



COTTON BELT ELEMENTARY

1176 Black Highway
York, South Carolina

Grades	PK-5 Elementary School	
Enrollment	765 Students	
Principal	Mark Hendry	803-684-1947
Superintendent	Dr. Vernon Prosser	803-684-9916
Board Chair	Chris Revels	803-925-2840

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Average	Below Average
2007	Average	Below Average
2006	Average	Below 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

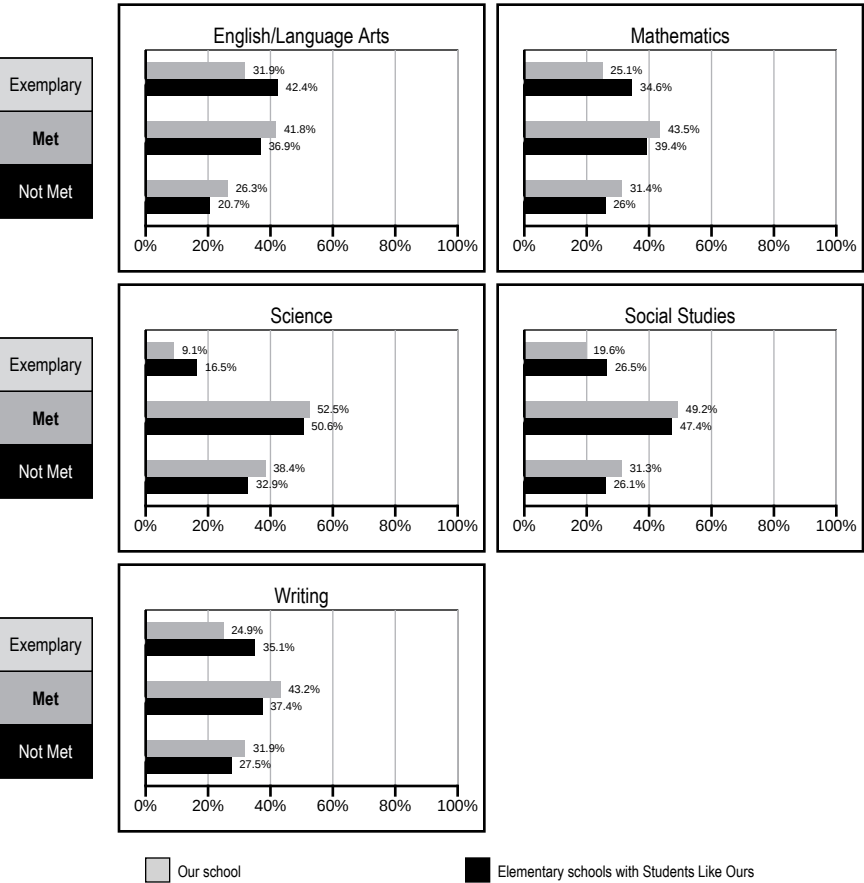
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
12	28	59	1	0

* 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=765)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 2.8%	1.1%	1.2%
Attendance rate	96.4%	Up from 96.1%	96.0%	96.1%
Eligible for gifted and talented	9.0%	Down from 11.8%	13.0%	11.7%
With disabilities other than speech	7.4%	Up from 6.0%	8.5%	8.0%
Older than usual for grade	0.7%	Down from 0.8%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	69.8%	Down from 70.5%	58.9%	60.5%
Continuing contract teachers	90.7%	Down from 93.2%	84.6%	84.6%
Teachers with emergency or provisional certificates	2.5%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	93.1%	Up from 88.0%	86.9%	87.0%
Teacher attendance rate	95.5%	Up from 94.4%	95.5%	95.4%
Average teacher salary*	\$49,572	Up 2.2%	\$47,210	\$47,288
Professional development days/teacher	7.4 days	Down from 8.2 days	9.9 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 21.7 to 1	19.4 to 1	19.2 to 1
Prime instructional time	90.8%	Up from 89.7%	91.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,415	Up 5.6%	\$7,133	\$7,548
Percent of expenditures for instruction**	74.4%	Down from 74.7%	68.1%	68.7%
Percent of expenditures for teacher salaries**	71.8%	Up from 70.9%	64.9%	65.1%

* 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

The 2009-2010 school year at Cotton Belt has been one filled with lots of excitement, achievement, and challenge. Our students, staff, parents, and community members continue to work hard each and every day to provide an environment of excellence for our boys and girls. As in the past, improving student achievement continues to be a top priority. We were fortunate again this year to have met the federal requirements of NCLB Adequate Yearly Progress (AYP). This accomplishment is a tribute to the commitment and dedication of each member of the Cotton Belt family.

As always, our primary objective is to improve student achievement. We worked this year to accomplish this by focusing on four target areas: (1) data-driven instructional decisions, (2) literacy across the curriculum, (3) extra time/extra assistance, and (4) technology. We will continue to focus on these four areas during the 2010-2011 school year by using MAP data to make instructional decisions, providing a balanced literacy approach to teaching reading and writing, providing early intervention services for at-risk readers, and utilizing the promethean boards to enhance instruction.

As mentioned above, our parents and community members play an integral role in the success of our children. Our outstanding PTO, parent volunteers, community volunteers, and local businesses all work hard to help our students become successful. One idea to improve our school and student achievement came from this year's School Improvement Council. They applied for a grant to create an outdoor classroom for all of our students and teachers to use. We were thrilled to learn that the grant was approved and soon the building process will begin. The outdoor classroom will provide our students with hands-on learning opportunities across the curriculum. This is just one of many examples of how our parents are making a difference in the lives of our children.

As you review the data from this report card, please let it be a reminder that we still have much to do in order to prepare our students for their bright future. It truly does take a village to raise a child, and we look forward to the continued support of our parents and community to help our students reach their full potential. Many thanks to all of our stakeholders for this year's accomplishments and for making Cotton Belt a great place to learn.

Mark Hendry, Principal

Stephanie Ferguson, Chairperson/School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	114	79
Percent satisfied with learning environment	100.0%	93.9%	90.8%
Percent satisfied with social and physical environment	100.0%	91.2%	90.9%
Percent satisfied with school-home relations	82.8%	86.8%	87.0%

* 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	YES
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This school met 17 out of 17 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	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	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	372	99.7	26.6	41.4	32	86.4	83	83.5	Yes	Yes
Gender										
Male	207	99.5	30.5	43.7	25.9	83.8	80.1	80.1	N/A	N/A
Female	165	100	21.8	38.5	39.7	89.7	85.9	87	N/A	N/A
Racial/Ethnic Group										
White	258	99.6	20.9	40.2	38.9	87.7	85.2	89.6	Yes	Yes
African American	93	100	44.3	39.8	15.9	81.8	75.6	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.7	92.7	I/S	I/S
Hispanic	13	100	7.7	69.2	23.1	92.3	78.2	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	69.2	85.1	I/S	I/S
Disability Status										
Disabled	29	96.6	50	33.3	16.7	54.2	49.7	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	16.7	58.3	25	91.7	79.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	228	99.6	34.4	44.2	21.4	82.3	77.8	76.9	Yes	Yes

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

All Students	372	99.7	31.4	43.3	25.2	81	84.3	80.4	Yes	Yes
Gender										
Male	207	99.5	34.5	40.1	25.4	80.2	82.3	78.4	N/A	N/A
Female	165	100	27.6	47.4	25	82.1	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	258	99.6	26.6	43.4	29.9	84.8	86.8	87.8	Yes	Yes
African American	93	100	43.2	40.9	15.9	72.7	75.1	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	89.5	93.5	I/S	I/S
Hispanic	13	100	30.8	61.5	7.7	69.2	83.2	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	76.9	83.2	I/S	I/S
Disability Status										
Disabled	29	96.6	75	8.3	16.7	50	58.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	25	66.7	8.3	75	84.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	228	99.6	36.7	45.1	18.1	76.3	80.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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
Science								
All Students	254	100	38.2	52.7	9.1	61.8	68.4	67.3
Gender								
Male	136	100	41.9	51.9	6.2	58.1	68.5	66.9
Female	118	100	33.9	53.6	12.5	66.1	68.3	67.7
Racial/Ethnic Group								
White	166	100	29.9	58	12.1	70.1	73.2	79.6
African American	70	100	57.6	39.4	3	42.4	53.5	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	75	84.4
Hispanic	11	100	N/A	N/A	N/A	63.6	55.4	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	75	69.5
Disability Status								
Disabled	20	100	N/A	N/A	N/A	29.4	39.3	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	11	100	N/A	N/A	N/A	63.6	52.4	58.6
Socio-Economic Status								
Subsidized meals	159	100	45.7	49	5.3	54.3	61.9	55.4

Social Studies

All Students	252	99.6	32	48.5	19.5	68	71	70.9
Gender								
Male	137	100	34.8	44.7	20.5	65.2	70.2	70.1
Female	115	99.1	28.4	53.2	18.3	71.6	71.8	71.7
Racial/Ethnic Group								
White	177	99.4	26.6	50.9	22.5	73.4	73.5	79.2
African American	60	100	49.1	40.4	10.5	50.9	59.8	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	86.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.2	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.4	71.2
Disability Status								
Disabled	20	100	56.3	37.5	6.3	43.8	43.5	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	75	68
Socio-Economic Status								
Subsidized meals	151	99.3	39.4	47.2	13.4	60.6	64.5	60.8

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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	380	98.2	31	44	25	69	70.9	72.1	96.4	96.1
Gender										
Male	214	97.7	37.3	48.7	14	62.7	62	65.2	96.5	96.1
Female	166	98.8	23.2	38.1	38.7	76.8	79.7	79.2	96.3	96.2
Racial/Ethnic Group										
White	262	97.7	26.7	42.9	30.4	73.3	74	80.8	96.2	95.8
African American	97	99	39.1	48.3	12.6	60.9	60.6	59.7	97	97.1
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	78.9	87	97.4	97.8
Hispanic	13	100	53.8	38.5	7.7	46.2	64.7	64.6	96.4	96.6
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	57.7	73.4	96.9	96.6
Disability Status										
Disabled	31	83.9	52.4	28.6	19	47.6	29.9	27.7	94.5	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	50	41.7	8.3	50	59.8	63.7	97	97.1
Socio-Economic Status										
Subsidized meals	230	98.3	39.9	46	14.1	60.1	63.5	61.9	96	95.7

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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	150	100	27.7	39.4	32.8	72.3
	4	124	100	32.2	40	27.8	67.8
	5	121	100	20.2	51.8	28.1	79.8
	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
2010	3	116	100	25.2	31.5	43.2	74.8
	4	135	100	26.2	45.4	28.5	73.8
	5	121	99.2	28.6	46.4	25	71.4
	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	150	100	41.6	42.3	16.1	58.4
	4	124	100	20	49.6	30.4	80
	5	121	100	23.7	48.2	28.1	76.3
	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	116	100	40.5	34.2	25.2	59.5
	4	135	100	26.9	50	23.1	73.1
	5	121	99.2	27.7	44.6	27.7	72.3
	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
Science							
2009	3	75	100	48.5	42.6	8.8	51.5
	4	124	100	30.4	57.4	12.2	69.6
	5	60	100	30.4	51.8	17.9	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	58	100	57.4	25.9	16.7	42.6
	4	135	100	32.3	61.5	6.2	67.7
	5	61	100	33.3	57.9	8.8	66.7
	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

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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	75	98.7	25	50	25	75
	4	124	100	16.5	55.7	27.8	83.5
	5	61	100	19	56.9	24.1	81
	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	58	98.3	25	53.6	21.4	75
	4	135	100	32.3	49.2	18.5	67.7
	5	59	100	38.2	41.8	20	61.8
	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
Writing							
2009	3	147	97.3	43.4	35.3	21.3	56.6
	4	124	98.4	32.8	55.2	12.1	67.2
	5	123	98.4	34.5	37.2	28.3	65.5
	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
2010	3	118	99.2	32.7	38.2	29.1	67.3
	4	138	98.6	30.5	45.3	24.2	69.5
	5	124	96.8	30	48.2	21.8	70
	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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