



SC Annual School Report Card Summary

**Boiling Springs Intermediate School
SPARTANBURG 2**
Grades: 4-5 **Enrollment: 918**
Principal: Tammy Greer
Superintendent: Dr. Scott J. Mercer
Board Chair: Jack A. Mabry, Jr.

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Good	Average	TBD	TBD	B	N/A
2013	Good	Average	N/A	N/A	B	N/A
2012	Good	Good	SILVER	N/A	A	N/A

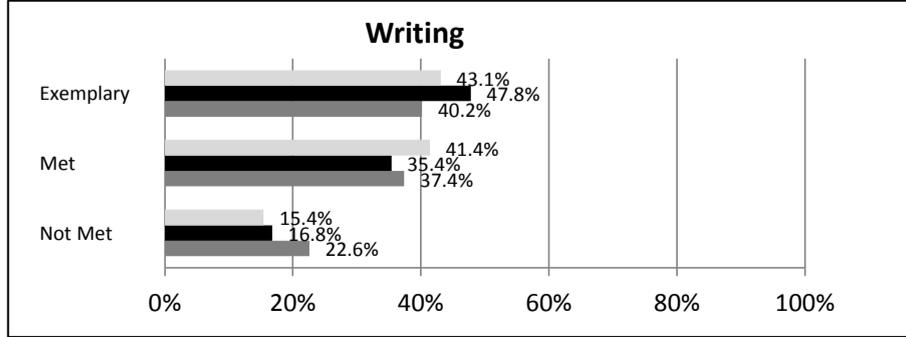
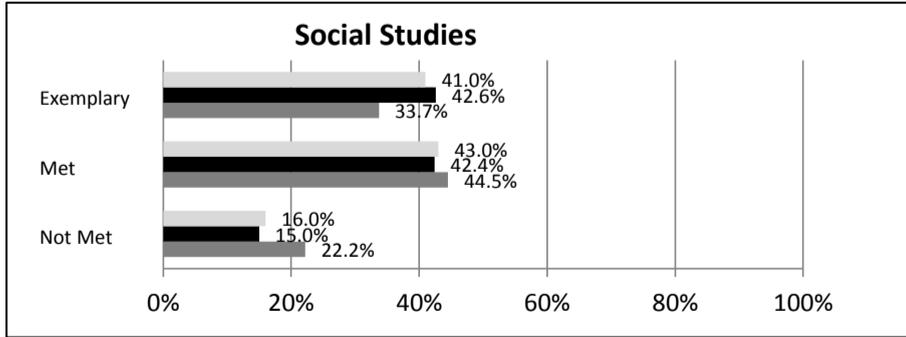
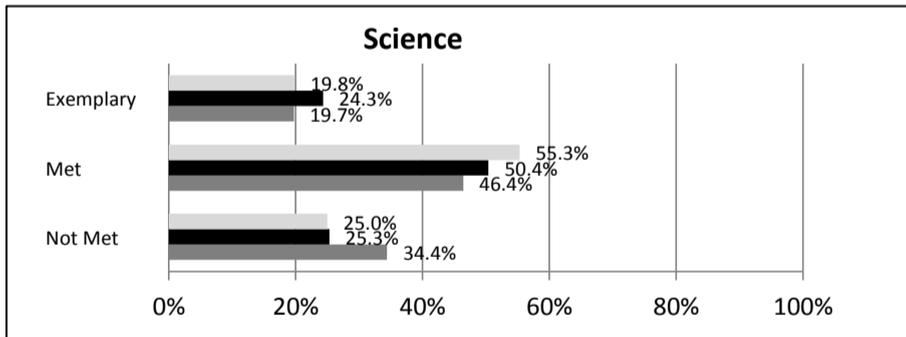
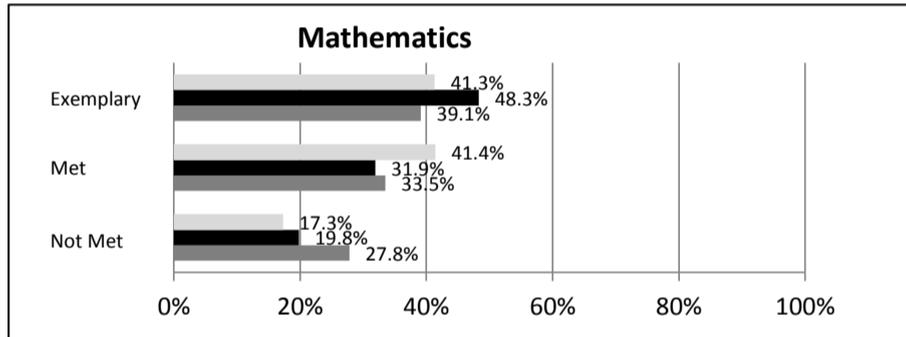
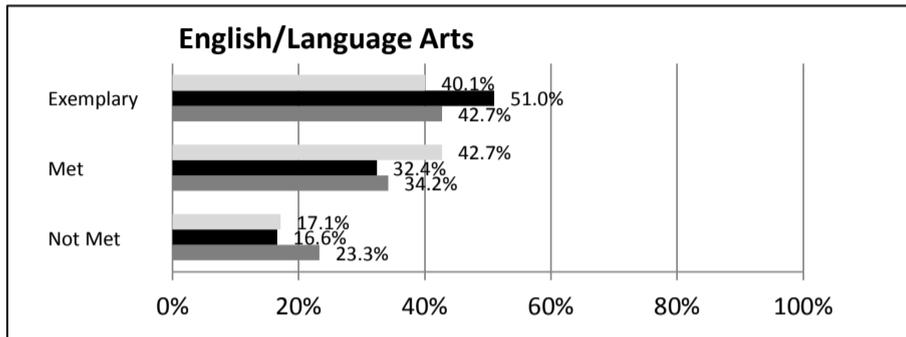
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
51	33	9	0	0

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

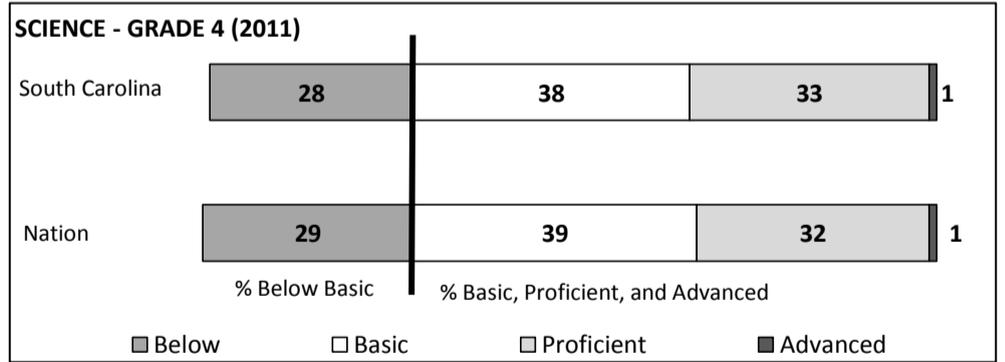
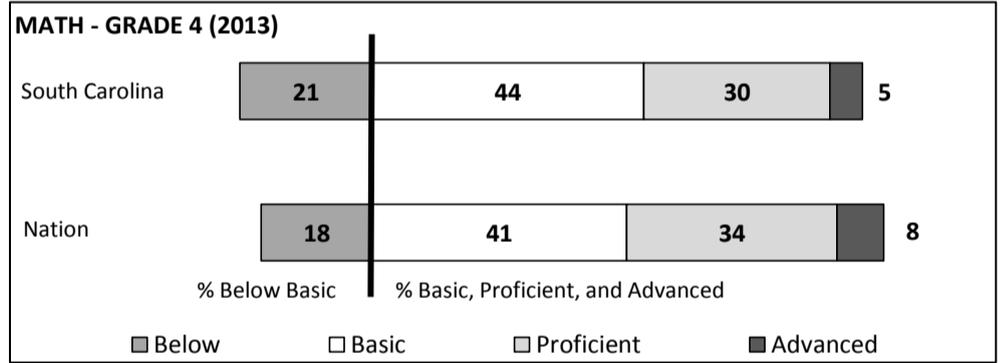
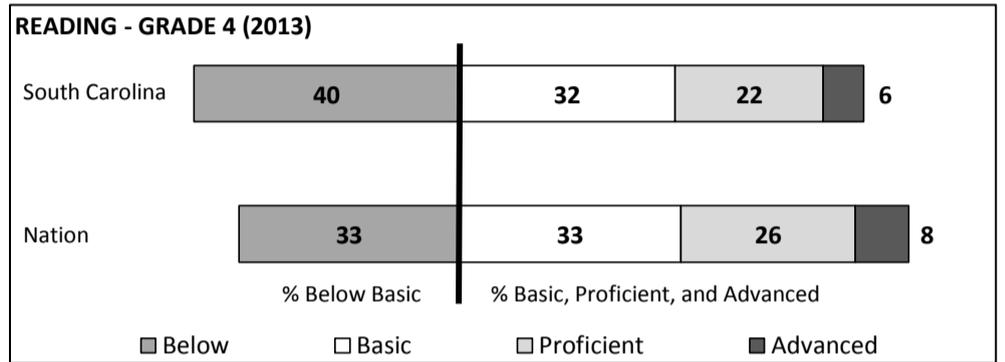
SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

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

**Boiling Springs Intermediate School
SPARTANBURG 2**

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 918)				
Retention rate	0.5%	Down from 0.6%	0.9%	1.0%
Attendance rate	99.9%	Up from 96.7%	96.6%	96.5%
Served by gifted and talented program	24.1%	Up from 21.8%	9.6%	7.3%
With disabilities	11.4%	Up from 9.9%	11.5%	12.5%
Older than usual for grade	1.9%	Down from 2.2%	1.4%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 57)				
Teachers with advanced degrees	73.7%	Up from 72.7%	64.3%	62.3%
Continuing contract teachers	91.2%	Down from 92.7%	85.4%	81.2%
Teachers returning from previous year	78.3%	Up from 74.7%	90.7%	88.4%
Teacher attendance rate	93.9%	Up from 93.7%	95.2%	95.3%
Average teacher salary*	\$49,607	Up 0.9%	\$50,194	\$47,902
Classes not taught by highly qualified teachers	0.4%	No change	0.0%	0.0%
Professional development days/teacher	23.4 days	Down from 24.7 days	12.3 days	10.9 days
School				
Principal's years at school	10.0	Up from 9.0	6.0	4.0
Student-teacher ratio in core subjects	22.5 to 1	Up from 22.2 to 1	20.5 to 1	19.9 to 1
Prime instructional time	93.6%	Up from 89.6%	91.0%	90.7%
Opportunities in the arts	Excellent	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	98.1%	Up from 97.1%	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$6,797	Up 10.5%	\$7,437	\$7,680
Percent of expenditures for instruction**	65.7%	Down from 66.0%	67.7%	66.8%
Percent of expenditures for teacher salaries**	64.6%	Up from 64.0%	66.8%	66.0%
ESEA composite index score	88.7	Down from 89.5	91.5	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	39	541	286
Percent satisfied with learning environment	97.4%	92.4%	90.2%
Percent satisfied with social and physical environment	97.5%	90.2%	89.5%
Percent satisfied with school-home relations	94.8%	91.3%	70.1%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Boiling Springs Intermediate School students began their quest for a quality education during the 2013-2014 school year as they embraced the theme "Mission I'm Possible: Lights...Camera...Action...Lead!" The new state standards provided students with a foundation for success in college, career, and life. Teachers and students welcomed this problem solving, collaborative, critical thinking, and creative approach as a vital part of student's education. Students were also charged with taking on meaningful leadership roles and responsibilities at school and in the community.

Boling Springs Intermediate School concentrated on student growth with an emphasis on state standards, Project Based Learning (PBL) and providing additional services to struggling students with the Response to Intervention process (RTI). The new state standards provided our students with consistent, rigorous academic goals to attain in ELA and math with the integration of science and social studies. Students were actively engaged in the learning process as they became independent thinkers. Students were involved in Project Based Learning activities that provided relevant, real world learning experiences. BSI students were excited about their participation in two PBL's. As students participated in Mission I'm Possible: Save the World and Weather and Safety Begin with the End in Mind they actively explored these real-world problems and challenges to acquire a deeper understanding of the content. Students incorporated technology to effectively communicate their acquired knowledge. The RTI process addressed students' needs through multiple tiers of increasingly intensive instructional interventions.

Students, staff, parents, and stakeholders worked together to effectively build a culture of leadership in classrooms and throughout the school by using data notebooks, student-led conferences, student leadership roles and community service projects. The data notebooks empowered students to think about what they want to achieve by setting and tracking class, school, and personal goals. The student-led conferences provided students with the opportunity to be actively involved in their learning and assume responsibility for the learning process. Through student-led conference, students become more motivated, reflective, and evaluative. They also became more critical in their approach to learning. Students took active leadership roles by hosting awards day ceremonies, orientations, and other events. BSI students were also leaders in the community as they participated in Isaac's Christmas Toy Drive, a canned food drive for the Upstate Family Resource Center, Jump Rope for Heart, Hoops for Heart, The Children's Security Blanket, and The Shriner's Hospital for Children. Students at BSI know they are important, that they matter, and that they can be leaders every day in their own way.

Tammy Greer, Principal

Donna Wagner, SIC Chair

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