

COOSA ELEMENTARY

45 Middle Road
Beaufort, SC 29907

Grades	PK-4 Elementary School	
Enrollment	535 Students	
Principal	Carmen Dillard	843-322-6100
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Good**	**Excellent**
2009	Good	Average
2008	Good	Below Average
2007	Good	Below Average
2006	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.

http://ed.sc.gov
http://www.eoc.sc.gov

COOSA ELEMENTARY	03/09/11-0701025

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

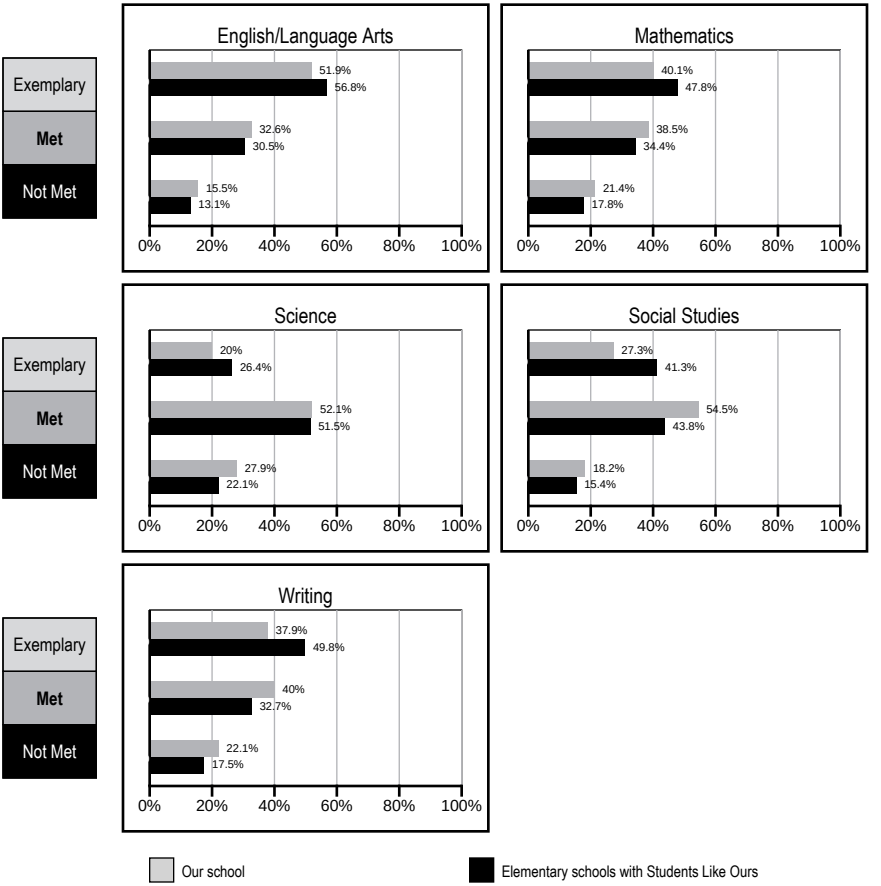
Percent of students tested in 2009-10 whose 2008-09 test scores were located	91.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
27	10	2	1	0

* Ratings are calculated with data available by 03/09/2011.

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
Students (n=535)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.4%	Down from 1.6%	0.9%	1.2%
Attendance rate	96.0%	Up from 95.8%	96.4%	96.1%
Eligible for gifted and talented	17.8%	Down from 23.2%	20.8%	11.7%
With disabilities other than speech	1.9%	Down from 3.4%	6.8%	8.0%
Older than usual for grade	0.2%	Down from 0.4%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.2%	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	70.0%	Up from 68.9%	63.5%	60.5%
Continuing contract teachers	77.5%	Down from 80.0%	89.1%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.6%	Down from 92.0%	88.6%	87.0%
Teacher attendance rate	94.1%	Down from 94.9%	95.9%	95.4%
Average teacher salary*	$51,373	Up 0.9%	$48,507	$47,288
Professional development days/teacher	8.1 days	Down from 18.8 days	9.1 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 19.3 to 1	21.0 to 1	19.2 to 1
Prime instructional time	88.5%	Down from 89.4%	92.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	$7,364	Up 6.5%	$6,873	$7,548
Percent of expenditures for instruction**	70.8%	No Change	70.6%	68.7%
Percent of expenditures for teacher salaries**	69.3%	Up from 56.8%	68.4%	65.1%

* 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

Coosa Elementary School had a very successful 2009-2010 school year. Once again, the school met AYP (Adequate Yearly Progress) under the federal "No Child Left Behind" legislation. While we are extremely proud of our student achievement results on the 2009 PASS and impressive 2009-2010 MAP results, we continue to seek and implement ways to build on past success to maintain academic excellence.

As principal, I believe our past and present success is directly related to the participation, involvement, and combined efforts of motivated students, parents, staff, district administrators, and community volunteers. As with any organization, competent and dedicated people are key components.

Coosa is fortunate to have a staff of experienced, diverse, and caring individuals. They model the importance of being lifelong learners. This past year, we had Instructional Coaches in Literacy, Math, and Technology who supported teachers in further developing “best instructional practices” through professional learning opportunities and acquisition of resources. The number of National Board Certified teachers grew to eight, and nine of our teachers are now gifted endorsed. All Coosa teachers are embracing and using interactive whiteboard technology as part of instruction to prepare students for the 21st century. Throughout the school, each teacher is devoted to our mission of building “a safe, secure learning community that challenges students to become lifelong learners and productive citizens in our global society.” We continue to hold high expectations of ourselves as educators, as well as our students. Student failure is unacceptable, and we work tirelessly to see that each and every student receives a rigorous and fulfilling education.

Community members and parents volunteer their time, service, and assistance to support the school, work with students, and assist teachers. The Coosa Business Partners offer assistance anytime they are asked. A very active School Improvement Council and Parent Teacher Organization, along with the faculty and staff, offer feedback in our ongoing self-evaluation and yearly update of the School Renewal Plan. The strategic goals of this plan are aligned with the school district goals and include increased student achievement, use of “best practices,” actively engaging community and stakeholders, providing resources to support learning, ensuring a safe and healthy environment, and effective communication.

Coosa continues to keep the value of student learning our first priority and live by our motto of “Building Our Future….One Child at a Time.”

Carmen Dillard, Principal
Michelle Aivaz, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	102	89
Percent satisfied with learning environment	77.5%	84.8%	92.0%
Percent satisfied with social and physical environment	95.0%	83.2%	93.2%
Percent satisfied with school-home relations	92.1%	82.3%	87.4%

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

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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	4.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	12.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.3%	0.0%	No
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

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COOSA ELEMENTARY										03/09/11-0701025
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
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	201	100	15.5	32.6	51.9	93	83.6	83.5	Yes	Yes
Gender										
Male	91	100	18.2	48.9	33	94.3	80.3	80.1	N/A	N/A
Female	110	100	13.1	18.2	68.7	91.9	87	87	N/A	N/A
Racial/Ethnic Group										
White	142	100	10.6	35.6	53.8	94.7	92.8	89.6	Yes	Yes
African American	37	100	31.4	31.4	37.1	88.6	73.5	74.6	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.7	92.7	I/S	I/S
Hispanic	16	100	26.7	20	53.3	86.7	78.3	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.9	85.1	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	44.9	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	54.5	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	76.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	63	100	24.6	37.7	37.7	86.9	76.5	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	201	100	21.4	38.5	40.1	87.7	80.4	80.4	Yes	Yes
Gender										
Male	91	100	21.6	34.1	44.3	86.4	78.9	78.4	N/A	N/A
Female	110	100	21.2	42.4	36.4	88.9	82	82.5	N/A	N/A
Racial/Ethnic Group										
White	142	100	14.4	39.4	46.2	93.2	91.4	87.8	Yes	Yes
African American	37	100	45.7	34.3	20	68.6	66.5	69.3	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90	93.5	I/S	I/S
Hispanic	16	100	33.3	40	26.7	80	77.6	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	77.8	83.2	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	41.5	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	63.6	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	75.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	63	100	32.8	41	26.2	78.7	72.4	72.8	Yes	Yes

***** Adjusted to account for natural variation in performance.

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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
Science								
All Students	151	100	27.9	52.1	20	72.1	65.1	67.3
Gender								
Male	71	100	29.4	50	20.6	70.6	64.8	66.9
Female	80	100	26.4	54.2	19.4	73.6	65.4	67.7
Racial/Ethnic Group								
White	107	100	20.2	56.6	23.2	79.8	83.8	79.6
African American	28	100	51.9	37	11.1	48.1	45.5	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	79.5	84.4
Hispanic	12	100	N/A	N/A	N/A	63.6	54	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	66.7	69.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	29.8	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	49.5	58.6
Socio-Economic Status								
Subsidized meals	46	100	44.4	44.4	11.1	55.6	51.4	55.4
Social Studies								
All Students	153	100	18.2	54.5	27.3	81.8	69.4	70.9
Gender								
Male	72	100	21.4	48.6	30	78.6	69.2	70.1
Female	81	100	15.1	60.3	24.7	84.9	69.5	71.7
Racial/Ethnic Group								
White	111	100	15.5	52.4	32	84.5	83.1	79.2
African American	28	100	25.9	63	11.1	74.1	53	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.1	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	62.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	71.2
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	36	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	59.3	68
Socio-Economic Status								
Subsidized meals	50	100	22.4	55.1	22.4	77.6	57.6	60.8

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	200	99.5	21.7	40.2	38.1	78.3	70.5	72.1	96	96.7
Gender										
Male	90	98.9	34.5	39.1	26.4	65.5	63.9	65.2	96.2	96.7
Female	110	100	10.8	41.2	48	89.2	77.1	79.2	95.8	96.8
Racial/Ethnic Group										
White	141	99.3	19.4	40.3	40.3	80.6	84.8	80.8	96.1	96.5
African American	37	100	34.3	34.3	31.4	65.7	55.6	59.7	96.4	97.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.3	87	95.9	97.1
Hispanic	16	100	20	53.3	26.7	80	60.8	64.6	94.5	96.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.4	73.4	94.3	96
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	22.1	27.7	95.2	96
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	56.2	63.7	95.6	96.8
Socio-Economic Status										
Subsidized meals	65	98.5	32.3	40.3	27.4	67.7	58.7	61.9	96.1	96.6

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COOSA ELEMENTARY 03/09/11-0701025

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	111	100	16.3	30.8	52.9	83.7
	4	97	100	17.2	29	53.8	82.8
	5	117	100	4.9	47.6	47.6	95.1
	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
2010	3	98	100	11	23.1	65.9	89
	4	103	100	19.8	41.7	38.5	80.2
	5	0	N/A	N/A	N/A	N/A	N/A
	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
Mathematics							
2009	3	111	100	26.9	40.4	32.7	73.1
	4	97	100	18.3	51.6	30.1	81.7
	5	117	100	12.6	59.2	28.2	87.4
	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
2010	3	98	100	28.6	41.8	29.7	71.4
	4	103	100	14.6	35.4	50	85.4
	5	0	N/A	N/A	N/A	N/A	N/A
	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
Science							
2009	3	54	100	32.7	51.9	15.4	67.3
	4	97	100	24.7	60.2	15.1	75.3
	5	58	100	23.5	60.8	15.7	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
2010	3	48	100	31.8	38.6	29.5	68.2
	4	103	100	26	58.3	15.6	74
	5	0	N/A	N/A	N/A	N/A	N/A
	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

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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							
2009	3	57	100	21.2	61.5	17.3	78.8
	4	97	100	19.4	48.4	32.3	80.6
	5	59	100	32.7	48.1	19.2	67.3
	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
2010	3	50	100	21.3	55.3	23.4	78.7
	4	103	100	16.7	54.2	29.2	83.3
	5	0	N/A	N/A	N/A	N/A	N/A
	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
Writing							
2009	3	113	100	25.5	39.6	34.9	74.5
	4	99	100	23.2	41.1	35.8	76.8
	5	116	100	6.8	39.8	53.4	93.2
	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
2010	3	97	100	22.8	37	40.2	77.2
	4	103	99	20.6	43.3	36.1	79.4
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	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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