

CAINHOY ELEMENTARY/ MIDDLE

2424 Cainhoy Road
Huger, SC 29450

Grades	PK-8 Middle School	
Enrollment	268 Students	
Principal	John Spagnolia	843-899-8975
Superintendent	Rodney Thompson	843-899-8600
Board Chair	Kathy Schwalbe	843-797-5815

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

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>

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

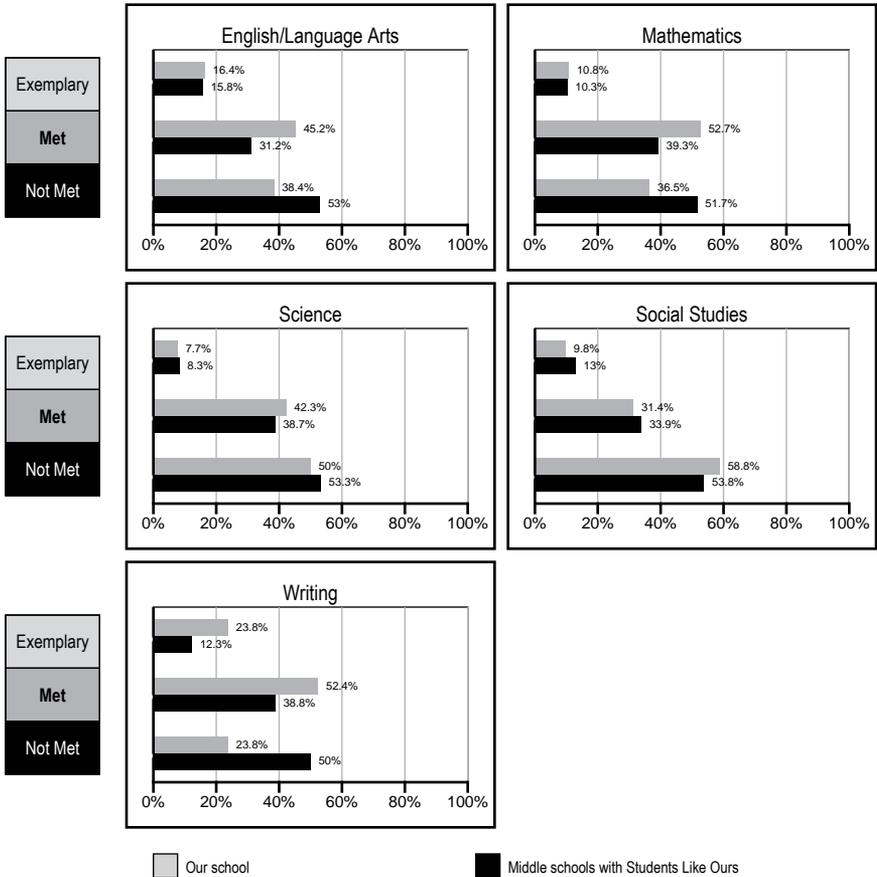
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	22	24

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

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	100.0%	88.3%
English 1	N/A	86.2%
Biology 1/Applied Biology 2	N/A	22.7%
Physical Science	N/A	16.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	87.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=268)				
Students enrolled in high school credit courses (grades 7 & 8)	18.9%	Down from 26.7%	13.6%	24.5%
Retention rate	1.3%	Up from 0.5%	1.0%	0.7%
Attendance rate	95.9%	Down from 96.2%	95.4%	95.9%
Served by gifted and talented program	5.6%	Up from 2.5%	5.4%	17.8%
With disabilities other than speech	1.2%	Down from 9.3%	11.2%	9.2%
Older than usual for grade	0.0%	No Change	3.6%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.2%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	69.6%	Up from 66.7%	59.5%	60.0%
Continuing contract teachers	82.6%	Up from 81.0%	69.0%	82.6%
Teachers returning from previous year	88.4%	Up from 82.0%	76.4%	85.6%
Teacher attendance rate	94.0%	Down from 94.7%	95.4%	95.3%
Average teacher salary*	\$49,542	Up 2.6%	\$44,040	\$46,300
Professional development days/teacher	6.3 days	Down from 6.4 days	10.2 days	9.9 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Up from 13.8 to 1	17.9 to 1	21.5 to 1
Prime instructional time	89.8%	Down from 90.6%	89.2%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	94.9%	Down from 100.0%	97.9%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$16,020	Up 10.1%	\$10,504	\$7,634
Percent of expenditures for instruction**	52.3%	Up from 51.9%	59.8%	64.0%
Percent of expenditures for teacher salaries**	47.5%	Down from 48.0%	55.7%	61.2%

* 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 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.

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

Some of our accomplishments in 2010-2011 include: 10 students passing the algebra 1 exam, 1 Spell Bound Competition participant, 8 All County Chorus Participants, 1 All County Beginner Band Participant, the Palmetto Gold Award, and the continuation of our recycling program.

We continue to promote the use of technology with our computer lab "ASSIST" program. We have continued with the Tiger Cafe to encourage students to participate in our Accelerated Reading Program. Another incentive to learn is through the use of Tiger Bucks. Students use these to purchase materials such as pencils, pens, paper, games, and other items from the Tiger Pride Store.

Our PTO and SIC continue to provide classroom supplies throughout the school year. They work very hard to support students, teachers, and staff to enhance student achievement.

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 SIC and PTO.

John Spagnolia, Principal
Ella Chisolm, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	23	39
Percent satisfied with learning environment	88.5%	91.3%	82.1%
Percent satisfied with social and physical environment	88.5%	82.6%	84.6%
Percent satisfied with school-home relations	73.1%	82.6%	87.2%

* 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

NO

This school met 10 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

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	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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	161	100	32.7	49.3	18	78.7	85.3	82.4	Yes	Yes
Gender										
Male	78	100	38.7	46.7	14.7	73.3	81.3	78.7	N/A	N/A
Female	83	100	26.7	52	21.3	84	89.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	89	88.9	I/S	I/S
African American	150	100	34	50.4	15.6	78	78.6	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	85	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	83	I/S	I/S
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	54.4	48.1	I/S	I/S
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	5	I/S	I/S	I/S	I/S	I/S	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	154	100	34	49.3	16.7	77.8	80.4	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	161	98.8	33.3	50	16.7	75.3	84.4	81.9	No	Yes
Gender										
Male	78	100	40	40	20	72	82.7	79.9	N/A	N/A
Female	83	97.6	26.7	60	13.3	78.7	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	88.6	88.9	I/S	I/S
African American	150	98.7	34.8	51.1	14.2	73.8	77.1	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.2	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	83.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	84.4	I/S	I/S
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	53	47.3	I/S	I/S
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	5	I/S	I/S	I/S	I/S	I/S	83.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	154	98.7	34.7	50	15.3	74.3	79.5	74.9	No	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	109	98.2	48.5	46.6	4.9	51.5	70.9	68.6
Gender								
Male	52	98.1	44.9	49	6.1	55.1	70.4	68.3
Female	57	98.3	51.9	44.4	3.7	48.1	71.4	68.9
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	79.9	80.7
African American	102	98	51	44.9	4.1	49	56.5	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.1	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.4	70.8
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	39.6	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	2	I/S	I/S	I/S	I/S	I/S	65.3	60.7
Socio-Economic Status								
Subsidized meals	103	98.1	48	48	4.1	52	61.8	57.3
Social Studies								
All Students	111	98.2	51	38.2	10.8	49	75.7	72.5
Gender								
Male	53	96.2	50	42	8	50	74.3	72
Female	58	100	51.9	34.6	13.5	48.1	77.1	73.1
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	81.1	81
African American	102	98	54.3	35.1	10.6	45.7	66.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.7	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	73.2	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	73.5
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	43.5	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	5	I/S	I/S	I/S	I/S	I/S	73.4	69.7
Socio-Economic Status								
Subsidized meals	108	98.2	52	37	11	48	68.4	62.9

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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	50	100	25.5	53.2	21.3	74.5	73.5	73.2	95.9	96.3
Gender										
Male	26	100	26.9	61.5	11.5	73.1	66.8	67.2	96	96.3
Female	24	100	23.8	42.9	33.3	76.2	80.6	79.4	95.8	96.3
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	78.5	81.5	93.7	95.9
African American	44	100	29.3	51.2	19.5	70.7	64.8	61.3	96.1	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87	87	96.2	97.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	72.1	66.7	97.6	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2	N/A	95.5
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	27.7	26	94	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	69	65.7	97.6	97
Socio-Economic Status										
Subsidized meals	46	100	27.9	53.5	18.6	72.1	65.4	63.2	95.9	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							
2010	3	30	100	28.6	42.9	28.6	71.4
	4	27	100	23.1	42.3	34.6	76.9
	5	21	100	30	55	15	70
	6	28	100	53.8	38.5	7.7	46.2
	7	24	100	35	40	25	65
	8	25	100	37.5	33.3	29.2	62.5
2011	3	27	100	40	44	16	60
	4	29	100	22.2	63	14.8	77.8
	5	26	100	20	52	28	80
	6	26	100	40.9	40.9	18.2	59.1
	7	30	100	50	26.7	23.3	50
	8	23	100	19	76.2	4.8	81
Mathematics							
2010	3	30	100	35.7	32.1	32.1	64.3
	4	27	100	30.8	57.7	11.5	69.2
	5	21	100	35	55	10	65
	6	28	100	50	42.3	7.7	50
	7	24	100	50	40	10	50
	8	25	100	37.5	50	12.5	62.5
2011	3	27	96.3	60	36	4	40
	4	29	100	14.8	51.9	33.3	85.2
	5	26	100	20	52	28	80
	6	26	96.2	36.4	54.5	9.1	63.6
	7	30	100	50	43.3	6.7	50
	8	23	100	14.3	66.7	19	85.7
Science							
2010	3	15	100	53.3	40	6.7	46.7
	4	27	100	N/A	N/A	N/A	61.5
	5	10	I/S	I/S	I/S	I/S	I/S
	6	13	100	N/A	N/A	N/A	23.1
	7	24	100	N/A	N/A	N/A	50
	8	12	100	33.3	58.3	8.3	66.7
2011	3	12	100	N/AV	N/AV	N/AV	25
	4	29	100	33.3	63	3.7	66.7
	5	13	100	N/AV	N/AV	N/AV	46.2
	6	13	84.6	I/S	I/S	I/S	I/S
	7	30	100	53.3	40	6.7	46.7
	8	12	100	36.4	45.5	18.2	63.6

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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	15	100	N/A	N/A	N/A	15.4
	4	27	100	7.7	76.9	15.4	92.3
	5	11	100	63.6	27.3	9.1	36.4
	6	15	93.3	N/A	N/A	N/A	76.9
	7	24	100	30	65	5	70
	8	13	100	25	25	50	75
2011	3	15	93.3	N/AV	N/AV	N/AV	N/AV
	4	29	100	18.5	63	18.5	81.5
	5	13	100	41.7	50	8.3	58.3
	6	13	92.3	I/S	I/S	I/S	I/S
	7	30	100	70	20	10	30
	8	11	100	I/S	I/S	I/S	I/S
Writing							
2010	3	30	93.3	23.1	50	26.9	76.9
	4	27	100	34.6	42.3	23.1	65.4
	5	21	100	20	50	30	80
	6	29	100	46.2	46.2	7.7	53.8
	7	23	95.7	N/AV	N/AV	N/AV	60
	8	25	100	37.5	25	37.5	62.5
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	27	100	26.9	53.8	19.2	73.1
	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	23	100	23.8	52.4	23.8	76.2

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