



Colleton County School District

Making A World Of Difference To Make A Different World

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SC Department of Education releases ESEA grades for schools and districts.

The South Carolina Department of Education (SCDE), in accordance with the federal Elementary and Secondary Education Act (ESEA), has released the ESEA score results for all SC schools and districts. This federal accountability system ascribes a letter grade to districts and schools based on student performance on state assessments in core content areas. The 2014 results reveal that Colleton County School District performed slightly better than last year with a grade of “D” and a score of 67.2%, an increase of .3% over last year’s score of 66.9%. Dr. Foster, Interim Superintendent, stated, “The top priority for our district is to increase student achievement for all students. The slight increases earned during 2014 shows we are moving in the right direction. I would like to commend the students and teachers for their hard work last year.”

The score range for a “D” is 60-69.9 and indicates that performance does not meet state expectations. A “C” rating, the grade achieved by Colleton County High School and Hendersonville Elementary, has a score range of 70-79.9 and indicates that performance **meets the state’s expectations**. “Colleton County High School saw a 17.7 point jump from 2013 to 2014,” explained Principal Cliff Warren, “and students and teachers are to be commended for the improvement.” Mrs. Tasheena Allen, Hendersonville’s Principal, added that Hendersonville Elementary is also very proud of the 9.9 point growth that was achieved by her students, faculty, and staff. “We at Hendersonville will continue to follow our 2014-2015 school theme: ‘Striving for Excellence: Building the Future from the Ground Up’ to promote student growth because we know it works.”

Colleton County schools received the following grades and ratings based on state assessments administered to students last school year (Also included is the score and rating from 2013):

School Name:	2014 Points:	2014 Grade:	*2013 Points:	*2013 Grade:
Colleton County High	72.7	C	55	F
Colleton County Middle	62.1	D	64	D
Bells Elementary	54	F	56.8	F
Black St. Early Childhood Center	64.1	D	56.1	F
Cottageville Elementary	69.8	D	78.7	C
Forest Hills Elementary	65.9	D	73.4	C
Hendersonville Elementary	70.8	C	60.9	D
Northside Elementary	67.9	D	57.8	F
District Score	67.2	D	66.9	D

***Please note**, the system of calculating scores has changed from 2013, the weighting and allocation systems have changed and the required score to meet the grade level objectives have increased by 1 to 5 points over last year. Also note that the district's score is not the average of the school's scores; additional components are considered, details are available at the SC Dept. of Education's website at <http://ed.sc.gov/data/esea/>.

A score of 90-100 receives an "A" grade and means performance substantially exceeds state expectations; a "B", 80-89.9, means that performance exceeds the state's expectations. An "F" is a score of less than 60 and means that performance is substantially below the state's expectations. Points are awarded based on achievement of, or closeness to, Annual Measurable Objectives (AMOs), which are targets established for all students at each tested grade level. Schools are scored as a whole and students are identified as members of subgroups in each school (groups of at least 30 students who are identified as similar in makeup). White, African-American, Hispanic, disabled, and subsidized meals are subgroups identified in Colleton schools. Determination of final scores requires a complex calculation that includes the results of students' scores on state tests: Palmetto Assessment of State Standards (PASS), High School Examination Program (HSAP), and End-of-Course Examination Program (EOCEP). In addition, the percent of students tested, the improvement over the previous year, and a weighting by content area that shifts by grade band (elementary, middle, or high) also figure as part of the calculation. Details are available on the SC Department of Education's Website.

While this year's scores and ratings did not meet all of our expectations, the district remains focused on addressing the areas that prevent schools from meeting state expectations. Students who are tested are divided into subgroups comprised of at least 30 students. The nine subgroups that impacted the rating for the district are the following: all students, male, female, white, African-American, Hispanic, disabled students with IEPs, limited English proficient students, and students with subsidized meals. The scores indicate that all four content areas need improvement district wide for elementary students to meet the targeted AMOs. However, students did show improvement over last year's performance in all four areas. The elementary subgroups needing the most interventions to address low performance are disabled students in ELA, math, and science and African-American students need additional support in math and science.

As the district reflects on the overall performance of the elementary schools, the overall grade dropped from 73.3 in 2013 to 71.1 in 2014, which is a difference of 2.2. "This year's score indicates that the combined performance of our elementary schools does meet the state's expectations. The district is supporting the elementary schools in the areas of professional development, increased focus on literacy through the implementation of literacy coaches and assessments that provide data in order to analyze areas that need intense focus," stated Jessica Williams, Elementary Supervisor. "Our

The mission of the Colleton County School District is to ensure that all students meet or exceed state standards in preparation to become career and college ready.

administrators are implementing a variety of initiatives and strategies to address areas of concern in conjunction with teachers and staff," she affirmed. The Principal at Forest Hills, Cindy Riley, added: "Our students are making growth as we are trying to reach a moving target. Our teachers and staff are working diligently to ensure that all of our children are learning and prepared for what lies ahead."

At the middle school level, the content areas that will continue to receive heightened focus are ELA and math. The subgroups identified to receive the most extensive interventions are African-American students in ELA and math and disabled middle school students in ELA, math, and science.

Student performance for the high school students overall showed improvement in all four content areas, but disabled students as a subgroup need additional support and academic interventions in all four core content areas. As for the graduation rate, attention will be focused on two groups that did not meet the target: male students and African-American students.

During the 2014-2015 school year, despite steep budget cuts, interventions will include reading coaches, instructional facilitators, interventionists (educators who provide individual or small-group assistance to students during the school day), after-school programs, and summer enrichment programs. Not all interventions will be available at all schools; for more information, visit your school's Open House or PTO/SIC meeting. When visiting with our teachers, be sure to ask about specific activities you can do at home to improve your child's academic achievement. We also encourage all parents to support these ongoing activities by participating in our district-wide Literacy Initiative. Since 2011, our schools have distributed over 12,000 books to students across the county through funding from the Title I Parent Involvement Program. Approximately 8,000 more will be distributed to parents by the end of this school year. We ask that all families use these books and their home libraries to read together for 20 minutes each day. This activity will have a positive impact on reading scores for students. Dr. Foster feels we have begun to experience some of what is possible with hard work, continued focus, and doing smart work to move us forward as a district.