



CANE BAY ELEMENTARY

1247 Cane Bay Blvd.
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	784 Students	
Principal	Diane White	843-899-5100
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	Good	Good
2010	Average	Good
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

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

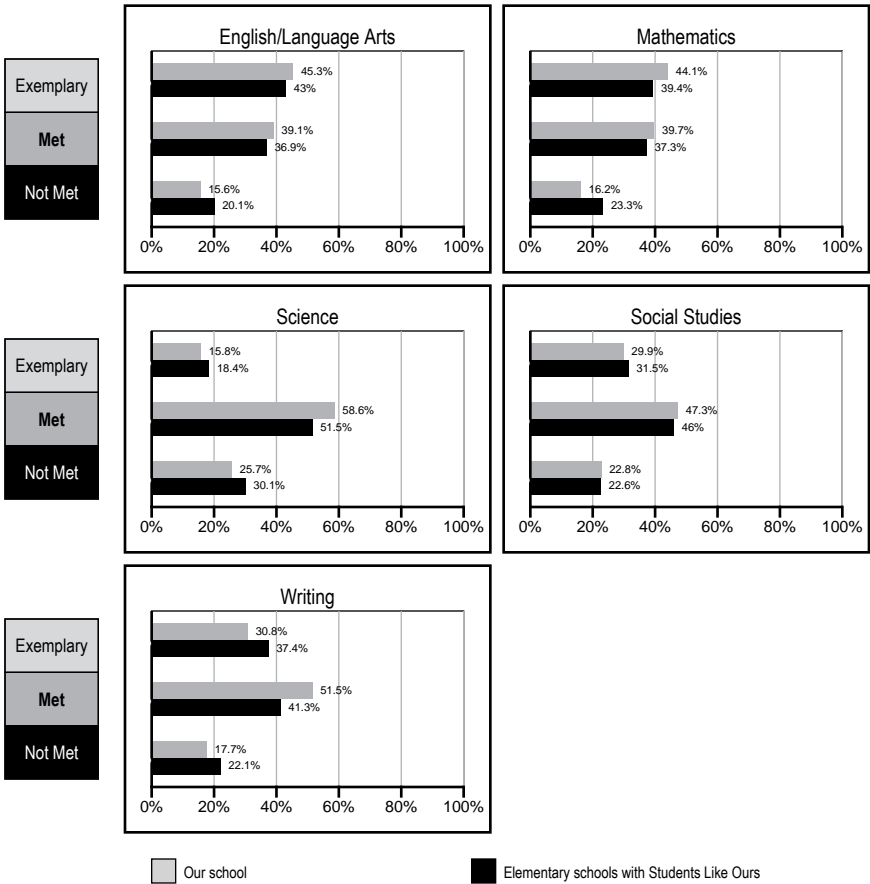
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	39	47	1	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=784)				
First graders who attended full-day kindergarten	100.0%	Up from 99.1%	100.0%	100.0%
Retention rate	2.9%	Up from 0.0%	1.2%	1.1%
Attendance rate	96.0%	Up from 95.4%	96.1%	96.2%
Served by gifted and talented program	11.8%	Up from 11.1%	14.4%	13.4%
With disabilities other than speech	2.6%	Down from 8.0%	4.5%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.7%	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	59.2%	Down from 60.0%	60.7%	62.5%
Continuing contract teachers	65.3%	Up from 62.2%	90.0%	88.2%
Teachers returning from previous year	N/A	N/A	88.4%	87.8%
Teacher attendance rate	95.4%	Up from 94.9%	95.2%	95.2%
Average teacher salary*	\$43,631	Down 5.1%	\$46,534	\$46,773
Professional development days/teacher	11.8 days	Down from 17.7 days	10.4 days	10.5 days
School				
Principal's years at school	1.0	Up from 0.5	4.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 21.6 to 1	20.2 to 1	19.9 to 1
Prime instructional time	90.9%	Up from 89.9%	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%	Up from 99.1%	100.0%	100.0%
Character development program	Good	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$5,886	N/A	\$6,922	\$7,447
Percent of expenditures for instruction**	65.1%	N/A	68.5%	68.4%
Percent of expenditures for teacher salaries**	61.8%	N/A	65.9%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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

Report of Principal and School Improvement Council

We have completed our second year at Cane Bay Elementary School with 806 students. It was an exciting year for the students, staff, parents, and community members who are part of the CBE family. Our school is located off Highway 176 within the newly developed Cane Bay Plantation. Our student body continues to draw from a variety of Berkeley County schools. The school currently serves children in grades Pre-K through five.

The vision of Cane Bay Elementary is to challenge and empower our students to be successful in a highly competitive world. Our school employs 46 certified professionals, 15 instructional paraprofessionals, and 20 support staff. Of the 46 certified staff members, 12 are National Board Certified Teachers. Cane Bay provides an exceptional learning environment for all children attending the school. Our school is accredited through the Southern Association of Colleges and Schools with AdvancED Accreditation.

Students come to Cane Bay Elementary School to experience academic excellence within a safe and caring learning environment. Teachers collaborate with their colleagues to identify the essential learning for each grade and content area, plan lessons together to engage the learners, and provide specific targeted instruction to insure student learning and success. The Cane Bay Elementary staff continuously increases their professional knowledge through staff development and coursework. Professional development is provided for the instructional staff members on early release days and district/school staff development days. Students participate in school and community programs that enhance development and promote citizenship. These programs include Kiwanis "Terrific Kids" character education and the Kids Who Care Project Grant. Other award winning efforts were: students who received first and second prizes, and an honorable mention at the North Charleston Arts Festival, and first place in the Berkeley County Spelling Bee Championship for third grade. Our school has 12 students who are artistically gifted and participate in lessons and activities that stimulate their talent.

Parent involvement is critical at the school level in the elementary grades. The PTA, Title I Planning Team and School Improvement Council continually work together to assist the school with decision-making and student achievement through data analysis and program evaluation. These groups meet regularly to focus on learning and the needs of the school. Cane Bay Elementary has many groups who volunteer within the school. These groups include the PTA, community residents, and the D.A.D.'s Club. An on-site after-school daycare program is offered to parents to meet the needs of the families in the Cane Bay community. Our school fosters an environment of success for all students and genuinely believes that all students will learn and be empowered to be successful in a highly competitive world.

Diane White, Principal John Taylor, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	134	78
Percent satisfied with learning environment	83.8%	88.6%	92.3%
Percent satisfied with social and physical environment	91.9%	91.6%	93.5%
Percent satisfied with school-home relations	94.6%	90.2%	77.9%

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

Abbreviations for Missing Data

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

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 21 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

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	96.0%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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

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	371	100	15.6	39.1	45.3	90.3	85.3	82.4	Yes	Yes
Gender										
Male	192	100	14.7	42.9	42.4	89.8	81.3	78.7	N/A	N/A
Female	179	100	16.6	35	48.5	90.8	89.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	237	100	14.4	37.7	47.9	91.6	89	88.9	Yes	Yes
African American	107	100	19.8	42.6	37.6	85.1	78.6	72.9	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.1	93	I/S	I/S
Hispanic	16	100	15.4	38.5	46.2	100	85	79.3	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	87	83	I/S	I/S
Disability Status										
Disabled	51	100	40.4	48.9	10.6	72.3	54.4	48.1	Yes	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	14	100	15.4	38.5	46.2	92.3	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	234	100	19	41.9	39	87.1	80.4	75.4	Yes	Yes
Mathematics - State Performance Objective = 79.0% (Met or Exemplary)										
All Students	371	100	16.2	39.7	44.1	89.7	84.4	81.9	Yes	Yes
Gender										
Male	192	100	14.7	39.5	45.8	91	82.7	79.9	N/A	N/A
Female	179	100	17.8	39.9	42.3	88.3	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	237	100	14	37.2	48.8	91.2	88.6	88.9	Yes	Yes
African American	107	100	22.8	44.6	32.7	85.1	77.1	71.4	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	94.2	94.6	I/S	I/S
Hispanic	16	100	15.4	30.8	53.8	92.3	83.3	81.1	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	85.7	84.4	I/S	I/S
Disability Status										
Disabled	51	100	46.8	38.3	14.9	63.8	53	47.3	Yes	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	14	100	7.7	30.8	61.5	92.3	83.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	234	100	18.6	44.3	37.1	87.6	79.5	74.9	Yes	Yes

* 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

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	243	100	26	58.3	15.7	74	70.9	68.6
Gender								
Male	120	100	19.8	57.7	22.5	80.2	70.4	68.3
Female	123	100	32.1	58.9	8.9	67.9	71.4	68.9
Racial/Ethnic Group								
White	156	100	24.3	54.9	20.8	75.7	79.9	80.7
African American	68	100	30.6	64.5	4.8	69.4	56.5	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	10	I/S	I/S	I/S	I/S	I/S	64.3	61.6
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	67.4	70.8
Disability Status								
Disabled	33	100	56.7	36.7	6.7	43.3	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	11	100	27.3	63.6	9.1	72.7	65.3	60.7
Socio-Economic Status								
Subsidized meals	144	100	32.6	58.9	8.5	67.4	61.8	57.3
Social Studies								
All Students	241	100	22.8	47.3	29.9	77.2	75.7	72.5
Gender								
Male	126	100	23.1	43.6	33.3	76.9	74.3	72
Female	115	100	22.4	51.4	26.2	77.6	77.1	73.1
Racial/Ethnic Group								
White	152	100	18.1	46.4	35.5	81.9	81.1	81
African American	75	100	34.7	47.2	18.1	65.3	66.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.7	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	73.2	69.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	77.5	73.5
Disability Status								
Disabled	31	100	46.7	43.3	10	53.3	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	156	100	26.8	45.8	27.5	73.2	68.4	62.9

Abbreviations for Missing Data

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

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	139	100	17.7	51.5	30.8	82.3	73.5	73.2	96	96.3
Gender										
Male	78	100	20	54.7	25.3	80	66.8	67.2	96	96.3
Female	61	100	14.5	47.3	38.2	85.5	80.6	79.4	95.9	96.3
Racial/Ethnic Group										
White	85	100	12.8	56.4	30.8	87.2	78.5	81.5	95.6	95.9
African American	44	100	26.2	42.9	31	73.8	64.8	61.3	97.1	96.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87	87	96.4	97.1
Hispanic	6	I/S	I/S	I/S	I/S	I/S	72.1	66.7	95.7	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	72.7	72.2	94.7	95.5
Disability Status										
Disabled	18	100	50	43.8	6.3	50	27.7	26	95.7	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	5	I/S	I/S	I/S	I/S	I/S	69	65.7	97.1	97
Socio-Economic Status										
Subsidized meals	86	100	24.7	46.8	28.6	75.3	65.4	63.2	95.7	96

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	116	99.1	16	22.6	61.3	84
	4	140	100	15.9	40.5	43.7	84.1
	5	117	99.2	23.1	58.3	18.5	76.9
	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	115	100	17.5	31.1	51.5	82.5
	4	113	100	15.1	34.9	50	84.9
	5	143	100	14.5	48.9	36.6	85.5
	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	116	99.1	28.3	35.8	35.8	71.7
	4	140	100	16.7	48.4	34.9	83.3
	5	117	99.2	47.2	34.3	18.5	52.8
	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	115	100	20.4	27.2	52.4	79.6
	4	113	100	16	39.6	44.3	84
	5	143	100	13	49.6	37.4	87
	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	58	100	37	40.7	22.2	63
	4	140	100	30.2	62.7	7.1	69.8
	5	59	100	39.6	49.1	11.3	60.4
	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	57	100	32.7	36.5	30.8	67.3
	4	113	100	23.6	63.2	13.2	76.4
	5	73	100	24.6	67.7	7.7	75.4
	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

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	57	100	34.6	32.7	32.7	65.4
	4	140	100	22.2	54.8	23	77.8
	5	56	100	53.7	38.9	7.4	46.3
	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	58	100	25	36.5	38.5	75
	4	113	100	18.9	50.9	30.2	81.1
	5	70	100	27.3	50	22.7	72.7
	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	117	99.2	30.8	40.2	29	69.2
	4	142	99.3	19.4	52.7	27.9	80.6
	5	120	98.3	38.2	43.6	18.2	61.8
	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
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	139	100	17.7	51.5	30.8	82.3
	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

Abbreviations for Missing Data

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