



BOILING SPRINGS ELEMENTARY

700 Double Bridge Road
Boiling Springs, South

Grades	PK-5 Elementary School	
Enrollment	1,097 Students	
Principal	Kimberly Ashby	864-578-1231
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mrs. Connie Smith	864-578-0128

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Good
2008	Average	Average
2007	Average	Below Average
2006	Good	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 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

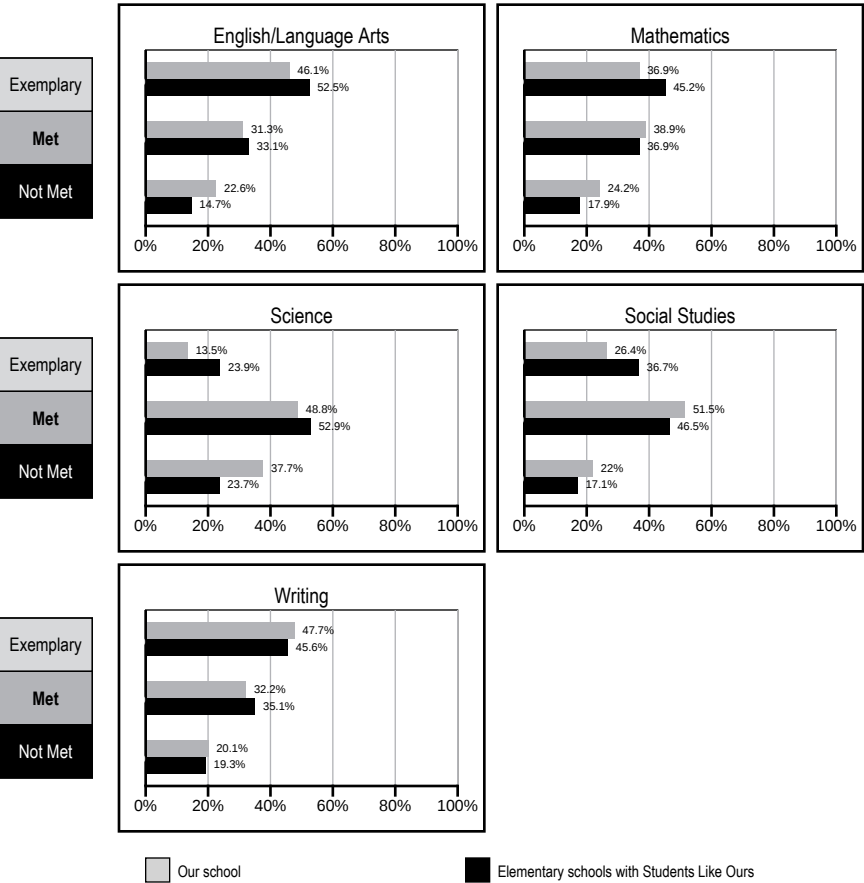
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	23	4	0	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=1,097)				
First graders who attended full-day kindergarten	100.0%	Up from 98.0%	100.0%	100.0%
Retention rate	1.6%	Down from 2.9%	0.9%	1.2%
Attendance rate	96.1%	No Change	96.5%	96.1%
Eligible for gifted and talented	17.0%	Down from 17.1%	19.6%	11.7%
With disabilities other than speech	8.8%	No Change	7.6%	8.0%
Older than usual for grade	0.1%	Down from 0.2%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=63)				
Teachers with advanced degrees	58.7%	Down from 61.3%	63.7%	60.5%
Continuing contract teachers	82.5%	Up from 80.6%	87.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.8%	Up from 87.0%	88.8%	87.0%
Teacher attendance rate	95.9%	Up from 95.2%	95.9%	95.4%
Average teacher salary*	\$46,552	Down 2.2%	\$48,911	\$47,288
Professional development days/teacher	18.7 days	Up from 16.5 days	10.5 days	10.5 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	Down from 25.2 to 1	20.2 to 1	19.2 to 1
Prime instructional time	89.7%	Down from 90.2%	92.4%	90.8%
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	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,793	Down 4.8%	\$7,083	\$7,548
Percent of expenditures for instruction**	69.7%	Up from 64.4%	70.6%	68.7%
Percent of expenditures for teacher salaries**	64.7%	Up from 60.2%	68.2%	65.1%

* 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

Greetings from Boiling Springs Elementary School! We are so proud of our children and all that they have accomplished this year! We pride ourselves on identifying each child's individual strengths and weaknesses in an effort to provide exemplary academic experiences. In addition, we provide numerous opportunities for our students to learn more about making good choices in order to become productive citizens. Our students have participated in Jump Rope for Heart, collected canned goods for the needy, and donated supplies to children in Haiti. In addition, participation in local athletic associations, as well as in cultural experiences is encouraged. It is important to us to work together with parents and community members to develop a team approach to helping our children be successful.

Our children are incredible! As a result of their hard work and commitment to doing their best, students have made great academic strides. We have seen growth on our school's overall MAP scores and expect to see growth with the PASS results. Our students and teachers have set goals and worked diligently to reach them. Additional materials have been provided for the teachers to help meet the needs of all learners. We have purchased a variety of materials to assist teachers with presenting content in hands-on ways, Promethean Board slates with projectors, online subscriptions to BrainPop! and BookFlix, math manipulatives, reading games, and other items to make learning fun. The most current technology and classroom materials have helped our teachers to present grade level standards in a variety of meaningful and effective ways.

With the help of our teachers, parents, and community members, our PTA has continued to provide outstanding support for our school. Our PTA purchased classroom supplies, assisted with student recognition in numerous ways, purchased a new sound system for the cafeteria, welcomed parents and grandparents into our building for breakfast, hosted our annual Spring Carnival, and continued to offer opportunities for parents to be a part of our school. Our community offers a wealth of resources. Local Businesses constantly provide gift certificates, coupons, services and time that benefit our school and the children.

It is a primary goal of BSES to constantly evaluate our overall effectiveness as a school. During the 2009-2010 school year, we have made a positive effort toward developing a learning community for students, teachers, and parents. We have continued to provide a safe and secure location for children to learn. A sense of community has been created in a building that is clean, attractive, warm, and inviting for all. We believe that our school building, the learning environment, the children who attend the school, the parents who support us, and the community that encourages our growth, set us apart from other schools.

Boiling Springs Elementary School is a special place to learn and grow. We are so thankful for the wonderful students that we have the privilege to work with every day. Thank you for sharing your precious children with us.

Kim Ashby, Principal

Wendy Cole, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	188	81
Percent satisfied with learning environment	98.4%	85.6%	90.0%
Percent satisfied with social and physical environment	98.4%	86.7%	95.1%
Percent satisfied with school-home relations	100.0%	84.0%	84.0%

* 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	NO
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This school met 22 out of 25 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	
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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	2.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.4%	0.0%	No
Student attendance rate	96.1%	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	410	97.8	22.4	31.4	46.2	86.5	87.5	83.5	Yes	Yes
Gender										
Male	218	97.7	24.3	32	43.7	85.9	85.1	80.1	N/A	N/A
Female	192	97.9	20.4	30.6	48.9	87.1	90.2	87	N/A	N/A
Racial/Ethnic Group										
White	315	97.8	18.9	27.8	53.3	87.4	89.1	89.6	Yes	Yes
African American	49	95.9	33.3	53.3	13.3	82.2	83	74.6	Yes	Yes
Asian/Pacific Islander	23	100	34.8	21.7	43.5	87	88.6	92.7	I/S	I/S
Hispanic	20	100	42.1	47.4	10.5	78.9	76.6	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	65	87.7	63.3	26.7	10	48.3	52.6	51.7	No	No
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	62.5	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	53	100	46.2	28.8	25	75	81.8	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	169	96.5	37.7	36.5	25.8	76.1	81.7	76.9	Yes	Yes

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

All Students	410	100	24.2	38.9	36.9	84	87.7	80.4	Yes	Yes
Gender										
Male	218	100	22.7	41.5	35.7	83.6	86	78.4	N/A	N/A
Female	192	100	25.8	36	38.2	84.4	89.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	315	100	21.8	36.6	41.6	85.5	88.8	87.8	Yes	Yes
African American	49	100	40	53.3	6.7	71.1	81.5	69.3	Yes	Yes
Asian/Pacific Islander	23	100	21.7	34.8	43.5	87	91.4	93.5	I/S	I/S
Hispanic	20	100	26.3	47.4	26.3	89.5	82.9	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	65	100	71.7	18.3	10	38.3	53.6	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	68.8	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	53	100	34.6	34.6	30.8	84.6	86.3	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	169	100	39.4	37.5	23.1	74.4	82.3	72.8	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
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Science

All Students	309	100	37.7	48.8	13.5	62.3	75.2	67.3
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Gender

Male	172	100	36.4	48.5	15.2	63.6	74.3	66.9
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Female	137	100	39.4	49.2	11.4	60.6	76.2	67.7
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Racial/Ethnic Group

White	233	100	36	49.3	14.7	64	78.1	79.6
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African American	39	100	58.3	36.1	5.6	41.7	63.2	49.7
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Asian/Pacific Islander	17	100	29.4	52.9	17.6	70.6	74.6	84.4
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Hispanic	17	100	25	62.5	12.5	75	62.6	59.4
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
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Disability Status

Disabled	52	100	81.6	16.3	2	18.4	37.2	33.8
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
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English Proficiency

Limited English Proficient	43	100	38.1	52.4	9.5	61.9	65.1	58.6
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Socio-Economic Status

Subsidized meals	133	100	47.2	41.7	11	52.8	66.9	55.4
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Social Studies

All Students	307	99.7	22	51.5	26.4	78	77.8	70.9
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Gender

Male	160	99.4	20	52	28	80	78.1	70.1
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Female	147	100	24.1	51	24.8	75.9	77.5	71.7
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Racial/Ethnic Group

White	237	99.6	19.7	50.4	29.8	80.3	80.2	79.2
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African American	35	100	43.8	46.9	9.4	56.3	70	58.4
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Asian/Pacific Islander	14	100	21.4	50	28.6	78.6	78.2	86.8
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Hispanic	19	100	15.8	68.4	15.8	84.2	65.9	68
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
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Disability Status

Disabled	47	97.9	66.7	28.6	4.8	33.3	46.2	39.3
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	41.7	55
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English Proficiency

Limited English Proficient	39	100	33.3	51.3	15.4	66.7	70.5	68
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Socio-Economic Status

Subsidized meals	130	99.2	35.5	50.8	13.7	64.5	69.1	60.8
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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
Writing										
All Students	409	100	20.1	32.2	47.7	79.9	80.9	72.1	96.1	96.2
Gender										
Male	217	100	23.2	34.3	42.5	76.8	75	65.2	96.1	96.2
Female	192	100	16.6	29.9	53.5	83.4	87.6	79.2	96	96.2
Racial/Ethnic Group										
White	315	100	18.2	28.7	53.1	81.8	82.9	80.8	95.9	96
African American	48	100	31.1	48.9	20	68.9	75.3	59.7	96.2	96.7
Asian/Pacific Islander	23	100	26.1	30.4	43.5	73.9	81.7	87	97.2	97.2
Hispanic	19	100	21.1	47.4	31.6	78.9	68.4	64.6	96.6	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	98.1	95.4
Disability Status										
Disabled	63	100	76.7	15	8.3	23.3	33.2	27.7	93.9	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.7
English Proficiency										
Limited English Proficient	52	100	36.5	34.6	28.8	63.5	72.5	63.7	96.5	96.9
Socio-Economic Status										
Subsidized meals	165	100	31.8	35	33.1	68.2	72.5	61.9	95.4	95.6

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
English/Language Arts							
2009	3	211	100	21.8	33.2	45.1	78.2
	4	190	100	15.1	38.7	46.2	84.9
	5	7	I/S	I/S	I/S	I/S	I/S
	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
2010	3	200	97.5	17.4	28.4	54.2	82.6
	4	205	98.1	25.8	34.8	39.4	74.2
	5	5	I/S	I/S	I/S	I/S	I/S
	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
Mathematics							
2009	3	211	100	32.6	39.9	27.5	67.4
	4	190	100	17.2	41.4	41.4	82.8
	5	7	I/S	I/S	I/S	I/S	I/S
	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
2010	3	200	100	22.6	30.5	46.8	77.4
	4	205	100	24.1	47.7	28.1	75.9
	5	5	I/S	I/S	I/S	I/S	I/S
	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
Science							
2009	3	106	99.1	40.2	45.4	14.4	59.8
	4	190	100	25.3	61.8	12.9	74.7
	5	4	I/S	I/S	I/S	I/S	I/S
	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
2010	3	100	100	46.3	29.5	24.2	53.7
	4	205	100	32.7	58.8	8.5	67.3
	5	4	I/S	I/S	I/S	I/S	I/S
	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

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
Social Studies							
2009	3	105	100	22.9	59.4	17.7	77.1
	4	190	100	11.3	55.4	33.3	88.7
	5	3	I/S	I/S	I/S	I/S	I/S
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	100	100	20	46.3	33.7	80
	4	205	100	22.6	54.3	23.1	77.4
	5	2	I/S	I/S	I/S	I/S	I/S
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	209	99.5	25.5	32.8	41.7	74.5
	4	190	100	12.8	36.4	50.8	87.2
	5	7	I/S	I/S	I/S	I/S	I/S
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	199	100	16.8	28.8	54.5	83.2
	4	206	100	21.6	36.2	42.2	78.4
	5	4	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	I/S	I/S	I/S	I/S
2011	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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