



Calhoun Academy of the Arts

1520 E. Calhoun Street
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	696 Students	
Principal	Ann D. Self	864-260-5090
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

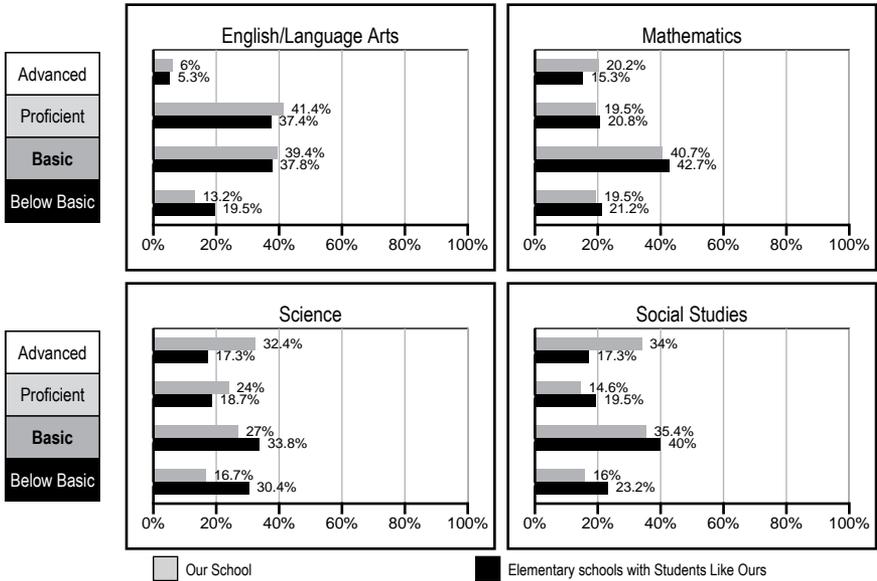
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	8	66	17	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 | I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=696)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.3%	Down from 3.8%	2.3%	2.3%
Attendance rate	95.5%	Down from 96.1%	96.3%	96.3%
Eligible for gifted and talented	10.4%	Down from 13.2%	10.9%	10.4%
With disabilities other than speech	5.2%	Down from 6.6%	8.4%	7.5%
Older than usual for grade	0.4%	Down from 0.7%	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	53.7%	Down from 55.6%	56.4%	56.7%
Continuing contract teachers	61.1%	Down from 68.5%	80.0%	77.3%
Teachers with emergency or provisional certificates	2.5%	Up from 2.4%	0.0%	0.0%
Teachers returning from previous year	81.4%	Down from 86.9%	87.8%	86.4%
Teacher attendance rate	96.6%	Up from 95.4%	95.0%	94.9%
Average teacher salary	\$43,724	Up 0.1%	\$45,032	\$45,345
Professional development days/teacher	8.3 days	Down from 17.9 days	12.6 days	12.6 days
School				
Principal's years at school	15.0	Up from 14.0	4.0	4.0
Student-teacher ratio in core subjects	12.7 to 1	Down from 19.5 to 1	18.6 to 1	18.5 to 1
Prime instructional time	90.7%	Up from 89.9%	89.8%	89.8%
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%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil*	\$6,377	Down 16.3%	\$6,733	\$7,052
Percent of expenditures for instruction*	68.1%	Up from 62.7%	68.8%	69.1%
Percent of expenditures for teacher salaries*	66.2%	Up from 59.7%	65.0%	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 year was our third year as a districtwide magnet school of the arts, integrating Dance, Drama, Music, and Art into our academic curriculum. We enjoyed our camping theme, "Camp Calhoun, Where the Arts Come Naturally," as we brought the great outdoors into our school and our arts curriculum.

Our teachers and arts specialists planned several special events this year that implemented the arts into our academic curriculum. Appalachian musician and storyteller, John Fowler, gave a stirring presentation to our students, integrating Appalachian rhetoric and native instruments. Artist-in-Residence Peggy Hunt worked with our Dance, Drama, Music, and Art departments to lead our fifth-graders in stage renditions of five great works in children's literature. Every grade level traveled to the Peace Center or Brooks Center, where they were inspired by professional stage performances. EIA grant funds brought a colonial encampment to Calhoun, giving our second graders the opportunity to experience the culture of Colonial America.

Every student again this year had the opportunity to participate before an audience of over 2000 in our mammoth spring musical production, "Camp Calhoun," as they sang, danced and acted out life at summer camp. Almost every student in our school also participated in a schoolwide visual arts show, "First Art Work." Many other performances were sponsored by our fine arts department, including chorus and strings concerts and a dessert theater presentation by our drama department.

Calhoun is bursting with pride this year, as our very own science specialist, Jenna Hallman, was named District Five Teacher of the Year and then South Carolina State Teacher of the Year in April! Ms. Hallman will represent South Carolina's 50,000 teachers and participate next school year in a yearlong residency at the Center for Educator Recruitment, Retention, and Advancement (CERRA).

Our school was one of three schools in District Five that received the Most Improved Award for our PACT scores. We continued to make achievement our top priority as we participated in Lieutenant Governor's Essay Contest, Student Treasures (in which each child publishes his or her own book), and sponsored an award-winning robotics team. Calhoun was the district's largest grant recipient this year, with over \$59,000 in grant funding. We also completed our second year as an ABC site, which means we receive a grant that funds our standards-based "Arts in Basic Curriculum" initiatives. Our challenge is to continue raising these much-needed funds for our academic and fine arts programs.

As always, we are very grateful for our strong community support. Caring adults in our community enter our school each week to support our student mentor program, and our valued business partners such as Chic Fil A, BB&T, and The Printer provide financial and educational support. Our hope is that we are inspiring and educating children that will someday be productive citizens who "give back" to their community.

Ann D. Self, Principal
Renee Hall, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	56	100	59
Percent satisfied with learning environment	92.9%	93.9%	80.4%
Percent satisfied with social and physical environment	98.2%	91.0%	78.9%
Percent satisfied with school-home relations	83.9%	95.0%	69.5%

* 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 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. 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	1.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	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	324	100	13.2	39.4	41.4	6	59.9	55	48.2	Yes	Yes
Gender											
Male	142	100	14.6	43.1	40.8	1.5	58.5	48.5	41.7	N/A	N/A
Female	182	100	12.2	36.6	41.9	9.3	61	61.8	55	N/A	N/A
Racial/Ethnic Group											
White	135	100	3.8	29.2	57.7	9.2	78.5	66.4	60	Yes	Yes
African American	166	100	22.4	50.7	25	2	40.8	36.8	31.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	71.4	70.4	I/S	I/S
Hispanic	14	100	0	23.1	61.5	15.4	92.3	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	46	100	39.5	44.2	16.3	0	27.9	13.3	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	43.1	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	183	100	18.9	49.7	30.2	1.2	45.6	39.3	34	Yes	Yes

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

All Students	324	100	19.5	40.7	19.5	20.2	52.3	54	45.8	Yes	Yes
Gender											
Male	142	100	19.2	43.1	20	17.7	51.5	53.2	45.6	N/A	N/A
Female	182	100	19.8	39	19.2	22.1	52.9	54.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	135	100	9.2	35.4	22.3	33.1	71.5	66.3	59	Yes	Yes
African American	166	100	30.9	46.1	16.4	6.6	32.9	33.4	26.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	80.5	71.3	I/S	I/S
Hispanic	14	100	0	30.8	30.8	38.5	76.9	46.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	46	100	46.5	44.2	7	2.3	25.6	16.1	17.1	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	54.6	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	183	100	27.2	46.7	17.2	8.9	36.7	37.6	31.4	No	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
Science											
All Students	218	100	16.7	27	24	32.4	56.4	51.9	35.7	95.5	95.6
Gender											
Male	104	100	14.4	26.8	25.8	33	58.8	53.7	37.4	95.4	95.5
Female	114	100	18.7	27.1	22.4	31.8	54.2	50.1	33.8	95.6	95.8
Racial/Ethnic Group											
White	85	100	4.9	13.4	24.4	57.3	81.7	65.4	49.2	95.6	95.5
African American	116	100	27.4	38.7	21.7	12.3	34	30.6	17	95.4	95.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	70.4	58	94.8	96.8
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	53.1	24.9	96.2	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98	98.5
Disability Status											
Disabled	26	100	50	29.2	16.7	4.2	20.8	15.8	14	95	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	98.3
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	55.9	24.4	96.5	96.5
Socio-Economic Status											
Subsidized meals	130	100	23.5	37	27.7	11.8	39.5	35.9	21.1	94.9	94.9
Social Studies											
All Students	218	100	16	35.4	14.6	34	48.5	46.8	34	95.5	95.6
Gender											
Male	92	100	17.6	35.3	14.1	32.9	47.1	48.6	36.6	95.4	95.5
Female	126	100	14.9	35.5	14.9	34.7	49.6	44.8	31.3	95.6	95.8
Racial/Ethnic Group											
White	93	100	11.1	23.3	14.4	51.1	65.6	56.8	44.5	95.6	95.5
African American	110	100	22.3	46.6	12.6	18.4	31.1	28.7	19.1	95.4	95.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	73.1	58.9	94.8	96.8
Hispanic	11	100	0	30	30	40	70	50	27.5	96.2	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98	98.5
Disability Status											
Disabled	38	100	43.2	51.4	2.7	2.7	5.4	15.4	14.4	95	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	98.3
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	54.5	27.3	96.5	96.5
Socio-Economic Status											
Subsidized meals	121	100	21.1	45.6	12.3	21.1	33.3	31.4	21	94.9	94.9

* 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*
English/Language Arts								
2007	3	125	100	17	29.2	43.4	10.4	53.8
	4	107	100	10.9	32.7	52.5	4	56.4
	5	73	100	17.7	43.5	37.1	1.6	38.7
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	104	100	9.4	35.4	46.9	8.3	55.2
	4	112	100	20.4	35.2	38.9	5.6	44.4
	5	108	100	9.2	48	38.8	4.1	42.9
	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	125	100	29.2	38.7	17.9	14.2	32.1
	4	107	100	11.9	40.6	21.8	25.7	47.5
	5	73	100	17.7	43.5	19.4	19.4	38.7
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	104	100	22.9	35.4	15.6	26	41.7
	4	112	100	19.4	38.9	19.4	22.2	41.7
	5	108	100	16.3	48	23.5	12.2	35.7
	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	61	100	35.8	37.7	15.1	11.3	26.4
	4	107	100	21.8	25.7	24.8	27.7	52.5
	5	37	100	23.3	36.7	13.3	26.7	40
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	8.5	25.5	34	31.9	66
	4	112	100	18.5	25.9	20.4	35.2	55.6
	5	54	100	20.4	30.6	22.4	26.5	49
	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	64	100	9.4	50.9	30.2	9.4	39.6
	4	107	100	9.9	38.6	27.7	23.8	51.5
	5	36	100	34.4	25	6.3	34.4	40.6
	6	N/A	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
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	10.2	46.9	10.2	32.7	42.9
	4	112	100	17.6	32.4	18.5	31.5	50
	5	54	100	18.4	30.6	10.2	40.8	51
	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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