



Cooley Springs-Fingerville Elementary

140 Cooley Springs School
Chesnee, SC 29323

Grades	PK-5 Elementary School	
Enrollment	271 Students	
Principal	Denny Landrum	864-592-1211
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Joyce M. Wright	864-706-7973

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Below Average
2012	Excellent	Good
2011	Good	Average
2010	Average	Good
2009	Good	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://www.eoc.sc.gov>

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

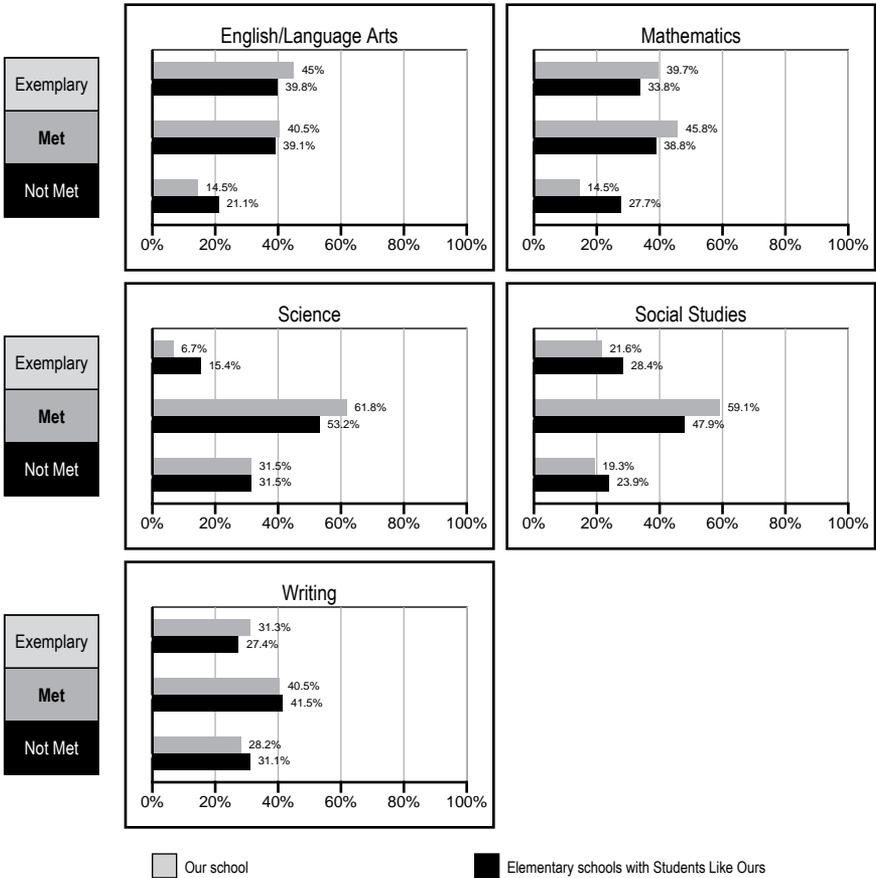
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
13	35	77	6	1

* 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=271)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Up from 1.5%	1.1%	0.9%
Attendance rate	96.4%	Down from 96.5%	96.0%	96.3%
Served by gifted and talented program	10.9%	N/A	6.3%	7.2%
With disabilities	20.9%	N/A	14.0%	12.4%
Older than usual for grade	2.6%	N/A	2.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	71.4%	Up from 60.0%	61.1%	62.5%
Continuing contract teachers	95.2%	Down from 100.0%	83.8%	83.3%
Teachers returning from previous year	93.5%	Up from 92.1%	88.8%	88.3%
Teacher attendance rate	89.9%	Down from 92.7%	94.6%	95.0%
Average teacher salary*	\$51,862	Up 2.8%	\$47,956	\$48,193
Professional development days/teacher	11.8 days	Up from 9.8 days	11.4 days	11.0 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	N/R	20.1 to 1	20.1 to 1
Prime instructional time	85.1%	Down from 88.2%	89.6%	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**	\$8,921	Up 3.5%	\$7,282	\$7,364
Percent of expenditures for instruction**	62.0%	Up from 56.8%	67.0%	68.0%
Percent of expenditures for teacher salaries**	59.0%	Up from 53.3%	65.0%	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

Cooley Springs-Fingerville Elementary challenges our students to use the twelve essential LIFESKILLS along with the five lifelong guidelines—Personal Best, Trustworthiness, Truthfulness, Active Listening, and No Putdowns. Students are taught in an atmosphere of love and where respect for each other is encouraged. They are encouraged to learn, think, grow, and develop as unique individuals. Our focus on fundamental, foundational skills has helped our school in achieving high test scores and improving overall behavior.

We have been recognized as a school that is continuing to grow academically, maintaining Adequate Yearly Progress status and receiving the state Palmetto Gold/Silver award for the past three consecutive years. This year we received the Gold award for “Closing the Gap” and “Growth.” Teachers and staff collaborate and cooperate to help all students be successful, as we continue to learn and sharpen our teaching skills.

Our school theme, “Growing to Greatness,” permeates the atmosphere in our school. PASS scores over the years reflect our commitment to providing quality teaching and all students learn in a nurturing environment that embraces the philosophy of “No Child Left Behind.” We are pleased with our students’ progress but continue to analyze data to identify areas that need improvement. We realize that if we are to continue to help our students reach their maximum potential, we must interpret the results of these tests as well as gain knowledge of the latest information on teaching and learning. We must identify what change need to be made when a goal is not met so we can continue to ensure success for all our students.

We look forward to your careful review of the data contained in this report. Cooley Springs-Fingerville Elementary and Spartanburg School District Two have taken a number of steps to ensure that students are making progress in meeting standards. As a standards-driven school applying best teaching practices, we ensure that statewide standards are taught in meaningful and relevant context so that students can apply their learning to real-life circumstances. Working together, we will continue to see positive results on all statewide indicators of success as we grow our community of learners to become productive citizens in a global society.

Denny Landrum, Principal

Katie Dalton, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	43	20
Percent satisfied with learning environment	100.1%	83.7%	80%
Percent satisfied with social and physical environment	100%	90.9%	80.9%
Percent satisfied with school-home relations	87.5%	93.2%	80.9%

* 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	92.4
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

Cooley Springs-Fingerville Elementary 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	1.4%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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	666.7	661.8	615.8	634.2	100.0	100.0
Male	654.5	655.4	613.7	631.3	100.0	100.0
Female	681.1	669.4	618.4	637.5	100.0	100.0
White	668.6	663.2	618.2	636.5	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	663.0	657.9	614.5	630.0	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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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	52	100	12.8	23.4	63.8	87.2
	4	50	100	24.4	40	35.6	75.6
	5	32	100	9.7	35.5	54.8	90.3
	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	46	100	9.8	26.8	63.4	90.2
	4	49	100	19.6	45.7	34.8	80.4
	5	47	100	13.6	47.7	38.6	86.4
	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
Mathematics							
2012	3	52	100	19.1	21.3	59.6	80.9
	4	50	100	11.1	48.9	40	88.9
	5	32	100	6.5	32.3	61.3	93.5
	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
2013	3	46	100	14.6	39	46.3	85.4
	4	49	100	17.4	56.5	26.1	82.6
	5	47	100	11.4	40.9	47.7	88.6
	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	26	100	26.1	65.2	8.7	73.9
	4	50	100	24.4	66.7	8.9	75.6
	5	17	100	23.5	47.1	29.4	76.5
	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
2013	3	23	100	47.6	47.6	4.8	52.4
	4	49	100	N/AV	N/AV	N/AV	69.6
	5	25	100	18.2	59.1	22.7	81.8
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	26	100	16.7	45.8	37.5	83.3
	4	50	100	6.7	75.6	17.8	93.3
	5	15	100	35.7	35.7	28.6	64.3
	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	23	100	10	45	45	90
	4	49	100	17.4	73.9	8.7	82.6
	5	22	100	31.8	40.9	27.3	68.2
	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
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	32	100	19.4	29	51.6	80.6
	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	45	100	29.3	26.8	43.9	70.7
	4	50	100	30.4	41.3	28.3	69.6
	5	48	100	25	52.3	22.7	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

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