



Catawba Trail Elementary School

1080 Old National Highway
Elgin, SC 29045

| | | |
|-----------------------|--------------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 473 Students | |
| Principal | Denise L. Barth | 803-699-3501 |
| Superintendent | Katie Brochu | 803-787-1910 |
| Board Chair | The Honorable William R. | 803-736-0015 |

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2013 | Good | Average |
| 2012 | Good | Average |
| 2011 | N/A | N/A |
| 2010 | N/A | N/A |
| 2009 | N/A | N/A |

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://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

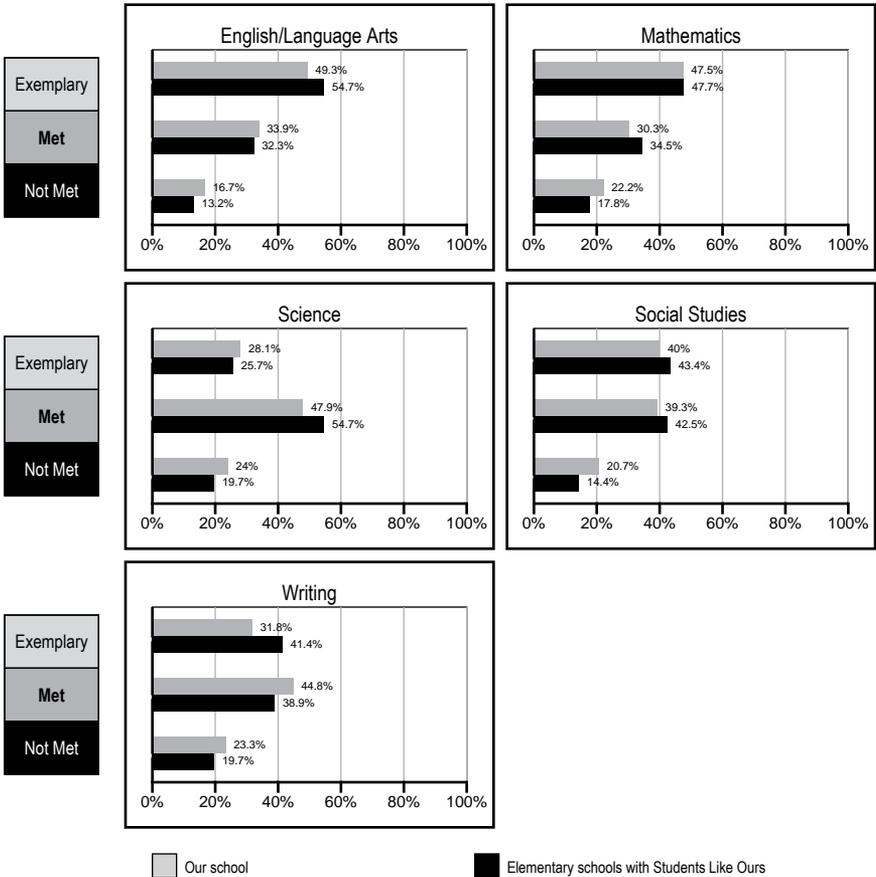
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 92.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 39 | 18 | 2 | 1 | 0 |

* Ratings are calculated with data available by 12/14/2013.

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=473) | | | | |
| First graders who attended full-day kindergarten | 98.7% | Down from 100.0% | 100.0% | 100.0% |
| Retention rate | 0.2% | Up from 0.0% | 0.8% | 0.9% |
| Attendance rate | 97.0% | Down from 97.3% | 96.7% | 96.3% |
| Served by gifted and talented program | 5.9% | N/A | 10.6% | 7.2% |
| With disabilities | 11.5% | N/A | 11.3% | 12.4% |
| Older than usual for grade | 1.4% | N/A | 1.4% | 1.9% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=32) | | | | |
| Teachers with advanced degrees | 53.1% | Up from 51.6% | 64.7% | 62.5% |
| Continuing contract teachers | 78.1% | Up from 61.3% | 83.3% | 83.3% |
| Teachers returning from previous year | N/A | N/A | 89.7% | 88.3% |
| Teacher attendance rate | 97.0% | Up from 95.9% | 95.3% | 95.0% |
| Average teacher salary* | \$47,681 | Up 5.9% | \$49,432 | \$48,193 |
| Professional development days/teacher | 12.5 days | Up from 9.9 days | 10.6 days | 11.0 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.3 to 1 | Up from 18.7 to 1 | 20.9 to 1 | 20.1 to 1 |
| Prime instructional time | 92.7% | N/R | 90.8% | 90.0% |
| 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** | \$9,724 | N/A | \$7,032 | \$7,364 |
| Percent of expenditures for instruction** | 72.0% | N/A | 69.0% | 68.0% |
| Percent of expenditures for teacher salaries** | 69.0% | N/A | 67.0% | 66.0% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Catawba Trail Elementary School is proud of its outstanding second year. Our students, families, faculty and community worked together to continue building a foundation of success for all students. Key to our success has been the invested parent leadership of our School Improvement Council (SIC) and our Parent-Teacher Organization (PTO). We have worked diligently to provide students ownership of their learning and provide opportunities for student voice and choice in our design of student work.

Our technology-rich environment includes One-to-One computing in grades three, four and five, with each student assigned a laptop for in-school use. In grades one and two, there are five laptops in each classroom. Every classroom school-wide is equipped with five i-Pads, a flip-cam and a digital camera. Students are comfortable with technology as a tool to enhance their learning and seamless integration by our faculty makes the content meaningful.

Our school improvement plan included the following four goals: Increase student achievement and accomplishment through standard and creative assessment tools; Create a positive school climate with evidence of student ownership and pride; Continue developing quality teachers and administrators; and Create a community environment to support student success. We received SACS CASI accreditation.

Our beliefs for our children are shared in the statement below:

As we embrace the most important work we'll ever do, our eyes look to the future. Our world is shrinking and our children know this best of any of us. Technology creates a learning environment with no boundaries.

Essential skills focus on thinking....Thinking creatively, thinking critically.....sustaining thinking over time and through challenges.

Many minds are stronger than the individual viewpoint and collaboration and communication are embedded in the engaging work our children do every day. Our diversity is our strength and results in a more thoughtful and flexible learning environment. No longer is there just one right answer or one right way to design an elegant solution to a real world problem. We celebrate our children, our future, and we dedicate Catawba Trail to their education, their dreams, their aspirations, and their present and future success. Catawba Trail.....Many Paths to the Future.

Denise Barth, Principal

Jessica Drysdale, Chairperson, School Improvement Council

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | N/A | 74 | 56 |
| Percent satisfied with learning environment | N/A | 93.2% | 92.9% |
| Percent satisfied with social and physical environment | N/A | 91.9% | 94.7% |
| Percent satisfied with school-home relations | N/A | 93.3% | 92.8% |

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

| | |
|--------------------------------------|-------------|
| Overall Weighted Points Total | 98.6 |
| Overall Grade Conversion | A |

| Index Score | Grade | Description |
|--------------|-------|---|
| 90-100 | A | Performance substantially exceeds the state's expectations. |
| 80-89.9 | B | Performance exceeds the state's expectations. |
| 70-79.9 | C | Performance meets the state's expectations. |
| 60-69.9 | D | Performance does not meet the state's expectations. |
| Less than 60 | F | Performance is substantially below the state's expectations |

Accountability Indicator for Title I Schools

Catawba Trail Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

| | Our District | State |
|---|---------------------|--------------|
| Classes in low poverty schools not taught by highly qualified teachers | 3.5% | 2.3% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.8% | 4.9% |

| | Our School | State Objective | Met State Objective |
|---|-------------------|------------------------|----------------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 97.0% | 94.0%* | Yes |

* Or greater than last year

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Performance By Group

| Subgroups | ELA Mean | Math Mean | Science Mean | Social Studies Mean | ELA % Tested | Math % Tested |
|-----------------------------------|----------|-----------|--------------|---------------------|--------------|---------------|
| Grades 3-5 | | | | | | |
| All Students | 667.3 | 658.9 | 636.0 | 646.9 | 98.8 | 99.2 |
| Male | 661.1 | 657.4 | 632.6 | 654.4 | 99.2 | 99.2 |
| Female | 673.4 | 660.3 | 639.4 | 640.2 | 98.4 | 99.2 |
| White | 683.7 | 674.9 | 656.9 | 665.6 | 100.0 | 100.0 |
| African American | 657.9 | 646.0 | 612.7 | 633.7 | 99.1 | 99.1 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 656.6 | 655.3 | 640.3 | 638.9 | 96.0 | 98.0 |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A |
| Disabled | N/A | N/A | N/A | N/A | N/A | N/A |
| Limited English Proficient | 659.0 | 660.3 | 643.8 | 642.6 | 97.8 | 100.0 |
| Subsidized meals | 648.3 | 637.5 | 617.2 | 625.7 | 98.3 | 99.1 |
| Annual Measurable Objective (AMO) | 635.0 | 635.0 | 635.0 | 635.0 | 95.0 | 95.0 |

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| | | | | |
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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 | | | | | | | |
| 2012 | 3 | 78 | 100 | 20.3 | 14.5 | 65.2 | 79.7 |
| | 4 | 70 | 100 | 27.8 | 38.9 | 33.3 | 72.2 |
| | 5 | 50 | 100 | 23.3 | 30.2 | 46.5 | 76.7 |
| | 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 |
| 2013 | 3 | 82 | 98.8 | 9.2 | 25 | 65.8 | 90.8 |
| | 4 | 81 | 100 | 22.7 | 41.3 | 36 | 77.3 |
| | 5 | 77 | 97.4 | 17.4 | 36.2 | 46.4 | 82.6 |
| | 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 |
| Mathematics | | | | | | | |
| 2012 | 3 | 78 | 100 | 36.2 | 24.6 | 39.1 | 63.8 |
| | 4 | 70 | 100 | 29.6 | 42.6 | 27.8 | 70.4 |
| | 5 | 50 | 98 | 18.6 | 34.9 | 46.5 | 81.4 |
| | 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 |
| 2013 | 3 | 82 | 98.8 | 18.4 | 35.5 | 46.1 | 81.6 |
| | 4 | 81 | 100 | 26.7 | 24 | 49.3 | 73.3 |
| | 5 | 77 | 98.7 | 21.4 | 31.4 | 47.1 | 78.6 |
| | 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 |
| Science | | | | | | | |
| 2012 | 3 | 38 | 100 | 41.2 | 35.3 | 23.5 | 58.8 |
| | 4 | 70 | 100 | 31.5 | 59.3 | 9.3 | 68.5 |
| | 5 | 26 | 100 | 16 | 44 | 40 | 84 |
| | 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 |
| 2013 | 3 | 40 | 100 | 16.2 | 51.4 | 32.4 | 83.8 |
| | 4 | 81 | 100 | 22.7 | 45.3 | 32 | 77.3 |
| | 5 | 38 | 100 | 35.3 | 50 | 14.7 | 64.7 |
| | 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 |
|-----------------------|-------|-------------------------------|----------|-----------|-------|-------------|--------------------|
| Social Studies | | | | | | | |
| 2012 | 3 | 40 | 100 | 25.7 | 17.1 | 57.1 | 74.3 |
| | 4 | 70 | 100 | 27.8 | 53.7 | 18.5 | 72.2 |
| | 5 | 24 | 100 | 33.3 | 27.8 | 38.9 | 66.7 |
| | 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 |
| 2013 | 3 | 41 | 100 | 17.9 | 28.2 | 53.8 | 82.1 |
| | 4 | 81 | 100 | 20 | 45.3 | 34.7 | 80 |
| | 5 | 38 | 100 | 25 | 38.9 | 36.1 | 75 |
| | 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 |
| Writing | | | | | | | |
| 2012 | 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 | 52 | 100 | 24.4 | 37.8 | 37.8 | 75.6 |
| | 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 |
| 2013 | 3 | 82 | 98.8 | 13.2 | 43.4 | 43.4 | 86.8 |
| | 4 | 81 | 97.5 | 29.7 | 47.3 | 23 | 70.3 |
| | 5 | 76 | 97.4 | 23.2 | 46.4 | 30.4 | 76.8 |
| | 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 |

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