



Boiling Springs Elementary

700 Double Bridge Road
Boiling Springs, South

Grades	PK-4 Elementary School	
Enrollment	1,078 Students	
Principal	Kimberly B. Ashby	864-578-1231
Superintendent	Dr. Scott Mercer	864-578-0128
Board Chair	Mr. Danny J. McDowell	864-578-0128

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	Below Average
2006	Good	At-Risk
2005	Good	Below Average
2004	Good	At-Risk

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

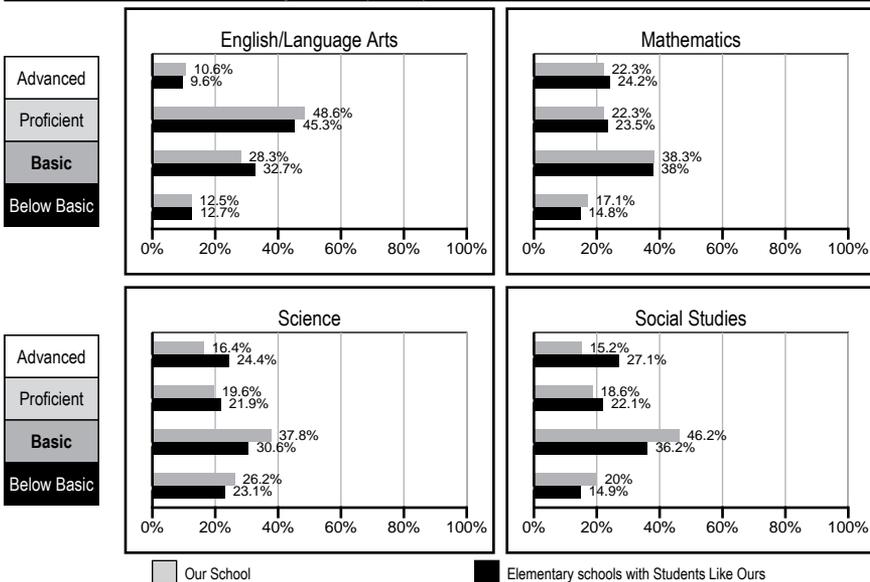
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
5	19	22	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=1,078)				
First graders who attended full-day kindergarten	87.4%	Down from 100.0%	100.0%	100.0%
Retention rate	3.1%	Up from 1.5%	1.7%	2.3%
Attendance rate	96.0%	Down from 96.1%	96.7%	96.3%
Eligible for gifted and talented	18.4%	Up from 13.7%	18.5%	10.4%
With disabilities other than speech	6.1%	Up from 3.6%	6.5%	7.5%
Older than usual for grade	0.4%	Up from 0.1%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Down from 0.5%	0.0%	0.0%
Teachers (n=58)				
Teachers with advanced degrees	60.3%	Down from 66.7%	60.8%	56.7%
Continuing contract teachers	75.9%	Down from 90.2%	79.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.6%	Down from 91.3%	87.3%	86.4%
Teacher attendance rate	93.1%	Down from 94.6%	95.0%	94.9%
Average teacher salary	\$46,218	Up 2.1%	\$46,934	\$45,345
Professional development days/teacher	8.9 days	Up from 8.4 days	12.1 days	12.6 days
School				
Principal's years at school	0.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	23.8 to 1	Down from 25.0 to 1	20.2 to 1	18.5 to 1
Prime instructional time	87.7%	Down from 89.0%	90.3%	89.8%
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*	\$5,746	Up 11.2%	\$6,683	\$7,052
Percent of expenditures for instruction*	65.4%	Down from 67.6%	70.7%	69.1%
Percent of expenditures for teacher salaries*	57.8%	Down from 63.3%	66.9%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Boiling Springs Elementary School (BSES) has continued its rapid student growth rate since losing 500 students when Oakland Elementary School was opened in 2003. Beginning the 2003-2004 school year with 870 students, BSES has seen its enrollment rise to 1082 students in 2007-2008. This increased enrollment has created some challenges for our staff: addressing an increased pupil-teacher ratio, utilizing portable classrooms, and meeting the needs of a more diverse student population.

During the 2007-2008 school year, school members saw the school's overall report card slip slightly (from good to average overall). (Parents and community members should understand that the overall score was the same as the previous year when students scored at the "good" standard.) While school members were disappointed with this "slippage," we feel positive about the progress made with "target areas" for the 2007-2008 school year. Teachers made good progress with the implementation of the literacy model. Students were engaged in meaningful instruction daily that required regular reading and writing activities. In mathematics, students were provided exposure to multi-process/inquiry based mathematics instruction. Regular practice of basic skills to include math facts enhanced student efforts. Enrichment opportunities were available to all. Science and social studies instruction were enhanced by having lessons linked to other subject areas on a regular basis. In the fourth grade, students were taught daily lessons in these disciplines (in a team-teaching model). Students needing academic assistance were provided assistance by on-site tutors. Teachers identified students needing assistance and assigned students to the tutors. Tutors taught to the needs of each student. Teachers integrated character education throughout the curriculum on a regular basis. Students participated in a variety of activities to support this initiative: signing a character compact, understanding the common core of virtues, participating in our character education writing prompts, and striving for our character education awards (Terrific Kids - each month and Character Education Students - each nine weeks).

To support our academic efforts, the school has included the community to enhance student and teacher efforts. The community members regularly participated in our students' school lives. They participated regularly in enrichment days, in presentations to our students, and in school programs. Our parents continued to contribute time and talents to the overall efforts of our staff and students. They did this in a variety of ways: fundraisers, activity days, support of the nurse in our school, providing teacher/student resources, support of our reading initiative (The Hut), and the support of outstanding student achievement.

As we plan for the 2008-2009 school year, we recognize the need to continually improve and enhance our skills to address the ever-changing needs of our students. Focus areas for this school year include the following: a continued focus on literacy instruction, an effort to implement Math Out of the Box, an effort to enhance the quality of our science laboratory experiences in the intermediate grades, and integration of subject areas in all grades.

Frederick E. Menzer (Principal)
Howard Jones (SIC Chairperson)

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	172	111
Percent satisfied with learning environment	98.2%	91.8%	90.7%
Percent satisfied with social and physical environment	100.0%	88.4%	90.1%
Percent satisfied with school-home relations	100.0%	92.4%	88.3%

* 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 21 out of 23 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	2.2%	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	2.3%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

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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	412	99.8	12.2	28.4	48.7	10.7	70.8	60.7	48.2	Yes	Yes
Gender											
Male	201	99.5	15.8	26.3	50.5	7.4	70.5	53.8	41.7	N/A	N/A
Female	211	100	8.8	30.4	46.9	13.9	71.1	68.5	55	N/A	N/A
Racial/Ethnic Group											
White	315	100	11.3	25.9	50.5	12.3	74.4	64.4	60	Yes	Yes
African American	55	98.2	13.7	43.1	35.3	7.8	56.9	49.8	31.7	Yes	Yes
Asian/Pacific Islander	23	100	9.1	22.7	68.2	0	72.7	51.3	70.4	I/S	I/S
Hispanic	17	100	31.3	37.5	25	6.3	43.8	38.8	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	47	I/S	I/S						
Disability Status											
Disabled	43	97.7	71.1	26.3	2.6	0	10.5	13.3	16	I/S	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	21.6	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	49	100	17.8	33.3	46.7	2.2	57.8	46.8	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	148	100	23.3	36.1	39.1	1.5	51.9	48	34	Yes	Yes

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

All Students	412	100	17.1	38.4	22.1	22.3	57.4	57.7	45.8	Yes	Yes
Gender											
Male	201	100	18.8	29.3	25.7	26.2	64.9	57.8	45.6	N/A	N/A
Female	211	100	15.5	47.4	18.6	18.6	50	57.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	315	100	13.3	37.9	22.9	25.9	63.5	62.4	59	Yes	Yes
African American	55	100	32.7	44.2	15.4	7.7	30.8	40	26.9	No	Yes
Asian/Pacific Islander	23	100	18.2	27.3	31.8	22.7	59.1	41.7	71.3	I/S	I/S
Hispanic	17	100	37.5	37.5	18.8	6.3	31.3	39.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	43	100	74.4	15.4	10.3	0	17.9	18.3	17.1	I/S	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	16.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	49	100	26.7	40	17.8	15.6	44.4	46.5	38.7	Yes	Yes
Socio-Economic Status											
Subsided meals	148	100	31.6	45.1	12	11.3	32.3	46.1	31.4	No	Yes

* Adj - 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

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	306	100	26.2	37.8	19.6	16.4	36	41	35.7	96	96
Gender											
Male	153	100	21.5	38.2	19.4	20.8	40.3	44.6	37.4	96.1	96
Female	153	100	31	37.3	19.7	12	31.7	37	33.8	96	96.1
Racial/Ethnic Group											
White	235	100	24	36.4	21.7	18	39.6	46.1	49.2	95.8	95.9
African American	40	100	33.3	46.2	10.3	10.3	20.5	23.3	17	97	96.7
Asian/Pacific Islander	18	100	33.3	27.8	16.7	22.2	38.9	31	58	96.8	97.3
Hispanic	12	100	36.4	45.5	18.2	0	18.2	17.6	24.9	96	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.7	95.7
Disability Status											
Disabled	33	100	82.8	10.3	6.9	0	6.9	15.9	14	94.4	94.8
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	4.3	21.9	96.8	96.9
English Proficiency											
Limited English Proficient	40	100	29.7	40.5	16.2	13.5	29.7	24.5	24.4	96	96.6
Socio-Economic Status											
Subsided meals	110	100	38.8	41.8	12.2	7.1	19.4	29.6	21.1	95.1	95.4
Social Studies											
All Students	310	100	19.7	46.4	18.7	15.2	33.9	35.9	34	96	96
Gender											
Male	158	100	21.9	37.1	19.9	21.2	41.1	39.5	36.6	96.1	96
Female	152	100	17.4	56.5	17.4	8.7	26.1	31.9	31.3	96	96.1
Racial/Ethnic Group											
White	235	100	17.9	45.4	21.1	15.6	36.7	39	44.5	95.8	95.9
African American	44	100	26.8	53.7	7.3	12.2	19.5	20.9	19.1	97	96.7
Asian/Pacific Islander	16	100	26.7	33.3	20	20	40	32.1	58.9	96.8	97.3
Hispanic	14	100	21.4	57.1	14.3	7.1	21.4	28.6	27.5	96	96.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.7	95.7
Disability Status											
Disabled	31	100	57.1	39.3	3.6	0	3.6	9.5	14.4	94.4	94.8
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	15.4	22.6	96.8	96.9
English Proficiency											
Limited English Proficient	37	100	23.5	44.1	14.7	17.6	32.4	29.5	27.3	96	96.6
Socio-Economic Status											
Subsided meals	118	100	28.3	52.8	11.3	7.5	18.9	24.5	21	95.1	95.4

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

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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	187	100	12.1	30.6	46.2	11	57.2
	4	210	99.1	19.9	34.2	39.3	6.6	45.9
	5	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	201	100	8	25.5	54.8	11.7	66.5
	4	204	99.5	13.2	32.3	44.4	10.1	54.5
	5	7	I/S	I/S	I/S	I/S	I/S	I/S
	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	187	100	12.1	47.4	29.5	11	40.5
	4	210	99.1	20.9	36.2	23	19.9	42.9
	5	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	201	100	10.6	43.6	22.9	22.9	45.7
	4	204	100	20.5	34.7	22.1	22.6	44.7
	5	7	I/S	I/S	I/S	I/S	I/S	I/S
	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	92	100	43.4	27.7	20.5	8.4	28.9
	4	210	99.1	34.5	35	18.8	11.7	30.5
	5	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	99	100	26.9	34.4	28	10.8	38.7
	4	204	100	24.7	40	15.8	19.5	35.3
	5	3	I/S	I/S	I/S	I/S	I/S	I/S
	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	95	100	14.4	54.4	28.9	2.2	31.1
	4	210	99.1	30.5	45.7	17.8	6.1	23.9
	5	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	102	100	17.9	53.7	21.1	7.4	28.4
	4	204	100	18.9	43.7	17.9	19.5	37.4
	5	4	I/S	I/S	I/S	I/S	I/S	I/S
	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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