

CAINHOY ELEMENTARY/ MIDDLE

2424 Cainhoy Road
Huger, SC 29450

Grades	PK-8 Middle School	
Enrollment	231 Students	
Principal	John Spagnolia	843-899-8975
Superintendent	Dr. Anthony Parker	843-899-8600
Board Chair	Kathy Schwalbe	843-573-7794

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Below Average**	**Average**
2009	Below Average	Average
2008	At-Risk	Below Average
2007	At-Risk	Good
2006	At-Risk	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 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.

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

CAINHOY ELEMENTARY/ MIDDLE 03/09/11-0801015

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

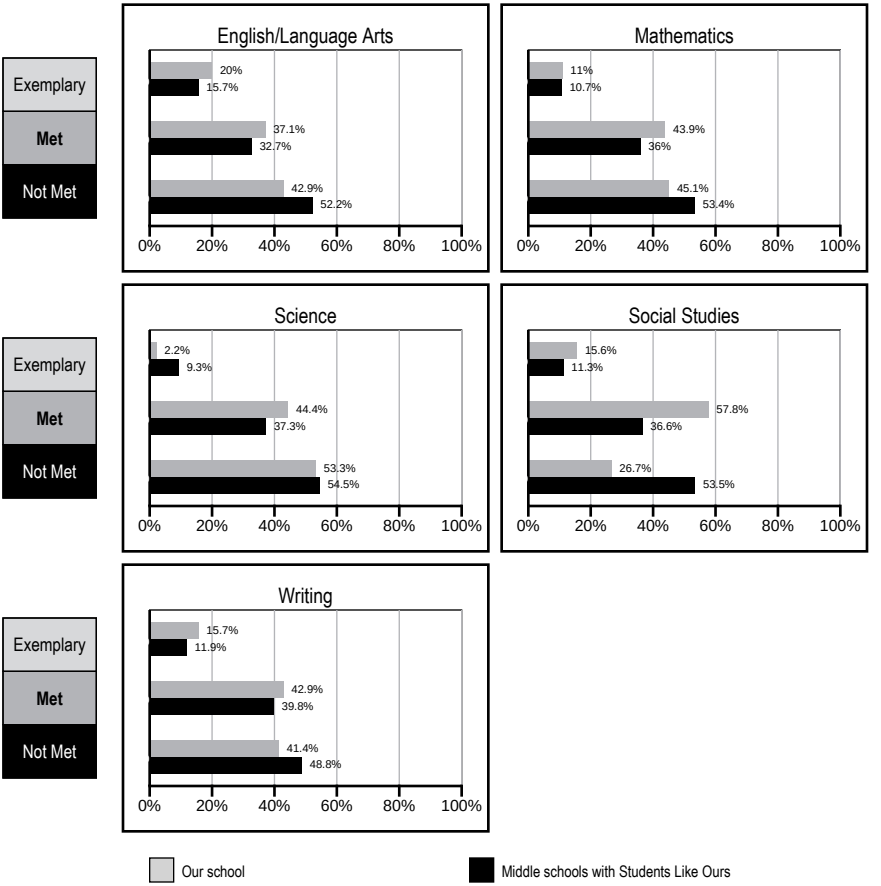
Percent of students tested in 2009-10 whose 2008-09 test scores were located	96.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	5	23	21

* Ratings are calculated with data available by 03/09/2011.

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	91.7%	88.1%
English 1	N/A	90.1%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	91.7%	87.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=231)				
Students enrolled in high school credit courses (grades 7 & 8)	26.7%	Down from 27.1%	14.0%	24.2%
Retention rate	0.5%	Down from 0.8%	1.0%	0.7%
Attendance rate	96.2%	Down from 96.9%	95.4%	95.9%
Eligible for gifted and talented	2.5%	No Change	5.1%	16.4%
With disabilities other than speech	9.3%	Up from 7.3%	14.7%	12.0%
Older than usual for grade	0.0%	Down from 1.4%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.8%	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=21)				
Teachers with advanced degrees	66.7%	Up from 61.5%	56.9%	58.5%
Continuing contract teachers	81.0%	Up from 76.9%	67.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	11.4%	4.0%
Teachers returning from previous year	82.0%	Up from 76.3%	77.3%	84.6%
Teacher attendance rate	94.7%	Up from 92.9%	95.4%	95.4%
Average teacher salary*	$48,297	Up 0.0%	$44,764	$46,561
Professional development days/teacher	6.4 days	Down from 9.2 days	10.2 days	10.2 days
School				
Principal's years at school	6.0	Up from 5.0	2.5	4.0
Student-teacher ratio in core subjects	13.8 to 1	Down from 15.0 to 1	16.3 to 1	21.1 to 1
Prime instructional time	90.6%	Up from 89.3%	89.7%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	97.4%	98.1%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	$14,548	Up 14.5%	$10,687	$7,802
Percent of expenditures for instruction**	51.9%	Up from 50.7%	60.3%	63.8%
Percent of expenditures for teacher salaries**	48.0%	Up from 46.2%	55.5%	60.0%

* 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

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 assessment.

Some of our accomplishments in 2009-2010 include: 11 students passing the Algebra 1 EOC exam, 1 Spell Bound Competition Participant, 8 All County Chorus Participants, 1 All County Beginner Band Participant, and the continuation of our recycling program and Student News Show.

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

Our PTO and School Improvement Council helped to provide classroom supplies throughout the school year. They worked 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 School Improvement Council and PTO.

John Spagnolia, Principal
Ella Chisolm, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	23	26
Percent satisfied with learning environment	86.4%	91.3%	100.0%
Percent satisfied with social and physical environment	90.9%	91.3%	88.5%
Percent satisfied with school-home relations	90.9%	91.3%	96.2%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress	YES

This school met 13 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	0.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

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CAINHOY ELEMENTARY/ MIDDLE										03/09/11-0801015
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 = 58.8% (Met or Exemplary)										
All Students	155	100	34.7	41.7	23.6	75	85.9	83.5	Yes	Yes
Gender										
Male	77	100	38	36.6	25.4	73.2	81.9	80.1	N/A	N/A
Female	78	100	31.5	46.6	21.9	76.7	90.1	87	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	89.8	89.6	I/S	I/S
African American	144	100	36	40.4	23.5	74.3	79.3	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.4	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	82.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.4	85.1	I/S	I/S
Disability Status										
Disabled	25	100	75	12.5	12.5	29.2	57.2	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	83.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	145	100	35.7	41.4	22.9	74.3	81.2	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	155	100	39.6	45.8	14.6	75	83.5	80.4	Yes	Yes
Gender										
Male	77	100	39.4	40.8	19.7	73.2	81.1	78.4	N/A	N/A
Female	78	100	39.7	50.7	9.6	76.7	86	82.5	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	88	87.8	I/S	I/S
African American	144	100	41.2	45.6	13.2	74.3	75	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.1	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	83.4	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	83.2	I/S	I/S
Disability Status										
Disabled	25	100	70.8	20.8	8.3	33.3	50	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	85.4	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	145	100	40.7	45.7	13.6	74.3	78	72.8	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	101	100	47.4	49.5	3.2	52.6	69.8	67.3
Gender								
Male	47	100	50	45.5	4.5	50	69.3	66.9
Female	54	100	45.1	52.9	2	54.9	70.3	67.7
Racial/Ethnic Group								
White	6	I/S	I/S	I/S	I/S	I/S	78.8	79.6
African American	93	100	48.3	49.4	2.2	51.7	54.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	83	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65.4	69.5
Disability Status								
Disabled	14	100	N/A	N/A	N/A	28.6	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	65.8	58.6
Socio-Economic Status								
Subsidized meals	96	100	48.9	48.9	2.2	51.1	60.2	55.4
Social Studies								
All Students	105	99.1	33.7	53.7	12.6	66.3	73.4	70.9
Gender								
Male	56	98.2	31.4	52.9	15.7	68.6	72.2	70.1
Female	49	100	36.4	54.5	9.1	63.6	74.7	71.7
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	78.7	79.2
African American	98	99	35.2	52.7	12.1	64.8	63.8	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	83.3	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	72.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	71	71.2
Disability Status								
Disabled	17	94.1	43.8	50	6.3	56.3	41.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	70.8	68
Socio-Economic Status								
Subsidized meals	96	100	34.8	53.3	12	65.2	66	60.8

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	155	98.1	33.8	45.1	21.1	66.2	72.9	72.1	96.2	96.2
Gender										
Male	77	98.7	38.6	42.9	18.6	61.4	65.6	65.2	96.3	96.1
Female	78	97.4	29.2	47.2	23.6	70.8	80.7	79.2	96.2	96.2
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	78.3	80.8	94.4	95.7
African American	144	98.6	35.8	42.5	21.6	64.2	64	59.7	96.3	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.7	87	N/A	97.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65.4	64.6	96.3	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.1	73.4	N/A	95.3
Disability Status										
Disabled	25	100	75	12.5	12.5	25	30.3	27.7	96	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	67.1	63.7	98.4	96.8
Socio-Economic Status										
Subsidized meals	146	98.6	34.1	44.9	21	65.9	65.2	61.9	96.4	95.9

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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							
2009	3	26	96.2	41.7	33.3	25	58.3
	4	20	100	45	40	15	55
	5	26	92.3	33.3	50	16.7	66.7
	6	25	100	20.8	62.5	16.7	79.2
	7	23	100	30.4	56.5	13	69.6
	8	35	97.1	32.3	51.6	16.1	67.7
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
Mathematics							
2009	3	26	96.2	54.2	37.5	8.3	45.8
	4	20	100	30	55	15	70
	5	26	92.3	33.3	54.2	12.5	66.7
	6	25	100	50	41.7	8.3	50
	7	23	100	47.8	47.8	4.3	52.2
	8	35	97.1	58.1	38.7	3.2	41.9
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
Science							
2009	3	12	100	N/AV	N/AV	N/AV	25
	4	20	100	35	60	5	65
	5	12	100	N/AV	N/AV	N/AV	50
	6	13	100	53.8	38.5	7.7	46.2
	7	23	100	47.8	47.8	4.3	52.2
	8	17	100	26.7	66.7	6.7	73.3
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

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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							
2009	3	13	100	41.7	50	8.3	58.3
	4	20	100	35	45	20	65
	5	12	100	41.7	50	8.3	58.3
	6	12	100	18.2	72.7	9.1	81.8
	7	23	100	34.8	43.5	21.7	65.2
	8	17	100	37.5	56.3	6.3	62.5
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
Writing							
2009	3	27	96.3	40	44	16	60
	4	21	100	28.6	42.9	28.6	71.4
	5	25	96	29.2	54.2	16.7	70.8
	6	25	96	17.4	60.9	21.7	82.6
	7	24	95.8	43.5	52.2	4.3	56.5
	8	35	100	28.1	53.1	18.8	71.9
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

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