



Cooley Springs-Fingerville Elementary

140 Cooley Springs School
Chesnee, SC 29323

Grades	PK-5 Elementary School	
Enrollment	300 Students	
Principal	Denny Landrum	864-592-1211
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mr. Danny J. McDowell	864-578-0128

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	At-Risk
2007	Average	Good
2006	Average	At-Risk
2005	Average	At-Risk

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 GOAL

By 2010, SC'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.

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.

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

Percent of students tested in 2008-09 whose 2007-08 test scores were located

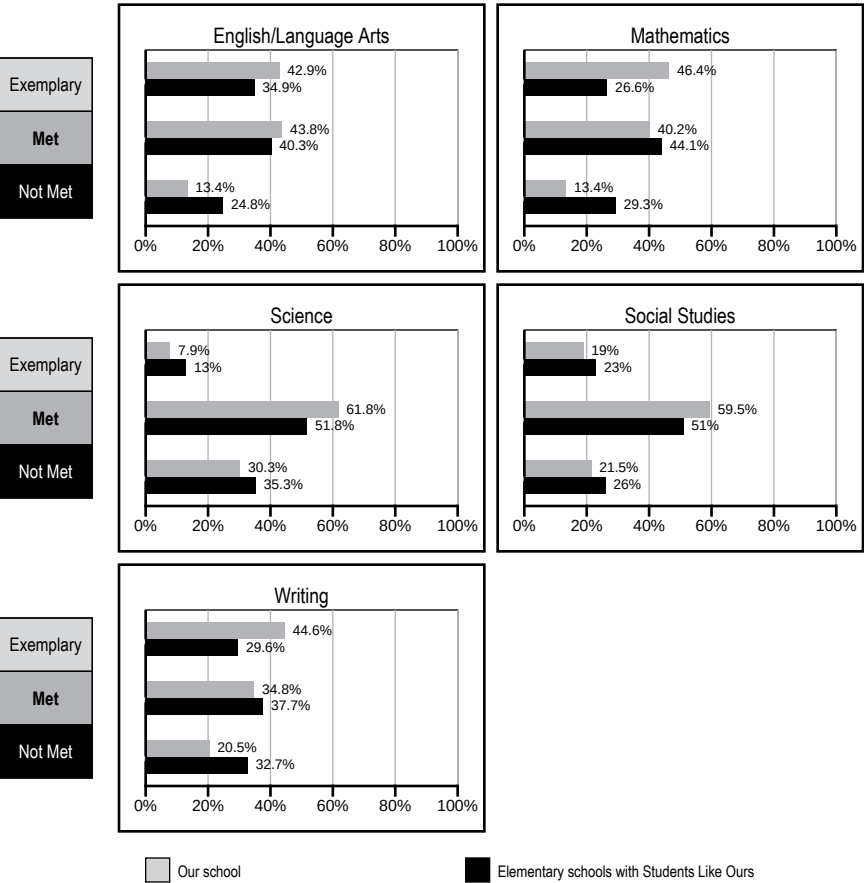
97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	20	84	8	0

* Ratings are calculated with data available by 06/01/2010.

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=300)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.0%	Down from 6.6%	2.4%	1.9%
Attendance rate	96.3%	Up from 96.0%	96.2%	96.3%
Eligible for gifted and talented	8.7%	Up from 6.5%	8.8%	10.0%
With disabilities other than speech	10.1%	Up from 8.7%	9.3%	7.7%
Older than usual for grade	0.0%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	59.1%	Up from 54.5%	60.5%	59.4%
Continuing contract teachers	77.3%	No Change	82.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	76.2%	Down from 85.0%	87.3%	85.9%
Teacher attendance rate	93.6%	Down from 94.9%	95.1%	95.1%
Average teacher salary*	\$45,441	Down 2.5%	\$47,415	\$47,149
Professional development days/teacher	17.8 days	Up from 13.8 days	11.6 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 18.6 to 1	19.0 to 1	18.8 to 1
Prime instructional time	86.2%	Down from 88.4%	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**	\$8,084	Up 6.9%	\$7,360	\$7,458
Percent of expenditures for instruction**	61.4%	Down from 62.5%	67.9%	68.8%
Percent of expenditures for teacher salaries**	54.0%	Down from 57.1%	61.6%	63.2%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

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). 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 before, 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 continues to promote a positive attitude toward being successful readers, especially for our reluctant readers, because students are encouraged to read at their "fast, fun and easy level." The Read with Sarah reading program focuses on working with students in small groups on specific reading skills and provides a more focused direct instruction setting for our students. This program was implemented fully in grades K through 5. Students are also provided related arts instruction in music, art, physical education, media and technology science.

The PTO is an active part of our school. The PTO provides support for our instructional program, recognizes student performance, honors staff members, and provided initial funds to purchase a computerized message system for parent phone contacts. This 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 grade 5. Map data based on South Carolina standards continues to be used to provide information for specific instruction to small groups of students across grade levels in grades 3 through 5 and among grade levels in grades 1 and 2.

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	24	26	3
Percent satisfied with learning environment	95.8%	69.2%	I/S
Percent satisfied with social and physical environment	100.0%	76.9%	I/S
Percent satisfied with school-home relations	95.8%	84.6%	I/S

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	122	100	13.4	43.8	42.9	89.3	87.4	82.8	Yes	Yes
Gender										
Male	64	100	15	46.7	38.3	86.7	84.4	79.3	N/A	N/A
Female	58	100	11.5	40.4	48.1	92.3	90.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	99	100	13.5	43.8	42.7	88.8	89.4	89.5	Yes	Yes
African American	13	100	7.7	53.8	38.5	92.3	82.4	73.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	72.2	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	21	100	47.4	42.1	10.5	57.9	52.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	48.5	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	77.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	83	100	17.6	47.3	35.1	86.5	81.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	122	100	13.4	40.2	46.4	92	86.3	78.9	Yes	Yes
Gender										
Male	64	100	15	40	45	91.7	84.3	77	N/A	N/A
Female	58	100	11.5	40.4	48.1	92.3	88.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	99	100	14.6	41.6	43.8	91	88	87.2	Yes	Yes
African American	13	100	7.7	38.5	53.8	100	78.6	66.7	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	91.9	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	77.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	21	100	42.1	47.4	10.5	73.7	52	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	69.7	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	81.5	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	83	100	16.2	43.2	40.5	90.5	80.6	70.2	Yes	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
Science								
All Students	84	100	30.3	61.8	7.9	69.7	76.3	67.5
Gender								
Male	49	100	20	68.9	11.1	80	75.2	67
Female	35	100	45.2	51.6	3.2	54.8	77.5	68
Racial/Ethnic Group								
White	66	100	31	58.6	10.3	69	80.3	79.5
African American	12	100	N/AV	N/AV	N/AV	58.3	60	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	76.3	84.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	60.6	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	14	100	N/AV	N/AV	N/AV	50	35.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	45	46.1
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	65.6	59.6
Socio-Economic Status								
Subsided meals	58	100	33.3	60.8	5.9	66.7	65.7	55.1

Social Studies

All Students	85	100	21.5	59.5	19	78.5	77.4	72.3
Gender								
Male	42	100	15.4	64.1	20.5	84.6	77.1	71.5
Female	43	100	27.5	55	17.5	72.5	77.8	73.2
Racial/Ethnic Group								
White	68	100	24.2	56.5	19.4	75.8	79.4	80.7
African American	8	I/S	I/S	I/S	I/S	I/S	70	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	76.5	88.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	67.1	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	53.3	43.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	41.2	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	71	67.9
Socio-Economic Status								
Subsided meals	61	100	26.8	60.7	12.5	73.2	68.7	62.1

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
Writing										
All Students	120	100	20.5	34.8	44.6	79.5	79.7	70.2	96.3	96.3
Gender										
Male	63	100	26.7	45	28.3	73.3	73.9	63.2	96.3	96.2
Female	57	100	13.5	23.1	63.5	86.5	86.2	77.5	96.3	96.3
Racial/Ethnic Group										
White	97	100	22.5	32.6	44.9	77.5	82.2	79.1	96	96
African American	13	100	7.7	53.8	38.5	92.3	72.9	57.6	98.2	97
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	77.5	86.2	97.7	97.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	61.6	62.6	97.1	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	94.7	96.2
Disability Status										
Disabled	21	100	68.4	21.1	10.5	31.6	31.2	26.1	95	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	41.2	54.7	89.4	97.4
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	65.8	61.2	97.2	96.9
Socio-Economic Status										
Subsidized meals	81	100	24.3	36.5	39.2	75.7	69.8	58.9	96	95.7

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
English/Language Arts							
2009	3	47	100	11.6	32.6	55.8	88.4
	4	47	100	11.6	55.8	32.6	88.4
	5	28	100	19.2	42.3	38.5	80.8
	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
Mathematics							
2009	3	47	100	11.6	37.2	51.2	88.4
	4	47	100	4.7	48.8	46.5	95.3
	5	28	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
Science							
2009	3	24	100	33.3	47.6	19	66.7
	4	47	100	25.6	69.8	4.7	74.4
	5	13	100	N/AV	N/AV	N/AV	58.3
	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
Social Studies							
2009	3	23	100	22.7	59.1	18.2	77.3
	4	47	100	20.9	62.8	16.3	79.1
	5	15	100	21.4	50	28.6	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
Writing							
2009	3	46	100	16.3	20.9	62.8	83.7
	4	46	100	25.6	46.5	27.9	74.4
	5	28	100	19.2	38.5	42.3	80.8
	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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