



CAIN ELEMENTARY

607 First Street
Darlington, South Carolina

Grades	PK-2 Primary School	
Enrollment	379 Students	
Principal	Wanda Odom	843-398-2450
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Connell Delaine	843-332-2852

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	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
14	0	0	0	0

* Ratings are calculated with data available by 03/09/2011. 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	90.7%
Student-teacher ratio in core subjects	20.4 to 1
Teachers with advanced degrees	60.9%
Teachers returning from previous year	89.1%
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	16.0 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=379)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.9%	Down from 6.2%	2.6%	2.8%
Attendance rate	95.0%	Down from 95.7%	95.7%	95.6%
With disabilities other than speech	8.6%	Up from 5.4%	4.1%	4.0%
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=23)				
Teachers with advanced degrees	60.9%	Up from 45.5%	69.4%	62.2%
Continuing contract teachers	91.3%	Up from 77.3%	94.1%	90.9%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.1%	N/A	89.0%	89.8%
Teacher attendance rate	96.4%	No Change	94.4%	95.1%
Average teacher salary*	\$46,745	Down 3.5%	\$47,890	\$47,006
Professional development days/teacher	17.8 days	Down from 19.5 days	18.8 days	17.1 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	5.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 20.9 to 1	19.0 to 1	19.3 to 1
Prime instructional time	90.7%	Up from 90.6%	90.1%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,499	Up 9.0%	\$7,094	\$7,207
Percent of expenditures for instruction**	61.9%	Down from 66.9%	68.2%	68.5%
Percent of expenditures for teacher salaries**	60.0%	Down from 64.9%	64.5%	65.1%

* 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 Elementary is a Title 1 School committed to meeting the individual, social, academic, and physical needs of all students. The school's goal is to teach, nurture, and motivate students to become successful life-long learners. The faculty and staff have created an environment that is student-centered, challenging, engaging, and meaningful. Parents and community members offer support and leadership through the PTO, School Improvement Council, School-Wide Management Team, Title 1 committees, conferences, and special events.

J.L. Cain Elementary assists and supports professional growth by providing professional development opportunities based on best educational practices and teacher/student needs. Conferences, workshops, courses, book talks, and grade level planning are offered during the school year and summer to allow teachers to become more knowledgeable in best practices to enhance instruction and student learning. Keeping abreast of best educational practices has had a positive influence on student achievement.

The focus of J. L. Cain's curriculum is based on the South Carolina Curriculum Standards. The school's curriculum and instruction include a balanced literacy model, math problem solving and spiraling, higher-order thinking and reasoning skills, technology integration, collaborative learning, student/teacher reading/writing conferences, character education, and a positive approach to discipline. This year a reading intervention program, Read Well, was implemented in kindergarten, first, and second grades to promote reading success for at-risk students. MAP Primary software was added this year to assess students in reading and math. The MAP data allowed teachers to determine strengths and weaknesses to alter and guide instruction.

To assist the students in building character and becoming good citizens, several service learning projects were completed. Students, staff and parents participated in Jump Rope for Heart, Operation Christmas Child, Math-a-Thon, staple goods collection for a community food center, and gift collection for needy children. Students also participated in Terrific Kids and Students Taking a Stand Against Drugs.

J. L. Cain offered extracurricular activities to meet the diverse needs of students. These activities included field trips, artist-in-residence, musical performances, Fine Arts Night, May Day, field day, and art exhibitions that helped to instill a sense of pride and respect for self and others.

J. L. Cain Elementary will continue to use data to enhance instruction, improve student achievement, meet students' needs, and build a strong academic learning environment. The school will also continue to strengthen home-school-community relationships.

Wanda Odom, Principal
Priscilla Adams, School Improvement Council Chairperson

Evaluations by Teachers

	Teachers
Number of surveys returned	23
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	95.5%

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	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year