



Cooley Springs-Fingerville Elementary

140 Cooley Springs School
Chesnee, SC 29323

Grades	PK-5 Elementary School	
Enrollment	284 Students	
Principal	Denny Landrum	864-592-1211
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Joyce M. Wright	864-706-7973

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Good
2011	Good	Average
2010	Average	Good
2009	Good	Average
2008	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 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>

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

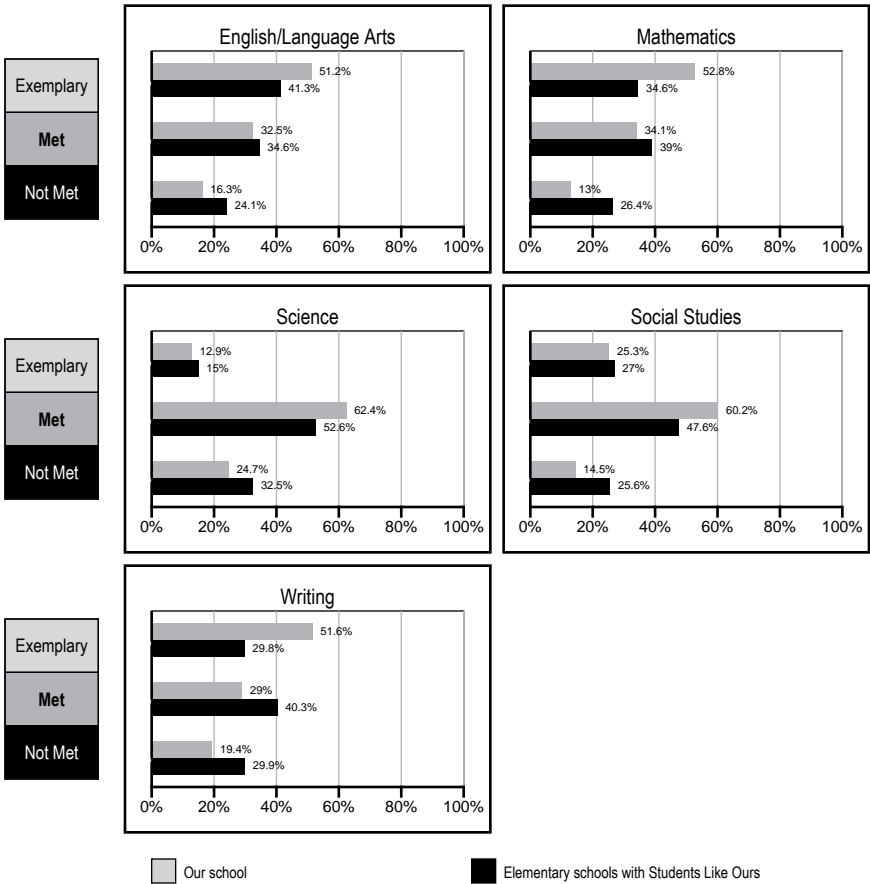
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
18	36	68	5	0

* Ratings are calculated with data available by 11/07/2012.

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=284)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Up from 1.4%	1.2%	1.0%
Attendance rate	96.5%	Up from 96.2%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	60.0%	Down from 61.9%	62.1%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	92.1%	Up from 84.7%	89.3%	88.7%
Teacher attendance rate	92.7%	Down from 96.6%	94.9%	95.1%
Average teacher salary*	\$50,434	Up 6.6%	\$47,490	\$47,210
Professional development days/teacher	9.8 days	Down from 19.3 days	10.8 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	20.0 to 1	20.0 to 1
Prime instructional time	88.2%	Down from 88.8%	89.9%	90.5%
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**	\$8,620	Down 1.2%	\$7,312	\$7,247
Percent of expenditures for instruction**	56.8%	Down from 61.5%	67.6%	68.2%
Percent of expenditures for teacher salaries**	53.3%	Down from 58.5%	65.1%	65.7%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Cooley Springs-Fingerville Elementary is a place where students are challenged to use the twelve LIFESKILLS along with the five lifelong guidelines—Personal Best, Trustworthiness, Truthfulness, Active Listening, and No Putdowns. Students are taught in an atmosphere of love and respect. They are encouraged to learn, think, grow, and develop as unique individuals. The focus on fundamental skills has helped our school achieve high test scores and improved overall behavior. We have been recognized as a school that is continuing to grow academically, maintaining Adequate Yearly Progress status and receiving the state Palmetto Silver award for the past two consecutive years. Teachers and staff at Cooley Springs-Fingerville collaborate and cooperate to make the entire group successful, as we continue to learn and sharpen our teaching skills. Our school theme, "Growing to Greatness," permeates the school. PASS scores over the years reflect our commitment to providing quality teaching and learning in a nurturing environment for all of our students. We are pleased with our students' progress but continue to study results to identify areas of need. We realize that if we are to continue to help our students reach their maximum potential, we must interpret the results of these tests as well as learn the latest information on teaching and learning. We must identify what changes need to be made when any expectation is not met so that we can continue to ensure success for all our students. We look forward to your careful review of the data contained in this report. Cooley Springs-Fingerville Elementary and Spartanburg School District Two have taken a number of steps to ensure that students are making progress in meeting standards. As a standards-driven school applying best teaching practices, we ensure that statewide standards are taught in a meaningful and relevant context so that students can apply their learning to real-life circumstances. Working together, we will continue to see positive results on all statewide indicators of success as we grow our community of learners to become productive citizens in a global society.

Denny Landrum, Principal

Kathi Dalton, School Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	32	24
Percent satisfied with learning environment	100.0%	78.1%	87.5%
Percent satisfied with social and physical environment	100.0%	83.9%	91.7%
Percent satisfied with school-home relations	100.0%	90.3%	78.3%

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

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	95.8
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Cooley Springs-Fingerville Elementary school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	673.7	675.9	626.5	632.5	100.0	100.0
Male	669.5	675.6	628.9	632.3	100.0	100.0
Female	679.3	676.4	623.1	632.8	100.0	100.0
White	672.7	676.1	628.9	632.7	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	666.6	670.3	622.4	628.8	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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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							
2011	3	51	100	8.2	32.7	59.2	91.8
	4	57	100	21.1	47.4	31.6	78.9
	5	42	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
2012	3	52	100	12.8	23.4	63.8	87.2
	4	50	100	24.4	40	35.6	75.6
	5	32	100	9.7	35.5	54.8	90.3
	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							
2011	3	51	100	16.3	30.6	53.1	83.7
	4	57	100	19.3	31.6	49.1	80.7
	5	42	100	12.8	33.3	53.8	87.2
	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
2012	3	52	100	19.1	21.3	59.6	80.9
	4	50	100	11.1	48.9	40	88.9
	5	32	100	6.5	32.3	61.3	93.5
	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
Science							
2011	3	25	100	34.8	47.8	17.4	65.2
	4	57	100	21.1	64.9	14	78.9
	5	22	100	36.8	47.4	15.8	63.2
	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
2012	3	26	100	26.1	65.2	8.7	73.9
	4	50	100	24.4	66.7	8.9	75.6
	5	17	100	23.5	47.1	29.4	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

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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							
2011	3	26	96.2	36	40	24	64
	4	57	100	22.8	59.6	17.5	77.2
	5	20	100	40	45	15	60
	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
2012	3	26	100	16.7	45.8	37.5	83.3
	4	50	100	6.7	75.6	17.8	93.3
	5	15	100	35.7	35.7	28.6	64.3
	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
Writing							
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	41	100	20.5	46.2	33.3	79.5
	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
2012	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	32	100	19.4	29	51.6	80.6
	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

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