



D P Cooper Elementary

4568 Seaboard Road
Salters, SC 29590

Grades	PK-6 Elementary School	
Enrollment	174 Students	
Principal	Dr. Kerry D. Singleton	843-387-5426
Superintendent	Linda B. Huell, Interim	843-355-5571
Board Chair	Rev. Norman Gamble	843-244-1676

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Excellent*
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	Good

* The School's 2009 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.

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

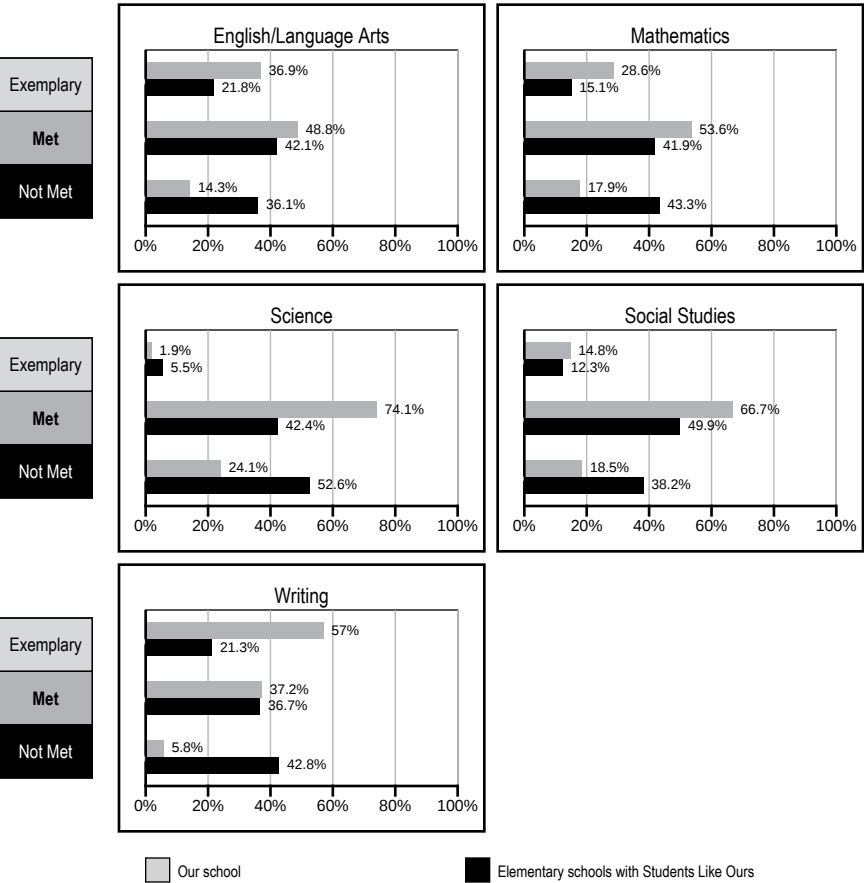
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	59	56	31

* Ratings are calculated with data available by 06/01/2010.

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=174)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Down from 3.0%	2.5%	1.9%
Attendance rate	97.5%	Up from 97.4%	96.0%	96.3%
Eligible for gifted and talented	2.1%	No Change	2.9%	10.0%
With disabilities other than speech	5.9%	Down from 11.8%	7.5%	7.7%
Older than usual for grade	2.3%	Down from 4.9%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=12)				
Teachers with advanced degrees	41.7%	Down from 45.5%	57.1%	59.4%
Continuing contract teachers	83.3%	Up from 54.5%	71.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	Down from 20.0%	0.0%	0.0%
Teachers returning from previous year	80.9%	Up from 70.9%	81.7%	85.9%
Teacher attendance rate	96.5%	Up from 96.4%	95.1%	95.1%
Average teacher salary*	\$46,188	Up 11.4%	\$45,890	\$47,149
Professional development days/teacher	10.6 days	Down from 17.5 days	10.7 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	26.1 to 1	Up from 21.3 to 1	16.5 to 1	18.8 to 1
Prime instructional time	93.7%	Up from 91.6%	90.0%	90.4%
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**	\$9,842	Up 8.3%	\$8,670	\$7,458
Percent of expenditures for instruction**	60.1%	Up from 59.3%	68.5%	68.8%
Percent of expenditures for teacher salaries**	52.3%	Up from 49.7%	62.0%	63.2%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

D. P. Cooper Elementary School is located in the Blakely Community of Salters, South Carolina, in Williamsburg County. Our school houses students in grades child development through sixth grade.

D. P. Cooper Elementary School, home of the "Learning Lions," had a very successful 2008-2009 school year. "Failure Is Not An Option!" is our school's motto. Our three targeted goals for the 2008-2009 school year were to increase student achievement by showing a significant gain on the Palmetto Assessment of State Standards assessment (PASS), to meet Annual Yearly Progress (AYP), and to increase overall school morale. D. P. Cooper Elementary School has adopted the Anderson Five curriculum to better equip our students with implementation of the South Carolina Curriculum Standards.

Our faculty and staff members are very dedicated and determined to make certain that our students receive the best education possible by using various effective approaches to enhance learning and meet the needs of every students by using differentiated instruction, academy of reading and math, promethean boards, team boards, Save the Children After School and Summer Literacy Programs, Reading Counts, Accelerated Reader, Success Maker, field trips, cooperative learning, and computer based instruction.

Measures of Academic Progress (MAP) data was used to allow teachers the opportunity to effectively plan and target each student's academic need. D. P. Cooper Elementary School was fortunate to have a committed Parent Teacher Association (PTA), School Improvement Council (SIC), Williamsburg Blakely/D. P. Cooper Alumni Association, local business, and local churches to assist in fundraising projects and the decision-making process. Faculty and staff members participate in professional development opportunities such as workshops, conferences, and trainings throughout the year to improve their competency. During the 2008-2009 school year, several student-centered organizations were initiated and retained such as the Marching Lions' Band, Boyz to Men Mentoring Program, Reading Club, National Junior Beta Club, Lions' Concert Band, Angels Club Mentoring Program, and the D. P. C. Step Team.

D. P. Cooper Elementary School sponsored many exciting and educational activities throughout the school year, such as the oratorical contest, spelling bee, homecoming, PASS dance, family literacy night, field day, May Day, PASS pep rally, science fair, and Mr. and Miss D. P. Cooper Elementary School pageant.

In previous years, D. P. Cooper Elementary School received numerous awards, such as Palmetto Silver award for three consecutive years, meeting AYP (Annual Yearly Progress), and remaining accredited by the Southern Association of Colleges and Schools (SACS). D. P. Cooper Elementary School, a standards-driven institution of success, is committed to excellence and overall organizational success!

Kerry D. Singleton, Ed.D., Principal
Paul Nesmith, Jr., S.I.C. Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	26	25
Percent satisfied with learning environment	94.4%	80.8%	87.5%
Percent satisfied with social and physical environment	88.9%	72.0%	76.0%
Percent satisfied with school-home relations	83.3%	80.8%	84.0%

* 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

No Child Left Behind

School Adequate Yearly Progress	YES
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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	
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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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.5%	0.0%	No
Student attendance rate	97.5%	94.0%*	Yes

* Or greater than last year

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 = 58.8% (Met or Exemplary)

All Students	87	100	14.3	48.8	36.9	94	76.3	82.8	Yes	Yes
Gender										
Male	42	100	17.5	42.5	40	92.5	71.8	79.3	N/A	N/A
Female	45	100	11.4	54.5	34.1	95.5	81.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	76.7	89.5	I/S	I/S
African American	86	100	13.3	49.4	37.3	94	76.2	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	11	100	18.2	72.7	9.1	100	46.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	82	100	15	50	35	93.8	75.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	87	100	17.9	53.6	28.6	89.3	69.4	78.9	Yes	Yes
Gender										
Male	42	100	22.5	47.5	30	87.5	64.7	77	N/A	N/A
Female	45	100	13.6	59.1	27.3	90.9	74.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	64.7	87.2	I/S	I/S
African American	86	100	18.1	53	28.9	89.2	69.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	11	100	63.6	9.1	27.3	63.6	36.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	82	100	18.8	55	26.3	88.8	68.7	70.2	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	55	100	24.1	74.1	1.9	75.9	48.4	67.5
Gender								
Male	27	100	N/AV	N/AV	N/AV	76.9	49	67
Female	28	100	25	71.4	3.6	75	47.8	68
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	58.6	79.5
African American	54	100	24.5	73.6	1.9	75.5	47.5	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	23.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	54	100	22.6	75.5	1.9	77.4	47.3	55.1

Social Studies

All Students	56	100	18.5	66.7	14.8	81.5	56.4	72.3
Gender								
Male	23	100	13.6	63.6	22.7	86.4	55.2	71.5
Female	33	100	21.9	68.8	9.4	78.1	57.7	73.2
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	59	80.7
African American	56	100	18.5	66.7	14.8	81.5	55.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	30.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
Socio-Economic Status								
Subsided meals	51	100	20	68	12	80	55.1	62.1

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	92	96.7	4.7	37.6	57.6	95.3	61.4	70.2	97.5	96.6
Gender										
Male	45	97.8	7.3	34.1	58.5	92.7	54.5	63.2	97.1	96.5
Female	47	95.7	2.3	40.9	56.8	97.7	68.5	77.5	97.8	96.6
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	55.1	79.1	95	93.6
African American	91	96.7	4.8	38.1	57.1	95.2	61.9	57.6	97.5	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	86.2	98.9	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	50	62.6	N/A	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96.1
Disability Status										
Disabled	11	100	36.4	36.4	27.3	63.6	20	26.1	97	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	N/A	98
Socio-Economic Status										
Subsidized meals	87	96.6	4.9	37	58	95.1	60.3	58.9	97.3	96.5

Abbreviations for Missing Data

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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							
2009	3	21	100	N/AV	N/AV	N/AV	100
	4	24	100	12.5	66.7	20.8	87.5
	5	16	100	7.1	28.6	64.3	92.9
	6	26	100	32	60	8	68
	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							
2009	3	21	100	N/AV	N/AV	N/AV	100
	4	24	100	20.8	66.7	12.5	79.2
	5	16	100	7.1	85.7	7.1	92.9
	6	26	100	36	52	12	64
	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							
2009	3	11	100	9.1	81.8	9.1	90.9
	4	24	100	N/AV	N/AV	N/AV	62.5
	5	7	I/S	I/S	I/S	I/S	I/S
	6	13	100	N/AV	N/AV	N/AV	75
	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
Social Studies							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	24	100	12.5	75	12.5	87.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	13	100	N/AV	N/AV	N/AV	69.2
	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							
2009	3	24	95.8	N/AV	N/AV	N/AV	100
	4	25	92	13	56.5	30.4	87
	5	17	100	N/AV	N/AV	N/AV	100
	6	26	100	4	48	48	96
	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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