



## BOILING SPRINGS INTERMEDIATE

2055 Hanging Rock Road  
Boiling Springs, South

<b>Grades</b>	5-6 Middle School	
<b>Enrollment</b>	1,136 Students	
<b>Principal</b>	Tammy Greer	864-578-2884
<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>Good</b>
2010	Good	Excellent
2009	Good	Good
2008	Average	Below Average
2007	Average	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 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

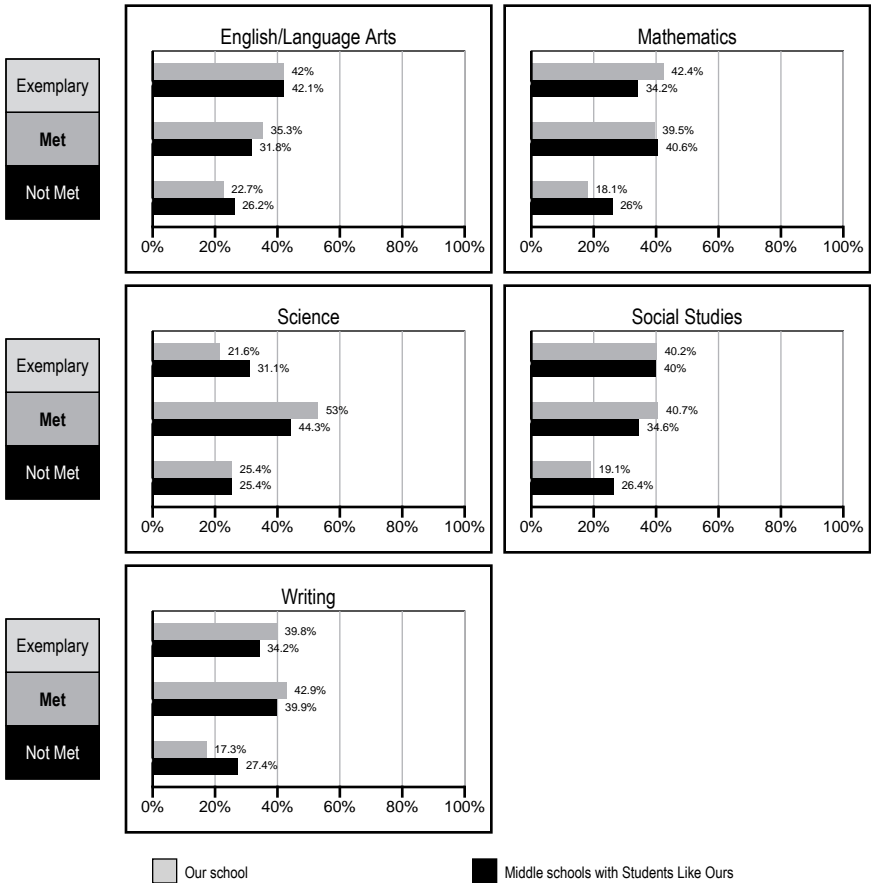
97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
8	21	10	1	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**

<b>Percent of tests with scores of 70 or above on:</b>	<b>Our Middle School</b>	<b>Middle Schools with Students Like Ours</b>
Algebra 1/Math for the Technologies 2	N/A	97.3%
English 1	N/A	92.1%
Biology 1/Applied Biology 2	N/A	96.9%
Physical Science	N/A	24.1%
US History and the Constitution	N/A	100%
All Subjects	N/A	94.8%

**School Profile**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n=1,136)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	30.8%	24.5%
Retention rate	0.5%	Down from 0.7%	0.5%	0.7%
Attendance rate	98.1%	Up from 97.5%	96.1%	95.9%
Served by gifted and talented program	16.3%	Down from 17.8%	23.8%	17.8%
With disabilities other than speech	6.5%	Down from 7.4%	7.0%	9.2%
Older than usual for grade	0.2%	Up from 0.0%	1.0%	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	N/A	N/A	0.0%	0.0%
<b>Teachers (n=62)</b>				
Teachers with advanced degrees	61.3%	Down from 64.2%	59.6%	60.0%
Continuing contract teachers	77.4%	Down from 80.6%	81.8%	82.6%
Teachers returning from previous year	85.9%	Up from 84.4%	87.4%	85.6%
Teacher attendance rate	95.4%	Up from 94.2%	95.5%	95.3%
Average teacher salary*	\$45,074	Down 2.4%	\$46,597	\$46,300
Professional development days/teacher	20.6 days	Down from 24.3 days	10.0 days	9.9 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	23.4 to 1	Up from 23.1 to 1	23.3 to 1	21.5 to 1
Prime instructional time	91.9%	Up from 90.2%	90.5%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.3%	Up from 87.7%	98.6%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$5,950	Up 11.6%	\$7,143	\$7,634
Percent of expenditures for instruction**	65.1%	Down from 68.6%	64.8%	64.0%
Percent of expenditures for teacher salaries**	61.2%	Down from 65.2%	62.5%	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

During the 2010-2011 school year, our students at Boiling Springs Intermediate School went "W.I.L.D." as they attained levels of higher achievement on our "Safari to Success." This success was a result of strategies that met the needs of all students while making learning relevant and enjoyable. Our dedicated staff worked diligently to provide students with academic experiences extending beyond the classroom that empowered them to achieve to their fullest potential. We continued the implementation of single-gender classes in 5th grade, made continuous school improvements, and engaged in community service projects.

Our 5th grade single-gender program continued to serve as a vital option for our students. According to the State Department of Education end-of-year survey, 89% of parents were satisfied with the educational experience their child was provided through single-gender. Eighty-nine percent of students expressed their satisfaction in the single-gender program, stating their preference for single-gender in the following year. Along with four other upstate schools, Boiling Springs Intermediate School partnered with Wellesley College in an effort to identify best practices in single-gender education. Participating teachers engaged in focus groups, classroom observations, and on-going discussions with research students from Wellesley. This study will continue the following year. Our single-gender teachers also participated and presented at this year's Teacher-to-Teacher state conference.

Our students continued to experience success. Fifth grade students exceeded the district and state average for those scoring met or exemplary on last year's PASS test in writing, ELA, math, and science. In social studies, students exceeded the state average, but met the overall district average. In 6th grade students exceeded the district and state average for those scoring met or exemplary on last year's PASS test in all subjects. Several students were recognized by receiving the Terrific Kids of the year award, honorable mention for the Lake Sweep t-shirt contest, participation in the Spartanburg Sings Honor's Chorus sponsored by the Spartanburg Rotary Club, attendance in the Spartanburg Junior Writing Project at USC-Upstate, and other numerous awards.

Students at BSIS participated in several various community service projects. We participated in the following projects: raising money for the Muscular Dystrophy Association, hosted a talent show for March of Dimes, created "Share the Love" necessity bags for Mobile Meal recipients, served as pen pals to hospitalized Veterans, collected donations for the Spartanburg Humane Society and the Upstate Family Resource Center. We are proud of our students and our school community.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	538	362
Percent satisfied with learning environment	100.0%	78.7%	83.9%
Percent satisfied with social and physical environment	100.0%	80.6%	81.8%
Percent satisfied with school-home relations	91.7%	86.0%	72.9%

\* 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 29 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

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	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	0.7%	0.0%	No
Student attendance rate	98.1%	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
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	1132	99.9	22.6	35.3	42.1	84.8	86.4	82.4	Yes	Yes
<b>Gender</b>										
Male	575	100	23.5	35.6	41	84.7	84.3	78.7	N/A	N/A
Female	557	99.8	21.8	35.1	43.2	84.9	88.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	843	99.9	19.1	34.4	46.5	88	88.2	88.9	Yes	Yes
African American	145	100	31.9	41.5	26.7	76.3	80.7	72.9	Yes	Yes
Asian/Pacific Islander	51	100	20.4	30.6	49	85.7	87.8	93	Yes	Yes
Hispanic	91	100	42.7	37.1	20.2	67.4	76	79.3	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	95	100	71.6	22.7	5.7	40.9	48.6	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	5	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	155	100	33.1	38.9	28	77.1	78.8	78.3	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	534	100	32.6	39.2	28.2	77.2	80.8	75.4	Yes	Yes

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

All Students	1132	99.9	18.1	39.5	42.4	87	88.2	81.9	Yes	Yes
<b>Gender</b>										
Male	575	100	18.2	37.5	44.2	87.2	86.7	79.9	N/A	N/A
Female	557	99.8	17.9	41.5	40.6	86.9	90	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	843	99.9	15.6	37.8	46.6	88.9	89.7	88.9	Yes	Yes
African American	145	100	25.2	51.1	23.7	80.7	80.9	71.4	Yes	Yes
Asian/Pacific Islander	51	100	16.3	34.7	49	89.8	91.3	94.6	Yes	Yes
Hispanic	91	100	31.5	40.4	28.1	77.5	82.6	81.1	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	95	100	70.5	22.7	6.8	46.6	56	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	5	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	155	100	26.3	37.1	36.6	80.6	85.3	81.4	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	534	100	26.8	43.8	29.3	79.9	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	566	99.1	25.3	53.1	21.6	74.7	76	68.6
<b>Gender</b>								
Male	263	99.2	19.4	53.2	27.4	80.6	77.1	68.3
Female	303	99	30.3	53.1	16.7	69.7	74.8	68.9
<b>Racial/Ethnic Group</b>								
White	426	99.3	22.4	53.6	24	77.6	79.5	80.7
African American	73	97.3	31.8	59.1	9.1	68.2	62.8	51.4
Asian/Pacific Islander	25	100	16.7	58.3	25	83.3	78.4	85.3
Hispanic	41	100	50	35	15	50	57.9	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	42	97.6	N/AV	N/AV	N/AV	27	35.1	35.7
<b>Migrant Status</b>								
Migrant	3	I/S	I/S	I/S	I/S	I/S	37.5	42.9
<b>English Proficiency</b>								
Limited English Proficient	75	98.7	39.3	51.2	9.5	60.7	65.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	273	98.5	35.4	51.7	12.9	64.6	66.8	57.3
<b>Social Studies</b>								
All Students	566	99.3	18.8	40.9	40.3	81.2	78.5	72.5
<b>Gender</b>								
Male	312	99	16.7	35.3	48	83.3	79	72
Female	254	99.6	21.4	47.6	31	78.6	77.9	73.1
<b>Racial/Ethnic Group</b>								
White	417	99.5	17.2	39.2	43.6	82.8	80.2	81
African American	72	97.2	19.4	52.2	28.4	80.6	72.7	60
Asian/Pacific Islander	26	100	20	28	52	80	83.1	89
Hispanic	50	100	30.6	46.9	22.4	69.4	68.2	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	53	96.2	59.2	30.6	10.2	40.8	43.5	40.5
<b>Migrant Status</b>								
Migrant	2	I/S	I/S	I/S	I/S	I/S	46.7	53.8
<b>English Proficiency</b>								
Limited English Proficient	80	100	26.4	41.8	31.9	73.6	73.3	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	261	99.2	28.3	48.8	22.8	71.7	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	545	100	17.3	42.9	39.8	82.7	82	73.2	98.1	96.3
<b>Gender</b>										
Male	286	100	20.9	46	33.1	79.1	77.9	67.2	98.2	96.3
Female	259	100	13.4	39.4	47.2	86.6	86.7	79.4	97.9	96.4
<b>Racial/Ethnic Group</b>										
White	400	100	12.5	43.9	43.6	87.5	85	81.5	97.9	96.1
African American	66	100	25.4	47.6	27	74.6	73.2	61.3	98.6	97.1
Asian/Pacific Islander	24	100	17.4	39.1	43.5	82.6	89.4	87	98.5	97.5
Hispanic	54	100	43.4	32.1	24.5	56.6	59.1	66.7	98.8	97.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	99.9	95.6
<b>Disability Status</b>										
Disabled	59	100	70.2	24.6	5.3	29.8	32.4	26	98.2	95.3
<b>Migrant Status</b>										
Migrant	5	I/S	I/S	I/S	I/S	I/S	I/S	40.5	99.9	97.7
<b>English Proficiency</b>										
Limited English Proficient	93	100	33.7	42.4	23.9	66.3	69.1	65.7	98.3	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	275	100	26.8	47.2	26	73.2	73.8	63.2	97.8	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	556	99.8	15.3	35.6	49.1	84.7
	6	569	99.7	19.7	33.5	46.8	80.3
	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	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	548	100	18.5	43.3	38.2	81.5
	6	584	99.8	26.5	27.8	45.7	73.5
	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	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	556	99.8	17.4	36.6	46.1	82.6
	6	569	99.7	16.1	41.8	42.1	83.9
	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	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	548	100	17.5	39.9	42.6	82.5
	6	584	99.8	18.6	39.1	42.3	81.4
	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	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	273	100	20.4	54.2	25.4	79.6
	6	282	100	21.8	56.4	21.8	78.2
	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	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	273	98.9	23.5	53.7	22.8	76.5
	6	293	99.3	27	52.5	20.5	73
	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

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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	282	100	31.2	42	26.8	68.8
	6	285	99.7	8.7	47.7	43.7	91.3
	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	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	275	99.3	24.8	45	30.2	75.2
	6	291	99.3	13.3	37.1	49.7	86.7
	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	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	555	99.8	14.7	37.4	48	85.3
	6	573	99.7	17.6	38.6	43.8	82.4
	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	545	100	17.3	42.9	39.8	82.7
	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

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