



## CAROLINA SPRINGS ELEMENTARY

6340 Platt Springs Road  
Lexington, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	875 Students	
<b>Principal</b>	Dr. W. Darrell Barringer	803-821-5100
<b>Superintendent</b>	Dr. Karen C. Woodward	803-821-1000
<b>Board Chair</b>	Cynthia S. Smith	803-957-5095

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Average	Excellent
2009	Average	Average
2008	Average	Below Average
2007	N/A	N/A

### 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

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

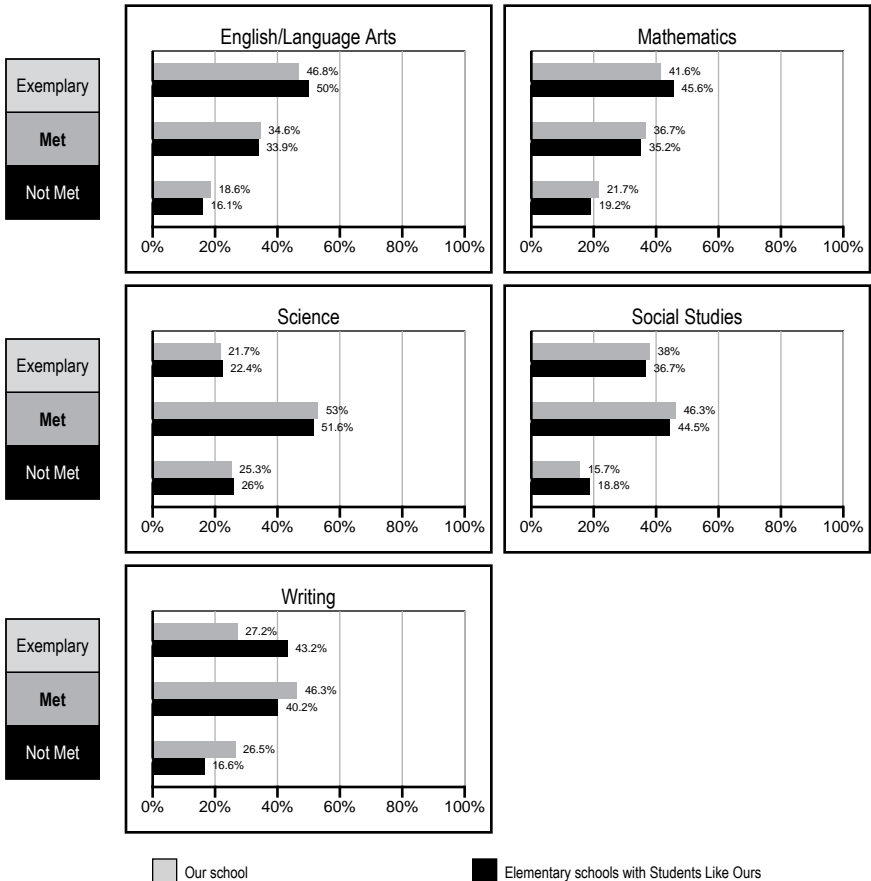
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
29	31	9	0	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=875)</b>				
First graders who attended full-day kindergarten	97.3%	Up from 85.8%	100.0%	100.0%
Retention rate	0.7%	Up from 0.5%	0.9%	1.1%
Attendance rate	95.9%	Up from 95.6%	96.3%	96.2%
Served by gifted and talented program	14.1%	Up from 11.9%	20.1%	13.4%
With disabilities other than speech	2.9%	Down from 5.9%	3.3%	4.1%
Older than usual for grade	0.2%	Down from 0.6%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=54)</b>				
Teachers with advanced degrees	55.6%	Down from 57.4%	65.4%	62.5%
Continuing contract teachers	85.2%	Up from 83.3%	89.7%	88.2%
Teachers returning from previous year	93.6%	N/A	90.3%	87.8%
Teacher attendance rate	95.2%	Down from 95.8%	95.0%	95.2%
Average teacher salary*	\$45,743	Down 4.2%	\$48,492	\$46,773
Professional development days/teacher	16.1 days	Up from 13.8 days	11.0 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 21.6 to 1	20.6 to 1	19.9 to 1
Prime instructional time	89.9%	Down from 90.2%	90.3%	90.4%
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	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,563	Down 1.6%	\$6,890	\$7,447
Percent of expenditures for instruction**	68.5%	Up from 65.9%	69.4%	68.4%
Percent of expenditures for teacher salaries**	67.0%	Up from 64.3%	67.0%	65.8%

\* 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

The faculty and staff at Carolina Springs Elementary School continue to create positive learning experiences for all students. During the 2010-2011 school year, we received several awards for student performance. The S.C. Department of Education awarded us the Palmetto Gold Award for academic performance, the Palmetto Silver Award for Closing the Achievement Gap, and Banner School recognition for Positive Behavioral Interventions and Supports. In three years, our school growth rating moved from "below average" to "excellent." Our Response to Intervention program received four awards for excellent improvement in student performance from our district.

The majority of students in grades two through five continue to meet or exceed their individual growth targets as measured by the Measurements of Academic Progress. In the most recent administration, the results for our grade two students were reported as 79.5 percent met or exceeded their growth target in reading; 67.6 percent in mathematics. In grade three, 65.4 percent met or exceeded their growth target in reading; 71.5 percent in mathematics. In grade four, 60.9 percent met or exceeded their growth target in reading; 65.2 percent in mathematics. In grade five, 68 percent met or exceeded their growth target in reading; 57 percent in mathematics.

CSES has a rapidly growing and changing population. We will occupy 17 portable classrooms this fall. The poverty index for our school has increased from 53.5 percent upon opening to 60.7 percent currently.

Additionally, we are committed to increasing parent engagement at our school. Our School Improvement Council has spent this year studying ways to increase parent engagement and has developed a parent engagement plan for implementation during the 2011-2012 school year.

Student leadership development has been a strong focus for this current school year. We held township meetings regularly by grade level. We organized a student council and completed various community projects. We selected student ambassadors who provided school tours for new students and visitors. Results from the most recent school safety survey indicate that a higher percentage of students feel safe on our campus.

Through strong support from the CSES PTO, we enhanced our school climate. Parents and volunteers from the Michelin Corporation planted more than 450 plants and shrubs. Our PTO also funded substitute days so that our certified staff could be involved in important professional development.

Teachers wrote and received more than \$5,000 in grants supporting the instructional program this year.

W. Darrell Barringer, Ph.D., Principal  
 Dr. Bruce Anneaux, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	132	83
Percent satisfied with learning environment	100.0%	91.7%	92.6%
Percent satisfied with social and physical environment	100.0%	90.8%	93.7%
Percent satisfied with school-home relations	96.2%	89.1%	87.8%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

NO

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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	0.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	418	100	18.9	35	46.1	89.2	88	82.4	Yes	Yes
<b>Gender</b>										
Male	215	100	19.6	35.8	44.6	87.3	84.9	78.7	N/A	N/A
Female	203	100	18.1	34.2	47.7	91.2	91.3	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	295	100	17.2	31.9	50.9	89.8	90	88.9	Yes	Yes
African American	84	100	27	44.6	28.4	85.1	74.6	72.9	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	26	100	20	36	44	88	81.2	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	92	83	I/S	I/S
<b>Disability Status</b>										
Disabled	75	100	47.8	29	23.2	69.6	51.1	48.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	18	100	22.2	38.9	38.9	83.3	80.3	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	206	100	23.4	41.1	35.4	85.4	78.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	418	100	22.2	37.3	40.6	84.6	88	81.9	Yes	Yes
<b>Gender</b>										
Male	215	100	23.5	32.8	43.6	83.8	86.5	79.9	N/A	N/A
Female	203	100	20.7	42	37.3	85.5	89.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	295	100	20.4	35.4	44.2	87	89.8	88.9	Yes	Yes
African American	84	100	31.1	45.9	23	75.7	75.3	71.4	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	95.4	94.6	I/S	I/S
Hispanic	26	100	20	32	48	80	82	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	90	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	75	100	49.3	33.3	17.4	66.7	52.3	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	18	100	16.7	44.4	38.9	83.3	83.1	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	206	100	30.2	39.1	30.7	76	78.1	74.9	No	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
<b>Science</b>								
All Students	275	100	26.3	52.5	21.2	73.7	80.1	68.6
<b>Gender</b>								
Male	149	100	25.5	48.9	25.5	74.5	79.7	68.3
Female	126	100	27.1	56.8	16.1	72.9	80.5	68.9
<b>Racial/Ethnic Group</b>								
White	191	100	23.9	51.1	25	76.1	82.8	80.7
African American	58	100	34	60	6	66	60.6	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.8	85.3
Hispanic	18	100	23.5	47.1	29.4	76.5	70.5	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	88.6	70.8
<b>Disability Status</b>								
Disabled	49	100	47.7	40.9	11.4	52.3	45.3	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	12	100	25	50	25	75	70.6	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	135	100	35.5	50.8	13.7	64.5	66.5	57.3
<b>Social Studies</b>								
All Students	272	100	17.2	45.6	37.2	82.8	82.8	72.5
<b>Gender</b>								
Male	129	100	16.9	40.3	42.7	83.1	82.5	72
Female	143	100	17.5	50.4	32.1	82.5	83	73.1
<b>Racial/Ethnic Group</b>								
White	193	100	17.1	40.6	42.2	82.9	84.7	81
African American	53	100	16.3	63.3	20.4	83.7	69.4	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	92.1	89
Hispanic	17	100	25	56.3	18.8	75	74.5	69.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.9	73.5
<b>Disability Status</b>								
Disabled	44	100	52.4	33.3	14.3	47.6	49.9	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	12	100	25	66.7	8.3	75	76	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	131	100	20.8	50.4	28.8	79.2	70.3	62.9

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
<b>Writing</b>										
All Students	150	93.3	25.9	46.7	27.4	74.1	79.6	73.2	95.9	95.7
<b>Gender</b>										
Male	74	89.2	29.7	50	20.3	70.3	74.1	67.2	95.7	95.7
Female	76	97.4	22.5	43.7	33.8	77.5	85.3	79.4	96	95.8
<b>Racial/Ethnic Group</b>										
White	115	92.2	27.2	43.7	29.1	72.8	81.6	81.5	95.8	95.7
African American	27	100	24	60	16	76	65.3	61.3	96.3	96
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93	87	95.2	96.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.2	66.7	95.8	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.9	72.2	92.3	94.9
<b>Disability Status</b>										
Disabled	32	71.9	71.4	23.8	4.8	28.6	30.7	26	95.5	94.7
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69.7	65.7	95.9	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	76	90.8	37.9	39.4	22.7	62.1	67.4	63.2	95.3	94.8

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
<b>English/Language Arts</b>							
<b>2010</b>	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
<b>2011</b>	3	140	100	16.8	17.6	65.6	83.2
	4	128	100	18.9	43.4	37.7	81.1
	5	150	100	20.8	43.8	35.4	79.2
	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
<b>Mathematics</b>							
<b>2010</b>	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
<b>2011</b>	3	140	100	23.7	25.2	51.1	76.3
	4	128	100	12.3	42.6	45.1	87.7
	5	150	100	29.2	43.8	27.1	70.8
	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
<b>Science</b>							
<b>2010</b>	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
<b>2011</b>	3	71	100	25.8	39.4	34.8	74.2
	4	128	100	23.8	62.3	13.9	76.2
	5	76	100	31	47.9	21.1	69
	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

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
<b>Social Studies</b>							
<b>2010</b>	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
<b>2011</b>	3	69	100	16.9	38.5	44.6	83.1
	4	128	100	16.4	52.5	31.1	83.6
	5	75	100	18.9	40.5	40.5	81.1
	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
<b>Writing</b>							
<b>2010</b>	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
<b>2011</b>	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	150	93.3	25.9	46.7	27.4	74.1
	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

Abbreviations for Missing Data

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