



COTTAGEVILLE ELEMENTARY

PO Box 208
Cottageville, SC 29435

Grades	PK-5 Elementary School	
Enrollment	548 Students	
Principal	Tracy McDonald	843-782-4528
Superintendent	Ms. Leila Williams	843-782-4510
Board Chair	Mr. Wayne Shider	843-782-4510

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Good
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	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 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://eoc.sc.gov>

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

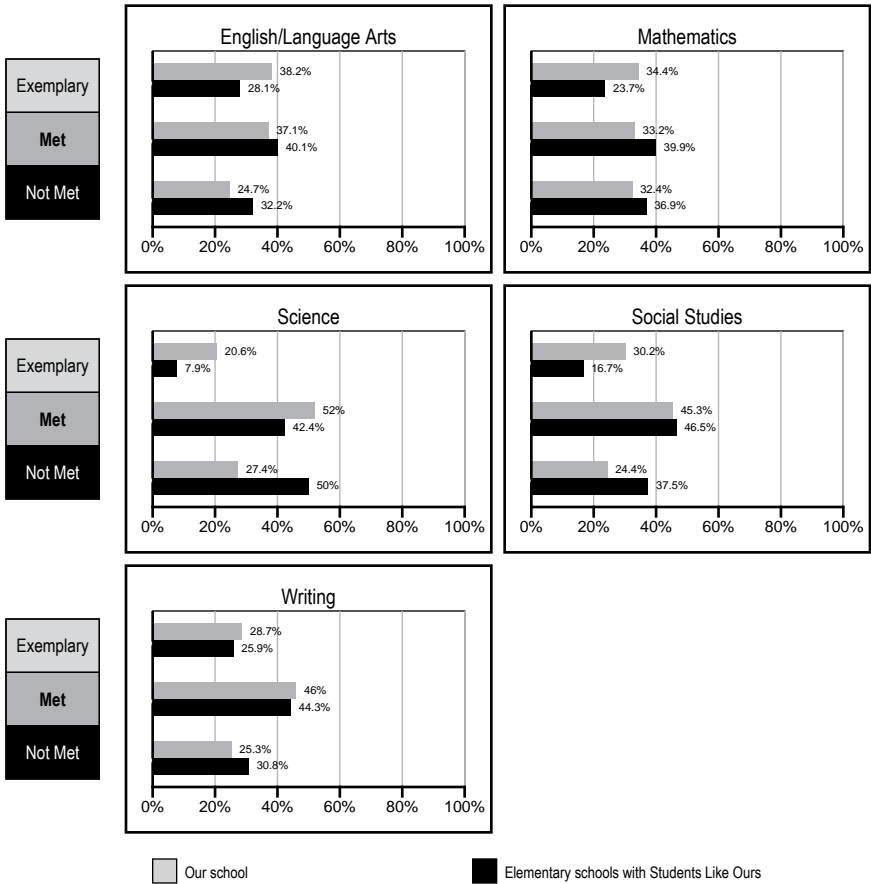
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	108	47	17

* Ratings are calculated with data available by 11/09/2011.

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=548)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Up from 1.3%	1.5%	1.1%
Attendance rate	94.1%	Down from 96.2%	95.9%	96.2%
Served by gifted and talented program	10.1%	Down from 12.3%	6.2%	13.4%
With disabilities other than speech	3.5%	Down from 16.4%	4.3%	4.1%
Older than usual for grade	1.1%	Down from 2.1%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	44.1%	Up from 38.2%	61.5%	62.5%
Continuing contract teachers	85.3%	Up from 76.5%	83.3%	88.2%
Teachers returning from previous year	90.7%	Up from 85.1%	85.1%	87.8%
Teacher attendance rate	94.4%	Down from 95.9%	95.1%	95.2%
Average teacher salary*	\$39,657	Down 2.0%	\$45,319	\$46,773
Professional development days/teacher	6.1 days	Down from 10.4 days	10.5 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	16.4 to 1	Down from 19.8 to 1	18.1 to 1	19.9 to 1
Prime instructional time	87.8%	Down from 88.8%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$4,984	Up 5.4%	\$8,159	\$7,447
Percent of expenditures for instruction**	72.9%	Up from 68.5%	68.0%	68.4%
Percent of expenditures for teacher salaries**	72.0%	Up from 65.4%	64.6%	65.8%

* 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

Cottageville Elementary, a pre-kindergarten through fifth grade school, can be found along the Edisto River in the rural community of Cottageville in Colleton County. The student body, faculty, staff, and administration have worked hard throughout the year to ensure that all students "Soar Like Eagles".

The faculty and staff have worked very hard this year to ensure the academic success of all our students. We continue to utilize the process of teachers collaborating on common standards, identifying strategies to teach these standards, common assessments known as Progress Monitoring, and teacher reflection or analysis. We assessed our students in Reading as early as kindergarten using the Dominie text level assessment. After data analysis, we identified students needing additional interventions. Those students were served through a certified Reading Interventionist. The primary MAP assessment was also given to kindergarten and first grade students. This data provided us with additional information to identify areas needing interventions. We were served by three district instructional facilitators. They provided additional assistance to teachers by planning, observing and reflecting.

We provided our students opportunities for community outreach. Students brought in canned goods during Thanksgiving for the local food bank during the holiday season. They also pledged their efforts in Jump Rope for Heart and raised \$4,000. Our cheerleaders participated in events at the local Veterans home.

Students' academic success was recognized in several ways. Honor roll and superintendent's list ceremonies were held at the end of each quarter. We had three students represent our school at the district spelling bee. One of them succeeded in representing our district in the regional bee. We also celebrated one student who finished first at the district's math meet.

Tracy McDonald, Principal
Robin Stone, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	80	35
Percent satisfied with learning environment	71.4%	80.0%	85.3%
Percent satisfied with social and physical environment	85.7%	84.8%	74.3%
Percent satisfied with school-home relations	60.0%	88.6%	80.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 16 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

RP

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	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.5%	0.0%	No
Student attendance rate	94.1%	94.0%**	Yes

* Or greater than last year

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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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	276	100	24.7	37.1	38.2	79.2	77	82.4	Yes	Yes
Gender										
Male	135	100	33.3	38.1	28.6	70.6	72.6	78.7	N/A	N/A
Female	141	100	16.5	36.1	47.4	87.2	81.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	171	100	22.8	33.5	43.7	81	83.9	88.9	Yes	Yes
African American	86	100	27.4	46.4	26.2	76.2	70.1	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	80.6	79.3	I/S	I/S
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	87.1	83	I/S	I/S
Disability Status										
Disabled	56	100	64.2	22.6	13.2	43.4	37.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	82.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	223	100	27.8	39.2	33	77	73.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	276	100	32.4	33.2	34.4	76.8	76	81.9	No	Yes
Gender										
Male	135	100	40.5	28.6	31	69.8	74.4	79.9	N/A	N/A
Female	141	100	24.8	37.6	37.6	83.5	77.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	171	100	28.5	29.1	42.4	79.7	83.8	88.9	Yes	Yes
African American	86	100	41.7	40.5	17.9	71.4	68.2	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	94.6	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	79	81.1	I/S	I/S
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	83.9	84.4	I/S	I/S
Disability Status										
Disabled	56	100	75.5	20.8	3.8	30.2	39.3	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	85.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	223	100	36.8	33.5	29.7	73.2	72.5	74.9	No	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	184	99.5	27.4	52	20.6	72.6	67.1	68.6
Gender								
Male	87	100	30.1	48.2	21.7	69.9	67	68.3
Female	97	99	25	55.4	19.6	75	67.2	68.9
Racial/Ethnic Group								
White	117	100	27.3	47.3	25.5	72.7	79.7	80.7
African American	57	98.3	32.1	58.9	8.9	67.9	55.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	70	61.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	89.5	70.8
Disability Status								
Disabled	40	100	71.8	25.6	2.6	28.2	34.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	61.9	60.7
Socio-Economic Status								
Subsidized meals	149	99.3	31	52.8	16.2	69	62.6	57.3
Social Studies								
All Students	183	99.5	24.4	45.3	30.2	75.6	71.8	72.5
Gender								
Male	88	100	25.9	39.5	34.6	74.1	73.1	72
Female	95	99	23.1	50.5	26.4	76.9	70.5	73.1
Racial/Ethnic Group								
White	108	99.1	22	40	38	78	78.3	81
African American	60	100	25.4	54.2	20.3	74.6	65.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	68.2	69.6
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	85.7	73.5
Disability Status								
Disabled	36	100	38.2	52.9	8.8	61.8	46.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	149	99.3	27.9	49.3	22.9	72.1	67.2	62.9

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	91	100	25.3	46	28.7	74.7	59.2	73.2	94.1	95.5
Gender										
Male	47	100	32.6	43.5	23.9	67.4	51.2	67.2	93.8	95.3
Female	44	100	17.1	48.8	34.1	82.9	67.4	79.4	94.3	95.6
Racial/Ethnic Group										
White	57	100	17	43.4	39.6	83	68.8	81.5	93.6	94.7
African American	28	100	35.7	50	14.3	64.3	50.7	61.3	95	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	96.3	97.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	38.5	66.7	94.7	96.1
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	60	72.2	92.7	94
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	33.3	14.6	26	93.5	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.2
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	57.1	65.7	95.3	96.4
Socio-Economic Status										
Subsidized meals	77	100	30.1	43.8	26	69.9	54.5	63.2	93.9	95.3

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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							
2010	3	101	99	30	35.6	34.4	70
	4	96	100	25	37.5	37.5	75
	5	78	100	25.7	39.2	35.1	74.3
	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
2011	3	94	100	24.4	18.6	57	75.6
	4	92	100	25	43.2	31.8	75
	5	90	100	24.7	49.4	25.9	75.3
	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
Mathematics							
2010	3	101	99	45.6	28.9	25.6	54.4
	4	96	100	20.5	47.7	31.8	79.5
	5	78	100	37.8	40.5	21.6	62.2
	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
2011	3	94	100	37.2	19.8	43	62.8
	4	92	100	33	38.6	28.4	67
	5	90	100	27.1	41.2	31.8	72.9
	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							
2010	3	49	100	51.1	37.8	11.1	48.9
	4	96	100	21.6	55.7	22.7	78.4
	5	39	100	29.7	59.5	10.8	70.3
	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
2011	3	49	98	37.8	42.2	20	62.2
	4	91	100	22.7	53.4	23.9	77.3
	5	44	100	26.2	59.5	14.3	73.8
	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							
2010	3	51	100	28.9	53.3	17.8	71.1
	4	96	100	19.3	61.4	19.3	80.7
	5	39	100	37.8	37.8	24.3	62.2
	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
2011	3	45	100	19.5	24.4	56.1	80.5
	4	92	100	26.1	51.1	22.7	73.9
	5	46	97.8	25.6	53.5	20.9	74.4
	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
Writing							
2010	3	103	100	40.4	33	26.6	59.6
	4	98	100	31.9	42.9	25.3	68.1
	5	77	100	29.7	35.1	35.1	70.3
	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
2011	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	91	100	25.3	46	28.7	74.7
	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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