



SC Annual School Report Card Summary

Carolina Springs Elementary
Lexington 1
Grades: K-5 Enrollment: 802
Principal: Dr. W. Darrell Barringer
Superintendent: Dr. Karen C. Woodward
Board Chair: G. Edwin Harmon, Ph.D.

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Average	Average	TBD	TBD	Met	N/A
2008	Average	Below Average	N/A	N/A	Not Met	N/A
2007	N/A	N/A	N/A	N/A	N/A	N/A

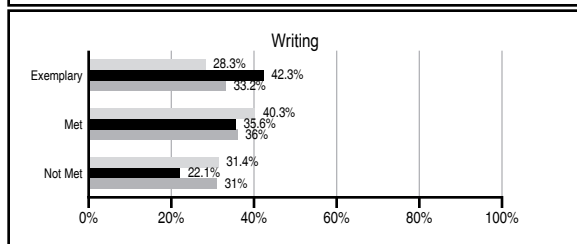
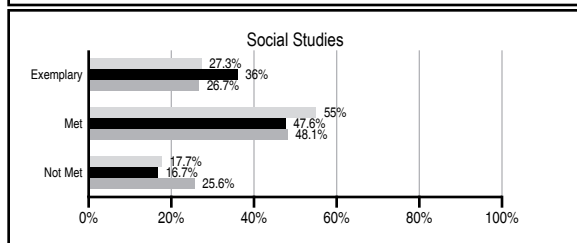
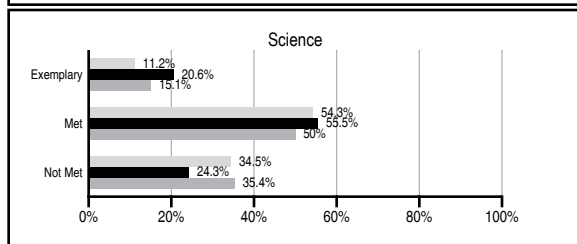
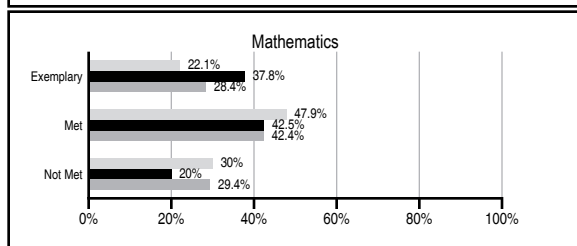
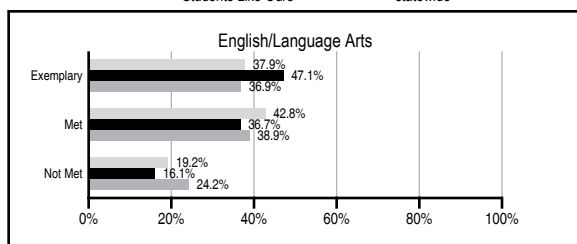
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
19	31	19	0	0

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

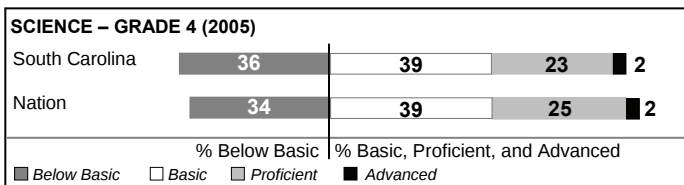
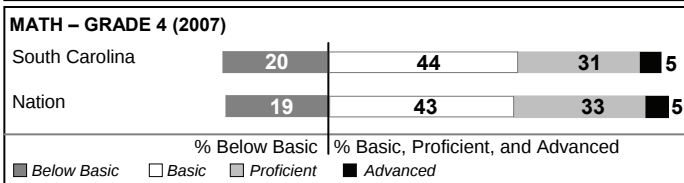
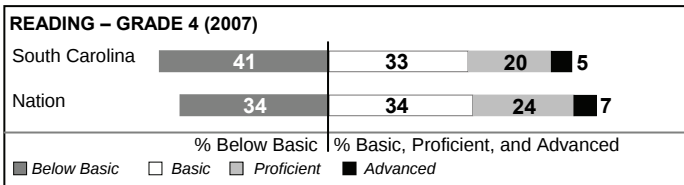
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 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.

2020 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Carolina Springs Elementary [Lexington 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=802)				
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
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
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%
% of AYP objectives met	100.0%	Up from 81.0%	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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