

CAROLINA SPRINGS ELEMENTARY

6340 Platt Springs Road
Lexington, South Carolina

Grades	K-5 Elementary School	
Enrollment	832 Students	
Principal	Dr. W. Darrell Barringer	803-821-5100
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	Cynthia S. Smith	803-957-5095

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Excellent*
2009	Average	Average
2008	Average	Below Average
2007	N/A	N/A
2006	N/A	N/A

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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 2009-10 whose 2008-09 test scores were located

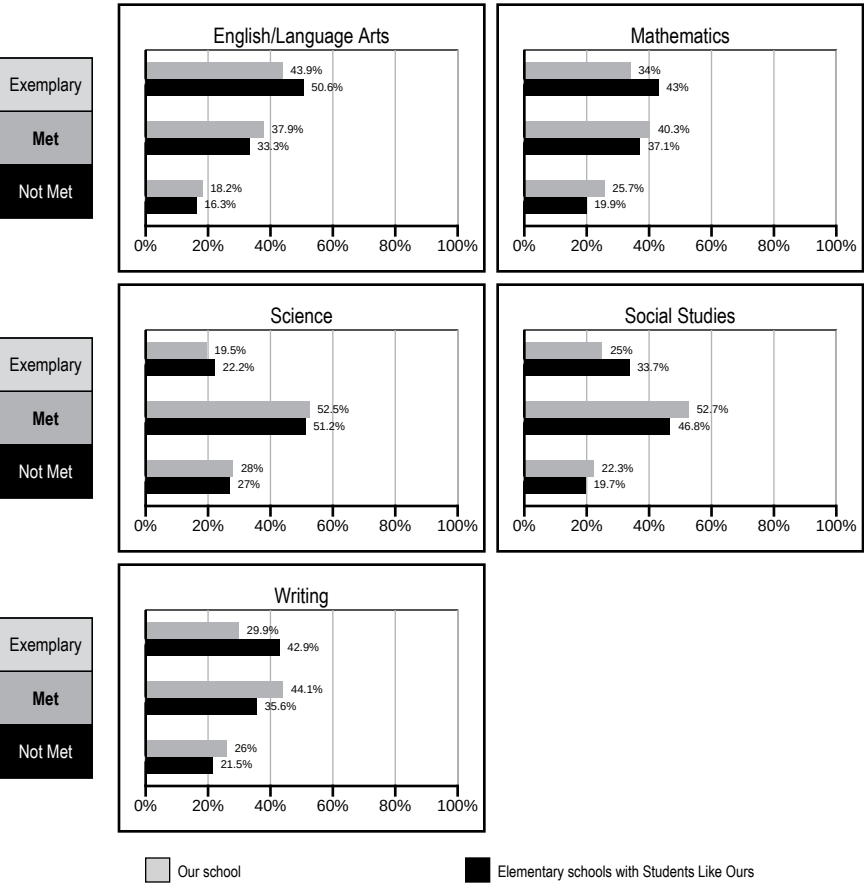
97.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	30	16	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=832)				
First graders who attended full-day kindergarten	85.8%	Up from 79.5%	100.0%	100.0%
Retention rate	0.5%	Down from 1.5%	0.8%	1.2%
Attendance rate	95.6%	Down from 95.9%	96.6%	96.1%
Eligible for gifted and talented	11.9%	Up from 11.8%	17.0%	11.7%
With disabilities other than speech	5.9%	Up from 4.8%	6.8%	8.0%
Older than usual for grade	0.6%	Up from 0.2%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	57.4%	Down from 57.7%	62.5%	60.5%
Continuing contract teachers	83.3%	Down from 88.5%	86.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.4%	87.0%
Teacher attendance rate	95.8%	Up from 95.0%	95.8%	95.4%
Average teacher salary*	\$47,755	Down 0.3%	\$48,552	\$47,288
Professional development days/teacher	13.8 days	Up from 10.7 days	11.4 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Down from 22.6 to 1	19.9 to 1	19.2 to 1
Prime instructional time	90.2%	Up from 90.1%	91.8%	90.8%
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**	\$6,669	Down 6.0%	\$7,214	\$7,548
Percent of expenditures for instruction**	65.9%	Up from 65.3%	69.4%	68.7%
Percent of expenditures for teacher salaries**	64.3%	Up from 46.4%	66.3%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Our school-wide theme this year has been "Around the World in 180 Days." The students visited more than 30 countries, one each week, through daily virtual experiences on Husky TV. We interviewed guests from various countries, learned about the culture of the country, and logged our experiences in individual student passports. The students truly had a global experience that will prepare them as 21st century learners. More than 100 students scored 100% on the grade-level Flag Quiz Bowls at the end of the school year. For a complete update on all the activities and instructional objectives related to our theme, please visit our website.

Carolina Springs Elementary students made tremendous progress in their reading and mathematics performance as measured by the Measure of Academic Progress testing program. Our Response To Intervention Program met the needs of our struggling learners in reading and math. Many students were served, and their progress was impressive. Recent MAP results indicate that a large number of students improved by more than 20 points in ELA and in math. In Grade 2, 25% more of the students met their individual math growth targets. In Grade 3, 15% more of the students met their math growth targets. In Grade 4, 16% more of the students met their individual growth targets. Our "Situation Room" gave us the opportunity to monitor student progress effectively and make instructional decisions designed to achieve higher levels of academic success for these students. We implemented a new math series and grouped students in grades 3–5 for math based on their performance on last spring's MAP math test.

We wrote grants and received more than \$5,000 in additional funds to support our instructional program. Strong partnerships with community members and the University of South Carolina Darla Moore School of Business supported our "Around the World in 180 Days" theme. Recent "bullying" survey results show more students feeling safe on our campus. We recognized students regularly for character and good citizenship through the "blaze bucks" program, Pawsitively Awesome Well-behaved Students Café, Passport Party, Bus Challenge Winners and other special recognitions. Through strong support from the CSES PTO, our school climate has been enhanced. Our "Internet café courtyard" has been landscaped and the school sign and front of the building improved.

We held grade-level retreats with teachers from Kindergarten through Grade 5, the special education faculty, the interventionists and the related arts staff. Information shared during the retreats helped us set new goals for next year. During the 2010–2011 school year, Carolina Springs Elementary will adopt the school-wide theme "Around the World: Island Style." The students will visit 30 islands around the world and learn about the culture and geographic features of each of the islands. We will focus on developing stronger student leadership skills through the creation of a CSES Student Council.

W. Darrell Barringer, Ph.D., Principal
Dino Senesi, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	131	122
Percent satisfied with learning environment	100.0%	80.8%	92.5%
Percent satisfied with social and physical environment	100.0%	78.6%	91.6%
Percent satisfied with school-home relations	100.0%	91.6%	85.0%

* 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
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This school met 19 out of 21 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	
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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	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	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	416	100	18.4	37.4	44.2	88.9	89	83.5	Yes	Yes
Gender										
Male	200	100	21.8	32.4	45.7	87.2	86.2	80.1	N/A	N/A
Female	216	100	15.4	41.8	42.8	90.4	91.9	87	N/A	N/A
Racial/Ethnic Group										
White	307	100	17.1	35.3	47.6	89.7	90.7	89.6	Yes	Yes
African American	73	100	22.9	50	27.1	85.7	76.9	74.6	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	95.4	92.7	I/S	I/S
Hispanic	16	100	13.3	26.7	60	93.3	82.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.3	85.1	I/S	I/S
Disability Status										
Disabled	63	100	54.8	27.4	17.7	54.8	53.9	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	25	16.7	58.3	83.3	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	178	100	22.6	39	38.4	87.2	80.1	76.9	Yes	Yes

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

All Students	416	100	25.5	40.9	33.6	82.8	86.2	80.4	Yes	Yes
Gender										
Male	200	100	22.3	39.9	37.8	83.5	84.9	78.4	N/A	N/A
Female	216	100	28.4	41.8	29.8	82.2	87.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	307	100	23.3	38.4	38.4	85.3	88.2	87.8	Yes	Yes
African American	73	100	31.4	51.4	17.1	77.1	72	69.3	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93.9	93.5	I/S	I/S
Hispanic	16	100	20	40	40	86.7	78.2	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	87.5	83.2	I/S	I/S
Disability Status										
Disabled	63	100	54.8	38.7	6.5	56.5	52.7	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	25	50	25	83.3	81.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	178	100	28.7	43.9	27.4	81.7	76.1	72.8	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	278	100	27.6	51.5	20.9	72.4	80.7	67.3
Gender								
Male	132	100	26	49.6	24.4	74	80.2	66.9
Female	146	100	29.1	53.2	17.7	70.9	81.2	67.7
Racial/Ethnic Group								
White	200	100	21.8	52.3	25.9	78.2	83.4	79.6
African American	51	100	47.9	41.7	10.4	52.1	59.9	49.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	90.4	84.4
Hispanic	13	100	23.1	69.2	7.7	76.9	70	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	45	100	54.5	31.8	13.6	45.5	46.5	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	69.9	58.6
Socio-Economic Status								
Subsidized meals	123	100	35.9	51.3	12.8	64.1	68	55.4

Social Studies								
All Students	280	99.6	22.6	52.8	24.5	77.4	81.5	70.9
Gender								
Male	135	99.3	17.5	48.4	34.1	82.5	81.5	70.1
Female	145	100	27.3	56.8	15.8	72.7	81.4	71.7
Racial/Ethnic Group								
White	213	99.5	21.9	49.8	28.4	78.1	82.9	79.2
African American	46	100	26.7	57.8	15.6	73.3	68.5	58.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.3	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.9	71.2
Disability Status								
Disabled	40	97.5	56.4	38.5	5.1	43.6	49.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	79.2	68
Socio-Economic Status								
Subsidized meals	121	100	23.4	60.4	16.2	76.6	69.1	60.8

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	419	97.1	26	44.1	29.9	74	79.4	72.1	95.6	97.1
Gender										
Male	201	95.5	29.8	45.3	24.9	70.2	73.4	65.2	95.3	97.1
Female	218	98.6	22.7	43	34.3	77.3	85.6	79.2	95.9	97.2
Racial/Ethnic Group										
White	309	96.1	25.2	40.8	34	74.8	81.6	80.8	95.6	97.1
African American	72	100	27.1	58.6	14.3	72.9	65.2	59.7	96.1	97.3
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	87.7	87	95.6	97.9
Hispanic	16	100	26.7	46.7	26.7	73.3	66.3	64.6	95.3	97.2
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	82.8	73.4	91.6	96.3
Disability Status										
Disabled	74	83.8	54.8	33.9	11.3	45.2	35.6	27.7	95.2	96.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	25	66.7	8.3	75	67.1	63.7	95	97.8
Socio-Economic Status										
Subsidized meals	179	97.2	30.6	48.1	21.3	69.4	66.5	61.9	95.1	96.3

Abbreviations for Missing Data

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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	130	100	17.7	43.5	38.7	82.3
	4	144	100	24.6	40	35.4	75.4
	5	154	100	14.5	44.1	41.4	85.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	117	100	11.9	22.9	65.1	88.1
	4	142	100	19	49.6	31.4	81
	5	157	100	22.7	36.7	40.7	77.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	130	100	32.3	41.1	26.6	67.7
	4	144	100	26.9	53.8	19.2	73.1
	5	154	100	29	49.7	21.4	71
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	117	100	16.5	38.5	45	83.5
	4	142	100	19	39.4	41.6	81
	5	157	100	38	44	18	62
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	65	100	46.8	45.2	8.1	53.2
	4	143	100	33.1	56.2	10.8	66.9
	5	76	100	25.4	57.7	16.9	74.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	57	100	29.6	38.9	31.5	70.4
	4	142	100	24.8	62	13.1	75.2
	5	79	100	31.2	41.6	27.3	68.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	65	100	16.1	59.7	24.2	83.9
	4	142	100	20.3	59.4	20.3	79.7
	5	78	100	13.5	44.6	41.9	86.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	60	100	20	49.1	30.9	80
	4	140	100	19.1	58.8	22.1	80.9
	5	80	98.8	31.1	44.6	24.3	68.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	131	99.2	39.2	30.4	30.4	60.8
	4	143	95.8	34.9	45.2	19.8	65.1
	5	152	96.1	19.6	45.7	34.8	80.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2010	3	116	100	13.8	44	42.2	86.2
	4	143	98.6	26.3	46	27.7	73.7
	5	160	93.8	35.2	42.3	22.5	64.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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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