



Cotton Belt Elementary

1176 Black Highway

York, South Carolina

Grades	PK-5 Elementary School	
Enrollment	774 Students	
Principal	Mark Hendry	803-684-1947
Superintendent	Dr Vernon Prosser	803-684-9916
Board Chair	Chris Revels	803-925-2840

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Below Average
2005	Good	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 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

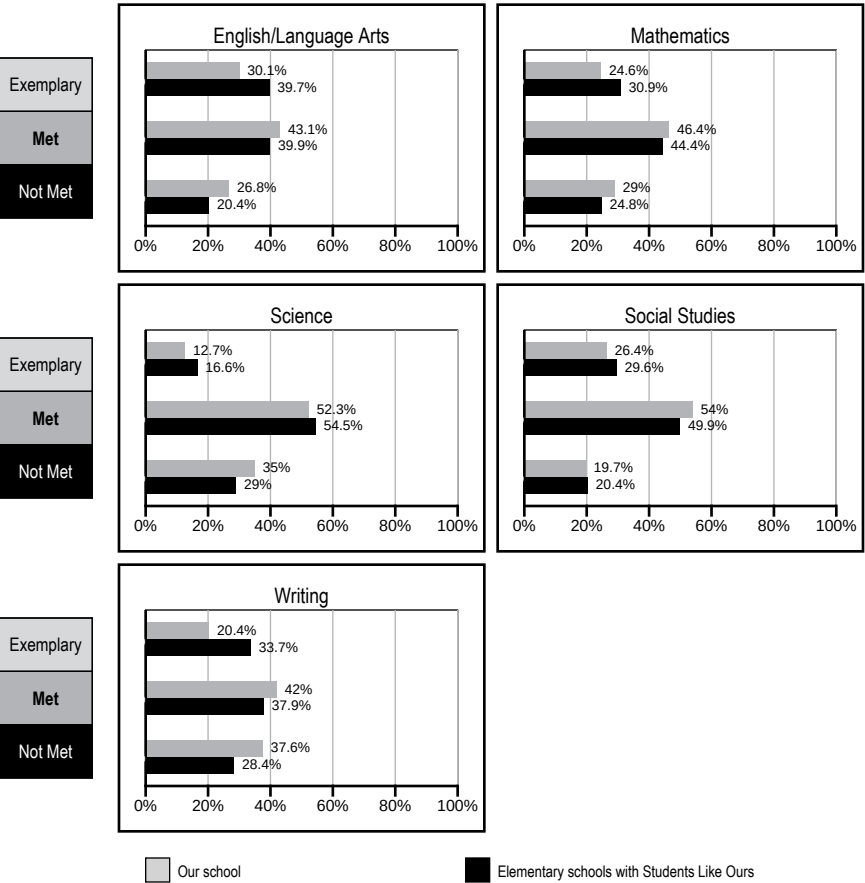
96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	30	54	2	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=774)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Up from 2.0%	1.9%	1.9%
Attendance rate	96.1%	Down from 96.6%	96.2%	96.3%
Eligible for gifted and talented	11.8%	Down from 12.1%	11.4%	10.0%
With disabilities other than speech	6.0%	No Change	8.9%	7.7%
Older than usual for grade	0.8%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	70.5%	Up from 67.4%	58.8%	59.4%
Continuing contract teachers	93.2%	Up from 79.1%	84.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.0%	No Change	86.2%	85.9%
Teacher attendance rate	94.4%	Down from 94.7%	95.3%	95.1%
Average teacher salary*	\$48,497	Up 2.9%	\$46,849	\$47,149
Professional development days/teacher	8.2 days	Down from 8.3 days	11.7 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 21.2 to 1	19.1 to 1	18.8 to 1
Prime instructional time	89.7%	Up from 89.6%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Up from 94.3%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,076	Up 0.8%	\$7,147	\$7,458
Percent of expenditures for instruction**	74.7%	Up from 74.1%	68.3%	68.8%
Percent of expenditures for teacher salaries**	70.9%	Up from 69.2%	63.9%	63.2%

* 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

The 2008-2009 school year at Cotton Belt has been one filled with lots of excitement, achievement, and challenge. The students were not only challenged academically, but also physically. In an effort to improve student health and wellness, we implemented several health-related ideas this year. One of the initiatives was the "Step Up Club." The K-2 students were challenged to walk/run thirty miles, and the 3-5 students were challenged to walk/run fifty miles during their recess time. The students logged their miles and enjoyed moving their "footprints" in the cafeteria to view their progress. Students who met their goal received a "Super Stepper" necklace to wear. Other activities to promote health and wellness included the following: Family Health Fair, After School Fitness Program, A.C.E.S. Day, Olympic Day, and Jump Rope for Heart.

Improving student achievement by meeting the individual needs of our children is something that we continue to strive for each day. This year we continued to incorporate "Cub Time" which allows us to group students 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 included Early Intervention Services for at-risk readers, teacher training on how to implement a balanced literacy model for teaching students how to read and write, and mini sessions for teachers to implement best practices in the classroom.

Our parents and community members continue to play an integral role in the success of our children. For example, this year's School Improvement Council implemented the "Math Superstars" program which challenged our boys and girls to apply their math skills to solve challenging math problems. The boys and girls who earned the required number of points were treated to an hour-long recess and a popsicle party. Other examples of strong parental support were the addition of our new picnic benches, mulched kindergarten playgrounds, and new recess equipment. Our parents also donated over 800 hundred books during our "Book-a-thon" so that each of our students could take one home to read over the summer. 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

Jaime Benfield, Chairperson/School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	118	101
Percent satisfied with learning environment	88.9%	87.9%	92.9%
Percent satisfied with social and physical environment	97.2%	88.8%	88.9%
Percent satisfied with school-home relations	86.1%	83.5%	92.1%

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

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 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	
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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	N/A	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	96.1%	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	395	100	26.8	43.4	29.8	85.5	83.4	82.8	Yes	Yes
Gender										
Male	206	100	31.6	41.6	26.8	82.6	78.7	79.3	N/A	N/A
Female	189	100	21.6	45.5	33	88.6	88.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	274	100	22.6	40.9	36.6	88.3	85.9	89.5	Yes	Yes
African American	96	100	38.8	49.4	11.8	76.5	75.7	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	95.8	92.3	I/S	I/S
Hispanic	16	100	18.8	56.3	25	87.5	73.7	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	80.8	82.5	I/S	I/S
Disability Status										
Disabled	47	100	50	33.3	16.7	64.3	50.3	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	21.4	71.4	7.1	85.7	72.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	222	100	34.1	44.7	21.2	81.3	78.6	75.5	Yes	Yes

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

All Students	395	100	29.2	46.4	24.3	79.2	82.6	78.9	Yes	Yes
Gender										
Male	206	100	34.2	43.2	22.6	75.8	79.1	77	N/A	N/A
Female	189	100	23.9	50	26.1	83	86.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	274	100	22.6	49.4	28	84.4	85.5	87.2	Yes	Yes
African American	96	100	48.2	38.8	12.9	65.9	72.8	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	83.3	93	I/S	I/S
Hispanic	16	100	31.3	50	18.8	75	82.1	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	65.4	79.5	I/S	I/S
Disability Status										
Disabled	47	100	57.1	31	11.9	52.4	56.6	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	35.7	50	14.3	71.4	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	222	100	34.6	46.2	19.2	75	77.7	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

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	259	100	35.6	51.9	12.6	64.4	70.2	67.5
Gender								
Male	138	100	41.7	41.7	16.5	58.3	67.3	67
Female	121	100	28.6	63.4	8	71.4	73.2	68
Racial/Ethnic Group								
White	179	100	31.5	52.4	16.1	68.5	74.5	79.5
African American	70	100	47.5	47.5	4.9	52.5	54.7	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.3	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.8	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.8	71.2
Disability Status								
Disabled	33	100	58.6	24.1	17.2	41.4	46.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58	59.6
Socio-Economic Status								
Subsided meals	150	100	43	48.6	8.5	57	61.4	55.1

Social Studies

All Students	260	99.6	19.5	54.4	26.1	80.5	75.8	72.3
Gender								
Male	140	100	19.5	53.1	27.3	80.5	74.6	71.5
Female	120	99.2	19.5	55.8	24.8	80.5	77.1	73.2
Racial/Ethnic Group								
White	185	99.5	16.2	52.6	31.2	83.8	78.5	80.7
African American	57	100	29.4	60.8	9.8	70.6	63.8	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.3	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	78.6	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	73.3	72.2
Disability Status								
Disabled	28	100	30.4	60.9	8.7	69.6	52	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	79.5	67.9
Socio-Economic Status								
Subsided meals	138	100	21.2	61.4	17.4	78.8	69.9	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	394	98	37.3	42.2	20.5	62.7	68.6	70.2	96.1	96.1
Gender										
Male	208	96.6	47.1	38.6	14.3	52.9	59.5	63.2	96.2	96
Female	186	99.5	26.7	46	27.3	73.3	78	77.5	95.9	96.1
Racial/Ethnic Group										
White	273	97.8	31.5	43.7	24.8	68.5	72.3	79.1	95.7	95.7
African American	96	99	50	42	8	50	58.4	57.6	96.9	97
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	70.8	86.2	97.3	96.7
Hispanic	16	100	56.3	18.8	25	43.8	57.6	62.6	96.9	96.8
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	52	68.7	95.9	96.4
Disability Status										
Disabled	40	85	61.8	29.4	8.8	38.2	26.1	26.1	94.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	14	100	64.3	21.4	14.3	35.7	51.9	61.2	96.8	97
Socio-Economic Status										
Subsidized meals	218	98.6	47.3	38	14.6	52.7	60.6	58.9	95.6	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	150	100	27.7	39.4	32.8	72.3
	4	124	100	32.2	40	27.8	67.8
	5	121	100	20.2	51.8	28.1	79.8
	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	150	100	41.6	42.3	16.1	58.4
	4	124	100	20	49.6	30.4	80
	5	121	100	23.7	48.2	28.1	76.3
	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
Science							
2009	3	75	100	48.5	42.6	8.8	51.5
	4	124	100	30.4	57.4	12.2	69.6
	5	60	100	30.4	51.8	17.9	69.6
	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
Social Studies							
2009	3	75	98.7	25	50	25	75
	4	124	100	16.5	55.7	27.8	83.5
	5	61	100	19	56.9	24.1	81
	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	147	97.3	43.4	35.3	21.3	56.6
	4	124	98.4	32.8	55.2	12.1	67.2
	5	123	98.4	34.5	37.2	28.3	65.5
	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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