



Cotton Belt Elementary

1176 Black Highway
York, South Carolina

Grades	PK-5 Elementary School	
Enrollment	789 Students	
Principal	Mark Hendry	803-684-1947
Superintendent	Dr. Russell Booker	803-684-9916
Board Chair	Chris Stephenson	803-684-2611

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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

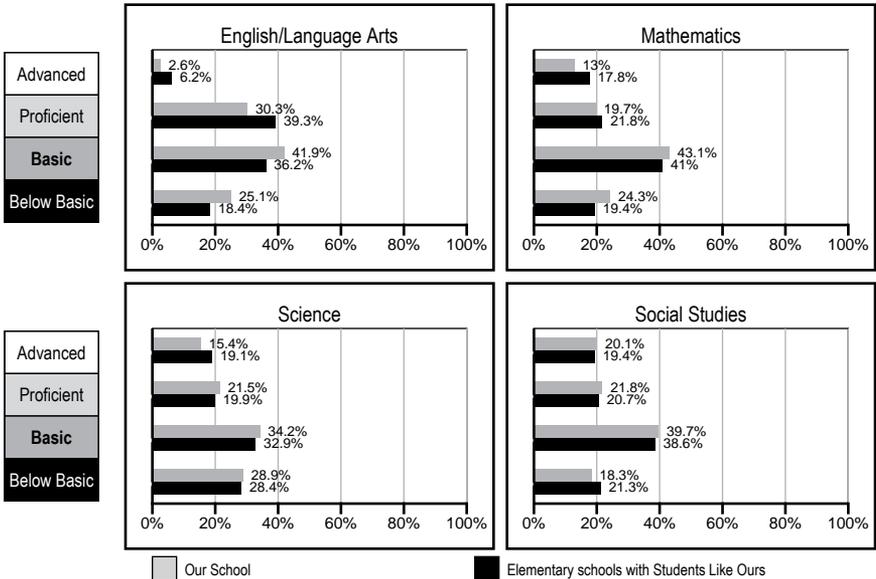
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	13	64	9	1

* 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=789)				
First graders who attended full-day kindergarten	100.0%	Up from 43.1%	100.0%	100.0%
Retention rate	2.0%	Down from 4.6%	2.2%	2.3%
Attendance rate	96.6%	Up from 96.4%	96.4%	96.3%
Eligible for gifted and talented	12.1%	Up from 10.1%	12.3%	10.4%
With disabilities other than speech	6.0%	Down from 6.2%	8.0%	7.5%
Older than usual for grade	0.8%	Down from 1.4%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	67.4%	Up from 59.5%	56.0%	56.7%
Continuing contract teachers	79.1%	Down from 81.0%	78.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.0%	Up from 87.9%	88.0%	86.4%
Teacher attendance rate	94.7%	Down from 94.9%	95.2%	94.9%
Average teacher salary	\$47,114	Up 7.7%	\$45,236	\$45,345
Professional development days/teacher	8.3 days	Down from 10.9 days	12.0 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Down from 21.8 to 1	18.9 to 1	18.5 to 1
Prime instructional time	89.6%	No Change	90.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.3%	Up from 80.7%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,029	Up 0.1%	\$6,458	\$7,052
Percent of expenditures for instruction*	74.1%	Down from 75.0%	69.8%	69.1%
Percent of expenditures for teacher salaries*	69.2%	Down from 71.1%	65.2%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2007-2008 school year at Cotton Belt has been one filled with lots of excitement, achievement and challenge. Our students, staff, parents, and community members continue to work hard each and every day to provide an environment of excellence for our boys and girls. 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.

Improving student achievement by meeting the individual needs of our children is something that we continue to strive for each day. This year we implemented "Cub Time," which allows us to group students for up to forty-five minutes per day according to MAP reading/math scores. Through "Cub Time," students are able to receive instruction based on their instructional level. As a result, we have seen significant growth from fall to spring in our student MAP scores. Other initiatives to improve student achievement include Early Intervention Services for at-risk readers, teacher training on how to implement inquiry-based science instruction, and an after-school Book Club to help improve literacy instruction.

As mentioned above, our parents and community members play an integral role in the success of our children. For example, this year's School Improvement Council created the "Reading Rocks" program, which challenged our boys and girls to read fifty thousand hours during the second semester. Our boys and girls rose to the occasion and received a day of fun, which included a junior Carolina Panther football camp. Another example of strong parental support was the addition of new playground equipment that was purchased and installed by our PTO. The new equipment has not only allowed our boys and girls the opportunity to improve their physical fitness levels but also added much enjoyment to their recess time. These are just a few examples of how our parents and community are making a difference in the education 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

Wendy Stephenson, Chairperson/School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	113	99
Percent satisfied with learning environment	88.4%	91.1%	87.6%
Percent satisfied with social and physical environment	95.3%	92.9%	93.8%
Percent satisfied with school-home relations	93.0%	93.7%	86.3%

* 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 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. 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	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	376	100	25.3	42	30.2	2.6	47.7	45.6	48.2	Yes	Yes
Gender											
Male	186	100	32.9	37.1	27.1	2.9	42.9	39	41.7	N/A	N/A
Female	190	100	18	46.6	33.1	2.2	52.2	52.1	55	N/A	N/A
Racial/Ethnic Group											
White	263	100	20.7	40.2	35.4	3.7	54.5	50.8	60	Yes	Yes
African American	90	100	36.3	45	18.8	0	32.5	31.5	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	30.8	70.4	I/S	I/S
Hispanic	15	100	42.9	42.9	14.3	0	35.7	32.2	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	25	47	I/S	I/S
Disability Status											
Disabled	49	100	71.4	14.3	14.3	0	16.7	18.4	16	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	13	100	50	41.7	8.3	0	25	25.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	199	100	30.1	48.6	20.8	0.5	38.3	36.1	34	No	Yes

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

All Students	376	100	24.4	43.1	19.5	12.9	46.8	49	45.8	Yes	Yes
Gender											
Male	186	100	28.8	40.6	18.2	12.4	45.9	48	45.6	N/A	N/A
Female	190	100	20.2	45.5	20.8	13.5	47.8	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	263	100	18.3	44.3	22	15.4	53.7	54.9	59	Yes	Yes
African American	90	100	42.5	35	16.3	6.3	31.3	32.1	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	46.2	71.3	I/S	I/S
Hispanic	15	100	28.6	57.1	7.1	7.1	28.6	31	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	25	46.2	I/S	I/S
Disability Status											
Disabled	49	100	59.5	28.6	7.1	4.8	21.4	24.4	17.1	No	Yes
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	13	100	33.3	58.3	8.3	0	16.7	28.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	199	100	30.1	47.5	16.9	5.5	35	39.1	31.4	No	Yes

* 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 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	251	100	29.6	33.9	21.3	15.2	36.5	37.3	35.7	96.6	96.2
Gender											
Male	120	100	34.3	27.8	18.5	19.4	38	39.1	37.4	96.7	96.1
Female	131	100	25.4	39.3	23.8	11.5	35.2	35.4	33.8	96.4	96.2
Racial/Ethnic Group											
White	177	100	20.7	35.4	24.4	19.5	43.9	43.2	49.2	96.2	95.8
African American	61	100	55.6	29.6	11.1	3.7	14.8	17.9	17	97.5	97.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	43.8	58	98.6	97.6
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	22	24.9	96.9	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	35.3	37.4	97.1	96.5
Disability Status											
Disabled	35	100	56.7	20	16.7	6.7	23.3	22.2	14	95.1	95.1
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	99.4	98.3
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	19.1	24.4	97.4	97.3
Socio-Economic Status											
Subsided meals	130	100	35.6	39	18.6	6.8	25.4	26.6	21.1	96.4	95.8
Social Studies											
All Students	247	100	18.3	40	21.7	20	41.7	35.5	34	96.6	96.2
Gender											
Male	122	100	16.1	42	17.9	24.1	42	38.3	36.6	96.7	96.1
Female	125	100	20.3	38.1	25.4	16.1	41.5	32.8	31.3	96.4	96.2
Racial/Ethnic Group											
White	175	100	16	36.2	23.9	23.9	47.9	39.4	44.5	96.2	95.8
African American	55	100	20	56	16	8	24	24.3	19.1	97.5	97.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	33.3	58.9	98.6	97.6
Hispanic	11	100	36.4	36.4	9.1	18.2	27.3	21.4	27.5	96.9	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.6	32.7	97.1	96.5
Disability Status											
Disabled	34	100	41.4	44.8	6.9	6.9	13.8	22.9	14.4	95.1	95.1
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	99.4	98.3
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	19.6	27.3	97.4	97.3
Socio-Economic Status											
Subsided meals	133	100	21.1	48	20.3	10.6	30.9	27.2	21	96.4	95.8

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

Abbreviations for Missing Data

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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	122	100	14.5	35.5	48.2	1.8	50	
	4	131	98.5	23.7	45.6	28.1	2.6	30.7	
	5	101	100	21.3	51.1	27.7	0	27.7	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	124	100	19.8	36.2	37.1	6.9	44	
	4	120	100	23.4	41.4	34.2	0.9	35.1	
	5	132	100	32.2	47.9	19.8	0	19.8	
	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	122	100	16.4	67.3	10	6.4	16.4	
	4	131	97.7	24.6	37.7	21.1	16.7	37.7	
	5	101	100	19.1	41.5	20.2	19.1	39.4	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	124	100	24.1	49.1	17.2	9.5	26.7	
	4	120	100	20.7	37.8	21.6	19.8	41.4	
	5	132	100	28.1	42.1	19.8	9.9	29.8	
	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	59	100	42.6	42.6	11.1	3.7	14.8	
	4	131	97.7	38.9	31.9	22.1	7.1	29.2	
	5	50	100	44.4	26.7	8.9	20	28.9	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	62	100	26.8	35.7	28.6	8.9	37.5	
	4	120	100	25.2	36	18.9	19.8	38.7	
	5	69	100	39.7	28.6	19	12.7	31.7	
	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	63	100	10.7	50	33.9	5.4	39.3	
	4	131	98.5	23	37.2	20.4	19.5	39.8	
	5	52	100	12.5	47.9	20.8	18.8	39.6	
	6	N/A	N/AV	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	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	62	100	10	53.3	20	16.7	36.7	
	4	120	100	18	39.6	24.3	18	42.3	
	5	65	100	27.1	27.1	18.6	27.1	45.8	
	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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