

Cainhoy Elementary/ Middle

2424 Cainhoy Road
Huger, SC 29450

Grades	PK-8 Middle School	
Enrollment	247 Students	
Principal	John Spagnolia	843-899-8975
Superintendent	Dr. J. Chester Floyd	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA
2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	**At-Risk**	**Below Average**
2007	At-Risk	Good
2006	At-Risk	At-Risk
2005	Below Average	Below Average
2004	Below Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent − District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk − District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

http://ed.sc.gov
http://www.sceoc.org

Cainhoy Elementary/ Middle	03/02/09-0801015

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

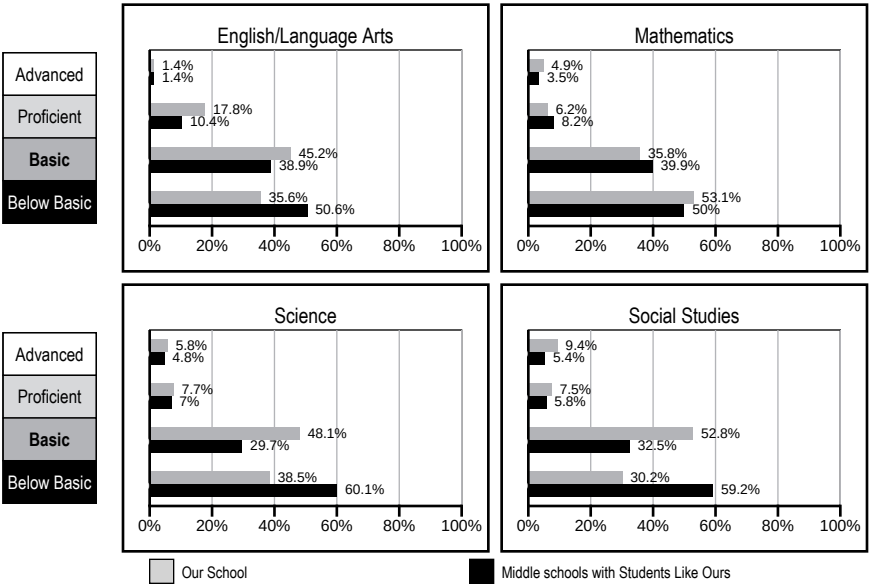
Percent of students tested in 2007-08 whose 2006-07 test scores were located	96.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	4	41

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	25.0	83.5
English 1	0	83.4
Physical Science	0	39.5
All Subjects	25.0	80.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=247)				
Students enrolled in high school credit courses (grades 7 & 8)	15.1%	Down from 29.6%	11.3%	19.4%
Retention rate	2.1%	Down from 4.2%	3.4%	1.8%
Attendance rate	96.8%	Up from 96.2%	95.1%	95.8%
Eligible for gifted and talented	3.1%	Down from 4.4%	4.7%	15.3%
With disabilities other than speech	8.7%	Down from 9.4%	13.5%	12.9%
Older than usual for grade	1.5%	Down from 3.5%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=24)				
Teachers with advanced degrees	58.3%	Up from 46.4%	54.3%	55.0%
Continuing contract teachers	75.0%	Up from 60.7%	54.5%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	19.1%	5.4%
Teachers returning from previous year	77.1%	Up from 72.0%	76.4%	83.4%
Teacher attendance rate	95.5%	Down from 95.6%	94.8%	94.9%
Average teacher salary	$45,191	Up 8.3%	$43,090	$44,706
Professional development days/teacher	12.6 days	Up from 8.3 days	12.8 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	12.4 to 1	Up from 11.6 to 1	15.8 to 1	20.1 to 1
Prime instructional time	91.0%	Up from 90.6%	88.9%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	96.0%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	$12,276	Up 34.2%	$9,032	$7,097
Percent of expenditures for instruction*	58.3%	Down from 61.1%	62.4%	64.4%
Percent of expenditures for teacher salaries*	48.9%	Down from 56.6%	54.7%	59.4%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Cainhoy Elementary/Middle School continues its commitment to raising student achievement through strong academics and dynamic, engaging programs. The implementation of school improvement has shown marked improvements in the areas of curriculum and students' achievement.

The faculty continues to examine students' achievement gains and the curriculum in the areas of reading, writing, mathematical concepts, critical thinking, and assessment.

Our accomplishments in 2007-2008 included: 9 students passing the Algebra 1 End-of-Course Exam, 3 All County Band participants, 2 Spell Bound Competition participants, 13 All County Chorus participants, 26 All County Strings Participants, Cainhoy Steel band performing at the 2008 Piccolo Spoleto Festival and being highlighted in Forbes magazine, and Production of a Student News Show continues. We also formed a middle school chorus, 4H Club, and Beta Club.

We have continued to promote the use of technology with the installation of “Smart Boards” in classrooms and SUCCESS maker software in our Academic Learning Lab. The school continues to open the Tiger café to encourage students to participate in our Accelerated Reading program. The faculty and staff also increased the requirements for students to earn Tiger Bucks for displaying good behavior to purchase materials such as pencils, paper, notebooks, games, candy, and several other items from our Tiger Pride Store.

Our Parent Teacher Organization and School Improvement Council worked unceasingly to support students, teachers, and staff to enhance students’ achievement. They provided classroom supplies throughout the school year and organized a spring Festival celebrating the 50th year of Cainhoy school existence.

We will continue to improve our school’s overall rating with a coordinated team effort of district leaders, administrators, teachers, students, parents, and a strong School Improvement Council and Parent Teacher Organization.

Ella Chisolm, SIC Chairperson
John Spagnolia, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	19	29
Percent satisfied with learning environment	84.0%	89.5%	82.8%
Percent satisfied with social and physical environment	96.0%	89.5%	89.7%
Percent satisfied with school-home relations	68.0%	89.5%	92.9%

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

School Adequate Yearly Progress	YES

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	RP-DELAY

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. Sanction: Implement the restructuring plan.
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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

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Cainhoy Elementary/ Middle											03/02/09-0801015
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	162	98.2	28.3	46.9	22.8	2.1	31	48.6	48.2	Yes	Yes
Gender											
Male	81	97.5	36.1	44.4	19.4	0	23.6	40.8	41.7	N/A	N/A
Female	81	98.8	20.5	49.3	26	4.1	38.4	56.8	55	N/A	N/A
Racial/Ethnic Group											
White	15	86.7	18.2	54.5	18.2	9.1	36.4	55.4	60	I/S	I/S
African American	146	99.3	28.6	46.6	23.3	1.5	30.8	36.5	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	39.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	26	100	77.3	22.7	0	0	0	12.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	37.4	36.9	I/S	I/S
Socio-Economic Status											
Subsized meals	148	99.3	28.1	47.4	23	1.5	31.1	38.5	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	162	97.5	37.9	43.4	13.8	4.8	29	44.2	45.8	Yes	Yes
Gender											
Male	81	96.3	40.3	38.9	19.4	1.4	34.7	44.4	45.6	N/A	N/A
Female	81	98.8	35.6	47.9	8.2	8.2	23.3	43.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	15	80	36.4	27.3	27.3	9.1	36.4	52.8	59	I/S	I/S
African American	146	99.3	38.3	45.1	12.8	3.8	27.8	28.2	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
Disability Status											
Disabled	26	100	68.2	22.7	4.5	4.5	9.1	14.6	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	38.6	38.7	I/S	I/S
Socio-Economic Status											
Subsized meals	148	99.3	38.5	42.2	14.8	4.4	29.6	33.8	31.4	Yes	Yes

***** Adj - Adjusted to account for natural variation in performance.

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Cainhoy Elementary/ Middle											03/02/09-0801015
PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	114	98.3	45	42	10	3	13	35.1	35.7	96.8	96.4
Gender											
Male	58	96.6	50	36	14	0	14	36.3	37.4	96.8	96.3
Female	56	100	40	48	6	6	12	33.9	33.8	96.8	96.5
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	44.8	49.2	93.8	96
African American	104	99	45.7	42.4	8.7	3.3	12	18.5	17	97	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	N/A	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	26.8	24.9	97.8	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	N/A	95.2
Disability Status											
Disabled	21	100	76.5	17.6	5.9	0	5.9	9.8	14	96.3	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	24.3	24.4	97.5	96.9
Socio-Economic Status											
Subsized meals	107	99.1	45.3	41.1	10.5	3.2	13.7	23.7	21.1	96.8	96.1
Social Studies											
All Students	113	98.2	34.3	48	8.8	8.8	17.6	34.6	34	96.8	96.4
Gender											
Male	55	98.2	25.5	56.9	9.8	7.8	17.6	36.3	36.6	96.8	96.3
Female	58	98.3	43.1	39.2	7.8	9.8	17.6	32.8	31.3	96.8	96.5
Racial/Ethnic Group											
White	9	I/S	I/S	I/S	I/S	I/S	I/S	40.9	44.5	93.8	96
African American	103	100	35.8	47.4	8.4	8.4	16.8	22.7	19.1	97	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	N/A	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	31.3	27.5	97.8	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	N/A	95.2
Disability Status											
Disabled	17	100	46.7	53.3	0	0	0	11.8	14.4	96.3	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	29.6	27.3	97.5	96.9
Socio-Economic Status											
Subsized meals	101	100	35.9	47.8	7.6	8.7	16.3	25.5	21	96.8	96.1

***** Adj - Adjusted to account for natural variation in performance.

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Cainhoy Elementary/ Middle 03/02/09-0801015

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	28	96.4	34.6	38.5	26.9	0	26.9
	4	25	100	28	56	12	4	16
	5	23	100	31.8	50	13.6	4.5	18.2
	6	39	100	45.9	45.9	8.1	0	8.1
	7	24	100	47.8	39.1	13	0	13
	8	30	100	31	55.2	13.8	0	13.8
2008	3	24	91.7	20	30	45	5	50
	4	30	96.7	16	52	32	0	32
	5	28	100	25.9	59.3	11.1	3.7	14.8
	6	25	100	45.5	31.8	18.2	4.5	22.7
	7	36	100	25	56.3	18.8	0	18.8
	8	19	100	42.1	42.1	15.8	0	15.8
Mathematics								
2007	3	28	100	48.1	51.9	0	0	0
	4	25	100	40	40	12	8	20
	5	23	100	36.4	54.5	4.5	4.5	9.1
	6	39	100	24.3	59.5	13.5	2.7	16.2
	7	24	100	56.5	43.5	0	0	0
	8	30	100	55.2	37.9	6.9	0	6.9
2008	3	24	91.7	40	40	15	5	20
	4	30	96.7	24	64	8	4	12
	5	28	96.4	22.2	37	37	3.7	40.7
	6	25	100	54.5	31.8	9.1	4.5	13.6
	7	36	100	28.1	53.1	9.4	9.4	18.8
	8	19	100	73.7	26.3	0	0	0
Science								
2007	3	15	100	80	20	0	0	0
	4	25	100	60	28	8	4	12
	5	12	100	63.6	18.2	9.1	9.1	18.2
	6	20	100	36.8	47.4	5.3	10.5	15.8
	7	24	100	47.8	39.1	13	0	13
	8	15	100	28.6	42.9	21.4	7.1	28.6
2008	3	12	91.7	50	40	10	0	10
	4	30	96.7	52	32	16	0	16
	5	13	100	53.8	38.5	7.7	0	7.7
	6	13	100	40	30	20	10	30
	7	36	100	34.4	53.1	6.3	6.3	12.5
	8	10	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	13	100	33.3	58.3	8.3	0	8.3
	4	25	100	36	44	16	4	20
	5	11	100	36.4	54.5	9.1	0	9.1
	6	19	100	27.8	55.6	11.1	5.6	16.7
	7	24	100	47.8	43.5	8.7	0	8.7
	8	15	100	60	40	0	0	0
2008	3	12	91.7	60	40	0	0	0
	4	30	96.7	32	48	8	12	20
	5	14	100	35.7	35.7	21.4	7.1	28.6
	6	12	100	50	33.3	0	16.7	16.7
	7	36	100	31.3	50	9.4	9.4	18.8
	8	9	I/S	I/S	I/S	I/S	I/S	I/S

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