



Cain Elementary

607 First Street

Darlington, South Carolina

Grades	PK-2 Primary School	
Enrollment	373 Students	
Principal	Wanda Odom	843-398-2450
Superintendent	Dr. Rainey H. Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

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.

ABSOLUTE RATINGS OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	1	0	0	0

* Ratings are calculated with data available by 03/12/2010. Primary Schools with Students like Ours are primary schools with Poverty Indices of no more than 5% above or below the index for this school.

Performance Rating Criteria

Prime instructional time	90.6%
Student-teacher ratio in core subjects	20.9 to 1
Teachers with advanced degrees	45.5%
Teachers returning from previous year	N/A
Percent of parents attending conferences	100.0%
Days of professional development devoted exclusively to knowledge and skills working with children less than eight years old	16.6 days

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
X	Southern Association of Colleges and School
	American Montessori Society
	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=373)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.2%	Up from 5.3%	4.0%	3.6%
Attendance rate	95.7%	Up from 95.3%	95.6%	95.7%
With disabilities other than speech	5.4%	Down from 8.2%	4.6%	4.2%
Older than usual for grade	0.0%	No Change	0.0%	0.0%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	45.5%	Down from 54.5%	65.7%	60.7%
Continuing contract teachers	77.3%	Down from 81.8%	87.2%	83.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.4%	89.6%
Teacher attendance rate	96.4%	Up from 95.7%	95.1%	95.2%
Average teacher salary*	\$48,447	Up 0.6%	\$47,930	\$47,550
Professional development days/teacher	19.5 days	Up from 16.2 days	16.8 days	16.7 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	5.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 20.3 to 1	19.2 to 1	19.3 to 1
Prime instructional time	90.6%	Up from 89.6%	89.9%	89.6%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,963	Down 5.2%	\$7,049	\$6,858
Percent of expenditures for instruction**	66.9%	Down from 71.5%	70.7%	70.4%
Percent of expenditures for teacher salaries**	64.9%	Down from 68.8%	64.9%	63.7%

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

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

J. L. Cain's faculty and staff are committed to meeting the academic, social and individual needs of all students. The goal of the faculty and staff is to teach, nurture, and motivate each student to become a successful life-long learner. Cain Elementary offers an environment that is safe, student-centered, challenging, engaging, and meaningful. Parents and community members have assisted in meeting students' needs by providing support through the Title 1 Management Team, PTO, School Improvement Council, committees, volunteers, conferences, and special events.

J. L. Cain is a Title 1 School that supports professional growth by providing professional development opportunities based on teacher/student needs and best educational practices. The teachers participate in courses, conferences, workshops, grade level meetings, and book talks during the school year and summer to become more knowledgeable in best practices. These best practices are used to enhance student learning in English Language Arts, math, science, social studies, technology, and higher order thinking skills. As a result, there has been an increase in student achievement in English Language Arts, math, and science.

J. L. Cain's curriculum and instruction are based on the South Carolina Standards in all subject areas. The curriculum and instruction also include a balanced literacy model, math problem solving, higher-order thinking and reasoning skills, spiraling, integrating technology, character education, student/teacher conferences in reading and writing, and a positive approach to discipline. An ELA transition class was offered in first grade to provide remediation for struggling readers. Literacy groups were also offered to provide more opportunities to work with small groups of students to increase reading achievement.

Students, faculty, staff, and parents participated in several service learning projects to promote community involvement and to build character. Some of the projects included: Jump Rope for Heart; American Cancer Society Relay for Life; Operation Christmas Child; Math-A-Thon; and collecting items for needy families at Christmas. The students also participated in the district-wide art contest, Safe Kids Calendar Contest, the Governor's Citizenship Award, Terrific Kids, and Students Taking Action, Not Drugs.

Cain Elementary also provided opportunities for students to participate in extra-curricular activities, such as: grade level field trips, musical performances, book club, art exhibitions, Artist in Residence Program, Fine Arts Night, and May Day Program. These activities have helped to instill a sense of pride and respect for self and others.

J. L. Cain will continue to set goals to improve student achievement, to build home-school-community relationships, and to provide a strong academic learning environment that meets the needs of all students.

Wanda Odom, Principal
Judy Flowers, School Improvement Council Chairperson

Evaluations by Teachers

	Teachers
Number of surveys returned	23
Percent satisfied with learning environment	95.7%
Percent satisfied with social and physical environment	95.7%
Percent satisfied with school-home relations	91.3%

School Adequate Yearly Progress	YES
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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.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.3%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

* Or greater than last year