



Boiling Springs Junior High

4801 Highway 9

Inman, South Carolina

Grades	7-8 Middle School	
Enrollment	1,200 Students	
Principal	Doanld Barnette	864-578-5954
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	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	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 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

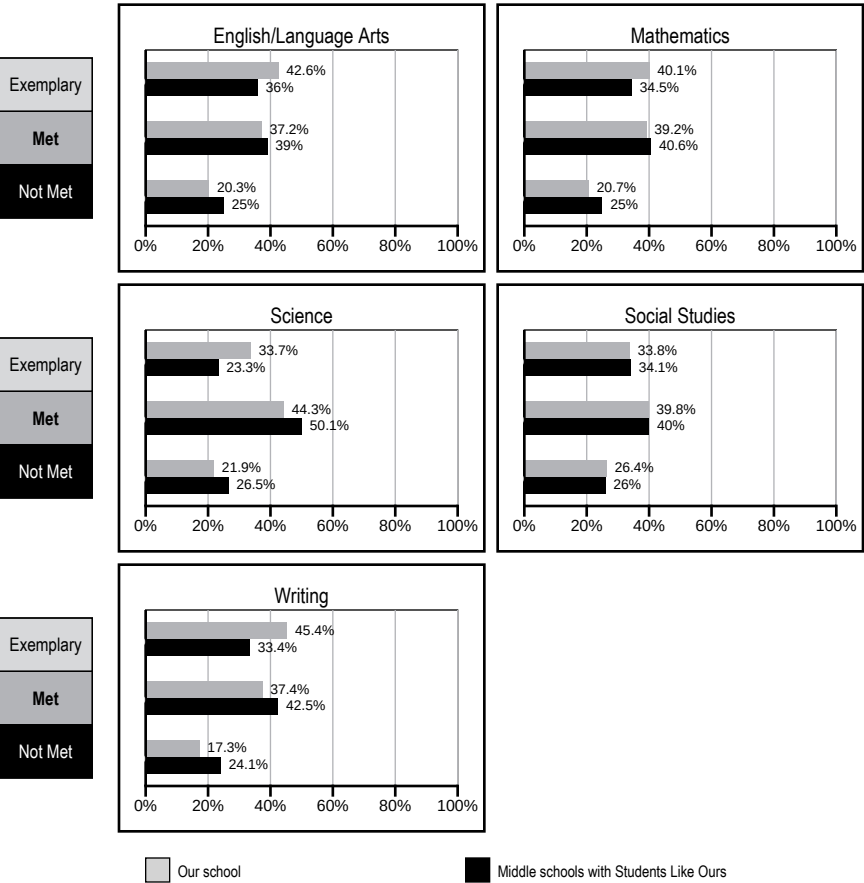
97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	14	20	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	100.0%	98.5%
English 1	99.4%	94.6%
Physical Science	N/A	33.3%
US History and the Constitution	N/A	N/A
All Subjects	99.7%	98.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,200)				
Students enrolled in high school credit courses (grades 7 & 8)	15.8%	Up from 12.8%	29.8%	21.6%
Retention rate	0.9%	Up from 0.8%	1.1%	1.2%
Attendance rate	95.8%	Up from 95.3%	96.1%	95.9%
Eligible for gifted and talented	15.5%	Down from 17.1%	20.3%	14.8%
With disabilities other than speech	10.9%	Up from 10.6%	11.3%	12.6%
Older than usual for grade	0.9%	Down from 1.0%	1.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	No Change	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=73)				
Teachers with advanced degrees	60.3%	Up from 58.5%	60.3%	56.9%
Continuing contract teachers	58.9%	Down from 64.6%	75.9%	72.7%
Teachers with emergency or provisional certificates	1.9%	Down from 2.0%	4.5%	5.3%
Teachers returning from previous year	81.0%	Down from 85.0%	85.3%	82.9%
Teacher attendance rate	96.1%	Up from 94.7%	95.2%	95.2%
Average teacher salary*	\$44,177	Down 0%	\$47,167	\$46,599
Professional development days/teacher	10.9 days	No Change	10.2 days	10.8 days
School				
Principal's years at school	16.0	Up from 15.0	3.0	3.0
Student-teacher ratio in core subjects	23.2 to 1	Down from 26.0 to 1	21.7 to 1	20.1 to 1
Prime instructional time	89.5%	Up from 88.2%	90.1%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	79.7%	Up from 73.0%	99.1%	97.8%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$5,623	Down 3.6%	\$6,757	\$7,645
Percent of expenditures for instruction**	59.7%	Up from 59.6%	65.3%	63.4%
Percent of expenditures for teacher salaries**	56.4%	Up from 56.1%	58.5%	57.0%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Boiling Springs Junior High School is a student-oriented school with a supportive environment which allows students to focus on learning. During the 2008-2009 school year, our enrollment totaled 1,200 grade-seven and grade-eight students. The successes of the academic, athletic, and fine arts programs at our school can be attributed to the hard work of conscientious students, dedicated teachers, and supportive parents.

In academics, thirty-eight percent of our students were named to the honor roll this school year. Of our eighth grade honors students enrolled in Algebra I, the average grade on the End-of-Course Examination was ninety-three percent. On the English I End-of-Course Examination, the average grade for our students was eighty-eight percent.

This year, sixty-six eighth-grade students were named South Carolina Junior Scholars for their outstanding scores on the PSAT. Additionally, twelve grade-seven students received state-level recognition, and one of these students also received grand-level recognition as part of the Duke University TIP Scholars Program. These recognitions were based on exceptional SAT or ACT scores achieved by seventh-grade students who participated in the Duke University Talent Search.

In regards to extracurricular activities, approximately forty percent of our students joined the band, chorus, or orchestra programs. We had approximately 320 student athletes who participated in football, basketball, volleyball, and cheerleading. Our school was well-represented in music and athletic programs by our dedicated and involved students.

Parents were also actively involved in their children's education by attending parent teacher conferences, PTSO meetings, Open House, and award ceremonies, as well as chaperoning trips and attending events. The PTSO worked tirelessly in raising funds and was invaluable to the success of our students and teachers. Our band, chorus, and orchestra students presented outstanding performances during PTSO meetings throughout the school year.

Boiling Springs Junior High School is a student-oriented school where students come first. We strive to continually improve in order to meet the needs of our students and our community. We are a school in which students, parents, and the community can take pride.

Donald Barnette, Principal
Lora Hammett, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	473	138
Percent satisfied with learning environment	90.6%	65.3%	85.5%
Percent satisfied with social and physical environment	93.8%	69.9%	68.4%
Percent satisfied with school-home relations	93.8%	80.7%	67.2%

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

School Adequate Yearly Progress NO

This school met 25 out of 29 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	3.9%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	1199	97.8	21.5	39.5	39	85.5	87.4	82.8	Yes	Yes
Gender										
Male	625	97	26.8	38.2	35.1	81	84.4	79.3	N/A	N/A
Female	574	98.8	15.8	41	43.2	90.3	90.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	903	97.7	18.3	38.1	43.6	87.5	89.4	89.5	Yes	Yes
African American	165	97	30.5	42.2	27.3	79.2	82.4	73.7	Yes	Yes
Asian/Pacific Islander	39	100	28.9	52.6	18.4	89.5	90	92.3	I/S	I/S
Hispanic	72	100	34.3	46.3	19.4	73.1	72.2	76.5	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	128	88.3	73.6	21.7	4.7	41.5	52.2	52	No	No
Migrant Status										
Migrant	8	I/S	I/S	I/S	I/S	I/S	48.5	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	112	100	33.9	42.2	23.9	74.3	77.8	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	496	96	30.3	44.9	24.7	78	81.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1199	97.8	22.2	43.1	34.6	85.4	86.3	78.9	Yes	Yes
Gender										
Male	625	97	25.7	41.5	32.8	82.6	84.3	77	N/A	N/A
Female	574	98.8	18.5	45	36.5	88.4	88.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	903	97.7	19.9	40.9	39.2	86.9	88	87.2	Yes	Yes
African American	165	97.6	32.9	46.5	20.6	77.4	78.6	66.7	Yes	Yes
Asian/Pacific Islander	39	100	15.8	71.1	13.2	97.4	91.9	93	I/S	I/S
Hispanic	72	98.6	31.3	50.7	17.9	79.1	77.7	76	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	128	88.3	68.9	26.4	4.7	45.3	52	45.5	No	No
Migrant Status										
Migrant	8	I/S	I/S	I/S	I/S	I/S	69.7	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	112	99.1	27.5	45.9	26.6	81.7	81.5	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	496	96	31.2	46	22.9	79.8	80.6	70.2	Yes	Yes

* 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

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
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Science

All Students	891	97.3	19.7	45.6	34.7	80.3	76.3	67.5
Gender								
Male	467	96.4	23.4	42.4	34.2	76.6	75.2	67
Female	424	98.4	15.8	49	35.3	84.3	77.5	68
Racial/Ethnic Group								
White	670	97.2	16.4	44.9	38.7	83.6	80.3	79.5
African American	122	96.7	32.7	46.9	20.4	67.3	60	50.3
Asian/Pacific Islander	30	100	17.2	65.5	17.2	82.8	76.3	84.3
Hispanic	52	98.1	33.3	43.8	22.9	66.7	60.6	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	96	89.6	75.9	20.3	3.8	24.1	35.4	35.6
Migrant Status								
Migrant	6	I/S	I/S	I/S	I/S	I/S	45	46.1
English Proficiency								
Limited English Proficient	84	98.8	23.8	42.5	33.8	76.3	65.6	59.6
Socio-Economic Status								
Subsided meals	368	95.7	29.4	46	24.5	70.6	65.7	55.1

Social Studies

All Students	887	97.9	25	40.6	34.4	75	77.4	72.3
Gender								
Male	449	97.1	26.6	34.8	38.6	73.4	77.1	71.5
Female	438	98.6	23.4	46.3	30.3	76.6	77.8	73.2
Racial/Ethnic Group								
White	676	97.8	22.4	39.8	37.8	77.6	79.4	80.7
African American	118	98.3	34.8	42.9	22.3	65.2	70	60
Asian/Pacific Islander	29	100	24.1	58.6	17.2	75.9	76.5	88.5
Hispanic	50	96	37.8	37.8	24.4	62.2	67.1	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	83	92.8	67.6	25.4	7	32.4	43.1	43.5
Migrant Status								
Migrant	7	I/S	I/S	I/S	I/S	I/S	41.2	50.7
English Proficiency								
Limited English Proficient	84	98.8	31.7	37.8	30.5	68.3	71	67.9
Socio-Economic Status								
Subsided meals	356	95.8	35.8	39.6	24.6	64.2	68.7	62.1

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

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	1209	97.9	16.9	37.6	45.6	83.1	79.7	70.2	95.8	96.3
Gender										
Male	633	97.2	23	41.5	35.5	77	73.9	63.2	95.5	96.2
Female	576	98.8	10.3	33.3	56.4	89.7	86.2	77.5	96.1	96.3
Racial/Ethnic Group										
White	912	98.6	14.8	35.8	49.4	85.2	82.2	79.1	95.4	96
African American	165	94.6	24.3	46.7	28.9	75.7	72.9	57.6	96.9	97
Asian/Pacific Islander	39	97.4	10.8	45.9	43.2	89.2	77.5	86.2	97.8	97.4
Hispanic	72	97.2	32.3	33.8	33.8	67.7	61.6	62.6	96.1	96.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	68.7	96.9	96.2
Disability Status										
Disabled	133	87.2	67.3	29.1	3.6	32.7	31.2	26.1	94.1	95
Migrant Status										
Migrant	8	I/S	I/S	I/S	I/S	I/S	41.2	54.7	98.3	97.4
English Proficiency										
Limited English Proficient	112	97.3	29.2	31.1	39.6	70.8	65.8	61.2	96.2	96.9
Socio-Economic Status										
Subsidized meals	501	96	26.5	41.6	31.9	73.5	69.8	58.9	95.1	95.7

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	597	97.8	20.7	36.3	42.9	79.3
	8	602	97.8	22.2	42.8	35.1	77.8

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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	597	97.8	18.9	42.5	38.6	81.1
	8	602	97.8	25.6	43.8	30.6	74.4

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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	596	98.2	17.9	47.3	34.9	82.1
	8	295	95.6	23.7	42	34.4	76.3

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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	592	98.7	26.3	39.1	34.5	73.7
	8	295	96.3	22.3	43.4	34.3	77.7

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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	601	97.8	16.4	33.3	50.3	83.6
	8	608	98	17.4	41.8	40.9	82.6

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample