



## Cottageville Elementary

648 Peirce Rd  
Cottageville, SC 29435

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	476 Students	
<b>Principal</b>	Tracy McDonald	843-782-4528
<b>Superintendent</b>	Mrs. Leila Williams	843-782-4510
<b>Board Chair</b>	Mr. John Barnes	843-538-7409

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Average</b>	<b>Average</b>
2012	Good	Good
2011	Average	Average
2010	Average	Good
2009	Average	Average

## 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**

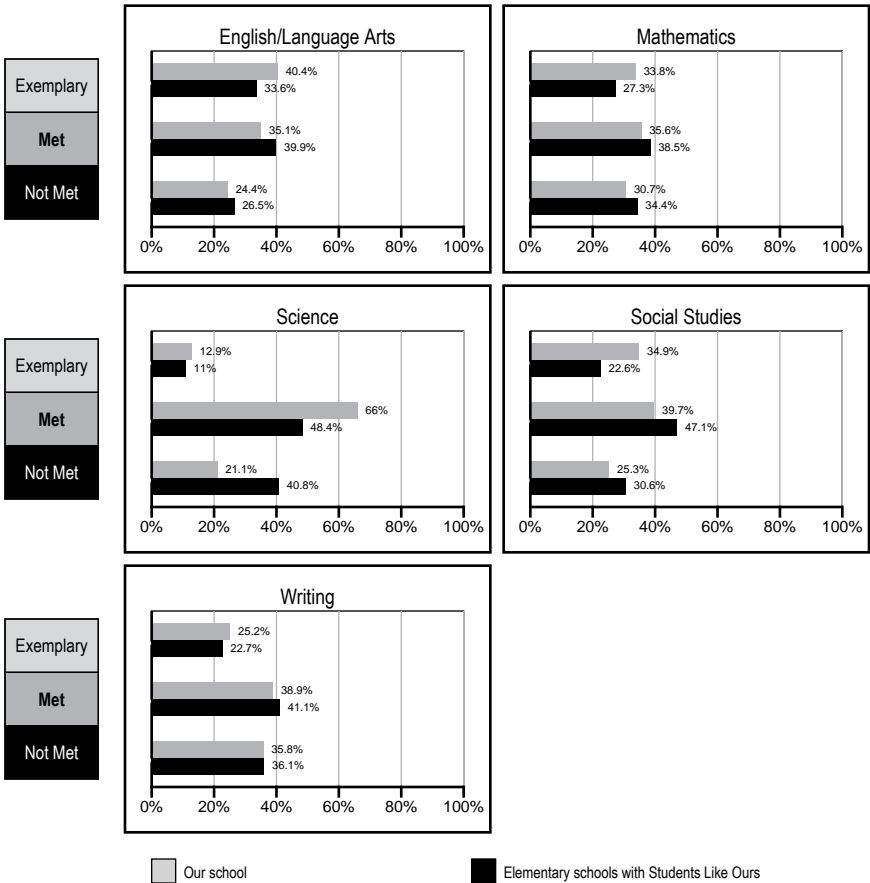
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 99.4%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
9	14	102	22	6

\* Ratings are calculated with data available by 12/14/2013.

**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    /S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=476)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 1.7%	1.1%	0.9%
Attendance rate	94.2%	Down from 94.6%	96.0%	96.3%
Served by gifted and talented program	7.5%	N/A	4.2%	7.2%
With disabilities	15.6%	N/A	13.7%	12.4%
Older than usual for grade	2.3%	N/A	2.7%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Up from 0.2%	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	39.4%	Down from 44.1%	60.7%	62.5%
Continuing contract teachers	81.8%	Down from 88.2%	81.5%	83.3%
Teachers returning from previous year	89.4%	Down from 91.8%	86.0%	88.3%
Teacher attendance rate	95.1%	Up from 93.2%	94.7%	95.0%
Average teacher salary*	\$41,356	Up 4.0%	\$47,180	\$48,193
Professional development days/teacher	5.7 days	Down from 11.3 days	11.0 days	11.0 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 17.9 to 1	19.4 to 1	20.1 to 1
Prime instructional time	88.9%	Up from 87.0%	89.5%	90.0%
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**	\$5,098	Up 3.0%	\$7,645	\$7,364
Percent of expenditures for instruction**	71.0%	Up from 70.0%	68.0%	68.0%
Percent of expenditures for teacher salaries**	70.0%	Up from 68.9%	65.0%	66.0%

\* 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 Colleton County. We celebrated the success of our school improving its rating on the state report card to the "Good" category and an overall "A" rating on the federal ESEA rating. As a collection, the student body, faculty, staff, and administration have worked hard together to ensure that all students "Soar Like Eagles". Our aim is to help students become college and career ready so that they may become productive citizens.

The faculty and staff continues to utilize the weekly process of teacher collaboration on common standards, strategy identification to teach these standards, the use of common assessments known as Progress Monitoring, and a reflection of student performance. After teachers have analyzed data, students needing additional interventions receive small group instruction provided by the teacher. All students were assessed in reading and mathematics through the NWEA's Measures of Academic Progress or MAP three times during the year. This data was used to drive instruction and to meet the needs of all our students. Our reading instruction was driven by student performance on Dianne DeFord's Dominion text level assessment. Small group reading instruction was then delivered to students with a focus on common strengths, weaknesses or miscues. Students received additional reading instruction from a certified reading interventionist.

Students had opportunities for community outreach: Jump Rope for Heart, March of Dimes, Walk to School and food drives for the local food bank. Students had opportunities to participate in honor choir, football, and cheerleading. Students participated in the class and school spelling bee. One of our fifth grade students placed at the district spelling bee. Students were recognized for their successes at the end of each nine weeks for perfect attendance, Merit's List, Honor Roll and Superintendent's List during awards ceremonies. Teachers and staff were recognized for their efforts each month during a faculty meeting. Lashone Ellington was named our Teacher of the Year while Lauren Beck was named our Rookie Teacher of the Year.

Opportunities for parent involvement were provided through hosting several parent workshops. These included Class Meetings, Family Literacy Night, Math and Science Night, and improving home-school communication. Other activities were Thanksgiving Feast, Spring Fling, Jump Rope for Heart, Walk to School, and Field Day.

Our challenges include maintaining and improving our state and federal rating as the bar continually rises. We will address these challenges through our Title I interventions, differentiated instruction, providing our staff with the needed staff development and resources to implement the Common Core State Standards. Our plan for the 2013-2014 school year will include these initiatives so that Cottageville Elementary can maintain its vision of a community of learners soaring to be their best!

Tracy McDonald, Principal  
Judith Brodie, School Improvement Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	85	45
Percent satisfied with learning environment	89.8%	91.8%	93.3%
Percent satisfied with social and physical environment	92.1%	87.2%	84.5%
Percent satisfied with school-home relations	84.6%	88.4%	86.1%

\* 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 2013, 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.

<b>Overall Weighted Points Total</b>	<b>78.7</b>
<b>Overall Grade Conversion</b>	<b>C</b>

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

Cottageville 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	0.0%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	5.9%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.2%	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
<b>Grades 3-5</b>						
All Students	655.8	644.3	628.3	643.2	99.6	99.6
Male	649.0	647.1	628.5	647.2	100.0	100.0
Female	662.1	641.7	628.1	639.3	99.2	99.2
White	659.6	651.2	633.8	650.1	99.4	99.4
African American	650.3	632.2	618.4	629.7	100.0	100.0
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	610.5	596.0	606.0	607.5	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	651.1	636.0	622.5	634.4	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	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
<b>English/Language Arts</b>							
<b>2012</b>	3	74	98.7	26.1	18.8	55.1	73.9
	4	92	100	25.6	31.4	43	74.4
	5	84	100	29.5	39.7	30.8	70.5
	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
<b>2013</b>	3	73	100	30.9	20.6	48.5	69.1
	4	76	100	25	36.8	38.2	75
	5	95	99	17.6	44	38.5	82.4
	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
<b>Mathematics</b>							
<b>2012</b>	3	74	100	24.3	30	45.7	75.7
	4	92	100	20.9	37.2	41.9	79.1
	5	84	100	26.9	42.3	30.8	73.1
	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
<b>2013</b>	3	73	100	44.1	26.5	29.4	55.9
	4	76	100	22.1	45.6	32.4	77.9
	5	95	99	25.3	35.2	39.6	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
<b>Science</b>							
<b>2012</b>	3	35	100	44.1	41.2	14.7	55.9
	4	92	100	16.3	68.6	15.1	83.7
	5	43	97.7	31.6	42.1	26.3	68.4
	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
<b>2013</b>	3	36	100	14.7	70.6	14.7	85.3
	4	75	100	22.1	67.6	10.3	77.9
	5	48	100	23.4	57.4	19.1	76.6
	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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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2012</b>	3	39	100	13.9	44.4	41.7	86.1
	4	91	100	11.8	51.8	36.5	88.2
	5	41	100	25	37.5	37.5	75
	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
<b>2013</b>	3	38	100	28.6	54.3	17.1	71.4
	4	76	100	17.6	41.2	41.2	82.4
	5	47	97.9	31.8	27.3	40.9	68.2
	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
<b>Writing</b>							
<b>2012</b>	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	83	100	29.1	39.2	31.6	70.9
	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
<b>2013</b>	3	73	97.3	48.5	39.4	12.1	51.5
	4	74	98.7	29	46.4	24.6	71
	5	95	96.8	30.3	33.7	36	69.7
	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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