



Cainhoy Elementary/ Middle

2424 Cainhoy Road
Huger, SC 29450

Grades	PK-8 Middle School	
Enrollment	255 Students	
Principal	John Spagnolia	843-899-8975
Superintendent	Dr. Anthony L. Parker	843-899-8600
Board Chair	Douglas Cooper	843-819-3320

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	At-Risk	Below Average
2007	At-Risk	Good
2006	At-Risk	At-Risk
2005	Below 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 2008-09 whose 2007-08 test scores were located

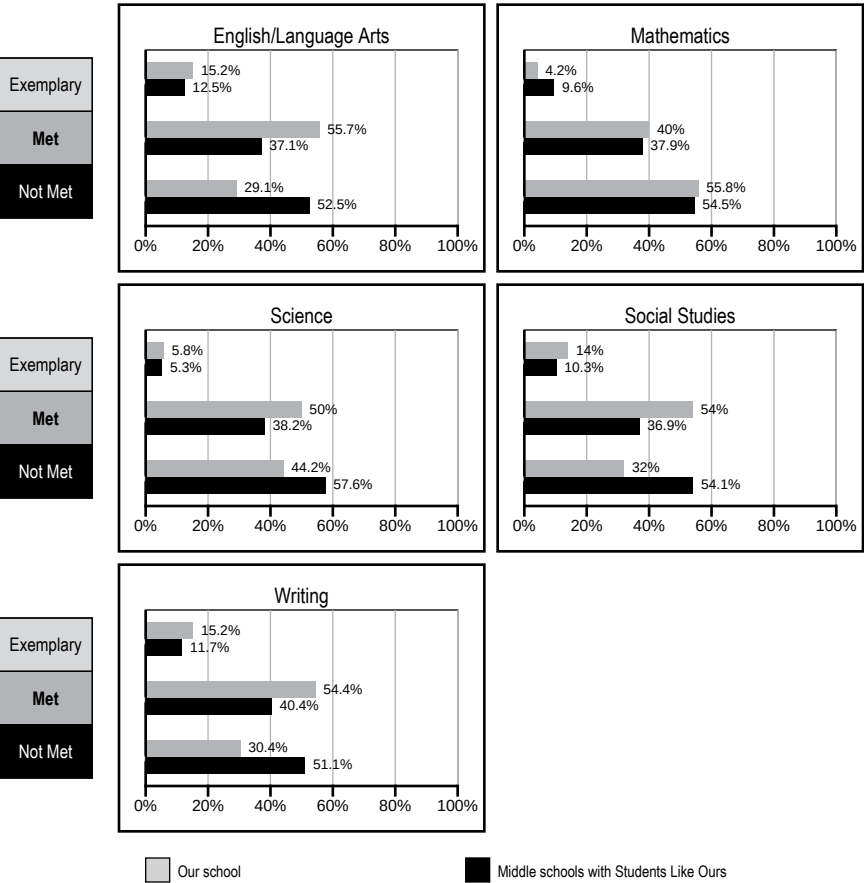
99.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	28	22

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

Palmetto Assessment of State Standards (PASS)



* 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

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

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	75.0%	84.2%
English 1	N/A	83.1%
Physical Science	N/A	28.1%
US History and the Constitution	N/A	N/A
All Subjects	75.0%	82.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=255)				
Students enrolled in high school credit courses (grades 7 & 8)	27.1%	Up from 15.1%	16.6%	21.6%
Retention rate	0.8%	Down from 2.1%	2.3%	1.2%
Attendance rate	96.9%	Up from 96.8%	95.6%	95.9%
Eligible for gifted and talented	2.5%	Down from 3.1%	3.7%	14.8%
With disabilities other than speech	7.3%	Down from 8.7%	14.8%	12.6%
Older than usual for grade	1.4%	Down from 1.5%	5.1%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.0%	0.3%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	61.5%	Up from 58.3%	54.4%	56.9%
Continuing contract teachers	76.9%	Up from 75.0%	61.1%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	15.4%	5.3%
Teachers returning from previous year	76.3%	Down from 77.1%	76.0%	82.9%
Teacher attendance rate	92.9%	Down from 95.5%	94.9%	95.2%
Average teacher salary*	\$48,289	Up 6.9%	\$44,687	\$46,599
Professional development days/teacher	9.2 days	Down from 12.6 days	10.9 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio in core subjects	15.0 to 1	Up from 12.4 to 1	16.2 to 1	20.1 to 1
Prime instructional time	89.3%	Down from 91.0%	89.3%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	95.6%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$12,710	Up 3.5%	\$10,252	\$7,645
Percent of expenditures for instruction**	50.7%	Down from 58.3%	60.6%	63.4%
Percent of expenditures for teacher salaries**	46.2%	Down from 48.9%	54.8%	57.0%

* 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

Cainhoy Elementary/Middle School Narrative

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 student achievement. We are very proud to say that we made "AYP!"

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

Some of our accomplishments in 2008-2009 include: 12 students passing the Algebra 1 End of the Course Exam, 2 Spell Bound Competition Participants, 7 All County Chorus participants, 2 All County Strings Participants, Cainhoy Steel Band Performances, the continuation of our recycling program and the production of a Student News Show.

We continue to promote the use of technology with the installation of the computer lab "ASSIST" program. The school continued with the Tiger Café to encourage students to participate in our Accelerated Reader 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, pens, paper, notebooks, games, and other items from our Tiger Pride Store.

Our Parent Teacher Organization and School Improvement Council worked very hard to support students, teachers, and staff to enhance student achievement. They provided classroom supplies and much needed help throughout the school year.

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.

John Spagnolia, Principal
Ella Chisolm, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	31	37
Percent satisfied with learning environment	86.7%	87.1%	88.9%
Percent satisfied with social and physical environment	90.0%	87.1%	88.9%
Percent satisfied with school-home relations	93.5%	74.2%	81.1%

* Only students at the highest middle 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 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	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	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	155	97.4	33.6	49.3	17.1	78.8	84.7	82.8	Yes	Yes
Gender										
Male	78	97.4	33.8	54.1	12.2	75.7	80.7	79.3	N/A	N/A
Female	77	97.4	33.3	44.4	22.2	81.9	89.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	88.5	89.5	I/S	I/S
African American	144	97.2	35.3	48.5	16.2	77.9	78.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.1	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	82.5	I/S	I/S
Disability Status										
Disabled	28	100	71.4	25	3.6	46.4	49.6	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	2	I/S	I/S	I/S	I/S	I/S	79.3	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	139	97.1	33.1	51.1	15.8	78.9	79.8	75.5	Yes	Yes

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

All Students	155	97.4	46.6	45.2	8.2	74	80.2	78.9	Yes	Yes
Gender										
Male	78	97.4	54.1	40.5	5.4	70.3	77.9	77	N/A	N/A
Female	77	97.4	38.9	50	11.1	77.8	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	85.4	87.2	I/S	I/S
African American	144	97.2	49.3	43.4	7.4	72.1	70.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.2	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	79.5	I/S	I/S
Disability Status										
Disabled	28	100	N/AV	N/AV	N/AV	50	45.2	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	2	I/S	I/S	I/S	I/S	I/S	80.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	139	97.1	45.9	45.9	8.3	72.9	73.5	70.2	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	97	100	46.3	49.5	4.2	53.7	69.2	67.5
Gender								
Male	46	100	48.9	48.9	2.2	51.1	68.4	67
Female	51	100	44	50	6	56	70.1	68
Racial/Ethnic Group								
White	7	I/S	I/S	I/S	I/S	I/S	78.2	79.5
African American	90	100	48.3	48.3	3.4	51.7	53.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	62.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.4	71.2
Disability Status								
Disabled	19	100	N/AV	N/AV	N/AV	15.8	34	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	64.6	59.6
Socio-Economic Status								
Subsided meals	88	100	48.3	48.3	3.4	51.7	59.5	55.1

Social Studies

All Students	97	100	35.1	51.1	13.8	64.9	74.2	72.3
Gender								
Male	50	100	30.6	51	18.4	69.4	73.3	71.5
Female	47	100	40	51.1	8.9	60	75.1	73.2
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	80.5	80.7
African American	91	100	36.4	50	13.6	63.6	62.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	69.7	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.6	72.2
Disability Status								
Disabled	18	100	66.7	22.2	11.1	33.3	42.4	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	2	I/S	I/S	I/S	I/S	I/S	70.7	67.9
Socio-Economic Status								
Subsided meals	88	100	37.9	48.3	13.8	62.1	66	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	157	97.5	31.1	51.4	17.6	68.9	69.4	70.2	96.9	96.3
Gender										
Male	80	96.3	38.7	45.3	16	61.3	61.4	63.2	96.9	96.3
Female	77	98.7	23.3	57.5	19.2	76.7	77.9	77.5	96.9	96.4
Racial/Ethnic Group										
White	9	I/S	I/S	I/S	I/S	I/S	74.6	79.1	93.5	95.9
African American	146	97.3	31.9	51.4	16.7	68.1	60.1	57.6	97.1	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	86.2	N/A	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	63.2	62.6	95.9	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	68.7	N/A	95.8
Disability Status										
Disabled	27	96.3	N/AV	N/AV	N/AV	38.5	26	26.1	97	95.5
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	2	I/S	I/S	I/S	I/S	I/S	62.4	61.2	94.6	96.9
Socio-Economic Status										
Subsidized meals	141	97.9	31.1	51.9	17	68.9	61	58.9	96.9	96

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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	26	96.2	41.7	33.3	25	58.3
	4	20	100	45	40	15	55
	5	26	92.3	33.3	50	16.7	66.7
	6	25	100	20.8	62.5	16.7	79.2
	7	23	100	30.4	56.5	13	69.6
	8	35	97.1	32.3	51.6	16.1	67.7
Mathematics							
2009	3	26	96.2	54.2	37.5	8.3	45.8
	4	20	100	30	55	15	70
	5	26	92.3	33.3	54.2	12.5	66.7
	6	25	100	50	41.7	8.3	50
	7	23	100	47.8	47.8	4.3	52.2
	8	35	97.1	58.1	38.7	3.2	41.9
Science							
2009	3	12	100	N/AV	N/AV	N/AV	25
	4	20	100	35	60	5	65
	5	12	100	N/AV	N/AV	N/AV	50
	6	13	100	53.8	38.5	7.7	46.2
	7	23	100	47.8	47.8	4.3	52.2
	8	17	100	26.7	66.7	6.7	73.3
Social Studies							
2009	3	13	100	41.7	50	8.3	58.3
	4	20	100	35	45	20	65
	5	12	100	41.7	50	8.3	58.3
	6	12	100	18.2	72.7	9.1	81.8
	7	23	100	34.8	43.5	21.7	65.2
	8	17	100	37.5	56.3	6.3	62.5
Writing							
2009	3	27	96.3	40	44	16	60
	4	21	100	28.6	42.9	28.6	71.4
	5	25	96	29.2	54.2	16.7	70.8
	6	25	96	17.4	60.9	21.7	82.6
	7	24	95.8	43.5	52.2	4.3	56.5
	8	35	100	28.1	53.1	18.8	71.9

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