



Robert E. Cashion Elementary

1500 Fork Shoals Road
Greenville, SC 29605

Grades	PK-5 Elementary School	
Enrollment	682 Students	
Principal	Shirley S. Chapman	864-355-8000
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	Good
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

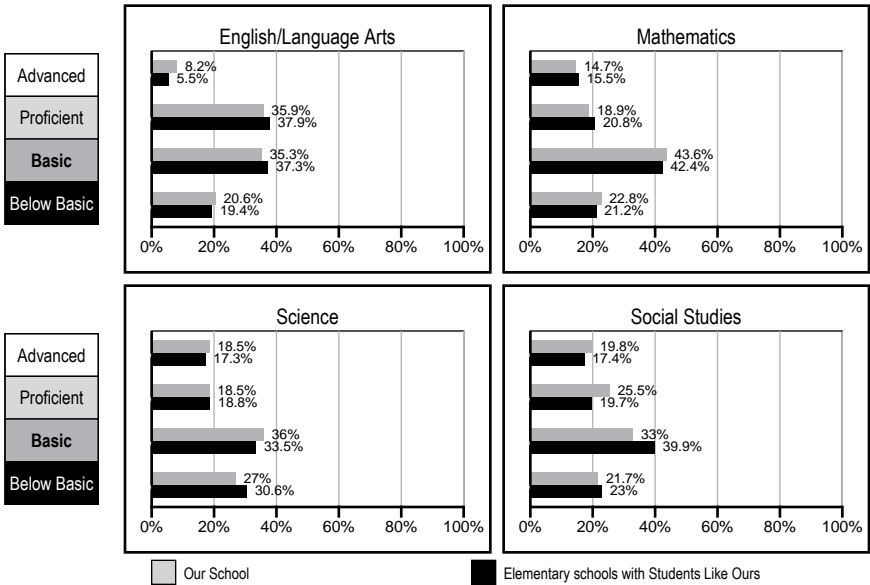
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 93.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	66	15	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=682)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.3%	Up from 1.9%	2.7%	2.3%
Attendance rate	96.8%	Up from 96.2%	96.2%	96.3%
Eligible for gifted and talented	10.9%	Up from 7.3%	9.8%	10.4%
With disabilities other than speech	13.0%	Up from 10.6%	8.7%	7.5%
Older than usual for grade	0.0%	Down from 0.7%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	56.5%	Down from 57.8%	57.9%	56.7%
Continuing contract teachers	82.6%	Up from 80.0%	80.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.2%	Up from 85.9%	87.6%	86.4%
Teacher attendance rate	96.6%	Up from 95.6%	94.9%	94.9%
Average teacher salary	\$44,266	Up 4.5%	\$45,421	\$45,345
Professional development days/teacher	11.5 days	Up from 11.2 days	12.6 days	12.6 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.4 to 1	Down from 20.0 to 1	18.6 to 1	18.5 to 1
Prime instructional time	92.8%	Up from 90.7%	89.5%	89.8%
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*	\$5,927	Up 2.9%	\$6,895	\$7,052
Percent of expenditures for instruction*	70.6%	Up from 69.3%	68.4%	69.1%
Percent of expenditures for teacher salaries*	66.4%	Down from 69.3%	64.8%	64.2%

* 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 new 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.

Since Robert E. Cashion Elementary opened as a new school with a newly formed student population, the 2003-04 standardized test scores established the baseline data for the school. Since that year, our test scores continue to affirm that all students are achieving. The school's Absolute rating has remained average. The school's improvement rating moved from "good" to "below average." The downgrading of the improvement score continues to be the results of not meeting AYP. Although only our special education population did not make the AYP target, they continue to meet their IEP improvement goals and objectives. Despite not making AYP, our school was recognized by the S.C. Educational Oversight Committee for our efforts in "closing the achievement gap" with our students.

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 2008-09 school year: Using effective methods and instructional strategies that are research-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 school to see that our COMETS and staff are "Lighting the Way to Achievement and Dreams!"

Shirley S. Chapman, Principal
 Tina Childers, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	94	44
Percent satisfied with learning environment	95.3%	92.2%	83.7%
Percent satisfied with social and physical environment	95.3%	93.5%	81.4%
Percent satisfied with school-home relations	83.3%	95.7%	75.0%

* 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

NO

This school met 19 out of 23 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. Sanction: Implement the restructuring plan.
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	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	334	100	20.6	35.3	35.9	8.2	54.9	52.4	48.2	Yes	Yes
Gender											
Male	156	100	27.8	34	32.6	5.6	45.8	46.1	41.7	N/A	N/A
Female	178	100	14.2	36.4	38.9	10.5	63	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	138	100	14.8	37.5	38.3	9.4	60.2	62.3	60	Yes	Yes
African American	150	100	27.3	32.4	33.8	6.5	50.4	31.7	31.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	41	100	14.3	40	34.3	11.4	54.3	36.7	38.4	I/S	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	69	100	54.7	26.6	17.2	1.6	23.4	20.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	36	100	10	36.7	40	13.3	60	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	201	100	24.7	37.4	31.9	6	48.4	34.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	335	100	22.8	43.6	18.9	14.7	41.7	49.5	45.8	Yes	Yes
Gender											
Male	157	100	22.8	42.8	20	14.5	40.7	49.9	45.6	N/A	N/A
Female	178	100	22.8	44.4	17.9	14.8	42.6	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	138	100	18	46.9	20.3	14.8	45.3	59.4	59	Yes	Yes
African American	151	100	26.4	46.4	14.3	12.9	35.7	27.2	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	41	100	22.9	25.7	34.3	17.1	51.4	37.4	38.1	I/S	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	70	100	50.8	32.3	13.8	3.1	21.5	20.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	36	100	20	20	33.3	26.7	60	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	202	100	26.2	45.9	17.5	10.4	36.6	32.2	31.4	No	Yes

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

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	229	100	26.7	36.2	18.6	18.6	37.1	39.3	35.7	96.8	96.5
Gender											
Male	100	100	25	31.5	22.8	20.7	43.5	41.6	37.4	96.5	96.4
Female	129	100	28	39.8	15.3	16.9	32.2	36.9	33.8	97.1	96.6
Racial/Ethnic Group											
White	95	100	15.6	34.4	30	20	50	49.7	49.2	96.3	96.4
African American	100	100	34.4	40.9	11.8	12.9	24.7	18.2	17	97.1	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	98.7	97.7
Hispanic	30	100	37.5	29.2	4.2	29.2	33.3	23.7	24.9	97.2	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	96.3	95.3
Disability Status											
Disabled	44	100	52.5	30	15	2.5	17.5	16.3	14	96.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	27	100	33.3	19	4.8	42.9	47.6	22.6	24.4	97.1	97.2
Socio-Economic Status											
Subsided meals	132	100	33.9	41.5	12.7	11.9	24.6	21.3	21.1	96.6	95.8
Social Studies											
All Students	225	100	21.7	33	25.5	19.8	45.3	38.1	34	96.8	96.5
Gender											
Male	105	100	24.2	31.3	26.3	18.2	44.4	41	36.6	96.5	96.4
Female	120	100	19.5	34.5	24.8	21.2	46	35	31.3	97.1	96.6
Racial/Ethnic Group											
White	100	100	19.4	35.5	28	17.2	45.2	46.1	44.5	96.3	96.4
African American	95	100	27.8	30	23.3	18.9	42.2	20.5	19.1	97.1	96.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	98.7	97.7
Hispanic	26	100	7.7	38.5	26.9	26.9	53.8	27.7	27.5	97.2	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	96.3	95.3
Disability Status											
Disabled	49	100	51.1	36.2	4.3	8.5	12.8	17.1	14.4	96.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	24	100	8.3	33.3	20.8	37.5	58.3	27.6	27.3	97.1	97.2
Socio-Economic Status											
Subsided meals	137	100	25.8	35.9	21.9	16.4	38.3	22.8	21	96.6	95.8

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

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
English/Language Arts									
2007	3	121	98.4	12.6	35.1	45.9	6.3	52.3	
	4	105	97.1	18.1	40.4	37.2	4.3	41.5	
	5	92	100	34.1	52.9	12.9	0	12.9	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	111	100	19	23	41	17	58	
	4	119	100	10.4	42.6	41.7	5.2	47	
	5	104	100	35.2	39.6	23.1	2.2	25.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Mathematics									
2007	3	121	100	14.2	48.7	25.7	11.5	37.2	
	4	105	100	21.9	46.9	21.9	9.4	31.3	
	5	92	100	22.4	61.2	11.8	4.7	16.5	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	111	100	26	37	15	22	37	
	4	119	100	15.7	47.8	20.9	15.7	36.5	
	5	105	100	28.3	45.7	20.7	5.4	26.1	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Science									
2007	3	60	100	30.4	33.9	25	10.7	35.7	
	4	105	100	29.2	35.4	21.9	13.5	35.4	
	5	46	100	48.8	39.5	9.3	2.3	11.6	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	58	100	19.6	37.3	29.4	13.7	43.1	
	4	119	100	23.5	38.3	16.5	21.7	38.3	
	5	52	100	43.2	29.5	11.4	15.9	27.3	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
Social Studies									
2007	3	61	100	10.7	33.9	35.7	19.6	55.4	
	4	105	100	22.9	41.7	25	10.4	35.4	
	5	45	100	52.4	21.4	23.8	2.4	26.2	
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	53	100	18.4	30.6	20.4	30.6	51	
	4	119	100	16.5	36.5	24.3	22.6	47	
	5	53	100	37.5	27.1	33.3	2.1	35.4	
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	

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