



Boiling Springs Intermediate

2055 Hanging Rock Road
Boiling Springs, South

Grades	5-6 Middle School	
Enrollment	1,159 Students	
Principal	Tammy Greer	864-578-2884
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mr. Danny J. McDowell	864-578-0128

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good
2008	Average	Below Average
2007	Average	Average
2006	Average	Good
2005	Good	Good

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 GOAL

By 2010, SC'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.

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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

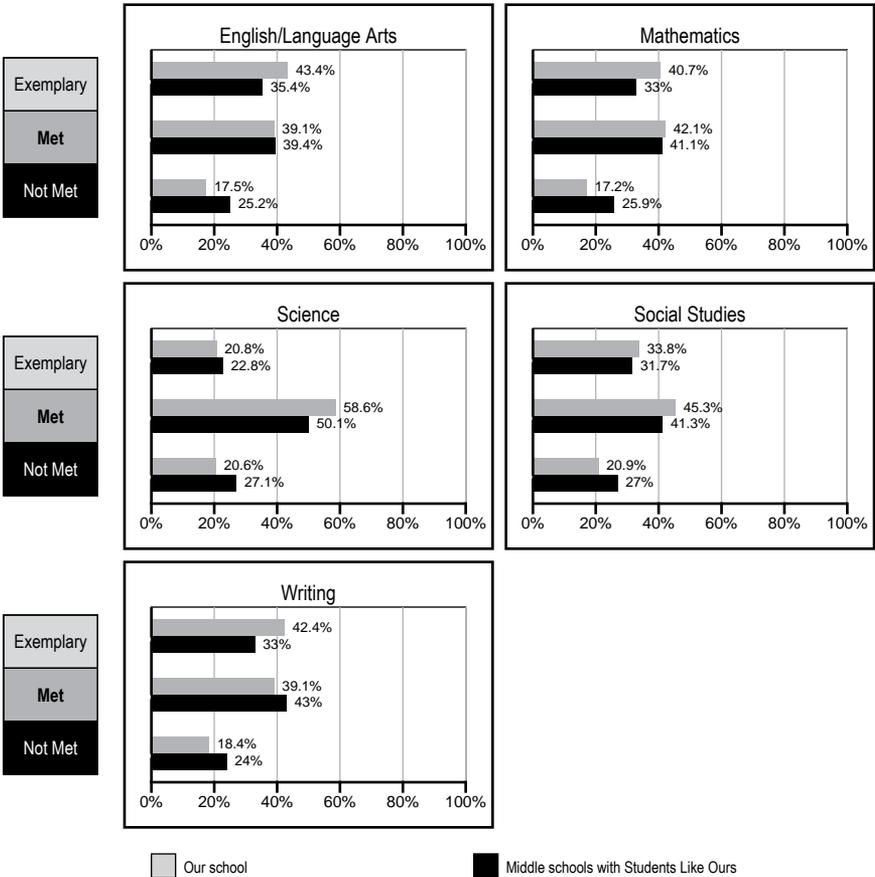
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	28	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	98.3%
English 1	N/A	98.0%
Physical Science	N/A	100.0%
US History and the Constitution	N/A	N/A
All Subjects	N/A	98.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,159)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	24.0%	21.6%
Retention rate	1.0%	Up from 0.8%	1.0%	1.2%
Attendance rate	96.5%	Up from 96.2%	96.0%	95.9%
Eligible for gifted and talented	13.9%	No Change	19.6%	14.8%
With disabilities other than speech	8.1%	Down from 8.7%	11.4%	12.6%
Older than usual for grade	0.4%	Up from 0.3%	1.7%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.8%	0.6%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=64)				
Teachers with advanced degrees	67.2%	Up from 62.7%	56.6%	56.9%
Continuing contract teachers	78.1%	Up from 74.6%	76.0%	72.7%
Teachers with emergency or provisional certificates	0.0%	Down from 2.2%	5.7%	5.3%
Teachers returning from previous year	84.2%	Down from 88.2%	85.3%	82.9%
Teacher attendance rate	94.2%	Down from 95.1%	95.3%	95.2%
Average teacher salary*	\$45,893	Up 3.5%	\$46,785	\$46,599
Professional development days/teacher	23.7 days	Up from 23.4 days	10.4 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	23.7 to 1	Down from 24.6 to 1	21.8 to 1	20.1 to 1
Prime instructional time	89.3%	Up from 89.1%	90.1%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Up from 94.2%	99.0%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$5,122	Up 0.2%	\$6,884	\$7,645
Percent of expenditures for instruction**	62.1%	No Change	65.0%	63.4%
Percent of expenditures for teacher salaries**	58.8%	Up from 57.3%	57.2%	57.0%

* Includes current year teachers contracted for 185 or more days.

** 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

Boiling Springs Intermediate School sailed the high seas of success during the 2008-2009 school year as we celebrated our theme SEAS (Successfully Educating All Students). We cruised the seas with the implementation of a 5th-grade Single-Gender Program, academic coaches, and extraordinary work with RIT groups and differentiated instruction.

During the 2008-2009 school year, we began the first Single-Gender Program in Spartanburg County School District 2. The program involved 41 males and 41 females. The program produced significant gains in MAP scores, with 100% of the students participating in the program making gains. Not only were the teachers successful in meeting the students' academic needs, they have also had greater success in meeting the diverse social needs of the individual genders. As a whole, the students felt more accepted and were able to contribute their individual strengths to the learning process. Due to the success of the program, we are expanding it from 4 classes to 14 for the 2009-2010 school year.

The academic coaches worked collaboratively with teachers in providing guidance and professional development opportunities as a means of improving instruction. The coaches lead Professional Learning Communities in which the teachers continuously shared ideas about learning and then acted on what they learned. The goal of their actions involved enhancing their effectiveness as professionals so that students benefit.

Differentiated instruction took a forefront at BSIS in our instructional efforts. MAP data was analyzed to establish RIT groups, allowing teachers to provide differentiated instruction involving appropriately challenging activities for the students. It also provided a common framework for organizing resources, collaborating, and goal setting. As a result of these efforts, students made remarkable gains throughout the year.

Tammy Greer, Principal

Mark Henderson, Chairman of the School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	543	360
Percent satisfied with learning environment	95.7%	77.6%	80.3%
Percent satisfied with social and physical environment	100.0%	80.5%	82.3%
Percent satisfied with school-home relations	93.5%	84.2%	70.9%

* Only students at the highest middle school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 31 out of 33 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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	1155	99.8	17.3	39.1	43.5	90.4	87.4	82.8	Yes	Yes
Gender										
Male	626	100	22.2	39.6	38.1	87.2	84.4	79.3	N/A	N/A
Female	529	99.6	11.4	38.6	50	94.2	90.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	851	99.8	13.8	38.1	48.1	92.8	89.4	89.5	Yes	Yes
African American	126	100	25	47.4	27.6	85.3	82.4	73.7	Yes	Yes
Asian/Pacific Islander	62	100	22.4	41.4	36.2	93.1	90	92.3	Yes	Yes
Hispanic	93	100	36	38.4	25.6	73.3	72.2	76.5	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	110	98.2	57.1	34.3	8.6	58.1	52.2	52	No	Yes
Migrant Status										
Migrant	17	100	64.7	23.5	11.8	41.2	48.5	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	171	100	32.2	39.7	28.2	81	77.8	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	527	99.8	26.3	39.7	34	85.5	81.4	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	1155	99.8	17.1	42.1	40.8	87.2	86.3	78.9	Yes	Yes
Gender										
Male	626	100	20.2	38.8	41	84.6	84.3	77	N/A	N/A
Female	529	99.6	13.3	46.2	40.6	90.4	88.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	851	99.8	13.8	43	43.2	90.1	88	87.2	Yes	Yes
African American	126	100	31.9	42.2	25.9	75	78.6	66.7	Yes	Yes
Asian/Pacific Islander	62	100	12.1	41.4	46.6	91.4	91.9	93	Yes	Yes
Hispanic	93	100	31.4	37.2	31.4	73.3	77.7	76	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	110	98.2	58.1	30.5	11.4	48.6	52	45.5	No	Yes
Migrant Status										
Migrant	17	100	41.2	41.2	17.6	70.6	69.7	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	171	100	24.1	38.5	37.4	81.6	81.5	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	527	99.8	24.8	42.8	32.4	81.3	80.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	581	98.1	18.7	60.1	21.2	81.3	76.3	67.5
Gender								
Male	329	97.3	18.7	56.1	25.2	81.3	75.2	67
Female	252	99.2	18.6	65.3	16.1	81.4	77.5	68
Racial/Ethnic Group								
White	406	98.8	12.9	62.4	24.7	87.1	80.3	79.5
African American	74	100	39.7	52.9	7.4	60.3	60	50.3
Asian/Pacific Islander	37	100	22.2	55.6	22.2	77.8	76.3	84.3
Hispanic	55	90.9	29.8	61.7	8.5	70.2	60.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	57	91.2	56.9	35.3	7.8	43.1	35.4	35.6
Migrant Status								
Migrant	13	84.6	63.6	27.3	9.1	36.4	45	46.1
English Proficiency								
Limited English Proficient	90	93.3	28.3	59.8	12	71.7	65.6	59.6
Socio-Economic Status								
Subsided meals	266	97	29.9	58.9	11.2	70.1	65.7	55.1
Social Studies								
All Students	572	99.3	20.5	45.6	33.9	79.5	77.4	72.3
Gender								
Male	297	99	20.2	41.8	37.9	79.8	77.1	71.5
Female	275	99.6	20.8	49.6	29.6	79.2	77.8	73.2
Racial/Ethnic Group								
White	443	99.6	19.8	44.2	36	80.2	79.4	80.7
African American	52	100	18.8	52.1	29.2	81.3	70	60
Asian/Pacific Islander	25	100	31.8	45.5	22.7	68.2	76.5	88.5
Hispanic	38	97.4	29.4	52.9	17.6	70.6	67.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	51	98	57.1	34.7	8.2	42.9	43.1	43.5
Migrant Status								
Migrant	4	I/S	I/S	I/S	I/S	I/S	41.2	50.7
English Proficiency								
Limited English Proficient	81	96.3	28.4	51.4	20.3	71.6	71	67.9
Socio-Economic Status								
Subsided meals	260	98.5	24.2	51.7	24.2	75.8	68.7	62.1

Abbreviations for Missing Data

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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	1155	99.6	18.2	39.2	42.6	81.8	79.7	70.2	96.5	96.3
Gender										
Male	622	99.5	25	39.4	35.6	75	73.9	63.2	96.4	96.2
Female	533	99.6	10.1	39	50.9	89.9	86.2	77.5	96.6	96.3
Racial/Ethnic Group										
White	853	99.7	15.3	39.3	45.4	84.7	82.2	79.1	96.3	96
African American	125	99.2	24.3	40.9	34.8	75.7	72.9	57.6	97.1	97
Asian/Pacific Islander	61	100	23.7	32.2	44.1	76.3	77.5	86.2	98.1	97.4
Hispanic	92	100	35.6	42.5	21.8	64.4	61.6	62.6	96.9	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.2
Disability Status										
Disabled	107	99.1	61	30.5	8.6	39	31.2	26.1	95.6	95
Migrant Status										
Migrant	18	100	55.6	22.2	22.2	44.4	41.2	54.7	96.6	97.4
English Proficiency										
Limited English Proficient	176	100	32.2	37.9	29.9	67.8	65.8	61.2	97	96.9
Socio-Economic Status										
Subsided meals	513	99.4	26.5	42.4	31.1	73.5	69.8	58.9	96.2	95.7

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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							
2009	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	557	99.8	15.1	42.3	42.6	84.9
	6	598	99.8	19.4	36.3	44.3	80.6
	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							
2009	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	557	99.8	15.1	40.4	44.5	84.9
	6	598	99.8	18.9	43.8	37.3	81.1
	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							
2009	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	280	100	19.4	60.8	19.8	80.6
	6	301	96.4	18	59.4	22.7	82
	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
Social Studies							
2009	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	276	100	27.8	45.2	27	72.2
	6	296	98.7	13.6	45.9	40.5	86.4
	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							
2009	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	553	99.6	19.5	36.8	43.6	80.5
	6	602	99.5	17	41.4	41.6	83
	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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