



CADES HEBRON ELEMENTARY

3783 Green Road
Cades, SC 29518

Grades	PK-6 Elementary School	
Enrollment	279 Students	
Principal	Lee Roy Campbell, Jr	843-389-3386
Superintendent	Dr. Yvonne Jefferson-Barnes	843-355-5571
Board Chair	Mr. Kent Evans	843-355-5571

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	At-Risk
2008	Below Average	Below Average
2007	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 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

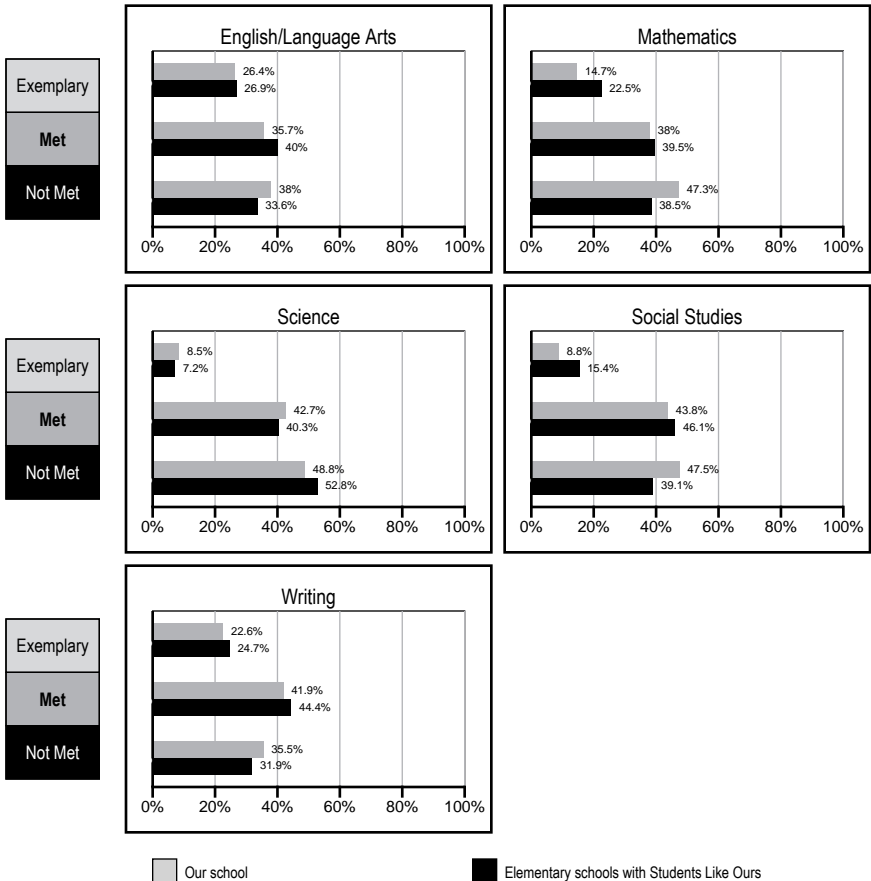
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	8	96	53	23

* 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=279)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.0%	Up from 1.6%	1.5%	1.1%
Attendance rate	93.0%	Down from 94.5%	96.1%	96.2%
Served by gifted and talented program	6.0%	Up from 4.8%	5.6%	13.4%
With disabilities other than speech	10.7%	Down from 12.1%	4.3%	4.1%
Older than usual for grade	2.5%	Up from 0.8%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	81.3%	No Change	61.5%	62.5%
Continuing contract teachers	75.0%	Up from 62.5%	82.6%	88.2%
Teachers returning from previous year	80.5%	Down from 86.3%	84.8%	87.8%
Teacher attendance rate	94.7%	Down from 96.7%	95.1%	95.2%
Average teacher salary*	\$45,919	Down 2.0%	\$44,958	\$46,773
Professional development days/teacher	7.4 days	Down from 8.2 days	10.6 days	10.5 days
School				
Principal's years at school	3.0	Up from 0.0	3.5	4.0
Student-teacher ratio in core subjects	13.7 to 1	Down from 17.4 to 1	17.6 to 1	19.9 to 1
Prime instructional time	87.4%	Down from 90.4%	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%	No Change	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,750	Down 9.7%	\$8,359	\$7,447
Percent of expenditures for instruction**	69.9%	Down from 70.4%	67.9%	68.4%
Percent of expenditures for teacher salaries**	66.3%	Up from 64.4%	64.2%	65.8%

* 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

Cades Hebron Elementary teachers and students worked very hard this school year. With the assistance of the Curriculum Coordinator, the teachers continued to implement the S. C. State Standards through continued implementation of the Anderson 5 Curriculum in all core subject areas during the 2010-2011 school year. In addition, teachers continued the implementation of effective writing and problem solving strategies across the curriculum, while addressing the diverse needs of our students with the same determination that helped us achieve AYP last year.

Cades Hebron continued to provide a number of instructional programs that provided academic assistance to students who were not meeting their academic goals. For example, some of these programs were 21st Century after-school program, Successmaker Computer Assisted Learning, and in-school tutoring. All lessons and activities were aligned with the state standards as well.

The RBHS (Rehabilitative Behavioral and Health Services) teacher, as well as the Child Development Educational Pilot Program (CDEPP) entered its fourth year and showed much academic promise for our students. In addition, a full time guidance counselor continues to provide assistance with academic, social, and personal problems.

Other programs and activities used to help build our students' character and prepare them to survive in a constantly changing and diverse world included: the Parenting Program, the CHES Pageant, Oratorical Contest, Fall Fest, Field Day, The Art Program, and Spelling Bee. Our Foster Grandparents Program through the local Vital Aging Commission allows our older generation to pass knowledge and character to our younger generation.

Cades Hebron would like to thank our parents and community members for their effortless support that they have shown us this school year. We could not have accomplished many of our goals without them.

Although we will be leaving our physical location and school identity behind, we will continue to provide effective academic instruction and learning opportunities for all students of the Cades-Hebron and St. Mark School communities. We look forward to creating self-reliant and productive citizens by working with new homes and communities.

Lee Roy Campbell, Jr. Ida Fulton
Principal Curriculum Coordinator

Michael Gambrell
School Improvement Council, Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	31	17
Percent satisfied with learning environment	100.0%	83.3%	100.0%
Percent satisfied with social and physical environment	95.0%	86.7%	88.2%
Percent satisfied with school-home relations	100.0%	96.8%	94.1%

* 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 11 out of 19 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	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	9.6%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.7%	0.0%	No
Student attendance rate	93.0%	94.0%**	No

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	152	100	34.5	33.8	31.7	74.6	71.2	82.4	No	Yes
Gender										
Male	98	100	36.7	30	33.3	73.3	65.4	78.7	N/A	N/A
Female	54	100	30.8	40.4	28.8	76.9	77.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	59	100	25.9	35.2	38.9	81.5	76.8	88.9	Yes	Yes
African American	92	100	40.2	32.2	27.6	70.1	70.7	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	86.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
Disability Status										
Disabled	43	100	48.7	20.5	30.8	48.7	35.6	48.1	I/S	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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	136	100	35.4	33.1	31.5	74.8	70.2	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	152	100	44.4	35.9	19.7	61.3	67.7	81.9	No	Yes
Gender										
Male	98	100	43.3	36.7	20	61.1	63.9	79.9	N/A	N/A
Female	54	100	46.2	34.6	19.2	61.5	71.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	59	100	31.5	42.6	25.9	77.8	71.8	88.9	No	Yes
African American	92	100	52.9	31	16.1	50.6	67.3	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	80	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
Disability Status										
Disabled	43	100	59	15.4	25.6	43.6	29.6	47.3	I/S	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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	136	100	44.9	36.2	18.9	60.6	66.8	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	95	100	47.2	40.4	12.4	52.8	46.3	68.6
Gender								
Male	56	100	44.2	38.5	17.3	55.8	47.1	68.3
Female	39	100	51.4	43.2	5.4	48.6	45.4	68.9
Racial/Ethnic Group								
White	34	100	29	51.6	19.4	71	53.7	80.7
African American	60	100	57.9	33.3	8.8	42.1	45.7	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	66.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	27	100	54.2	25	20.8	45.8	22.4	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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
Socio-Economic Status								
Subsidized meals	87	100	48.1	38.3	13.6	51.9	45	57.3
Social Studies								
All Students	95	100	42.7	44.9	12.4	57.3	49.6	72.5
Gender								
Male	65	100	41.7	45	13.3	58.3	48.8	72
Female	30	100	44.8	44.8	10.3	55.2	50.5	73.1
Racial/Ethnic Group								
White	38	100	41.7	44.4	13.9	58.3	54.5	81
African American	56	100	44.2	44.2	11.5	55.8	49.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	31	100	44.8	37.9	17.2	55.2	29.7	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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	69.7
Socio-Economic Status								
Subsidized meals	86	100	40.7	46.9	12.3	59.3	48.7	62.9

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	36	88.9	35.5	41.9	22.6	64.5	67.4	73.2	93	95.9
Gender										
Male	20	85	37.5	43.8	18.8	62.5	61.9	67.2	93.3	95.8
Female	16	93.8	33.3	40	26.7	66.7	73	79.4	92.7	96
Racial/Ethnic Group										
White	13	100	38.5	38.5	23.1	61.5	65.9	81.5	90.9	92
African American	23	82.6	33.3	44.4	22.2	66.7	67.7	61.3	94.6	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	92.2	94.2
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	94.6	95.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	91.9
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	19.8	26	92.7	94.4
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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	96.8
Socio-Economic Status										
Subsidized meals	33	87.9	35.7	42.9	21.4	64.3	66.5	63.2	92.7	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							
2010	3	43	100	24.4	36.6	39	75.6
	4	44	100	42.9	38.1	19	57.1
	5	40	100	33.3	38.9	27.8	66.7
	6	34	100	27.3	45.5	27.3	72.7
	7	0	N/A	N/A	N/A	N/A	N/A
8	0	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	46	100	26.2	28.6	45.2	73.8
	4	37	100	42.9	37.1	20	57.1
	5	35	100	39.4	42.4	18.2	60.6
	6	32	100	32.3	29	38.7	67.7
	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	N/A
Mathematics							
2010	3	43	100	41.5	34.1	24.4	58.5
	4	44	100	40.5	54.8	4.8	59.5
	5	40	100	50	41.7	8.3	50
	6	34	100	27.3	57.6	15.2	72.7
	7	0	N/A	N/A	N/A	N/A	N/A
8	0	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	46	100	38.1	35.7	26.2	61.9
	4	37	100	37.1	34.3	28.6	62.9
	5	35	100	57.6	30.3	12.1	42.4
	6	32	100	48.4	45.2	6.5	51.6
	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	N/A
Science							
2010	3	21	100	65	20	15	35
	4	44	100	61.9	28.6	9.5	38.1
	5	19	100	N/A	N/A	N/A	41.2
	6	18	94.4	43.8	37.5	18.8	56.3
	7	0	N/A	N/A	N/A	N/A	N/A
8	0	N/A	N/A	N/A	N/A	N/A	N/A
2011	3	23	100	63.6	31.8	4.5	36.4
	4	37	100	40	45.7	14.3	60
	5	18	100	58.8	29.4	11.8	41.2
	6	16	100	26.7	53.3	20	73.3
	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	N/A

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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	22	95.5	N/A	N/A	N/A	55
	4	44	100	38.1	59.5	2.4	61.9
	5	21	100	47.4	36.8	15.8	52.6
	6	16	100	N/A	N/A	N/A	37.5
	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	24	100	33.3	47.6	19	66.7
	4	37	100	45.7	40	14.3	54.3
	5	17	100	50	43.8	6.3	50
	6	16	100	43.8	50	6.3	56.3
	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	43	90.7	29.7	37.8	32.4	70.3
	4	44	93.2	56.4	30.8	12.8	43.6
	5	40	95	29.4	41.2	29.4	70.6
	6	34	94.1	41.9	41.9	16.1	58.1
	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	36	88.9	35.5	41.9	22.6	64.5
	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

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