



CADES HEBRON ELEMENTARY

3783 Green Road
Cades, SC 29518

Grades	PK-6 Elementary School	
Enrollment	328 Students	
Principal	Lee Roy Campbell, Jr	843-389-3386
Superintendent	Dr. Yvonne Jefferson-Barnes	843-355-5571
Board Chair	Rev. Norman Gamble	843-244-1676

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Below Average	At-Risk
2008	Below Average	Below Average
2007	At-Risk	At-Risk
2006	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

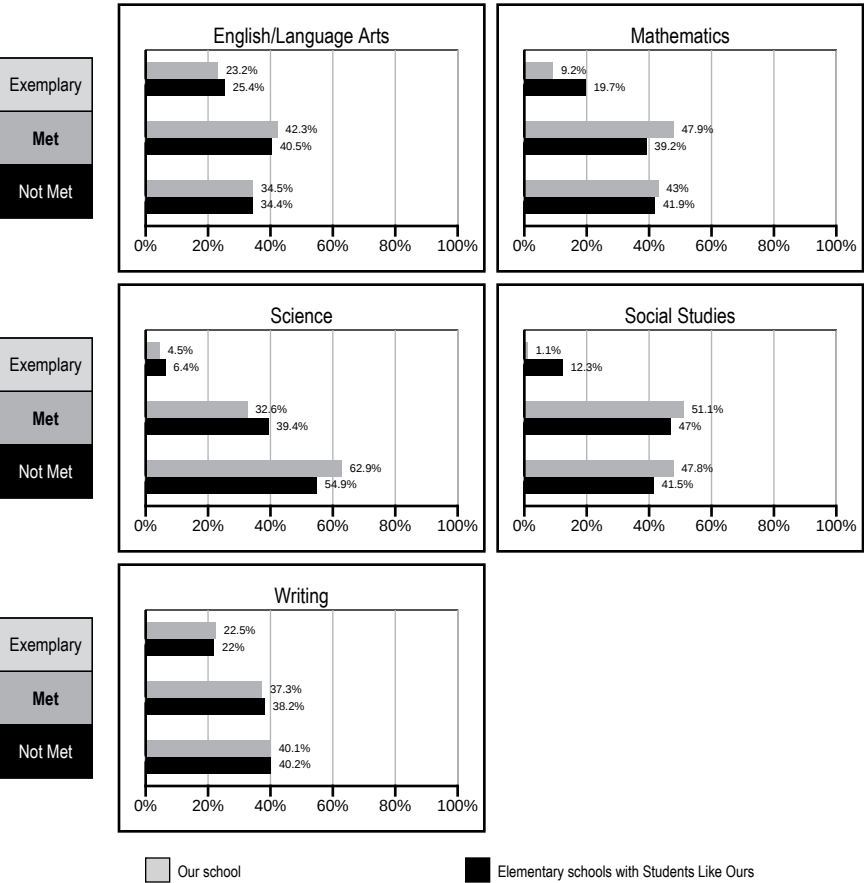
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	92	59	24

* 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=328)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.6%	Down from 3.0%	1.5%	1.2%
Attendance rate	94.5%	Down from 95.7%	95.9%	96.1%
Eligible for gifted and talented	4.8%	Up from 0.0%	4.8%	11.7%
With disabilities other than speech	12.1%	Down from 14.1%	8.5%	8.0%
Older than usual for grade	0.8%	Down from 1.3%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	81.3%	Up from 76.2%	60.0%	60.5%
Continuing contract teachers	62.5%	Up from 57.1%	80.0%	84.6%
Teachers with emergency or provisional certificates	14.3%	Up from 10.5%	0.0%	0.0%
Teachers returning from previous year	86.3%	Up from 79.9%	83.6%	87.0%
Teacher attendance rate	96.7%	Up from 95.5%	95.4%	95.4%
Average teacher salary*	\$46,849	Up 0.5%	\$45,439	\$47,288
Professional development days/teacher	8.2 days	Down from 11.0 days	10.6 days	10.5 days
School				
Principal's years at school	0.0	Down from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Up from 14.1 to 1	17.3 to 1	19.2 to 1
Prime instructional time	90.4%	Down from 90.6%	90.5%	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 99.8%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$8,584	Up 12.7%	\$8,593	\$7,548
Percent of expenditures for instruction**	70.4%	Up from 67.1%	68.0%	68.7%
Percent of expenditures for teacher salaries**	64.4%	Up from 64.3%	62.4%	65.1%

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

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Cades-Hebron Elementary teachers and students worked very hard this school year. With the assistance of the Title 1 Facilitator and the District Instructional Coach, the teachers were able to implement the Anderson 5 Curriculum and the South Carolina State Standards during the 2009-2010 school year. This curriculum is standards-driven and designed to address the diverse learning needs of our students. Teachers continued the implementation of effective writing and problem solving strategies across the curriculum.

Cades-Hebron also provided a number of instructional programs that provided academic assistance to students who were not meeting their academic goals. Some of these programs were 21st Century afterschool program, Successmaker Computer Assisted Learning, Academy of Reading, Academy of Math, and in-school tutoring. These lessons and instructions were aligned with the state standards as well.

TBS (Therapeutic Behavioral Services) teachers, as well as the Child Development Educational Pilot Program (CDEPP), entered into its third year and showed much academic promise for our 4 and 5 year olds. In addition, a fulltime guidance counselor was provided to assist with academic, social, and personal problems.

Other programs and activities used to help to build our children's character and prepare them to survive in a constantly changing and diverse world included the Parenting Program, the CHES Pageant, Oratorical Contest, Fall Fest, Field Day, The Art Program, and Spelling Bee. Our Foster Grandparents Program, through the local Vital Aging Commission, allows our older generation to pass knowledge and character to our younger generation.

Cades-Hebron would like to thank our parents and community members for the effortless support that they have shown us this school year. We could not have accomplished many of our goals without them.

Along with our faculty and staff, we will continue to provide effective academic instruction for all students at Cades-Hebron Elementary School. We look forward to your continued support as we continue to provide self-reliant and productive citizens by providing learning opportunities by working with the home and community.

Lee Roy Campbell, Jr., Principal
 Michael Gambrell, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	31	18
Percent satisfied with learning environment	95.5%	77.4%	77.8%
Percent satisfied with social and physical environment	77.3%	86.7%	81.3%
Percent satisfied with school-home relations	81.8%	93.5%	66.7%

* 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	CSI-DELAY
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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	11.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.5%	0.0%	No
Student attendance rate	94.5%	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	162	100	32.7	39.2	28.1	77.1	74.7	83.5	Yes	Yes
Gender										
Male	90	100	32.9	37.6	29.4	76.5	70.2	80.1	N/A	N/A
Female	72	100	32.4	41.2	26.5	77.9	79.4	87	N/A	N/A
Racial/Ethnic Group										
White	59	100	24.5	37.7	37.7	83	78.4	89.6	Yes	Yes
African American	100	100	37.8	38.8	23.5	73.5	74.3	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	37	100	51.4	13.5	35.1	51.4	41.3	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	0	N/A	N/A	N/A	N/A	N/A	I/S	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	145	100	34.1	37.7	28.3	74.6	73.9	76.9	Yes	Yes

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

All Students	162	100	39.9	47.1	13.1	68.6	69.3	80.4	Yes	Yes
Gender										
Male	90	100	37.6	45.9	16.5	65.9	66.2	78.4	N/A	N/A
Female	72	100	42.6	48.5	8.8	72.1	72.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	59	100	35.8	49.1	15.1	81.1	68.9	87.8	Yes	Yes
African American	100	100	41.8	45.9	12.2	62.2	69.2	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	66.7	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	37	100	48.6	32.4	18.9	48.6	33.8	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	0	N/A	N/A	N/A	N/A	N/A	I/S	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	145	100	40.6	47.1	12.3	67.4	68.3	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	103	98.1	58.9	30.5	10.5	41.1	45.3	67.3
Gender								
Male	56	98.2	53.8	28.8	17.3	46.2	44.2	66.9
Female	47	97.9	65.1	32.6	2.3	34.9	46.4	67.7
Racial/Ethnic Group								
White	40	100	50	38.9	11.1	50	57.6	79.6
African American	61	96.7	65.5	24.1	10.3	34.5	44.3	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	I/S	59.4
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	24	91.7	59.1	9.1	31.8	40.9	19.1	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	0	N/A	N/A	N/A	N/A	N/A	I/S	58.6
Socio-Economic Status								
Subsidized meals	92	97.8	60	29.4	10.6	40	44.1	55.4

Social Studies								
All Students	103	99	45.4	50.5	4.1	54.6	52.1	70.9
Gender								
Male	58	98.3	44.4	50	5.6	55.6	50.2	70.1
Female	45	100	46.5	51.2	2.3	53.5	54.1	71.7
Racial/Ethnic Group								
White	35	100	45.2	51.6	3.2	54.8	58.4	79.2
African American	66	98.5	45.3	50	4.7	54.7	51.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	21	95.2	55	35	10	45	23	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	I/S	68
Socio-Economic Status								
Subsidized meals	93	98.9	45.5	50	4.5	54.5	50.7	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	161	93.2	39.7	37.6	22.7	60.3	64.9	72.1	94.5	96.4
Gender										
Male	90	90	44.7	38.2	17.1	55.3	57	65.2	94.1	96.3
Female	71	97.2	33.8	36.9	29.2	66.2	73.1	79.2	95	96.5
Racial/Ethnic Group										
White	59	96.6	31.4	37.3	31.4	68.6	61.4	80.8	93.5	93.4
African American	99	90.9	44.3	37.5	18.2	55.7	65.1	59.7	95.2	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	95	97.2
Hispanic	1	I/S	I/S	I/S	I/S	I/S	58.3	64.6	95.3	96.7
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	73.4	87	92.5
Disability Status										
Disabled	36	75	77.8	11.1	11.1	22.2	23	27.7	94.1	95.4
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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.7	N/A	97.2
Socio-Economic Status										
Subsidized meals	144	93.1	40.9	36.2	22.8	59.1	63.8	61.9	94.5	96.4

Abbreviations for Missing Data

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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	46	91.3	40	37.1	22.9	60
	4	46	100	41	35.9	23.1	59
	5	39	100	30.3	42.4	27.3	69.7
	6	32	100	30	46.7	23.3	70
	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	43	100	24.4	36.6	39	75.6
	4	44	100	42.9	38.1	19	57.1
	5	40	100	33.3	38.9	27.8	66.7
	6	34	100	27.3	45.5	27.3	72.7
	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	46	91.3	57.1	37.1	5.7	42.9
	4	46	100	53.8	43.6	2.6	46.2
	5	39	100	57.6	33.3	9.1	42.4
	6	32	100	50	40	10	50
	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	43	100	41.5	34.1	24.4	58.5
	4	44	100	40.5	54.8	4.8	59.5
	5	40	100	50	41.7	8.3	50
	6	34	100	27.3	57.6	15.2	72.7
	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	20	100	50	43.8	6.3	50
	4	46	100	53.8	38.5	7.7	46.2
	5	19	100	43.8	50	6.3	56.3
	6	19	100	44.4	38.9	16.7	55.6
	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	21	100	65	20	15	35
	4	44	100	61.9	28.6	9.5	38.1
	5	19	100	N/A	N/A	N/A	41.2
	6	18	94.4	43.8	37.5	18.8	56.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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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	22	100	26.3	63.2	10.5	73.7
	4	46	100	51.3	46.2	2.6	48.7
	5	21	100	55.6	38.9	5.6	44.4
	6	14	100	N/AV	N/AV	N/AV	76.9
	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	22	95.5	N/A	N/A	N/A	55
	4	44	100	38.1	59.5	2.4	61.9
	5	21	100	47.4	36.8	15.8	52.6
	6	16	100	N/A	N/A	N/A	37.5
	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	43	90.7	54.5	42.4	3	45.5
	4	46	93.5	56.8	37.8	5.4	43.2
	5	39	94.9	48.4	35.5	16.1	51.6
	6	34	85.3	48.1	40.7	11.1	51.9
	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	43	90.7	29.7	37.8	32.4	70.3
	4	44	93.2	56.4	30.8	12.8	43.6
	5	40	95	29.4	41.2	29.4	70.6
	6	34	94.1	41.9	41.9	16.1	58.1
	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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