



SC Annual School Report Card Summary

**Boiling Springs Elementary
Spartanburg 2**
Grades: PK-4 Enrollment: 1,078
Principal: Kimberly B. Ashby
Superintendent: Dr. Scott Mercer
Board Chair: Mr. Danny J. McDowell

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/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Average	Average	TBD	Not Met	N/A
2007	Average	Below Average	N/A	Met	N/A
2006	Good	At-Risk	N/A	Not Met	N/A

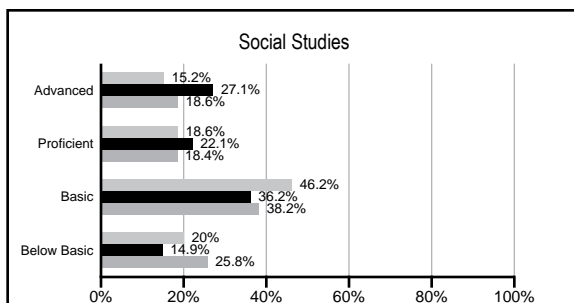
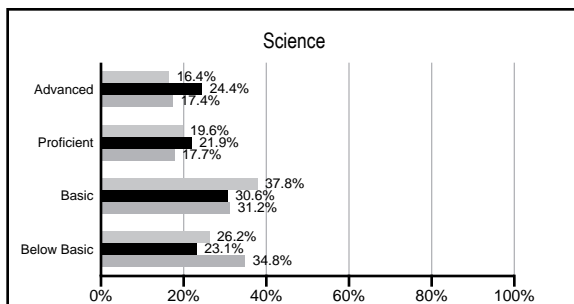
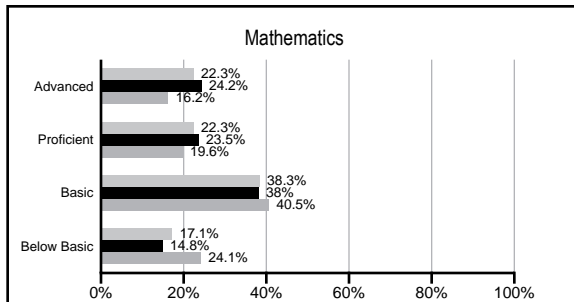
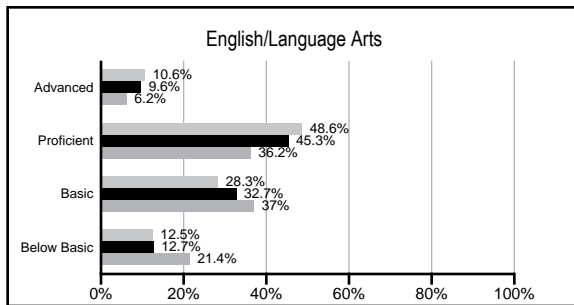
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
5	19	22	2	0

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are Elementary Schools with poverty indices of no more than 5% above or below the index for this school.

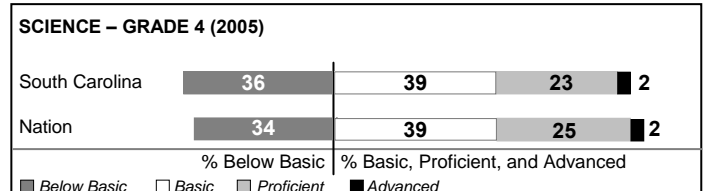
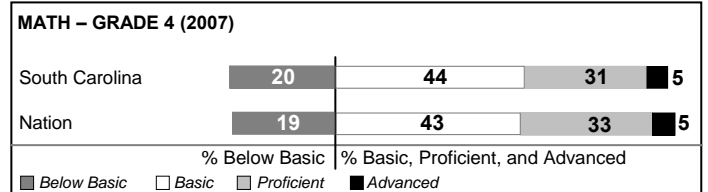
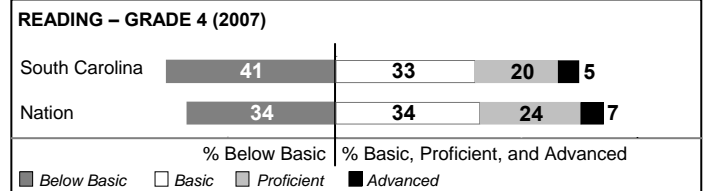
PACT PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

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



SC PERFORMANCE GOAL

2010 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.

2020 Goal: TBD

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
 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Boiling Springs Elementary [Spartanburg 2]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,078)				
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%
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
Classes not taught by highly qualified teachers	2.3%	Up from 0.0%	0.0%	0.0%
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
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%
% of AYP objectives met	91.3%		93.1%	85.7%

* Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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.

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