



Carolina Springs Elementary

6340 Platt Springs Road
Lexington, South Carolina

Grades	K-5 Elementary School	
Enrollment	802 Students	
Principal	Dr. W. Darrell Barringer	803-821-5100
Superintendent	Dr. Karen C. Woodward	803-821-1000
Board Chair	G. Edwin Harmon, Ph.D.	803-359-0844

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	N/A	N/A
2006	N/A	N/A
2005	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 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

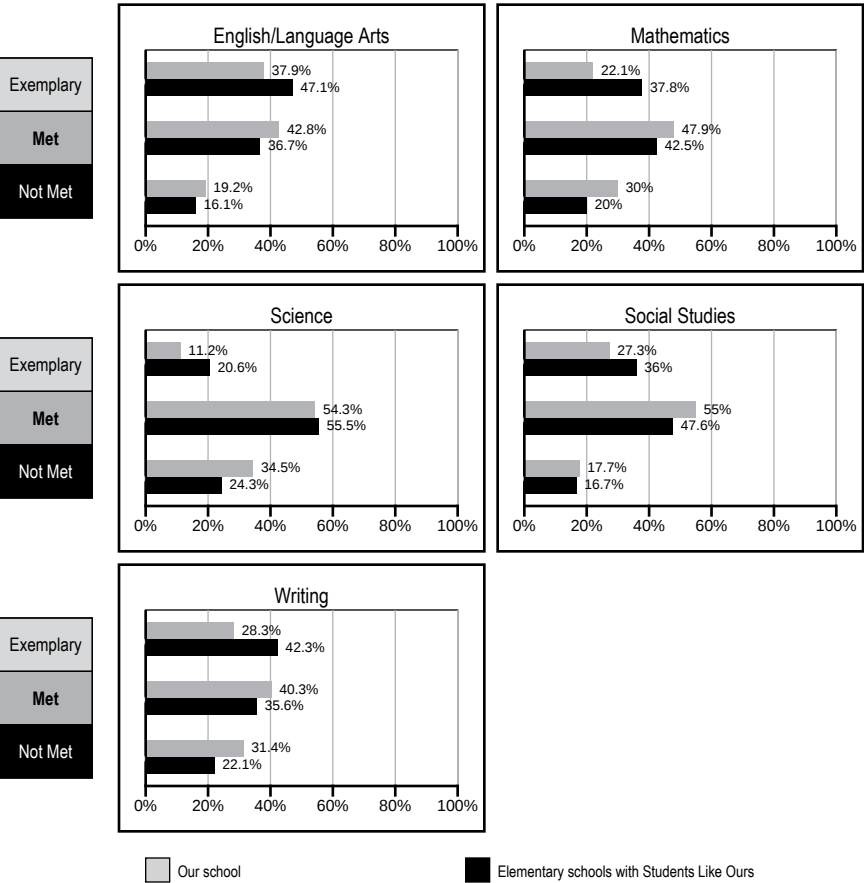
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
19	31	19	0	0

* Ratings are calculated with data available by 06/01/2010.

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=802)				
First graders who attended full-day kindergarten	79.5%	Down from 100.0%	100.0%	100.0%
Retention rate	1.5%	Up from 1.4%	1.4%	1.9%
Attendance rate	95.9%	Down from 96.0%	96.6%	96.3%
Eligible for gifted and talented	11.8%	Down from 13.8%	15.8%	10.0%
With disabilities other than speech	4.8%	Down from 5.3%	7.1%	7.7%
Older than usual for grade	0.2%	Down from 0.5%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	57.7%	Up from 56.8%	61.1%	59.4%
Continuing contract teachers	88.5%	Down from 88.6%	83.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	85.9%	85.9%
Teacher attendance rate	95.0%	Up from 94.4%	95.0%	95.1%
Average teacher salary*	\$47,885	Up 9.4%	\$48,444	\$47,149
Professional development days/teacher	10.7 days	Down from 13.9 days	11.3 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	22.6 to 1	Up from 21.5 to 1	19.3 to 1	18.8 to 1
Prime instructional time	90.1%	Up from 89.6%	90.3%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,097	N/A	\$6,813	\$7,458
Percent of expenditures for instruction**	65.3%	N/A	69.8%	68.8%
Percent of expenditures for teacher salaries**	46.4%	N/A	62.0%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Carolina Springs Elementary School completed its second year of operation with more than 820 students — well above our projected enrollment. This enrollment growth continues to present us with a variety of challenges as we work to meet the needs of our students. For the coming year, 2009–2010, we will have seven regular classrooms housed in portable structures (“learning cottages”) and are adding three new classroom teachers to handle this growth.

During the 2008–2009 school year we focused on closing the achievement gaps for a variety of groups represented on our campus. Our faculty completed extensive studies of data and implemented research-proven strategies to address gaps in performance by subgroups of students (including students by gender and students of poverty). We are pleased to report that our students have made great gains in their performance this year as measured by our progress monitoring systems and their Measures of Academic Progress (MAP) scores (grades 2–5). In reading, 20 out of the 23 classrooms met district target growth expectations. In mathematics, 18 out of the 23 classrooms met district target growth expectations. At the Response to Intervention celebration, CSES garnered eight awards for gains made in student achievement using our reading intervention program. Out of 13 elementary schools in the district, we took six second-place awards and two third-place awards in various categories.

We enjoyed the services of a part-time Interventionist who helped us meet the needs of our struggling readers. In addition, we implemented a “Situation Room” model where we could review the performance of individual students and plan appropriate strategies to improve their performance. We feel that this approach is one factor that contributed to the success of our students this year. The other, and most significant contributing factor, was the commitment of all of our faculty and staff to improving student performance. We keenly feel that our students’ learning is everyone’s responsibility at CSES. Our school family freely gives their time to provide learning activities such as “Early Risers Club,” “Boys’ Breakfast Club,” “Sunrise Clubs,” small group instruction and individual instruction.

As a faculty we focused on one strategy for improving performance — building relationships with our students and with each other. James Comer, an educational researcher, concluded that “No significant learning occurs without a significant relationship.” We also endeavored to keep our school community informed about school activities, student performance and opportunities for them through a weekly Thursday night telephone call from the principal.

Our theme this year was “Discover the Treasure.” We provided many activities for our students and our staff, demonstrating that learning is a treasure no one can take away from you. We had a tremendous year that showed that students can still have fun and learn effectively.

Dr. W. Darrell Barringer, Principal
Dino Senesi, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	124	99
Percent satisfied with learning environment	100.0%	95.9%	88.7%
Percent satisfied with social and physical environment	100.0%	92.7%	94.9%
Percent satisfied with school-home relations	100.0%	97.6%	91.7%

* 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 YES

This school met 21 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

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	0.2%	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	0.0%	0.0%	Yes
Student attendance rate	95.9%	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	428	100	18.8	42.6	38.6	90.2	88.8	82.8	Yes	Yes
Gender										
Male	195	100	19.8	44	36.3	90.7	86.3	79.3	N/A	N/A
Female	233	100	18	41.5	40.6	89.9	91.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	324	100	17.1	39.5	43.4	89.8	90.3	89.5	Yes	Yes
African American	68	100	27	54	19	90.5	77.7	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.4	92.3	I/S	I/S
Hispanic	17	100	14.3	50	35.7	100	81.9	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	91.7	82.5	I/S	I/S
Disability Status										
Disabled	66	100	38.5	33.8	27.7	67.7	54.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	82.1	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	172	100	24.2	49	26.8	88.2	79.9	75.5	Yes	Yes

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

All Students	428	100	29.3	48.4	22.3	81	85.7	78.9	Yes	Yes
Gender										
Male	195	100	27.5	47.3	25.3	79.7	85.1	77	N/A	N/A
Female	233	100	30.9	49.3	19.8	82	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	324	100	26.3	48.4	25.3	83.2	87.8	87.2	Yes	Yes
African American	68	100	39.7	54	6.3	73	69.9	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93.2	93	I/S	I/S
Hispanic	17	100	28.6	42.9	28.6	85.7	78.2	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	85.4	79.5	I/S	I/S
Disability Status										
Disabled	66	100	46.2	36.9	16.9	61.5	53.2	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	80.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	172	100	40.5	41.8	17.6	74.5	74.2	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

	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	284	100	34.2	54	11.8	65.8	80	67.5
Gender								
Male	128	100	30.8	56.7	12.5	69.2	80.3	67
Female	156	100	37.1	51.7	11.2	62.9	79.7	68
Racial/Ethnic Group								
White	218	100	31.5	54.2	14.3	68.5	82.7	79.5
African American	44	100	41.5	56.1	2.4	58.5	58.8	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	89.9	84.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	72.4	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.2	71.2
Disability Status								
Disabled	47	100	48.9	40.4	10.6	51.1	46.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	73.7	59.6
Socio-Economic Status								
Subsided meals	117	100	45.1	51	3.9	54.9	65.2	55.1

Social Studies

All Students	285	100	17.4	55.3	27.3	82.6	82.4	72.3
Gender								
Male	134	100	16.9	49.2	33.9	83.1	82.3	71.5
Female	151	100	17.9	60.7	21.4	82.1	82.5	73.2
Racial/Ethnic Group								
White	214	100	17.5	52.5	30	82.5	83.8	80.7
African American	47	100	20.9	62.8	16.3	79.1	71	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.2	88.5
Hispanic	12	100	I/S	I/S	I/S	I/S	76.1	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80.6	72.2
Disability Status								
Disabled	40	100	33.3	41	25.6	66.7	55.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	75.2	67.9
Socio-Economic Status								
Subsided meals	113	100	21	57	22	79	70.2	62.1

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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	426	97	30.8	40.6	28.5	69.2	77.3	70.2	95.9	96.1
Gender										
Male	197	96.5	39.9	37.6	22.5	60.1	71.1	63.2	95.7	96.1
Female	229	97.4	23.2	43.1	33.6	76.8	83.8	77.5	96.1	96.2
Racial/Ethnic Group										
White	321	96.9	28.7	40.5	30.7	71.3	79.7	79.1	95.8	96.1
African American	69	100	34.4	42.2	23.4	65.6	61	57.6	96.7	96.3
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88.6	86.2	96.3	97.4
Hispanic	17	82.4	27.3	63.6	9.1	72.7	64.5	62.6	95.1	95.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	77.6	68.7	94.1	95
Disability Status										
Disabled	69	84.1	55.2	32.8	12.1	44.8	34.3	26.1	95.6	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	98.6
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	64.7	61.2	94.7	96.6
Socio-Economic Status										
Subsidized meals	163	95.1	39.7	36.9	23.4	60.3	62	58.9	95.2	94.9

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
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
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
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
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

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