops for Life, and Popsicles for Honduras.

We appreciate the continued support of our parents, school community, PTA, business partners, and volunteers as we strive to provide the best possible learning environment for our students. Our PTA provided reading incentives for students, grants for teachers, and additional Promethean Board for classrooms. Renovations of our large playground proved to be a hit with students. Volunteers dedicated themselves to organizing two book fairs to provide opportunities for students to add to their home libraries.

Our students are the focus of our 2010-2011 school theme as they are certainly our greatest treasures! It is because of our students that our school staff, families, and community make learning and nurturing young minds a top priority. It is our goal to cultivate a love of learning that will extend a lifetime for our students.

Luann Cartee, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	194	166
Percent satisfied with learning environment	90.3%	91.1%	89.6%
Percent satisfied with social and physical environment	95.2%	84.4%	92.5%
Percent satisfied with school-home relations	98.3%	89.1%	82.3%

* 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 20 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	1.9%	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	2.2%	0.0%	No
Student attendance rate	95.9%	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 = 79.4% (Met or Exemplary)

All Students	388	98.2	16.6	27	56.4	90.5	86.4	82.4	Yes	Yes
Gender										
Male	207	98.1	16.7	27.8	55.6	89.4	84.3	78.7	N/A	N/A
Female	181	98.3	16.6	26	57.4	91.7	88.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	295	98.3	15.2	25.2	59.6	91.1	88.2	88.9	Yes	Yes
African American	48	95.8	23.3	41.9	34.9	88.4	80.7	72.9	Yes	Yes
Asian/Pacific Islander	25	100	13	26.1	60.9	91.3	87.8	93	I/S	I/S
Hispanic	19	100	27.8	16.7	55.6	83.3	76	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
Disability Status										
Disabled	36	83.3	65.4	23.1	11.5	34.6	48.6	48.1	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	56.5	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	47	100	20.5	29.5	50	86.4	78.8	78.3	Yes	Yes
Socio-Economic Status										
Subsidized meals	158	96.2	23.6	30	46.4	85.7	80.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	388	99.7	19.4	32.3	48.4	87.6	88.2	81.9	Yes	Yes
Gender										
Male	207	99.5	18.4	29.4	52.2	89.1	86.7	79.9	N/A	N/A
Female	181	100	20.5	35.7	43.9	86	90	84.1	N/A	N/A
Racial/Ethnic Group										
White	295	99.7	16.5	29.5	54	89.1	89.7	88.9	Yes	Yes
African American	48	100	40	42.2	17.8	73.3	80.9	71.4	No	Yes
Asian/Pacific Islander	25	100	13	39.1	47.8	95.7	91.3	94.6	I/S	I/S
Hispanic	19	100	22.2	44.4	33.3	88.9	82.6	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
Disability Status										
Disabled	36	100	71	12.9	16.1	29	56	47.3	I/S	I/S
Migrant Status										
Migrant	1	I/S	I/S	I/S	I/S	I/S	65.2	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	47	100	18.2	38.6	43.2	90.9	85.3	81.4	Yes	Yes
Socio-Economic Status										
Subsidized meals	158	100	29	35.2	35.9	79.3	83	74.9	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	290	100	26.5	56.3	17.2	73.5	76	68.6
Gender								
Male	152	100	24.2	54.4	21.5	75.8	77.1	68.3
Female	138	100	29.2	58.5	12.3	70.8	74.8	68.9
Racial/Ethnic Group								
White	221	100	21.5	59.3	19.2	78.5	79.5	80.7
African American	34	100	58.1	35.5	6.5	41.9	62.8	51.4
Asian/Pacific Islander	20	100	26.3	63.2	10.5	73.7	78.4	85.3
Hispanic	14	100	28.6	50	21.4	71.4	57.9	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
Disability Status								
Disabled	25	100	N/AV	N/AV	N/AV	14.3	35.1	35.7
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	37.5	42.9
English Proficiency								
Limited English Proficient	36	100	29.4	52.9	17.6	70.6	65.2	60.7
Socio-Economic Status								
Subsidized meals	116	100	37.7	50.9	11.3	62.3	66.8	57.3
Social Studies								
All Students	289	99.3	17.8	50.2	32	82.2	78.5	72.5
Gender								
Male	153	98.7	17	46.3	36.7	83	79	72
Female	136	100	18.8	54.7	26.6	81.3	77.9	73.1
Racial/Ethnic Group								
White	219	99.1	15.6	48.3	36	84.4	80.2	81
African American	37	100	41.2	47.1	11.8	58.8	72.7	60
Asian/Pacific Islander	20	100	5.6	66.7	27.8	94.4	83.1	89
Hispanic	12	100	9.1	63.6	27.3	90.9	68.2	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
Disability Status								
Disabled	30	96.7	52	32	16	48	43.5	40.5
Migrant Status								
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	46.7	53.8
English Proficiency								
Limited English Proficient	36	100	12.1	60.6	27.3	87.9	73.3	69.7
Socio-Economic Status								
Subsidized meals	109	100	30.3	47.5	22.2	69.7	70.3	62.9

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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	4	I/S	I/S	I/S	I/S	I/S	82	73.2	95.9	96.3
Gender										
Male	3	I/S	I/S	I/S	I/S	I/S	77.9	67.2	95.8	96.3
Female	1	I/S	I/S	I/S	I/S	I/S	86.7	79.4	95.9	96.4
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	85	81.5	95.6	96.1
African American	N/A	N/AV	N/A	N/A	N/A	N/A	73.2	61.3	96.5	97.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	87	97.3	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	59.1	66.7	96.8	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	94.6	95.6
Disability Status										
Disabled	4	I/S	I/S	I/S	I/S	I/S	32.4	26	94.8	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	93.3	97.7
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69.1	65.7	96.5	97.2
Socio-Economic Status										
Subsidized meals	3	I/S	I/S	I/S	I/S	I/S	73.8	63.2	95	95.8

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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							
2010	3	200	97.5	17.4	28.4	54.2	82.6
	4	205	98.1	25.8	34.8	39.4	74.2
	5	5	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	193	97.9	14.2	16.4	69.4	85.8
	4	191	98.4	17.2	38.3	44.4	82.8
	5	4	I/S	I/S	I/S	I/S	I/S
	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	
Mathematics							
2010	3	200	100	22.6	30.5	46.8	77.4
	4	205	100	24.1	47.7	28.1	75.9
	5	5	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	193	99.5	16.8	27	56.2	83.2
	4	191	100	20.2	38.3	41.5	79.8
	5	4	I/S	I/S	I/S	I/S	I/S
	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	
Science							
2010	3	100	100	46.3	29.5	24.2	53.7
	4	205	100	32.7	58.8	8.5	67.3
	5	4	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	3	97	100	26.6	48.9	24.5	73.4
	4	191	100	25.7	60.7	13.7	74.3
	5	2	I/S	I/S	I/S	I/S	I/S
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	100	100	20	46.3	33.7	80
	4	205	100	22.6	54.3	23.1	77.4
	5	2	I/S	I/S	I/S	I/S	I/S
	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
2011	3	96	97.9	14.4	40	45.6	85.6
	4	191	100	18.6	55.7	25.7	81.4
	5	2	I/S	I/S	I/S	I/S	I/S
	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
Writing							
2010	3	199	100	16.8	28.8	54.5	83.2
	4	206	100	21.6	36.2	42.2	78.4
	5	4	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	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
2011	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	4	I/S	I/S	I/S	I/S	I/S
	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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