



COTTAGEVILLE ELEMENTARY

PO Box 208
Cottageville, SC 29435

Grades	PK-5 Elementary School	
Enrollment	569 Students	
Principal	Tracy McDonald	843-782-4528
Superintendent	Mrs. Leila Williams	843-782-4510
Board Chair	Ms. Mary Jones	843-782-4510

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

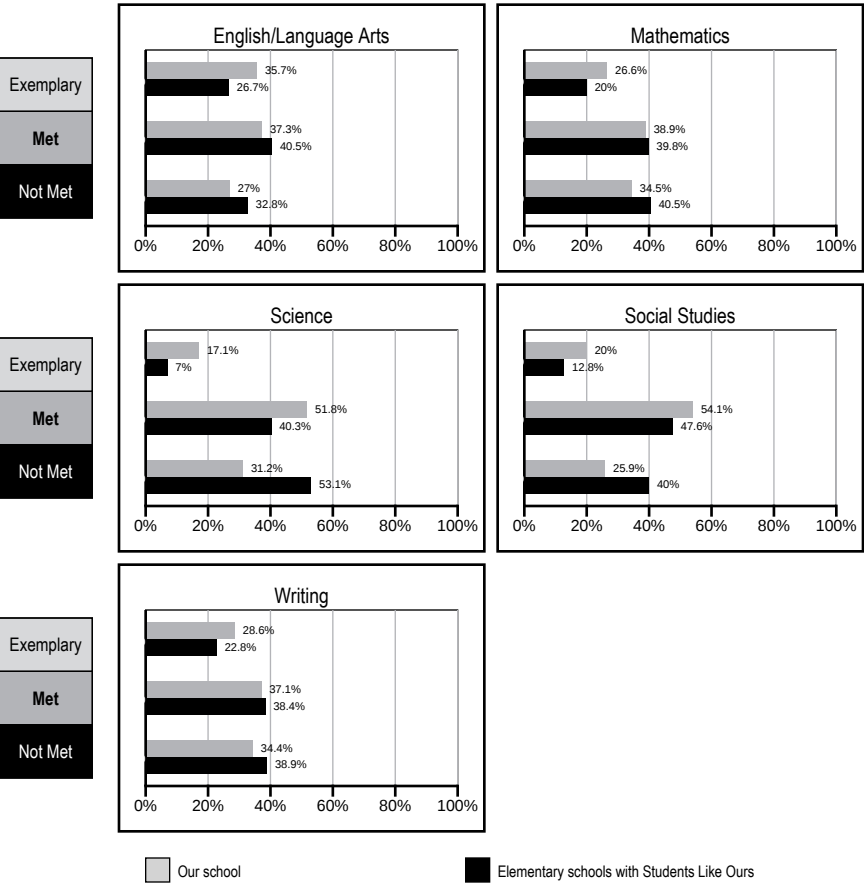
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	102	47	20

* 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=569)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 4.1%	1.5%	1.2%
Attendance rate	96.2%	Up from 95.9%	95.8%	96.1%
Eligible for gifted and talented	12.3%	Up from 6.9%	5.0%	11.7%
With disabilities other than speech	16.4%	Up from 10.8%	8.5%	8.0%
Older than usual for grade	2.1%	Down from 2.6%	0.8%	0.4%
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	38.2%	Up from 34.5%	58.3%	60.5%
Continuing contract teachers	76.5%	Up from 65.5%	80.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.1%	Up from 84.2%	84.8%	87.0%
Teacher attendance rate	95.9%	Up from 94.8%	95.2%	95.4%
Average teacher salary*	\$40,455	Down 3.6%	\$45,459	\$47,288
Professional development days/teacher	10.4 days	Up from 3.5 days	11.1 days	10.5 days
School				
Principal's years at school	1.0	Down from 7.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 22.7 to 1	17.7 to 1	19.2 to 1
Prime instructional time	88.8%	Down from 89.8%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$4,730	Down 11.8%	\$8,325	\$7,548
Percent of expenditures for instruction**	68.5%	Up from 65.6%	68.2%	68.7%
Percent of expenditures for teacher salaries**	65.4%	Down from 67.9%	63.0%	65.1%

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

** Prior year audited financial data are reported.

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 implemented a 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 piloted at our school. This data provided us additional information to identify areas needing interventions. We were also 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 canned goods at Christmas for the food bank. They also pledged their efforts in Jump Rope for Heart and raised almost \$1,000. Another effort was the Relay for Life. We met our goal of raising \$6,000. Students participated in the Great American Cleanup effort to Keep Colleton Beautiful. The Pearl Barr Award was developed to honor a fifth grade student that demonstrates the characteristics of Pearl, a former CES student that lost her battle with cancer.

Students' academic success was recognized in several ways. Honor roll and superintendent's list were recognized at the end of each quarter. We also recognized students meeting their Accelerated Reader goals. We had three students to participate in the district spelling bee. Students meeting the math facts were honored with a pizza party at the end of the year. Classes with the fewest tardies were recognized at a quarterly "Tardy Party."

Tracy McDonald, Principal
Robin Stone, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	30	63	45
Percent satisfied with learning environment	82.8%	93.5%	73.3%
Percent satisfied with social and physical environment	96.6%	87.3%	74.4%
Percent satisfied with school-home relations	79.3%	82.3%	68.9%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 19 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	CA
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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	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.5%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.1%	0.0%	No
Student attendance rate	96.2%	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	275	99.6	27	37.3	35.7	83.7	78.1	83.5	Yes	Yes
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Gender

Male	138	100	33.6	32.8	33.6	79.2	74	80.1	N/A	N/A
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Female	137	99.3	20.5	41.7	37.8	88.2	82.3	87	N/A	N/A
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Racial/Ethnic Group

White	164	99.4	22.8	31.5	45.6	86.6	84.9	89.6	Yes	Yes
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African American	95	100	38.6	44.3	17	76.1	71.5	74.6	Yes	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	92.7	I/S	I/S
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	81	79.6	I/S	I/S
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American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
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Disability Status

Disabled	57	100	76.5	13.7	9.8	39.2	41.8	51.7	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	86.4	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	235	99.6	30.2	40.6	29.2	82.5	74.9	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	275	99.6	34.5	38.9	26.6	75.4	71.8	80.4	Yes	Yes
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Gender

Male	138	100	34.4	40.8	24.8	75.2	70	78.4	N/A	N/A
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Female	137	99.3	34.6	37	28.3	75.6	73.8	82.5	N/A	N/A
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Racial/Ethnic Group

White	164	99.4	26.2	40.3	33.6	81.2	80.9	87.8	Yes	Yes
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African American	95	100	51.1	35.2	13.6	62.5	63.1	69.3	Yes	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95	93.5	I/S	I/S
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Hispanic	4	I/S	I/S	I/S	I/S	I/S	76.2	78.3	I/S	I/S
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American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	96.7	83.2	I/S	I/S
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Disability Status

Disabled	57	100	78.4	19.6	2	37.3	37	46.1	No	Yes
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	83.3	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	235	99.6	37.3	38.2	24.5	72.6	68.1	72.8	Yes	Yes
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* 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
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Science

All Students	184	100	31.2	51.8	17.1	68.8	64.7	67.3
Gender								
Male	92	100	27.4	51.2	21.4	72.6	64.5	66.9
Female	92	100	34.9	52.3	12.8	65.1	64.9	67.7
Racial/Ethnic Group								
White	106	100	16.5	57.7	25.8	83.5	79	79.6
African American	67	100	57.1	39.7	3.2	42.9	51.5	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65.1	59.4
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	76.2	69.5
Disability Status								
Disabled	33	100	75.9	20.7	3.4	24.1	31.7	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	73.8	58.6
Socio-Economic Status								
Subsidized meals	156	100	37.3	48.6	14.1	62.7	59.6	55.4

Social Studies

All Students	186	100	25.9	54.1	20	74.1	63	70.9
Gender								
Male	99	100	25.8	49.4	24.7	74.2	61.7	70.1
Female	87	100	25.9	59.3	14.8	74.1	64.5	71.7
Racial/Ethnic Group								
White	113	100	24.3	55.3	20.4	75.7	72	79.2
African American	61	100	32.1	53.6	14.3	67.9	54.7	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	77.8	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	73	68
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	81.8	71.2
Disability Status								
Disabled	40	100	63.9	30.6	5.6	36.1	32.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.4	68
Socio-Economic Status								
Subsidized meals	159	100	28.7	54.5	16.8	71.3	58.9	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

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	278	100	34.4	37.1	28.6	65.6	58	72.1	96.2	96.2
Gender										
Male	141	100	45.7	34.9	19.4	54.3	49.5	65.2	95.9	95.9
Female	137	100	23.1	39.2	37.7	76.9	66.9	79.2	96.4	96.5
Racial/Ethnic Group										
White	167	100	31	40.6	28.4	69	69.1	80.8	96	96
African American	95	100	42.7	33.7	23.6	57.3	47.7	59.7	96.4	96.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.5	87	97.8	97.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	55.6	64.6	97.7	96.6
American Indian/Alaskan	10	I/S	I/S	I/S	I/S	I/S	83.3	73.4	95.1	94.4
Disability Status										
Disabled	60	100	81.5	14.8	3.7	18.5	20.2	27.7	95.5	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	96.3
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	64.7	63.7	96.4	96.9
Socio-Economic Status										
Subsidized meals	237	100	37.6	37.2	25.2	62.4	53.9	61.9	95.9	96

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	82	100	26.7	40	33.3	73.3
	4	72	100	20.9	53.7	25.4	79.1
	5	74	100	30.4	42	27.5	69.6
	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	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
Mathematics							
2009	3	82	100	45.3	36	18.7	54.7
	4	72	100	20.9	56.7	22.4	79.1
	5	74	100	37.7	49.3	13	62.3
	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	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
Science							
2009	3	40	100	65.7	28.6	5.7	34.3
	4	72	100	23.9	64.2	11.9	76.1
	5	39	100	45.9	45.9	8.1	54.1
	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
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

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 Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	42	100	25	57.5	17.5	75
	4	72	100	7.5	64.2	28.4	92.5
	5	35	100	43.8	46.9	9.4	56.3
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	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	83	100	39	26	35.1	61
	4	72	100	33.8	44.1	22.1	66.2
	5	74	97.3	38.2	44.1	17.6	61.8
	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
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	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