



Cottageville Elementary

PO Box 208
Cottageville, SC 29435

Grades	PK-5 Elementary School	
Enrollment	343 Students	
Principal	Karl Naugle	843-835-5716
Superintendent	Charles W. Gale Jr.	843-782-4510
Board Chair	P. A. Pournelle	843-549-5715

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	Good
2006	Below Average	Average
2005	Below Average	At-Risk
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

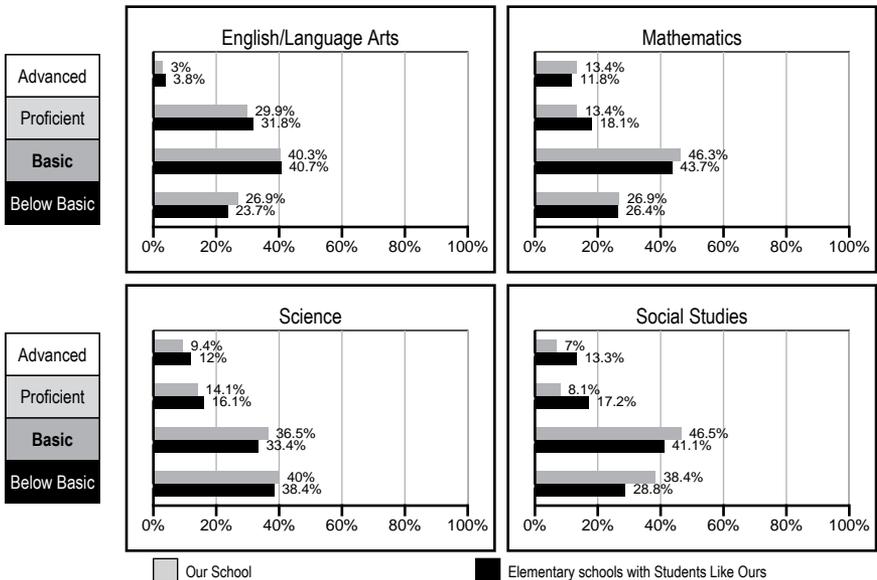
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	32	51	2

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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=343)				
First graders who attended full-day kindergarten	90.0%	Down from 100.0%	100.0%	100.0%
Retention rate	5.5%	Up from 5.2%	3.0%	2.3%
Attendance rate	95.6%	Up from 94.4%	96.0%	96.3%
Eligible for gifted and talented	5.2%	Up from 3.4%	6.3%	10.4%
With disabilities other than speech	7.9%	Up from 3.7%	8.6%	7.5%
Older than usual for grade	0.4%	Down from 1.1%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	39.1%	No Change	54.2%	56.7%
Continuing contract teachers	69.6%	Down from 82.6%	72.1%	77.3%
Teachers with emergency or provisional certificates	5.9%	Down from 9.5%	0.0%	0.0%
Teachers returning from previous year	85.2%	Down from 85.6%	85.1%	86.4%
Teacher attendance rate	95.0%	Up from 94.6%	94.9%	94.9%
Average teacher salary	\$41,339	Up 1.4%	\$44,236	\$45,345
Professional development days/teacher	15.0 days	Down from 16.9 days	13.0 days	12.6 days
School				
Principal's years at school	6.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 17.7 to 1	17.6 to 1	18.5 to 1
Prime instructional time	87.7%	Up from 85.6%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.1%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$32,672	Up 546.1%	\$7,565	\$7,052
Percent of expenditures for instruction*	69.5%	Down from 69.6%	69.1%	69.1%
Percent of expenditures for teacher salaries*	61.7%	Up from 52.8%	62.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Cottageville Elementary School serves the community as a pre-Kindergarten through fifth grade school. The school's student body consists of a diverse group of Caucasian, African American, American Indian and Hispanic children. The Cottageville area is one of the fastest growing areas in the county. Our new school will open in August 2008. This should accommodate our needs for the coming years. It is filled with many new high tech features that will challenge all of our students.

The school has become a vital part of the community. The PTO, School Improvement Council, parent volunteers, town council and local churches have expended their energies to make Cottageville Elementary a warm and inviting place where students are challenged to reach their full potential.

The dedicated teachers have embraced the Cunningham's 4-Blocks Language Arts model, the 4-Frames Math program, Explicit Direct Instruction, and the High Scope Pre-Kindergarten program in order to improve the students' reading, math, and social skills. C.H.A.M.P.S. was used for the third year to promote and improve character traits and citizenship. A science coach entered his third year of implementing cognitive coaching and inquiry based teaching of science. Survival Saturday School was created to challenge all students to achieve their full potential. This high motivation program ran for eight Saturdays and bus transportation was provided to participating students.

All Honor Roll students were treated to an assembly and rewards each nine weeks. We continued the Citizen of the Day, Best Kids on the Block, and quarterly drawings for perfect attendance. Community donations of 18 bicycles were used in an end of the year drawing to promote perfect attendance.

Volunteers set up a parenting room and staffed it with a paid trainer. She visited homes in the community with children from birth to 4 years old bringing the parents tips on helping their children learn. She also left manipulatives or games at each home. She ran classes at school and had a large selection of materials the parents could check out to help their younger children prepare for school. Volunteers for the fourth year in a row donated more hours than any other school in the district. They ran the Fall Festival of Learning, a P.A.C.T. motivation assembly, Field Day, Relay for Life community service, Santa's Secret Gift Shop, and volunteered in classrooms. Volunteers provided duty free lunch for teachers each quarter to show appreciation.

Karl Naugle, Principal

Stephanie Mosley, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	39	22
Percent satisfied with learning environment	100.0%	76.9%	72.7%
Percent satisfied with social and physical environment	94.4%	81.6%	57.1%
Percent satisfied with school-home relations	84.2%	73.7%	68.2%

* 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

This school met 15 out of 17 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

Continuing School Improvement

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. Sanction: Implement the restructuring plan.
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	24.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.2%	0.0%	No
Student attendance rate	95.6%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	148	99.3	26.3	40.6	30.1	3	48.1	33	48.2	Yes	Yes
Gender											
Male	78	100	24.3	47.1	28.6	0	41.4	26.9	41.7	N/A	N/A
Female	70	98.6	28.6	33.3	31.7	6.3	55.6	38.8	55	N/A	N/A
Racial/Ethnic Group											
White	84	98.8	16.9	35.2	42.3	5.6	60.6	45.5	60	Yes	Yes
African American	61	100	37.3	47.5	15.3	0	32.2	23.3	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.8	47	I/S	I/S
Disability Status											
Disabled	27	100	50	41.7	8.3	0	8.3	8.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	109	99.1	32.6	43.2	23.2	1.1	40	27.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	148	100	26.9	46.3	13.4	13.4	41	29.4	45.8	Yes	Yes
Gender											
Male	78	100	22.9	52.9	10	14.3	38.6	29.5	45.6	N/A	N/A
Female	70	100	31.3	39.1	17.2	12.5	43.8	29.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	84	100	16.7	45.8	18.1	19.4	52.8	42.9	59	Yes	Yes
African American	61	100	40.7	47.5	6.8	5.1	25.4	18.8	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	46.2	I/S	I/S
Disability Status											
Disabled	27	100	58.3	25	4.2	12.5	25	9.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	109	100	33.3	47.9	7.3	11.5	32.3	23.8	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	97	100	40	36.5	14.1	9.4	23.5	25.8	35.7	95.6	94.6
Gender											
Male	54	100	34	40.4	14.9	10.6	25.5	28.2	37.4	95.8	94.1
Female	43	100	47.4	31.6	13.2	7.9	21.1	23.5	33.8	95.5	95.2
Racial/Ethnic Group											
White	60	100	28.6	36.7	18.4	16.3	34.7	41.9	49.2	95	93.8
African American	35	100	58.8	32.4	8.8	0	8.8	13	17	96.7	95.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	43.8	58	96.4	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.5	24.9	92.7	95.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.3	37.4	93.1	91.2
Disability Status											
Disabled	19	100	75	0	25	0	25	9.5	14	94.7	93.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.3	24.4	90	95.8
Socio-Economic Status											
Subsided meals	70	100	52.5	33.9	11.9	1.7	13.6	17.6	21.1	95.5	94.3
Social Studies											
All Students	96	100	38.4	46.5	8.1	7	15.1	18.6	34	95.6	94.6
Gender											
Male	49	100	31	54.8	7.1	7.1	14.3	20.8	36.6	95.8	94.1
Female	47	100	45.5	38.6	9.1	6.8	15.9	16.5	31.3	95.5	95.2
Racial/Ethnic Group											
White	48	100	22.5	52.5	12.5	12.5	25	28.3	44.5	95	93.8
African American	46	100	52.3	43.2	4.5	0	4.5	11.8	19.1	96.7	95.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	38.5	58.9	96.4	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	17.2	27.5	92.7	95.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	10.5	32.7	93.1	91.2
Disability Status											
Disabled	16	100	73.3	26.7	0	0	0	4.2	14.4	94.7	93.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	23.1	27.3	90	95.8
Socio-Economic Status											
Subsided meals	71	100	43.5	50	6.5	0	6.5	13.3	21	95.5	94.3

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	44	97.7	19	38.1	38.1	4.8	42.9
	4	53	98.1	19.6	41.3	37	2.2	39.1
	5	45	100	46.5	39.5	14	0	14
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	98.1	22.9	35.4	35.4	6.3	41.7
	4	47	100	25.6	46.2	28.2	0	28.2
	5	49	100	30.4	41.3	26.1	2.2	28.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	44	97.7	28.6	54.8	7.1	9.5	16.7
	4	53	100	27.7	27.7	29.8	14.9	44.7
	5	45	100	20.9	55.8	18.6	4.7	23.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	34.7	42.9	14.3	8.2	22.4
	4	47	100	28.2	41	10.3	20.5	30.8
	5	49	100	17.4	54.3	15.2	13	28.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	23	100	43.5	26.1	26.1	4.3	30.4
	4	53	100	38.3	27.7	19.1	14.9	34
	5	22	100	71.4	19	4.8	4.8	9.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	25	100	56.5	34.8	4.3	4.3	8.7
	4	46	100	34.2	36.8	21.1	7.9	28.9
	5	26	100	33.3	37.5	12.5	16.7	29.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	21	95.2	26.3	52.6	21.1	0	21.1
	4	53	100	25.5	48.9	23.4	2.1	25.5
	5	23	100	54.5	40.9	0	4.5	4.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	38.5	46.2	7.7	7.7	15.4
	4	46	100	23.7	57.9	7.9	10.5	18.4
	5	23	100	63.6	27.3	9.1	0	9.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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