

COOLEY SPRINGS-FINGERVILLE ELEMENTARY

140 Cooley Springs School
Chesnee, SC 29323

Grades	PK-5 Elementary School	
Enrollment	308 Students	
Principal	Denny Landrum	864-592-1211
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mrs. Connie Smith	864-578-0128

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Average**	**Good***
2009	Good	Average
2008	Average	At-Risk
2007	Average	Good
2006	Average	At-Risk

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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

COOLEY SPRINGS-FINGERVILLE ELEMENTARY 03/09/11-4202019

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

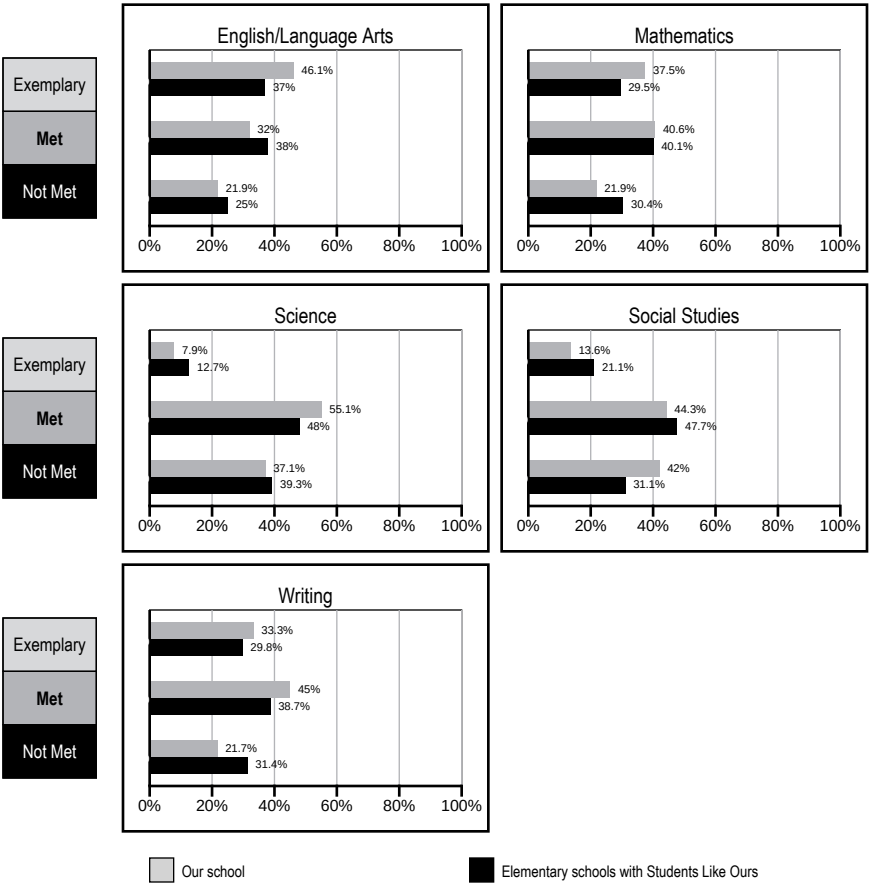
Percent of students tested in 2009-10 whose 2008-09 test scores were located	98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	20	92	8	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=308)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.1%	Down from 5.0%	1.3%	1.2%
Attendance rate	96.4%	Up from 96.3%	95.8%	96.1%
Eligible for gifted and talented	22.1%	Up from 8.7%	10.6%	11.7%
With disabilities other than speech	9.7%	Down from 10.1%	8.7%	8.0%
Older than usual for grade	0.8%	Up from 0.0%	0.5%	0.4%
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	57.1%	Down from 59.1%	59.8%	60.5%
Continuing contract teachers	85.7%	Up from 77.3%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.5%	Up from 76.2%	87.7%	87.0%
Teacher attendance rate	95.5%	Up from 93.6%	94.9%	95.4%
Average teacher salary*	$47,562	Up 4.7%	$47,073	$47,288
Professional development days/teacher	21.2 days	Up from 17.8 days	10.5 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 18.1 to 1	19.1 to 1	19.2 to 1
Prime instructional time	88.1%	Up from 86.2%	89.9%	90.8%
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**	$8,011	Down 0.9%	$7,478	$7,548
Percent of expenditures for instruction**	65.6%	Up from 61.4%	68.0%	68.7%
Percent of expenditures for teacher salaries**	57.4%	Up from 54.0%	64.6%	65.1%

* 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). This year we received the Palmetto Silver Award for Closing the Gap. 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 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 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 has been fully implemented in grades K5 through 5. Students are also provided related arts instruction in music, art, physical education, media, and technology science.

Our 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. The School Messenger 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	18	27	20
Percent satisfied with learning environment	100.0%	85.2%	95.0%
Percent satisfied with social and physical environment	100.0%	80.0%	94.7%
Percent satisfied with school-home relations	100.0%	84.6%	95.0%

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

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 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	2.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	96.4%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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

COOLEY SPRINGS-FINGERVILLE ELEMENTARY 03/09/11-4202019

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	142	100	21.9	32	46.1	88.3	87.5	83.5	Yes	Yes
Gender										
Male	72	100	26.2	33.8	40	87.7	85.1	80.1	N/A	N/A
Female	70	100	17.5	30.2	52.4	88.9	90.2	87	N/A	N/A
Racial/Ethnic Group										
White	109	100	20.2	33.3	46.5	88.9	89.1	89.6	Yes	Yes
African American	19	100	17.6	29.4	52.9	94.1	83	74.6	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.6	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.6	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	85.1	I/S	I/S
Disability Status										
Disabled	22	100	60	25	15	55	52.6	51.7	I/S	I/S
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	62.5	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	40	26.7	33.3	80	81.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	103	100	25.8	36	38.2	87.6	81.7	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	142	100	21.9	40.6	37.5	85.9	87.7	80.4	Yes	Yes
Gender										
Male	72	100	20	38.5	41.5	86.2	86	78.4	N/A	N/A
Female	70	100	23.8	42.9	33.3	85.7	89.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	109	100	19.2	44.4	36.4	88.9	88.8	87.8	Yes	Yes
African American	19	100	17.6	29.4	52.9	88.2	81.5	69.3	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	82.9	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	83.2	I/S	I/S
Disability Status										
Disabled	22	100	55	30	15	55	53.6	46.1	I/S	I/S
Migrant Status										
Migrant	3	I/S	I/S	I/S	I/S	I/S	68.8	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	15	100	40	33.3	26.7	73.3	86.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	103	100	27	42.7	30.3	83.1	82.3	72.8	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	100	99	37.1	55.1	7.9	62.9	75.2	67.3
Gender								
Male	55	100	38	56	6	62	74.3	66.9
Female	45	97.8	35.9	53.8	10.3	64.1	76.2	67.7
Racial/Ethnic Group								
White	78	98.7	32.9	60	7.1	67.1	78.1	79.6
African American	13	100	36.4	54.5	9.1	63.6	63.2	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	74.6	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	62.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	14	100	N/A	N/A	N/A	38.5	37.2	33.8
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	12	100	69.2	23.1	7.7	30.8	65.1	58.6
Socio-Economic Status								
Subsidized meals	71	98.6	43.3	50	6.7	56.7	66.9	55.4
Social Studies								
All Students	98	100	42	44.3	13.6	58	77.8	70.9
Gender								
Male	47	100	41.5	41.5	17.1	58.5	78.1	70.1
Female	51	100	42.6	46.8	10.6	57.4	77.5	71.7
Racial/Ethnic Group								
White	78	100	40	45.7	14.3	60	80.2	79.2
African American	12	100	36.4	45.5	18.2	63.6	70	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	78.2	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	65.9	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	15	100	N/A	N/A	N/A	38.5	46.2	39.3
Migrant Status								
Migrant	2	I/S	I/S	I/S	I/S	I/S	41.7	55
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	70.5	68
Socio-Economic Status								
Subsidized meals	69	100	45.8	47.5	6.8	54.2	69.1	60.8

Abbreviations for Missing Data

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

COOLEY SPRINGS-FINGERVILLE ELEMENTARY 03/09/11-4202019

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	141	99.3	21.1	45.3	33.6	78.9	80.9	72.1	96.4	96.2
Gender										
Male	72	100	23.1	43.1	33.8	76.9	75	65.2	96.7	96.2
Female	69	98.6	19	47.6	33.3	81	87.6	79.2	96.1	96.2
Racial/Ethnic Group										
White	108	99.1	20.4	42.9	36.7	79.6	82.9	80.8	96.2	96
African American	19	100	17.6	52.9	29.4	82.4	75.3	59.7	97.4	96.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.7	87	97.7	97.2
Hispanic	10	I/S	I/S	I/S	I/S	I/S	68.4	64.6	97.8	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	73.4	91.7	95.4
Disability Status										
Disabled	22	100	60	30	10	40	33.2	27.7	95.8	94.7
Migrant Status										
Migrant	3	I/S	N/A	N/A	N/A	N/A	N/A	63.5	98.3	96.7
English Proficiency										
Limited English Proficient	15	100	26.7	46.7	26.7	73.3	72.5	63.7	97.7	96.9
Socio-Economic Status										
Subsidized meals	102	99	25.8	52.8	21.3	74.2	72.5	61.9	95.9	95.6

Abbreviations for Missing Data

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

COOLEY SPRINGS-FINGERVILLE ELEMENTARY 03/09/11-4202019

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
2010	3	58	100	25	21.2	53.8	75
	4	56	100	22.4	40.8	36.7	77.6
	5	28	100	14.8	37	48.1	85.2
	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	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
2010	3	58	100	26.9	38.5	34.6	73.1
	4	56	100	16.3	46.9	36.7	83.7
	5	28	100	22.2	33.3	44.4	77.8
	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	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
2010	3	29	100	34.6	42.3	23.1	65.4
	4	56	100	34.7	63.3	2	65.3
	5	15	93.3	N/A	N/A	N/A	50
	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

Abbreviations for Missing Data

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

COOLEY SPRINGS-FINGERVILLE ELEMENTARY 03/09/11-4202019

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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
2010	3	29	100	34.6	34.6	30.8	65.4
	4	56	100	44.9	51	4.1	55.1
	5	13	100	46.2	38.5	15.4	53.8
	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	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
2010	3	57	98.3	23.1	46.2	30.8	76.9
	4	56	100	18.4	46.9	34.7	81.6
	5	28	100	22.2	40.7	37	77.8
	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

Abbreviations for Missing Data

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