



## COTTON BELT ELEMENTARY

1176 Black Highway  
York, South Carolina

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	604 Students	
<b>Principal</b>	Mark Hendry	803-684-1947
<b>Superintendent</b>	Dr Vernon Prosser	803-684-9916
<b>Board Chair</b>	Shirley Harris	803-684-3733

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Average	Below 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

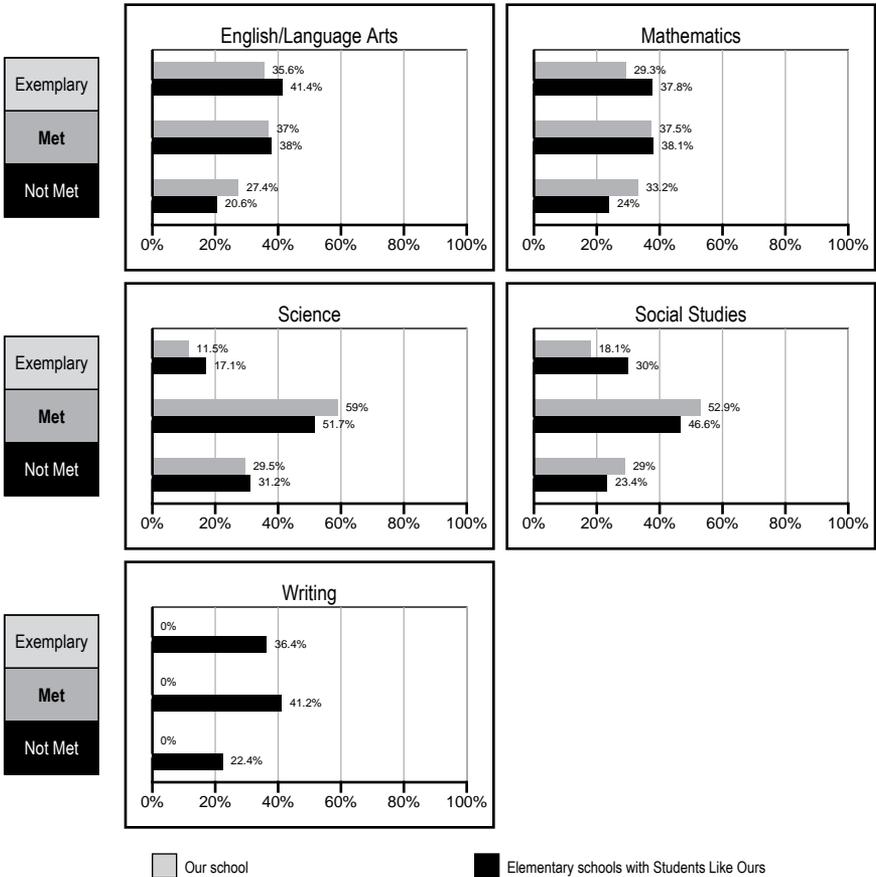
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
20	37	62	1	0

\* Ratings are calculated with data available by 11/09/2011.

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
<b>Students (n=604)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.2%	Up from 1.3%	1.2%	1.1%
Attendance rate	96.2%	Down from 96.4%	96.1%	96.2%
Served by gifted and talented program	6.6%	Down from 9.0%	14.2%	13.4%
With disabilities other than speech	2.5%	Down from 7.4%	5.2%	4.1%
Older than usual for grade	0.7%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	68.8%	Down from 69.8%	61.7%	62.5%
Continuing contract teachers	90.6%	Down from 90.7%	90.0%	88.2%
Teachers returning from previous year	87.8%	Down from 93.1%	88.6%	87.8%
Teacher attendance rate	95.9%	Up from 95.5%	95.2%	95.2%
Average teacher salary*	\$49,174	Down 0.8%	\$46,573	\$46,773
Professional development days/teacher	7.4 days	No Change	10.4 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Down from 22.7 to 1	20.1 to 1	19.9 to 1
Prime instructional time	90.7%	Down from 90.8%	90.3%	90.4%
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**	\$6,469	Up 0.8%	\$7,234	\$7,447
Percent of expenditures for instruction**	75.0%	Up from 74.4%	67.9%	68.4%
Percent of expenditures for teacher salaries**	73.8%	Up from 71.8%	65.4%	65.8%

\* 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

The 2010-2011 school year at Cotton Belt has been one filled with lots of excitement, achievement and challenge. As in the past, improving student achievement continues to be a top priority. We were fortunate again this year to have met the federal requirements of NCLB Adequate Yearly Progress (AYP). This accomplishment is a tribute to the commitment and dedication of each member of the Cotton Belt family.

Our vision is to build the foundation for tomorrow by sparking potential and inspiring success in our students. We worked this year to accomplish this by focusing on four target areas: 1) data-driven instructional decisions, (2) literacy across the curriculum, (3) extra time/extra assistance, and (4) technology. We will continue to focus on these four areas during the 2011-2012 school year by using MAP data to make instructional decisions, providing a balanced literacy approach to teaching reading and writing, providing early intervention services for at-risk readers, and utilizing the promethean boards to enhance instruction.

Our outstanding PTO, parent volunteers, community volunteers, and local businesses all work hard to help improve student achievement. One idea to improve our school and student achievement came from our School Improvement Council. Over the past two years they have worked hard to create an outdoor classroom for all of our students and teachers to use. This spring marked the completion of "Cotton's Den" which will provide our students with hands-on learning opportunities across the curriculum for many years to come. This is just one of many examples of how our parents are making a difference in the lives of our children.

As you review the data from this report card, please let it be a reminder that we still have much to do in order to prepare our students for their bright future. It truly does take a village to raise a child and we look forward to the continued support of our parents and community to help our students reach their full potential. Many thanks to all of our stakeholders for this year's accomplishments and for making Cotton Belt a great place to learn.

Mark Hendry, Principal  
Meg Munn, Chairperson/School Improvement Council

### Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	104	88
Percent satisfied with learning environment	94.7%	94.2%	94.3%
Percent satisfied with social and physical environment	100.0%	92.2%	92.0%
Percent satisfied with school-home relations	89.5%	90.3%	87.5%

\* 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 12 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

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	N/A	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	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

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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*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	229	100	29.1	36.2	34.7	79.3	82	82.4	Yes	Yes
<b>Gender</b>										
Male	122	100	35.1	39.5	25.4	75.4	77.4	78.7	N/A	N/A
Female	107	100	22.2	32.3	45.5	83.8	86.5	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	152	100	24.7	32.2	43.2	84.2	85.7	88.9	Yes	Yes
African American	63	100	36.2	44.8	19	70.7	70.4	72.9	No	Yes
Asian/Pacific Islander	3	I/S	N/A	N/A	N/A	N/A	94.4	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	76.6	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76.9	83	I/S	I/S
<b>Disability Status</b>										
Disabled	28	100	83.3	12.5	4.2	33.3	42.5	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	72.9	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	146	100	36.8	39.1	24.1	71.4	76.5	75.4	No	Yes

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

All Students	229	100	34.7	36.6	28.6	76.1	80.8	81.9	No	Yes
<b>Gender</b>										
Male	122	100	35.1	43	21.9	76.3	78	79.9	N/A	N/A
Female	107	100	34.3	29.3	36.4	75.8	83.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	152	100	28.1	37	34.9	81.5	83.3	88.9	Yes	Yes
African American	63	100	46.6	36.2	17.2	67.2	72.1	71.4	No	Yes
Asian/Pacific Islander	3	I/S	N/A	N/A	N/A	N/A	94.4	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	78.8	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	84.6	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	28	100	79.2	16.7	4.2	33.3	52.7	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	79.4	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	146	100	43.6	33.8	22.6	69.2	75.7	74.9	No	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	168	100	30.8	57.9	11.3	69.2	71.6	68.6
<b>Gender</b>								
Male	91	100	30.7	60.2	9.1	69.3	70.5	68.3
Female	77	100	31	54.9	14.1	69	72.7	68.9
<b>Racial/Ethnic Group</b>								
White	117	100	24.8	59.3	15.9	75.2	77	80.7
African American	43	100	N/AV	N/AV	N/AV	55	54.9	51.4
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.8	61.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	53.3	70.8
<b>Disability Status</b>								
Disabled	19	100	N/AV	N/AV	N/AV	12.5	43	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	56.7	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	104	100	40.6	52.1	7.3	59.4	64	57.3
<b>Social Studies</b>								
All Students	170	100	29.9	52.2	17.8	70.1	73	72.5
<b>Gender</b>								
Male	97	100	33.7	49.4	16.9	66.3	73.8	72
Female	73	100	25	55.9	19.1	75	72.3	73.1
<b>Racial/Ethnic Group</b>								
White	112	100	24.1	56.5	19.4	75.9	76.1	81
African American	46	100	39	46.3	14.6	61	61.9	60
Asian/Pacific Islander	2	I/S	N/A	N/A	N/A	N/A	92.3	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	71.3	69.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.2	73.5
<b>Disability Status</b>								
Disabled	19	100	N/AV	N/AV	N/AV	20	40.1	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	71	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	109	100	37.4	49.5	13.1	62.6	65.7	62.9

Abbreviations for Missing Data

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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
<b>Writing</b>										
All Students	N/A	N/AV	N/A	N/A	N/A	N/A	71	73.2	96.2	96
<b>Gender</b>										
Male	N/A	N/AV	N/A	N/A	N/A	N/A	64.4	67.2	96.3	96.1
Female	N/A	N/AV	N/A	N/A	N/A	N/A	77.3	79.4	96.1	96
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	75.4	81.5	95.8	95.7
African American	N/A	N/AV	N/A	N/A	N/A	N/A	58.5	61.3	97	97.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	I/S	87	97.9	97.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	60.5	66.7	96.2	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2	97.7	95.4
<b>Disability Status</b>										
Disabled	N/A	N/AV	N/A	N/A	N/A	N/A	28.4	26	94.6	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	55.9	65.7	96.9	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	63.8	63.2	95.9	95.6

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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	116	100	25.2	31.5	43.2	74.8
	4	135	100	26.2	45.4	28.5	73.8
	5	121	99.2	28.6	46.4	25	71.4
	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
<b>2011</b>	3	115	100	31.4	29.5	39	68.6
	4	114	100	26.9	42.6	30.6	73.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Mathematics</b>							
<b>2010</b>	3	116	100	40.5	34.2	25.2	59.5
	4	135	100	26.9	50	23.1	73.1
	5	121	99.2	27.7	44.6	27.7	72.3
	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
<b>2011</b>	3	115	100	45.7	25.7	28.6	54.3
	4	114	100	24.1	47.2	28.7	75.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Science</b>							
<b>2010</b>	3	58	100	57.4	25.9	16.7	42.6
	4	135	100	32.3	61.5	6.2	67.7
	5	61	100	33.3	57.9	8.8	66.7
	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
<b>2011</b>	3	56	100	39.6	47.2	13.2	60.4
	4	112	100	26.4	63.2	10.4	73.6
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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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	58	98.3	25	53.6	21.4	75
	4	135	100	32.3	49.2	18.5	67.7
	5	59	100	38.2	41.8	20	61.8
	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
<b>2011</b>	3	59	100	36.5	42.3	21.2	63.5
	4	111	100	26.7	57.1	16.2	73.3
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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
<b>Writing</b>							
<b>2010</b>	3	118	99.2	32.7	38.2	29.1	67.3
	4	138	98.6	30.5	45.3	24.2	69.5
	5	124	96.8	30	48.2	21.8	70
	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
<b>2011</b>	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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