



CALHOUN FALLS CHARTER

205 Edgefield Street
Calhoun Falls, South

Grades	6-12 Middle School	
Enrollment	227 Students	
Principal	Deirdre McCullough	864-418-8014
Superintendent	Wayne Brazell	803-734-8322
Board Chair	Don McLaurin	843-720-1268

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Below Average
2009	Below Average	At-Risk
2008	N/A	N/A
2007	N/A	N/A
2006	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 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

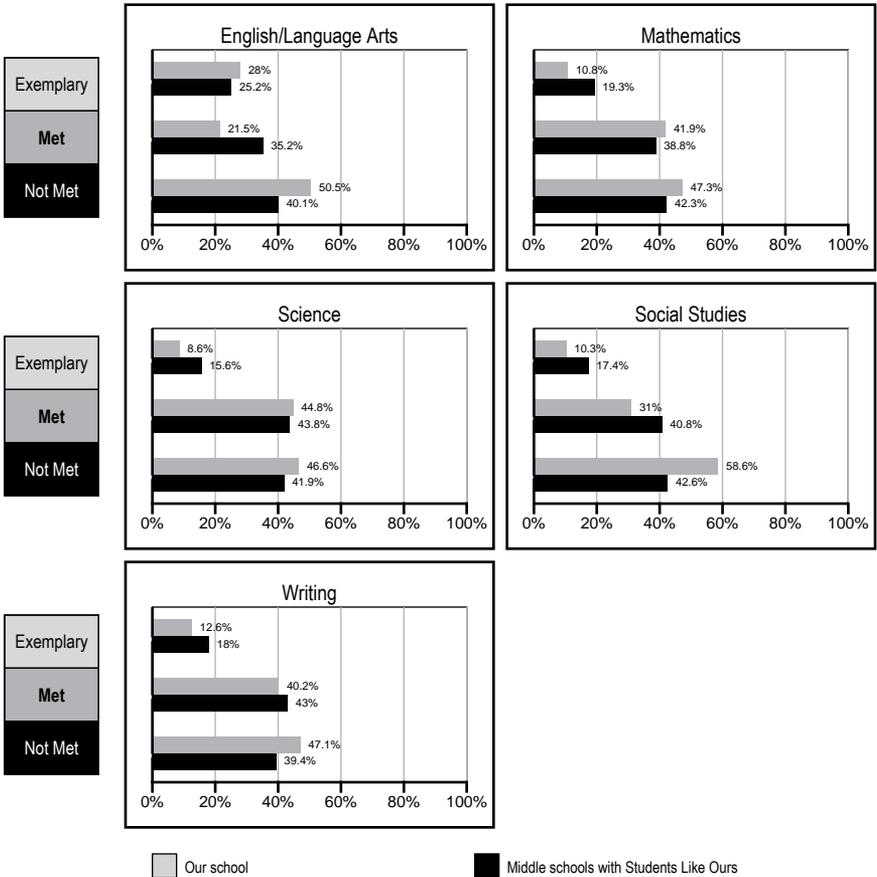
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	27	19	3

* 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	100.0%	93.1%
English 1	83.3%	91.3%
Physical Science	N/A	76.4%
US History and the Constitution	N/A	N/A
All Subjects	91.7%	91.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=227)				
Students enrolled in high school credit courses (grades 7 & 8)	9.4%	Down from 10.9%	17.0%	24.2%
Retention rate	1.4%	Down from 2.3%	0.8%	0.7%
Attendance rate	94.7%	Down from 96.8%	95.4%	95.9%
Eligible for gifted and talented	0.0%	No Change	13.8%	16.4%
With disabilities other than speech	9.7%	Up from 9.4%	14.1%	12.0%
Older than usual for grade	7.5%	Up from 6.6%	3.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 1.3%	0.4%	0.5%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	31.8%	Up from 18.2%	57.5%	58.5%
Continuing contract teachers	9.1%	Down from 27.3%	72.9%	80.0%
Teachers with emergency or provisional certificates	20.0%	Down from 28.6%	6.8%	4.0%
Teachers returning from previous year	N/A	N/A	82.7%	84.6%
Teacher attendance rate	99.5%	Up from 97.8%	95.4%	95.4%
Average teacher salary*	\$34,445	Down 5.3%	\$45,637	\$46,561
Professional development days/teacher	9.1 days	Up from 8.7 days	10.5 days	10.2 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 19.5 to 1	20.0 to 1	21.1 to 1
Prime instructional time	93.3%	Down from 93.6%	90.0%	90.4%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	80.5%	Up from 39.2%	96.1%	98.1%
Character development program	Average	Up from Below Average	Good	Good
Dollars spent per pupil**	\$5,862	N/A	\$8,638	\$7,802
Percent of expenditures for instruction**	70.0%	N/A	62.3%	63.8%
Percent of expenditures for teacher salaries**	56.4%	N/A	58.2%	60.0%

* 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

The students of Calhoun Falls Charter School continue the pursuit of excellence in academics, athletics, and citizenship.

Two additional dual enrollment courses were added to our course schedule, allowing students to graduate with up to 18 college credit hours in math, English, and health occupations. Eleven additional classes were added to the master schedule for the 2009-2010 school year: Driver's Ed, Career Study Skills, HOSA II, Chorus, Anatomy and Physiology, Math Fusion, SAT Prep, Current Events, Strength and Conditioning, Speech, and African American Literature. Intervention specialists were also hired to address student academic, behavioral, and attendance concerns.

The senior class of 36 graduates earned 246 hours of dual-enrollment credit and was awarded over \$900,000 in scholarship money.

Students exhibited excellence in extracurricular activities, earning two team All-Region Sportsmanship Awards and nine All-Region individual awards. CFCS also boasts its first FFA state officer, who will serve the 2010-2011 school year as Vice President.

CFCS students continue to develop citizenship skills through the school's Service Learning Program. Students logged over 8,200 hours of volunteer hours, exceeding last year's total of 4,700 hours. SGA sponsored two successful food drives for the town's food pantry, while other clubs raised money for Relay for Life and the March of Dimes.

At CFCS, we are proud of our accomplishments and excited about the future. With the continued support of parents and community, we will become the "School of Excellence" we all envision.

Principal Deirdre McCullough
 SIC Chairperson, Karen Ashley

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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No Child Left Behind

School Adequate Yearly Progress

NI

This school met 16 out of 17 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

NI

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	18.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	14.9%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.9%	0.0%	No
Student attendance rate	94.7%	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	93	98.9	50	23.3	26.7	64	84.3	83.5	Yes	Yes
Gender										
Male	55	100	59.6	17.3	23.1	55.8	80.7	80.1	N/A	N/A
Female	38	97.4	35.3	32.4	32.4	76.5	88.1	87	N/A	N/A
Racial/Ethnic Group										
White	51	98	51.1	17.8	31.1	64.4	86.1	89.6	Yes	Yes
African American	42	100	48.8	29.3	22	63.4	75	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.2	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	86.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
Disability Status										
Disabled	12	91.7	N/A	N/A	N/A	9.1	65.5	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	0	N/A	N/A	N/A	N/A	N/A	N/A	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	82	98.8	48.7	23.7	27.6	63.2	79.5	76.9	Yes	Yes

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

All Students	93	98.9	47.7	41.9	10.5	59.3	71.6	80.4	Yes	Yes
Gender										
Male	55	100	57.7	36.5	5.8	50	69.6	78.4	N/A	N/A
Female	38	97.4	32.4	50	17.6	73.5	73.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	51	98	48.9	40	11.1	55.6	73.5	87.8	No	Yes
African American	42	100	46.3	43.9	9.8	63.4	58.2	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	92.3	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.4	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.4	83.2	I/S	I/S
Disability Status										
Disabled	12	91.7	N/A	N/A	N/A	N/A	45.2	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	0	N/A	N/A	N/A	N/A	N/A	N/A	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	82	98.8	46.1	43.4	10.5	60.5	64.1	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	63	100	45.6	45.6	8.8	54.4	61.5	67.3
Gender								
Male	36	100	54.5	42.4	3	45.5	61.7	66.9
Female	27	100	33.3	50	16.7	66.7	61.3	67.7
Racial/Ethnic Group								
White	31	100	34.6	53.8	11.5	65.4	65.4	79.6
African American	32	100	54.8	38.7	6.5	45.2	44.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	75	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	51.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	84.6	69.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	42.5	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	0	N/A	N/A	N/A	N/A	N/A	N/A	58.6
Socio-Economic Status								
Subsidized meals	55	100	50	42	8	50	50.1	55.4
Social Studies								
All Students	62	100	58.6	31	10.3	41.4	60.7	70.9
Gender								
Male	35	100	66.7	21.2	12.1	33.3	60.8	70.1
Female	27	100	48	44	8	52	60.6	71.7
Racial/Ethnic Group								
White	36	100	66.7	18.2	15.2	33.3	62.8	79.2
African American	26	100	48	48	4	52	44.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	72.2	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	74.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	39	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	68
Socio-Economic Status								
Subsidized meals	56	100	57.7	30.8	11.5	42.3	49.3	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	93	96.8	45.2	41.7	13.1	54.8	66.5	72.1	95.2	97.8
Gender										
Male	56	96.4	54	40	6	46	58.3	65.2	94.6	97.9
Female	37	97.3	32.4	44.1	23.5	67.6	74.9	79.2	96.1	97.7
Racial/Ethnic Group										
White	51	94.1	44.2	39.5	16.3	55.8	68.2	80.8	94.3	98
African American	42	100	46.3	43.9	9.8	53.7	56.6	59.7	96.3	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	N/A	97.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	64.6	N/A	97.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.4	73.4	N/A	98.6
Disability Status										
Disabled	12	91.7	N/AV	N/AV	N/AV	N/AV	30.8	27.7	92.6	97.7
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	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.7	N/A	87.9
Socio-Economic Status										
Subsidized meals	82	96.3	44.6	43.2	12.2	55.4	57.9	61.9	95	97.6

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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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	28	100	44.4	37	18.5	55.6
	7	26	100	38.5	53.8	7.7	61.5
	8	37	97.3	37.5	43.8	18.8	62.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	32	100	35.5	32.3	32.3	64.5
	7	33	100	58.6	24.1	17.2	41.4
	8	28	96.4	57.7	11.5	30.8	42.3
Mathematics							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	28	100	51.9	44.4	3.7	48.1
	7	26	100	N/AV	N/AV	N/AV	61.5
	8	37	97.3	53.1	37.5	9.4	46.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	32	100	32.3	48.4	19.4	67.7
	7	33	100	65.5	31	3.4	34.5
	8	28	96.4	46.2	46.2	7.7	53.8
Science							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	13	100	N/AV	N/AV	N/AV	61.5
	7	26	100	N/AV	N/AV	N/AV	46.2
	8	19	100	N/AV	N/AV	N/AV	58.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	16	100	53.3	40	6.7	46.7
	7	33	100	51.7	41.4	6.9	48.3
	8	14	100	23.1	61.5	15.4	76.9

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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	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	15	100	42.9	50	7.1	57.1
	7	26	100	69.2	23.1	7.7	30.8
	8	17	94.1	28.6	57.1	14.3	71.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	16	100	31.3	56.3	12.5	68.8
	7	33	100	72.4	24.1	3.4	27.6
	8	13	100	61.5	15.4	23.1	38.5
Writing							
2009	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	27	100	40.7	40.7	18.5	59.3
	7	27	100	33.3	48.1	18.5	66.7
	8	37	100	37.5	50	12.5	62.5
2010	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	N/A	N/AV	N/A	N/A	N/A	N/A
	6	32	93.8	37.9	34.5	27.6	62.1
	7	32	100	N/AV	N/AV	N/AV	41.4
	8	29	96.6	38.5	50	11.5	61.5

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