



## COOLEY SPRINGS-FINGERVILLE ELEMENTARY

140 Cooley Springs School  
Chesnee, SC 29323

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	315 Students	
<b>Principal</b>	Denny Landrum	864-592-1211
<b>Superintendent</b>	Dr. Scott J. Mercer	(864-578-0128)
<b>Board Chair</b>	Connie Smith	(864-574-4275)

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Average	Good
2009	Good	Average
2008	Average	At-Risk
2007	Average	Good

## 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

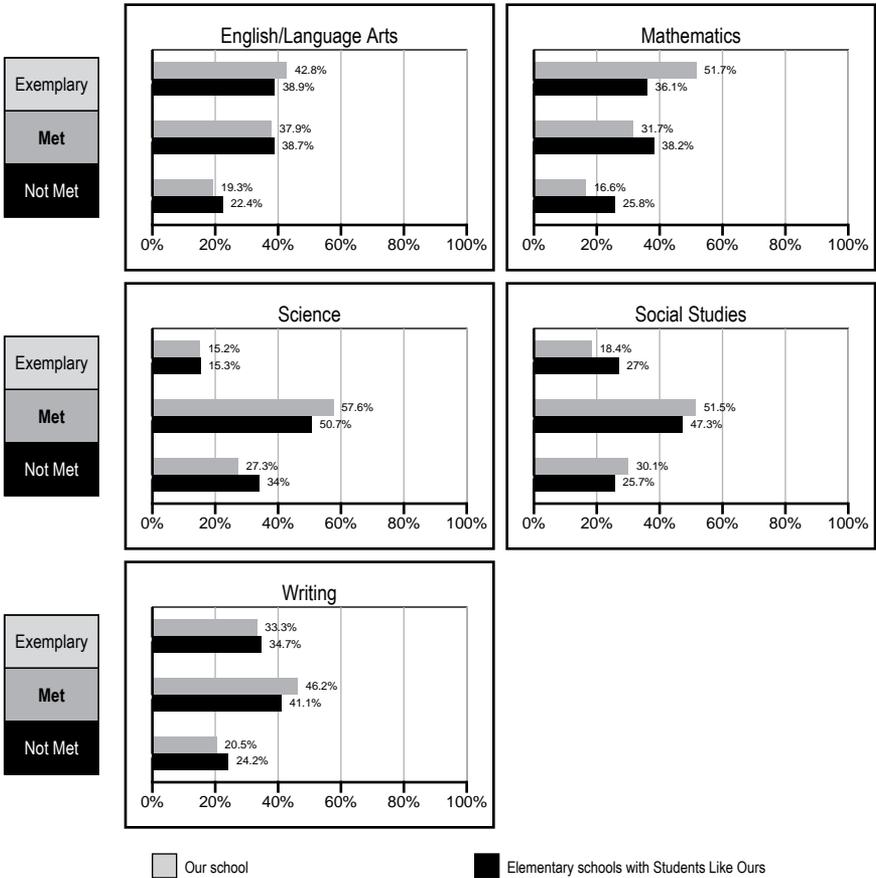
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
13	33	77	5	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=315)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Down from 2.1%	1.0%	1.1%
Attendance rate	96.2%	Down from 96.4%	96.0%	96.2%
Served by gifted and talented program	25.7%	Up from 22.1%	12.8%	13.4%
With disabilities other than speech	6.8%	Down from 9.7%	4.8%	4.1%
Older than usual for grade	0.0%	Down from 0.8%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=21)</b>				
Teachers with advanced degrees	61.9%	Up from 57.1%	60.3%	62.5%
Continuing contract teachers	95.2%	Up from 85.7%	90.6%	88.2%
Teachers returning from previous year	84.7%	Up from 78.5%	87.9%	87.8%
Teacher attendance rate	96.6%	Up from 95.5%	95.1%	95.2%
Average teacher salary*	\$47,323	Down 0.5%	\$46,621	\$46,773
Professional development days/teacher	19.3 days	Down from 21.2 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.3 to 1	19.7 to 1	19.9 to 1
Prime instructional time	88.8%	Up from 88.1%	90.2%	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**	\$8,721	Up 8.9%	\$7,336	\$7,447
Percent of expenditures for instruction**	61.5%	Down from 65.6%	67.9%	68.4%
Percent of expenditures for teacher salaries**	58.5%	Up from 57.4%	65.2%	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

Cooley Springs-Fingerville Elementary celebrated another successful year of raising the bar for student achievement. Our school was named a Distinguished Title 1 School for 2008 for improvements in our PACT scores for at least two consecutive years and making AYP (Adequately Yearly Progress). This year we received the Palmetto Silver Award for growth. Meeting the unique physical, emotional, social and academic needs of every child is our primary focus. Students are provided with a highly qualified staff, as well as offered a variety of opportunities to increase academic achievement during, and after school.

This year's continued implementation of the 100 Book Challenge Reading program has encouraged the daily independent reading of students at school and at home, building success for all students. Our program is designed to promote a positive attitude toward being successful readers, especially for reluctant readers, because students are encouraged to read at their "fast, fun and easy level." Our guided reading program focuses on teaching students in small groups on specific reading skills and provides a more focused direct-instruction setting for our students. This program has been fully implemented in grades K5 through 5. Students are also provided related arts instruction in music, art, physical education, media and technology science.

Our PTO is an active part of our school. The PTO provides support for our instructional program, recognizes student performance, and honors staff members. The School Messenger phone system is a valuable tool for sending messages to all parents, small groups of parents or individuals. We continue to strive to improve parent involvement in our school. We are very appreciative of the commitment of our students, parents, volunteers, business partners and staff.

The staff continues to strive to keep abreast of current brain research and apply it toward instruction for student learning. We have implemented all Math Out of the Box modules, an inquiry approach to teaching math, and plan to continue this hands-on program. A computerized Early Literacy Test is used to measure reading readiness in K and grade 1. MAP (Measuring Academic Progress) has been implemented in grades K through 5. MAP data based on South Carolina standards continues to be used to provide information for specific instruction to small groups of students in all grade levels.

Everyone continues to work as a team for the success of our students as the staff diligently seeks to provide them with the best educational opportunities.

Denny Landrum, Principal  
Sandra Camp, School Council Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	15	38	18
Percent satisfied with learning environment	100.0%	89.5%	72.2%
Percent satisfied with social and physical environment	100.0%	84.2%	83.3%
Percent satisfied with school-home relations	100.0%	86.8%	77.8%

\* 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

YES

This school met 13 out of 13 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. 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	1.9%	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

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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
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	150	100	19.3	37.9	42.8	90.3	86.4	82.4	Yes	Yes
<b>Gender</b>										
Male	73	100	25.4	40.8	33.8	87.3	84.3	78.7	N/A	N/A
Female	77	100	13.5	35.1	51.4	93.2	88.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	127	100	15.6	38.5	45.9	93.4	88.2	88.9	Yes	Yes
African American	11	100	36.4	36.4	27.3	72.7	80.7	72.9	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	87.8	93	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	76	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	53.8	38.5	7.7	65.4	48.6	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	4	I/S	I/S	I/S	I/S	I/S	56.5	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	15	100	26.7	26.7	46.7	80	78.8	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	106	100	22.5	37.3	40.2	89.2	80.8	75.4	Yes	Yes
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	150	100	16.6	31.7	51.7	91	88.2	81.9	Yes	Yes
<b>Gender</b>										
Male	73	100	23.9	18.3	57.7	84.5	86.7	79.9	N/A	N/A
Female	77	100	9.5	44.6	45.9	97.3	90	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	127	100	13.1	32	54.9	93.4	89.7	88.9	Yes	Yes
African American	11	100	36.4	9.1	54.5	72.7	80.9	71.4	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.3	94.6	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	82.6	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	27	100	57.7	26.9	15.4	61.5	56	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	4	I/S	I/S	I/S	I/S	I/S	65.2	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	15	100	26.7	40	33.3	86.7	85.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	106	100	20.6	34.3	45.1	89.2	83	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

## 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
<b>Science</b>								
All Students	104	100	27.3	57.6	15.2	72.7	76	68.6
<b>Gender</b>								
Male	45	100	30.2	51.2	18.6	69.8	77.1	68.3
Female	59	100	25	62.5	12.5	75	74.8	68.9
<b>Racial/Ethnic Group</b>								
White	86	100	22.2	63	14.8	77.8	79.5	80.7
African American	8	I/S	I/S	I/S	I/S	I/S	62.8	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	78.4	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	57.9	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
<b>Disability Status</b>								
Disabled	16	100	53.3	40	6.7	46.7	35.1	35.7
<b>Migrant Status</b>								
Migrant	3	I/S	I/S	I/S	I/S	I/S	37.5	42.9
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	65.2	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	72	100	29.4	57.4	13.2	70.6	66.8	57.3
<b>Social Studies</b>								
All Students	103	99	29.4	52	18.6	70.6	78.5	72.5
<b>Gender</b>								
Male	52	100	34.6	42.3	23.1	65.4	79	72
Female	51	98	24	62	14	76	77.9	73.1
<b>Racial/Ethnic Group</b>								
White	85	98.8	26.2	56	17.9	73.8	80.2	81
African American	10	I/S	I/S	I/S	I/S	I/S	72.7	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.1	89
Hispanic	5	I/S	I/S	I/S	I/S	I/S	68.2	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	73.5
<b>Disability Status</b>								
Disabled	20	95	N/AV	N/AV	N/AV	21.1	43.5	40.5
<b>Migrant Status</b>								
Migrant	3	I/S	I/S	I/S	I/S	I/S	46.7	53.8
<b>English Proficiency</b>								
Limited English Proficient	11	100	36.4	54.5	9.1	63.6	73.3	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	74	98.7	28.8	57.5	13.7	71.2	70.3	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	41	100	20.5	46.2	33.3	79.5	82	73.2	96.2	96.3
<b>Gender</b>										
Male	23	100	27.3	40.9	31.8	72.7	77.9	67.2	96.2	96.3
Female	18	100	11.8	52.9	35.3	88.2	86.7	79.4	96.1	96.4
<b>Racial/Ethnic Group</b>										
White	36	100	17.6	44.1	38.2	82.4	85	81.5	96	96.1
African American	3	I/S	I/S	I/S	I/S	I/S	73.2	61.3	96.8	97.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	87	97.9	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	59.1	66.7	97	97.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	91.5	95.6
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	32.4	26	95.9	95.3
<b>Migrant Status</b>										
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	40.5	97.5	97.7
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	69.1	65.7	97.7	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	28	100	23.1	50	26.9	76.9	73.8	63.2	95.9	95.8

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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	58	100	25	21.2	53.8	75
	4	56	100	22.4	40.8	36.7	77.6
	5	28	100	14.8	37	48.1	85.2
	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	51	100	8.2	32.7	59.2	91.8
	4	57	100	21.1	47.4	31.6	78.9
	5	42	100	30.8	30.8	38.5	69.2
	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	58	100	26.9	38.5	34.6	73.1
	4	56	100	16.3	46.9	36.7	83.7
	5	28	100	22.2	33.3	44.4	77.8
	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	51	100	16.3	30.6	53.1	83.7
	4	57	100	19.3	31.6	49.1	80.7
	5	42	100	12.8	33.3	53.8	87.2
	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	29	100	34.6	42.3	23.1	65.4
	4	56	100	34.7	63.3	2	65.3
	5	15	93.3	N/A	N/A	N/A	50
	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	25	100	34.8	47.8	17.4	65.2
	4	57	100	21.1	64.9	14	78.9
	5	22	100	36.8	47.4	15.8	63.2
	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

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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	29	100	34.6	34.6	30.8	65.4
	4	56	100	44.9	51	4.1	55.1
	5	13	100	46.2	38.5	15.4	53.8
	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	26	96.2	36	40	24	64
	4	57	100	22.8	59.6	17.5	77.2
	5	20	100	40	45	15	60
	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	57	98.3	23.1	46.2	30.8	76.9
	4	56	100	18.4	46.9	34.7	81.6
	5	28	100	22.2	40.7	37	77.8
	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/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	41	100	20.5	46.2	33.3	79.5
	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

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