



John C Calhoun Elementary

750 North Calhoun Street
Calhoun Falls, South

Grades	PK-5 Elementary School	
Enrollment	216 Students	
Principal	David Nixon	864-418-8016
Superintendent	Dr. Ivan Randolph	864-366-5427
Board Chair	James B. Tisdale, Jr.	864-459-4782

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Excellent*
2008	Average	Good
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Average	Average

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

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.

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

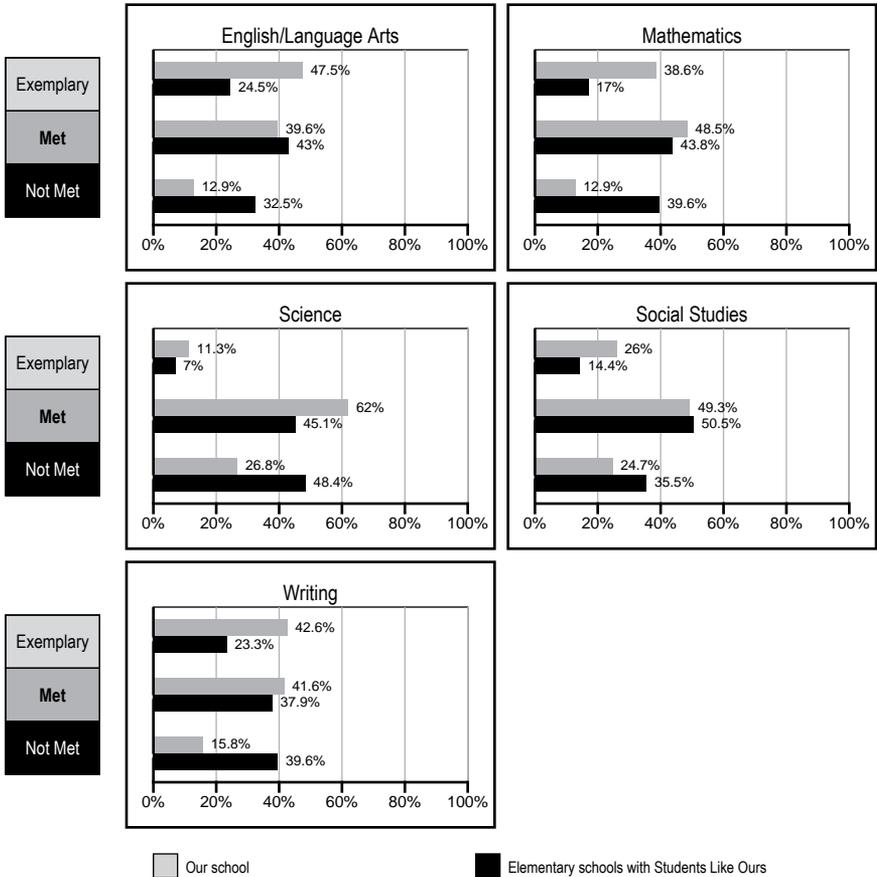
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	4	92	54	17

* Ratings are calculated with data available by 06/01/2010.

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=216)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.4%	Down from 3.9%	2.4%	1.9%
Attendance rate	96.9%	Down from 97.0%	96.1%	96.3%
Eligible for gifted and talented	2.8%	Down from 6.1%	4.4%	10.0%
With disabilities other than speech	8.1%	Up from 7.2%	8.1%	7.7%
Older than usual for grade	2.4%	No Change	0.9%	0.5%
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	56.3%	Up from 47.4%	57.1%	59.4%
Continuing contract teachers	87.5%	Up from 84.2%	73.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.0%	Down from 84.8%	83.6%	85.9%
Teacher attendance rate	94.2%	Down from 94.5%	95.1%	95.1%
Average teacher salary*	\$44,726	Up 5.9%	\$45,762	\$47,149
Professional development days/teacher	8.5 days	Up from 6.5 days	10.7 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	12.4 to 1	Down from 17.4 to 1	17.4 to 1	18.8 to 1
Prime instructional time	90.9%	Up from 90.8%	90.1%	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	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	\$8,036	Up 20.2%	\$8,306	\$7,458
Percent of expenditures for instruction**	65.5%	Up from 64.5%	68.5%	68.8%
Percent of expenditures for teacher salaries**	59.8%	Down from 60.2%	62.1%	63.2%

* 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

The district curriculum guide forms the basis for our core program. In the SRA program, students were tested and placed in a group with students of similar reading ability in first and second grade. Students are allowed to move to higher groups as they progress.

The assessment component of our plan uses DIBELS to monitor the reading progress of students who are having difficulty all during the year. DIBELS is also used for benchmark testing three times during the year to see if students are progressing in line with national norms. The district plan calls for a district benchmark test to be given to students after each quarter to see how they are progressing with district and state standards. All of this information will provide a better idea of how students are performing and how best to meet their needs.

JCCE offered an after-school program for all students who were administered PASS. This program lasted for one hour each day and the writing session lasted for two weeks before the writing portion of PASS in March and again in April for four weeks before the final testing.

The school's efforts allowed it to increase its "Improvement Rating" on the 2008 Annual School Report Card from a "Below Average" to a "Good". This leap in student improvement qualified JCCE to win a Palmetto Silver in the area of "Student Achievement." The school also received a Palmetto Silver for "Closing the Achievement Gap" which is a measurement of the improvement made by historically underachieving groups. These awards really solidify the belief that our student performance is improving and our plans for school improvement are working. John C. Calhoun was also selected as the State Runner-Up for Title 1 Highly Distinguished Schools Closing the Achievement Gap.

We were also encouraged by this year's MAP scores. MAP testing is administered once in the Fall, once in the winter and again in the Spring. MAP is a way of gauging academic growth and projecting where students will perform on the PASS test. All students at JCCE showed growth according to their MAP scores, and the 3rd grade reading, 4th grade math, and 5th grades reading and math scores were the highest in the district. Translating the scores into their PASS equivalents allows us to compare the past scores from PASS to how they performed this year on MAP.

Title 1 money was used to provide three interventionist positions in the school. One interventionist works with 1st grade, another works with 2nd grade and the third works with 3rd-5th grade. These interventionists are designed to utilize data to identify students who need remediation in certain areas and provide enrichment opportunities for students who are excelling. The scores these grade levels are achieving are indicative of the impact that the interventionists are having on student achievement.

JCCE also implemented a Data Room in the school. Each student in the school is tracked based on their MAP, CAI, and other data sources to help identify students who are weak in certain areas.

The discipline component of our plan calls for targeting the repeat offenders, students who are in the yellow and red zones, in an effort to continue to reduce the number of office referrals. The number of office referrals showed a 27% decrease in 07-08 and we continue to have an excellent referral rate for 08-09.

Character Education will continue to be an important part of the JCCE curriculum.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	31	21
Percent satisfied with learning environment	100.0%	100.0%	95.0%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	100.0%	100.0%	100.0%

* 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

YES

This school met 15 out of 15 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	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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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 = 58.8% (Met or Exemplary)

All Students	109	100	12.9	39.6	47.5	92.1	88.3	82.8	Yes	Yes
Gender										
Male	55	100	15.1	37.7	47.2	86.8	86.6	79.3	N/A	N/A
Female	54	100	10.4	41.7	47.9	97.9	90.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	43	100	10.5	39.5	50	97.4	92.3	89.5	I/S	Yes
African American	66	100	14.3	39.7	46	88.9	82.2	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
Disability Status										
Disabled	16	100	33.3	33.3	33.3	66.7	65.1	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	93	100	12.6	40.2	47.1	92	84.7	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	109	100	12.9	48.5	38.6	93.1	87.4	78.9	Yes	Yes
Gender										
Male	55	100	17	41.5	41.5	90.6	87.2	77	N/A	N/A
Female	54	100	8.3	56.3	35.4	95.8	87.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	43	100	5.3	55.3	39.5	97.4	91.4	87.2	I/S	Yes
African American	66	100	17.5	44.4	38.1	90.5	81.4	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	75	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
Disability Status										
Disabled	16	100	40	13.3	46.7	66.7	59.2	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	93	100	13.8	49.4	36.8	92	83	70.2	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	77	100	26.8	62	11.3	73.2	77.4	67.5
Gender								
Male	40	100	17.9	69.2	12.8	82.1	78.2	67
Female	37	100	37.5	53.1	9.4	62.5	76.6	68
Racial/Ethnic Group								
White	30	100	23.1	69.2	7.7	76.9	86.7	79.5
African American	47	100	28.9	57.8	13.3	71.1	63.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	11	100	45.5	36.4	18.2	54.5	50.7	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	59.6
Socio-Economic Status								
Subsided meals	64	100	28.3	61.7	10	71.7	71	55.1
Social Studies								
All Students	76	100	24.7	49.3	26	75.3	79.1	72.3
Gender								
Male	38	100	24.3	43.2	32.4	75.7	76.5	71.5
Female	38	100	25	55.6	19.4	75	82	73.2
Racial/Ethnic Group								
White	33	100	25.8	51.6	22.6	74.2	85	80.7
African American	43	100	23.8	47.6	28.6	76.2	69.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
Disability Status								
Disabled	10	I/S	I/S	I/S	I/S	I/S	50.7	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	85	67.9
Socio-Economic Status								
Subsided meals	64	100	24.6	49.2	26.2	75.4	73.5	62.1

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	106	100	15.8	41.6	42.6	84.2	76.2	70.2	96.9	95.8
Gender										
Male	54	100	20.8	43.4	35.8	79.2	70.7	63.2	96.9	95.8
Female	52	100	10.4	39.6	50	89.6	82.2	77.5	96.8	95.9
Racial/Ethnic Group										
White	41	100	13.2	50	36.8	86.8	82.2	79.1	96	95.5
African American	65	100	17.5	36.5	46	82.5	66.9	57.6	97.4	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	86.2	N/A	94.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.2	62.6	96.7	94.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	98.7
Disability Status										
Disabled	16	100	33.3	26.7	40	66.7	39.2	26.1	96.6	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	88.7
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	80	61.2	N/A	95.2
Socio-Economic Status										
Subsided meals	92	100	17.2	39.1	43.7	82.8	70.3	58.9	96.8	95.6

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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	29	100	7.7	30.8	61.5	92.3
	4	44	100	16.3	44.2	39.5	83.7
	5	36	100	12.5	40.6	46.9	87.5
	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							
2009	3	29	100	15.4	34.6	50	84.6
	4	44	100	11.6	58.1	30.2	88.4
	5	36	100	12.5	46.9	40.6	87.5
	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
Science							
2009	3	15	100	16.7	66.7	16.7	83.3
	4	44	100	30.2	58.1	11.6	69.8
	5	18	100	25	68.8	6.3	75
	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
Social Studies							
2009	3	14	100	7.1	35.7	57.1	92.9
	4	44	100	34.9	53.5	11.6	65.1
	5	18	100	12.5	50	37.5	87.5
	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
Writing							
2009	3	28	100	11.5	26.9	61.5	88.5
	4	44	100	16.3	53.5	30.2	83.7
	5	34	100	18.8	37.5	43.8	81.3
	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

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