

ROBERT E. CASHION ELEMENTARY

1500 Fork Shoals Road
Greenville, SC 29605

Grades	PK-5 Elementary School	
Enrollment	641 Students	
Principal	Shirley S. Chapman	864-355-8000
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA
2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	**Average**	**Average**
2010	Average	Average
2009	Average	Below Average
2008	Average	At-Risk
2007	Average	At-Risk

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 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.

http://ed.sc.gov
http://.eoc.sc.gov

ROBERT E. CASHION ELEMENTARY 11/09/11-2301113

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

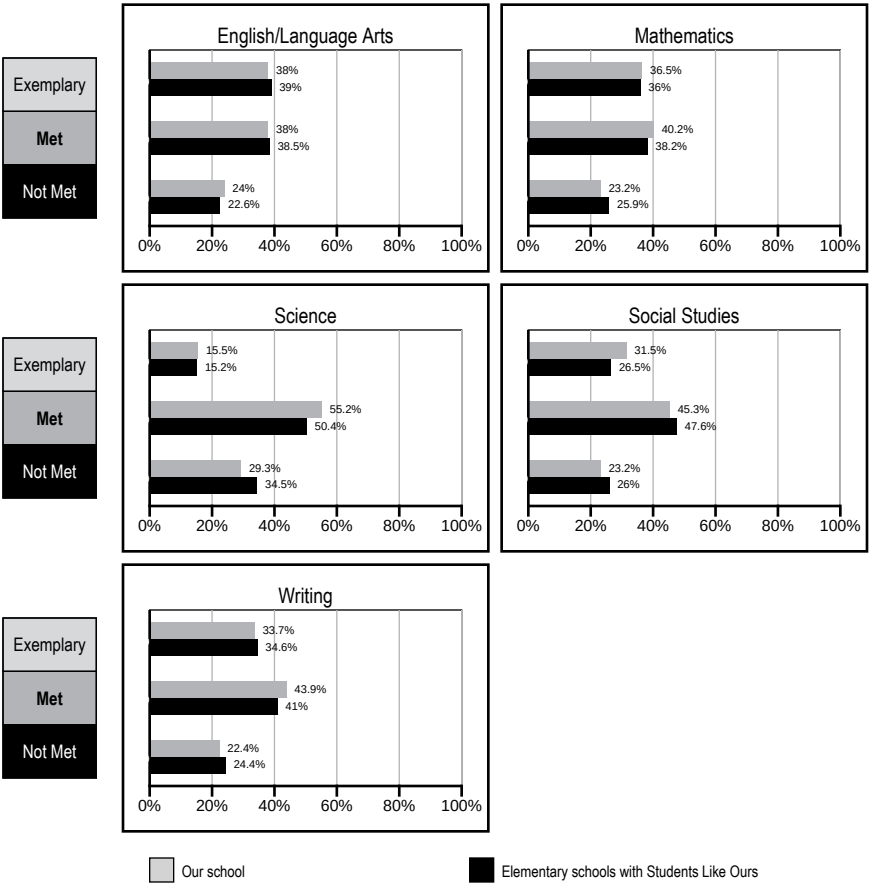
Percent of students tested in 2010-11 whose 2009-10 test scores were located	97.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	33	77	5	0

* Ratings are calculated with data available by 11/09/2011.

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=641)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 3.2%	1.0%	1.1%
Attendance rate	97.0%	Up from 96.4%	96.0%	96.2%
Served by gifted and talented program	14.3%	Up from 14.0%	12.8%	13.4%
With disabilities other than speech	6.3%	Down from 12.7%	4.7%	4.1%
Older than usual for grade	0.0%	No Change	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	56.8%	Up from 54.5%	60.6%	62.5%
Continuing contract teachers	91.9%	Up from 88.6%	90.4%	88.2%
Teachers returning from previous year	88.3%	Down from 89.9%	88.0%	87.8%
Teacher attendance rate	95.3%	Down from 97.8%	95.1%	95.2%
Average teacher salary*	$44,789	Down 2.1%	$46,621	$46,773
Professional development days/teacher	12.2 days	Up from 11.8 days	10.7 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 18.5 to 1	19.7 to 1	19.9 to 1
Prime instructional time	93.0%	Down from 94.4%	90.3%	90.4%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	$6,450	Up 2.5%	$7,336	$7,447
Percent of expenditures for instruction**	69.2%	Down from 71.6%	67.7%	68.4%
Percent of expenditures for teacher salaries**	68.2%	Up from 68.0%	64.8%	65.8%

* 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

Robert E. Cashion Elementary School is a beautiful facility that opened its doors in August of 2003. The school owes its heritage and thanks for a strong foundation to one who lovingly and professionally served students of Greenville County for 40 years, Mr. Robert E. Cashion. The school is located in the Southern end of Greenville County on Fork Shoals Road across from Bonnie Brae Golf Course. The new facility serves students in four year old kindergarten through fifth grade. The school received a Southern Association of Colleges and School Accreditation Peer Review during the 2005-06 school year. The review team rated the total school program as exemplary, and recommended the school's continued accreditation. In the spring of 2009, the School District of Greenville County received National Accreditation.

Since Robert E. Cashion Elementary opened as a new school with a newly formed student population, the 2003-04 BSAP test scores had established the baseline data. The 2008-09 school year ushered in a new assessment, the PASS. During the years of PACT and the one year of PASS, our test scores have continued to affirm that all students are achieving. The school's Absolute rating has remained average. The school's improvement rating was At-Risk during the last years of PACT. The downgrading of the improvement score continued to be the results of not meeting AYP. Although our special education population is not making the AYP target improvements, they continue to meet their IEP improvement goals and objectives. On our 2009-10 school report card, our Improvement Rating increased to Average. The staff at Robert E. Cashion continues to pursuit the goal of providing each student with the skills necessary for academic success.

We are continuing to do yearly need assessments to determine the best ways to meet the academic needs of all our students. As a result of our needs assessment, we will be focusing on the following goals for the 2011-12 school year: Using effective methods and instructional strategies that are researched based to strengthen the core academic program; increasing the quality of learning time; providing high-quality and ongoing professional development for teachers that support best practices for teaching all academic subjects; and increasing parental and community involvement in the school.

The school staff, students, parents and community partners work consistently to convey a caring and nurturing atmosphere where positive social, emotional, physical and educational growth of students is apparent. It is the mission of the school to see that our COMETS and staff are "Lighting the Way to Achievement and Dreams!"

Shirley S. Chapman, Principal
Dawn Lavoie, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	96	64
Percent satisfied with learning environment	97.5%	83.7%	82.5%
Percent satisfied with social and physical environment	97.5%	83.9%	93.7%
Percent satisfied with school-home relations	77.5%	85.7%	85.7%

* 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

This school met 19 out of 19 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	

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	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.7%	0.0%	No
Student attendance rate	97.0%	94.0%**	Yes

* Or greater than last year

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ROBERT E. CASHION ELEMENTARY 11/09/11-2301113

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
English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)										
All Students	292	100	24	38	38	85.6	84.1	82.4	Yes	Yes
Gender										
Male	159	100	27.9	36.7	35.4	82.3	80.8	78.7	N/A	N/A
Female	133	100	19.4	39.5	41.1	89.5	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	101	100	16	37.2	46.8	89.4	89.7	88.9	Yes	Yes
African American	155	100	30.6	37.5	31.9	81.9	72.2	72.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	34	100	19.4	41.9	38.7	90.3	79.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	42	100	71.1	21.1	7.9	42.1	48.6	48.1	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	16.7	29.2	54.2	91.7	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	197	100	25.7	44.1	30.2	84.9	75.7	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	292	100	23.2	40.2	36.5	85.2	84.4	81.9	Yes	Yes
Gender										
Male	159	100	23.8	41.5	34.7	85	82.9	79.9	N/A	N/A
Female	133	100	22.6	38.7	38.7	85.5	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	101	100	14.9	41.5	43.6	92.6	89.4	88.9	Yes	Yes
African American	155	100	29.9	38.2	31.9	79.2	72	71.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	34	100	19.4	45.2	35.5	90.3	82.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	42	100	71.1	26.3	2.6	44.7	47.1	47.3	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	12.5	41.7	45.8	91.7	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	197	100	25.7	44.7	29.6	82.1	76.5	74.9	Yes	Yes

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

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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	198	100	29.3	55.2	15.5	70.7	71.6	68.6
Gender								
Male	114	100	28.8	54.8	16.3	71.2	71.4	68.3
Female	84	100	29.9	55.8	14.3	70.1	71.9	68.9
Racial/Ethnic Group								
White	73	100	19.1	60.3	20.6	80.9	81	80.7
African American	108	100	36.7	52	11.2	63.3	52.3	51.4
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	17	100	26.7	53.3	20	73.3	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	31	100	N/AV	N/AV	N/AV	21.4	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	13	100	21.4	57.1	21.4	78.6	61.8	60.7
Socio-Economic Status								
Subsidized meals	129	100	33.3	59.6	7	66.7	58.4	57.3
Social Studies								
All Students	197	100	23.2	45.3	31.5	76.8	76.1	72.5
Gender								
Male	111	100	24.5	45.1	30.4	75.5	75.9	72
Female	86	100	21.5	45.6	32.9	78.5	76.2	73.1
Racial/Ethnic Group								
White	71	100	21.5	36.9	41.5	78.5	82.8	81
African American	100	100	25	51.1	23.9	75	61.5	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	24	100	22.7	45.5	31.8	77.3	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	26	100	N/AV	N/AV	N/AV	34.8	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	16	100	13.3	53.3	33.3	86.7	70.5	69.7
Socio-Economic Status								
Subsidized meals	133	100	26.7	50.8	22.5	73.3	65.2	62.9

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	100	100	22.4	43.9	33.7	77.6	76	73.2	97	96.4
Gender										
Male	51	100	30	40	30	70	70.2	67.2	97	96.3
Female	49	100	14.6	47.9	37.5	85.4	82.1	79.4	97	96.4
Racial/Ethnic Group										
White	27	100	11.1	55.6	33.3	88.9	83.1	81.5	96.4	96.2
African American	56	100	31.5	35.2	33.3	68.5	62.2	61.3	97.4	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.3	87	97.8	97.6
Hispanic	16	100	12.5	56.3	31.3	87.5	64.3	66.7	97.2	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	92	95.8
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	26.5	26	96.2	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	10	I/S	8.3	50	41.7	91.7	65.3	65.7	97.4	97.2
Socio-Economic Status										
Subsidized meals	69	100	25.4	44.8	29.9	74.6	63.7	63.2	96.8	95.9

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ROBERT E. CASHION ELEMENTARY 11/09/11-2301113

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	102	95.1	23.4	30.9	45.7	76.6
	4	109	100	19.4	43	37.6	80.6
	5	98	100	29.7	44	26.4	70.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	89	100	20.5	25.3	54.2	79.5
	4	103	100	31.9	40.7	27.5	68.1
	5	100	100	19.6	46.4	34	80.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
Mathematics							
2010	3	102	100	31.9	31.9	36.2	68.1
	4	109	100	25.8	34.4	39.8	74.2
	5	98	100	44	44	12.1	56
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	89	100	28.9	28.9	42.2	71.1
	4	103	100	15.4	50.5	34.1	84.6
	5	100	100	25.8	40.2	34	74.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
Science							
2010	3	50	100	38.3	36.2	25.5	61.7
	4	109	100	28	52.7	19.4	72
	5	49	100	36.2	42.6	21.3	63.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	46	100	30.2	53.5	16.3	69.8
	4	103	100	25.3	60.4	14.3	74.7
	5	49	100	36.2	46.8	17	63.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	52	100	36.2	46.8	17	63.8
	4	109	100	21.5	53.8	24.7	78.5
	5	49	100	34.1	45.5	20.5	65.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	43	100	25	40	35	75
	4	103	100	19.8	48.4	31.9	80.2
	5	51	100	28	44	28	72
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
Writing							
2010	3	105	96.2	37.4	30.8	31.9	62.6
	4	106	100	35.5	29	35.5	64.5
	5	96	100	34.1	35.2	30.8	65.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	100	100	22.4	43.9	33.7	77.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	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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