



## Cades Hebron Elementary

3783 Green Road  
Cades, SC 29518

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	299 Students	
<b>Principal</b>	Lee Roy Campbell, Jr.	843-389-3386
<b>Superintendent</b>	Ralph C. Fennell, Jr.	843-355-5571
<b>Board Chair</b>	Mr. James Darby	843-387-5472

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	At-Risk	At-Risk
2006	Below Average	Below Average
2005	Average	At-Risk
2004	Good	Below Average

## 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**

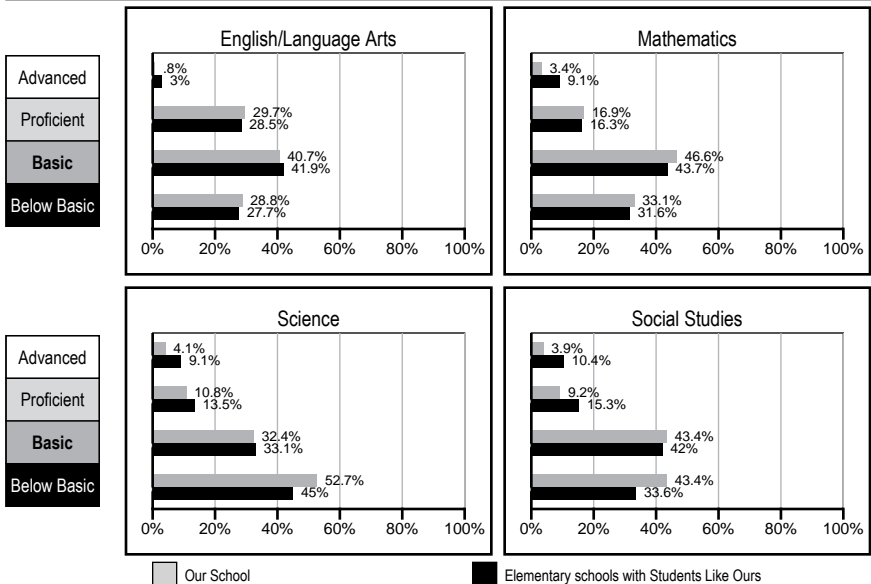
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.1%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	18	63	13

\* 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 | I/S-Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=299)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.1%	Up from 1.6%	2.9%	2.3%
Attendance rate	95.4%	Up from 95.1%	96.0%	96.3%
Eligible for gifted and talented	2.1%	Down from 2.3%	5.2%	10.4%
With disabilities other than speech	15.5%	Up from 12.5%	8.0%	7.5%
Older than usual for grade	1.4%	Down from 1.8%	1.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=18)</b>				
Teachers with advanced degrees	83.3%	Up from 47.4%	53.9%	56.7%
Continuing contract teachers	72.2%	Up from 57.9%	71.1%	77.3%
Teachers with emergency or provisional certificates	6.3%	Down from 12.5%	0.0%	0.0%
Teachers returning from previous year	82.3%	Up from 75.3%	84.0%	86.4%
Teacher attendance rate	95.7%	Up from 95.6%	94.9%	94.9%
Average teacher salary	\$43,278	Up 0.4%	\$44,118	\$45,345
Professional development days/teacher	8.4 days	Down from 17.0 days	13.2 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 21.5 to 1	16.8 to 1	18.5 to 1
Prime instructional time	90.2%	Up from 89.8%	89.2%	89.8%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$6,785	Down 0.7%	\$7,831	\$7,052
Percent of expenditures for instruction*	66.1%	Down from 68.2%	69.1%	69.1%
Percent of expenditures for teacher salaries*	62.5%	Down from 75.0%	62.5%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

This has been a very happy and successful year here at Cades Hebron Elementary School. We have started a new reading program R.E.A.D the acronym stands for (Reading Evaluating Accessing and Diagnosing). This program was designed to help students analyze the twelve genres of reading. Once students understand and analyze the twelve genres of reading they become excellent readers.

We also helped students to understand RIT Band Instruction as it applies to MAP and PACT data. Students were able to understand exactly how many points they needed to move from one category to another as it applies to PACT i.e. data from basic to proficient. Although the PACT data has not been calculated, we feel from the student's excitement and enthusiasm that our year was successful.

Students at Cades Hebron Elementary are prepared to be confident, competent, and responsible individuals. Our school is organized to ensure that all students have the opportunity to succeed. In addition to the Child Development through 6th grade classes, we serve students in self-contained, special education classes and a class for children grades 1st through 6th with special needs. Character Education is taught as students are expected to demonstrate respect for self and others, take responsibility for their actions, and follow established rules. Service Learning provides opportunities for our students to serve their community. We are fortunate to have a dedicated staff and the support of our parents and community to help our students succeed. Our staff, PTA, School Improvement Council, and other community members work diligently to make sure our school is meeting the needs of our students in a positive, safe, and happy environment. In conclusion we embrace the philosophy of Ruby Payne the author of the book entitled Framework for Understanding Poverty. Ruby stated "No meaningful learning takes place until you first develop a relationship with students".

Levi Keith II  
Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	22	21	18
Percent satisfied with learning environment	100.0%	95.0%	82.4%
Percent satisfied with social and physical environment	100.0%	85.7%	83.3%
Percent satisfied with school-home relations	100.0%	100.0%	83.3%

\* 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 18 out of 21 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

Newly Identified

## 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	<b>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."</b>
HOLD	<b>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."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%	Yes

\* Or greater than last year

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N/R–Not Reported

I/S–Insufficient Sample

## 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	137	100	26.4	40.3	29.5	3.9	50.4	36.2	48.2	Yes	Yes
<b>Gender</b>											
Male	77	100	24.7	47.9	21.9	5.5	46.6	30.4	41.7	N/A	N/A
Female	60	100	28.6	30.4	39.3	1.8	55.4	42.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	55	100	17.3	44.2	34.6	3.8	63.5	47.1	60	Yes	Yes
African American	80	100	30.7	38.7	26.7	4	42.7	35.3	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	43	100	47.5	30	12.5	10	35	13.2	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	112	100	28.8	39.4	27.9	3.8	47.1	35	34	Yes	Yes

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

All Students	137	100	30.2	46.5	17.8	5.4	34.9	30.8	45.8	Yes	Yes
<b>Gender</b>											
Male	77	100	24.7	47.9	20.5	6.8	38.4	29.6	45.6	N/A	N/A
Female	60	100	37.5	44.6	14.3	3.6	30.4	32.1	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	55	100	23.1	55.8	15.4	5.8	32.7	36.4	59	Yes	Yes
African American	80	100	33.3	41.3	20	5.3	37.3	30.2	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	43	100	47.5	37.5	7.5	7.5	20	9.1	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	112	100	30.8	45.2	19.2	4.8	34.6	30.1	31.4	Yes	Yes

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

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## 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
<b>Science</b>											
All Students	86	100	49.4	31.6	11.4	7.6	19	15.3	35.7	95.4	96.5
<b>Gender</b>											
Male	45	100	47.6	35.7	9.5	7.1	16.7	15.3	37.4	95.4	96.3
Female	41	100	51.4	27	13.5	8.1	21.6	15.4	33.8	95.4	96.8
<b>Racial/Ethnic Group</b>											
White	36	100	45.5	36.4	15.2	3	18.2	20.2	49.2	94.2	94.2
African American	48	100	50	29.5	9.1	11.4	20.5	14.7	17	96.4	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	75	94.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	33.3	24.9	93.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	95.3
<b>Disability Status</b>											
Disabled	24	100	59.1	22.7	4.5	13.6	18.2	6.1	14	93.5	95.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	92.7	92.7
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	95	97.4
<b>Socio-Economic Status</b>											
Subsided meals	72	100	52.3	30.8	9.2	7.7	16.9	14.3	21.1	95.1	96.5
<b>Social Studies</b>											
All Students	88	100	40.2	43.9	11	4.9	15.9	14.1	34	95.4	96.5
<b>Gender</b>											
Male	48	100	37	47.8	8.7	6.5	15.2	14.1	36.6	95.4	96.3
Female	40	100	44.4	38.9	13.9	2.8	16.7	14.1	31.3	95.4	96.8
<b>Racial/Ethnic Group</b>											
White	34	100	45.2	32.3	16.1	6.5	22.6	20.4	44.5	94.2	94.2
African American	53	100	36	52	8	4	12	13.4	19.1	96.4	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	75	94.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	41.7	27.5	93.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	95.3
<b>Disability Status</b>											
Disabled	29	100	50	34.6	7.7	7.7	15.4	4.5	14.4	93.5	95.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	92.7	92.7
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	95	97.4
<b>Socio-Economic Status</b>											
Subsided meals	72	100	43.9	43.9	6.1	6.1	12.1	13.2	21	95.1	96.5

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

Abbreviations for Missing Data

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

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	35	100	26.5	41.2	29.4	2.9	32.4	
	4	28	100	21.4	50	17.9	10.7	28.6	
	5	25	100	25	41.7	25	8.3	33.3	
	6	34	100	44.8	31	24.1	0	24.1	
	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
<b>2008</b>	3	42	100	27.5	25	42.5	5	47.5	
	4	37	100	18.2	51.5	30.3	0	30.3	
	5	31	100	29	45.2	22.6	3.2	25.8	
	6	27	100	32	44	16	8	24	
	7	N/A	I/S	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	I/S
<b>Mathematics</b>									
<b>2007</b>	3	35	100	50	44.1	5.9	0	5.9	
	4	28	100	32.1	42.9	25	0	25	
	5	25	100	25	66.7	0	8.3	8.3	
	6	34	100	37.9	48.3	13.8	0	13.8	
	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
<b>2008</b>	3	42	100	27.5	45	22.5	5	27.5	
	4	37	100	27.3	51.5	15.2	6.1	21.2	
	5	31	100	38.7	41.9	16.1	3.2	19.4	
	6	27	100	28	48	16	8	24	
	7	N/A	I/S	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	I/S
<b>Science</b>									
<b>2007</b>	3	18	100	72.2	27.8	0	0	0	
	4	28	100	70.8	16.7	8.3	4.2	12.5	
	5	13	100	44.4	44.4	11.1	0	11.1	
	6	17	100	66.7	26.7	6.7	0	6.7	
	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
<b>2008</b>	3	20	100	55.6	27.8	11.1	5.6	16.7	
	4	36	100	40.6	43.8	9.4	6.3	15.6	
	5	17	100	58.8	17.6	11.8	11.8	23.5	
	6	13	100	50	25	16.7	8.3	25	
	7	N/A	I/S	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	I/S
<b>Social Studies</b>									
<b>2007</b>	3	17	100	50	43.8	6.3	0	6.3	
	4	28	100	45.8	50	4.2	0	4.2	
	5	15	100	41.7	41.7	16.7	0	16.7	
	6	17	100	50	42.9	7.1	0	7.1	
	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
<b>2008</b>	3	23	100	18.2	45.5	22.7	13.6	36.4	
	4	37	100	48.5	45.5	6.1	0	6.1	
	5	14	100	71.4	21.4	7.1	0	7.1	
	6	14	100	23.1	61.5	7.7	7.7	15.4	
	7	N/A	I/S	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	I/S

Abbreviations for Missing Data

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