

## BOILING SPRINGS JUNIOR HIGH

4801 Highway 9  
Inman, South Carolina

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	708 Students	
<b>Principal</b>	Penelope S. Atkinson	864-578-5954
<b>Superintendent</b>	Dr. Scott J. Mercer	(864-578-0128)
<b>Board Chair</b>	Connie Smith	(864-574-4275)

# 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>Average</b>
2010	Excellent	Excellent
2009	Good	Average
2008	Average	At-Risk
2007	Average	At-Risk

## 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

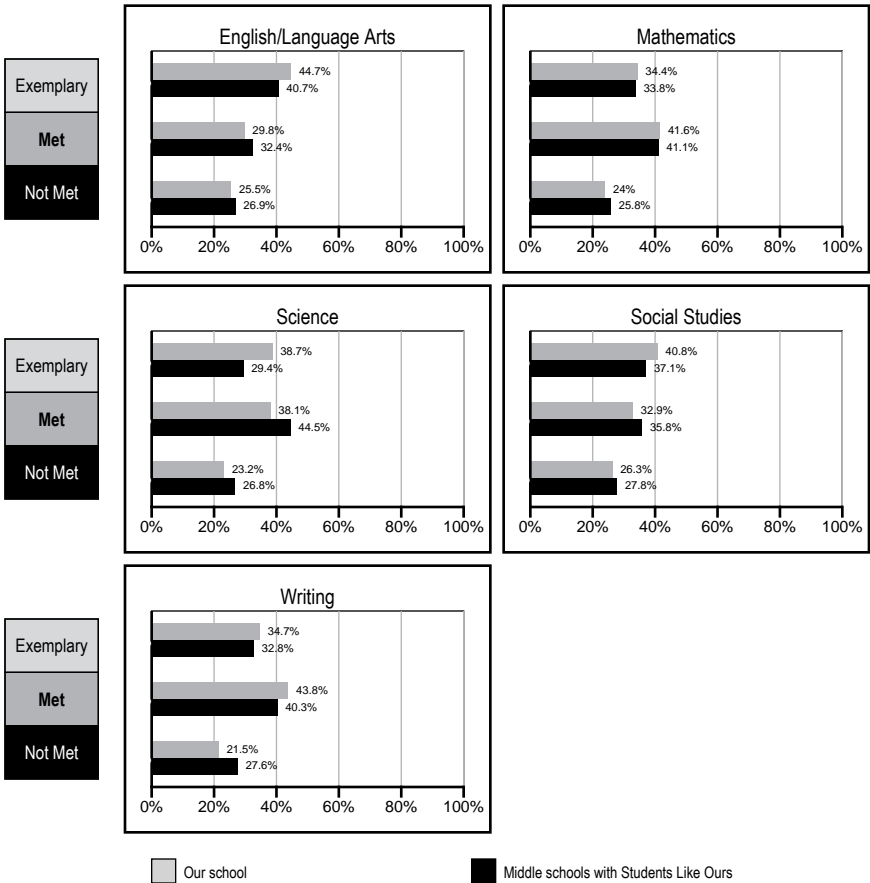
97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
8	21	17	0	1

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

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%	98.4%
English 1	100.0%	93.5%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	18.3%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.2%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=708)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	22.6%	Up from 17.4%	31.2%	24.5%
Retention rate	0.7%	Up from 0.5%	0.7%	0.7%
Attendance rate	96.6%	Up from 95.9%	96.1%	95.9%
Served by gifted and talented program	17.8%	Up from 17.1%	21.3%	17.8%
With disabilities other than speech	8.4%	Down from 10.0%	8.8%	9.2%
Older than usual for grade	0.4%	Down from 1.1%	1.2%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	52.1%	Down from 53.4%	60.9%	60.0%
Continuing contract teachers	68.8%	Down from 69.9%	83.7%	82.6%
Teachers returning from previous year	73.2%	Down from 80.9%	87.1%	85.6%
Teacher attendance rate	96.4%	Up from 94.5%	95.4%	95.3%
Average teacher salary*	\$41,940	Down 6.1%	\$46,597	\$46,300
Professional development days/teacher	5.4 days	Down from 8.7 days	10.3 days	9.9 days
<b>School</b>				
Principal's years at school	1.0	Down from 17.0	5.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 21.7 to 1	23.3 to 1	21.5 to 1
Prime instructional time	92.6%	Up from 89.1%	90.5%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 80.7%	99.4%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$6,367	Down 2.4%	\$7,255	\$7,634
Percent of expenditures for instruction**	62.7%	Up from 56.2%	64.5%	64.0%
Percent of expenditures for teacher salaries**	61.4%	Up from 53.7%	61.6%	61.2%

\* 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

Boiling Springs Junior High School is a student-centered school community that allows students to reach their highest potential. During the 2010-2011 school year, our school enrollment for seventh and eighth grade students was 719. Our school community celebrated numerous successes from the classroom to the fine arts stage to the athletic fields. Our focus is to make decisions that are best for all children.

Our academic successes were measured by the Measures of Academic Progress (MAP) and state testing from the previous school year. Our school achieved an excellent rating on the school report card, and we earned the Palmetto Gold Award for academic excellence. Over 150 eighth grade students were enrolled in high school credit courses. They achieved a 100 percent passing rate on the End of Course tests in Algebra I and English I. We recognized over 30 eighth grade students who earned Junior Scholar status, and four seventh grade students were recognized for earning Duke University TIP Scholars for their exceptional scores on the SAT/ACT. Eight of our eighth grade students were accepted in the Scholars Academy at University of South Carolina-Upstate. This academy will allow them to begin enrolling in college credit courses as early as their freshmen year in high school.

Our school community is fortunate to offer a multitude of fine arts opportunities, and over 200 students take part in these opportunities. Our chorus received superior ratings in two competitions, and our band received outstanding ratings as well. The art club sponsored two school based art shows and one for the community. Several students won awards in local, state, and national competitions. The Student Council and Junior Beta Club lead our student body in several community service projects. Our students donated over \$1,000 to our local family resource center, and we collected over \$500 for the Christmas Elf project. Our students also participated in a blanket drive for the homeless shelter and the national Pennies for Patients campaign.

Parent involvement is an integral part of our school community. Our parents supported our students and school by attending Open House, parent conferences, fine arts performances, athletic events, and numerous other opportunities. Our PTSO was a tremendous asset in numerous ways. This group supported our school community in financial projects and providing volunteers for various events. They sponsored our first annual Bulldog Idol talent show with over 30 student and teacher acts, and the evening was a huge success. Boiling Springs Junior High School is a student-centered community. Our students, teachers, and parents are proud members of our Bulldog nation!

Penelope S. Atkinson, Principal  
Tonya Beaty, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	316	143
Percent satisfied with learning environment	100.0%	85.1%	85.8%
Percent satisfied with social and physical environment	100.0%	87.6%	82.3%
Percent satisfied with school-home relations	91.2%	90.5%	73.0%

\* Only students at the highest middle 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 27 out of 33 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	1.9%	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	1.8%	0.0%	No
Student attendance rate	96.6%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

## 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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	709	99.7	25.2	29.7	45.1	82.2	86.4	82.4	Yes	Yes
<b>Gender</b>										
Male	391	100	28.6	30.5	40.8	78	84.3	78.7	N/A	N/A
Female	318	99.4	20.9	28.8	50.3	87.4	88.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	475	100	21.4	27.5	51.1	85.1	88.2	88.9	Yes	Yes
African American	108	99.1	33.3	34.3	32.4	75.5	80.7	72.9	No	Yes
Asian/Pacific Islander	45	100	29.5	31.8	38.6	81.8	87.8	93	Yes	Yes
Hispanic	81	98.8	35.2	36.6	28.2	73.2	76	79.3	No	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	67	98.5	71.4	17.5	11.1	36.5	48.6	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	6	I/S	I/S	I/S	I/S	I/S	56.5	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	108	99.1	36.6	34.8	28.6	73.2	78.8	78.3	No	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	351	99.4	31.7	32.9	35.3	77	80.8	75.4	No	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	709	99.7	23.7	41.8	34.5	86	88.2	81.9	Yes	Yes
<b>Gender</b>										
Male	391	100	26.5	38.2	35.3	81.4	86.7	79.9	N/A	N/A
Female	318	99.4	20.2	46.4	33.4	91.7	90	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	475	99.8	22.3	38.1	39.6	87.2	89.7	88.9	Yes	Yes
African American	108	99.1	30.4	50	19.6	82.4	80.9	71.4	Yes	Yes
Asian/Pacific Islander	45	100	15.9	38.6	45.5	90.9	91.3	94.6	Yes	Yes
Hispanic	81	100	28.2	56.3	15.5	80.3	82.6	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	67	98.5	73	23.8	3.2	44.4	56	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	6	I/S	I/S	I/S	I/S	I/S	65.2	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	108	100	25.9	44.6	29.5	83.9	85.3	81.4	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	351	99.4	30.5	42.3	27.2	80.4	83	74.9	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
<b>Science</b>								
All Students	523	99.8	23.4	38.1	38.5	76.6	76	68.6
<b>Gender</b>								
Male	289	100	22.5	37.9	39.6	77.5	77.1	68.3
Female	234	99.6	24.6	38.4	37.1	75.4	74.8	68.9
<b>Racial/Ethnic Group</b>								
White	346	99.7	21.4	33.2	45.4	78.6	79.5	80.7
African American	85	100	24.4	56.1	19.5	75.6	62.8	51.4
Asian/Pacific Islander	34	100	20.6	35.3	44.1	79.4	78.4	85.3
Hispanic	58	100	37.3	43.1	19.6	62.7	57.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	52	100	82	16	2	18	35.1	35.7
<b>Migrant Status</b>								
Migrant	6	I/S	I/S	I/S	I/S	I/S	37.5	42.9
<b>English Proficiency</b>								
Limited English Proficient	80	100	34.1	37.6	28.2	65.9	65.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	272	99.6	29.3	41.3	29.3	70.7	66.8	57.3
<b>Social Studies</b>								
All Students	526	99.6	26.1	33.5	40.4	73.9	78.5	72.5
<b>Gender</b>								
Male	294	100	24.7	29	46.3	75.3	79	72
Female	232	99.1	27.9	39.3	32.9	72.1	77.9	73.1
<b>Racial/Ethnic Group</b>								
White	352	99.7	23.1	33	43.9	76.9	80.2	81
African American	77	98.7	32.4	33.8	33.8	67.6	72.7	60
Asian/Pacific Islander	35	100	23.5	32.4	44.1	76.5	83.1	89
Hispanic	62	100	38.2	36.4	25.5	61.8	68.2	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	45	97.8	69.8	23.3	7	30.2	43.5	40.5
<b>Migrant Status</b>								
Migrant	5	I/S	I/S	I/S	I/S	I/S	46.7	53.8
<b>English Proficiency</b>								
Limited English Proficient	81	100	32.2	40.2	27.6	67.8	73.3	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	253	99.2	30.8	36.7	32.5	69.2	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	361	98.6	21	44.1	34.9	79	82	73.2	96.6	96.3
<b>Gender</b>										
Male	195	98.5	28.2	46.8	25	71.8	77.9	67.2	96.7	96.3
Female	166	98.8	12.6	40.9	46.5	87.4	86.7	79.4	96.6	96.4
<b>Racial/Ethnic Group</b>										
White	248	98.8	17	44	39	83	85	81.5	96.2	96.1
African American	53	96.2	30.6	44.9	24.5	69.4	73.2	61.3	97.7	97.1
Asian/Pacific Islander	21	100	5	65	30	95	89.4	87	97.9	97.5
Hispanic	39	100	43.2	32.4	24.3	56.8	59.1	66.7	97.4	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.6
<b>Disability Status</b>										
Disabled	34	85.3	N/AV	N/AV	N/AV	29.6	32.4	26	94.4	95.3
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	40.5	98.4	97.7
<b>English Proficiency</b>										
Limited English Proficient	53	98.1	35.8	43.4	20.8	64.2	69.1	65.7	97.3	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	172	97.7	30.2	43.8	25.9	69.8	73.8	63.2	96.4	95.8

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
<b>English/Language Arts</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	603	99.2	17.7	31.7	50.6	82.3
	8	584	100	25.3	32.7	42	74.7
<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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	4	I/S	I/S	I/S	I/S	I/S
	7	339	99.7	29	29	42	71
	8	366	99.7	20.8	30.8	48.4	79.2
<b>Mathematics</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	603	99.2	17.7	43.2	39.1	82.3
	8	584	99.8	23.7	43.5	32.9	76.3
<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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	4	I/S	I/S	I/S	I/S	I/S
	7	339	99.7	21.3	39.5	39.2	78.7
	8	366	99.7	25.1	44.4	30.5	74.9
<b>Science</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	602	99.2	11.6	41.1	47.3	88.4
	8	295	99	23.2	39.3	37.5	76.8
<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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	2	I/S	I/S	I/S	I/S	I/S
	7	338	99.7	26.2	41	32.7	73.8
	8	183	100	17.4	33.1	49.4	82.6

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
<b>Social Studies</b>							
<b>2010</b>	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	596	100	20.3	33.2	46.5	79.7
	8	290	99.3	18.6	41.6	39.8	81.4
<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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	2	I/S	I/S	I/S	I/S	I/S
	7	339	99.7	30.6	32.7	36.7	69.4
	8	185	99.5	17	35.2	47.7	83
<b>Writing</b>							
<b>2010</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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	602	98.8	16.8	44.8	38.3	83.2
	8	585	99	17.1	38	44.9	82.9
<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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	8	361	98.6	21	44.1	34.9	79

Abbreviations for Missing Data

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