



John C Calhoun Elementary

750 North Calhoun Street
Calhoun Falls, South

Grades	PK-6 Elementary School	
Enrollment	265 Students	
Principal	David Nixon	864-418-8016
Superintendent	Dr. Ivan Randolph	864-366-5427
Board Chair	James B. Tisdale, Jr.	864-366-9094

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* The School's 2008 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 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

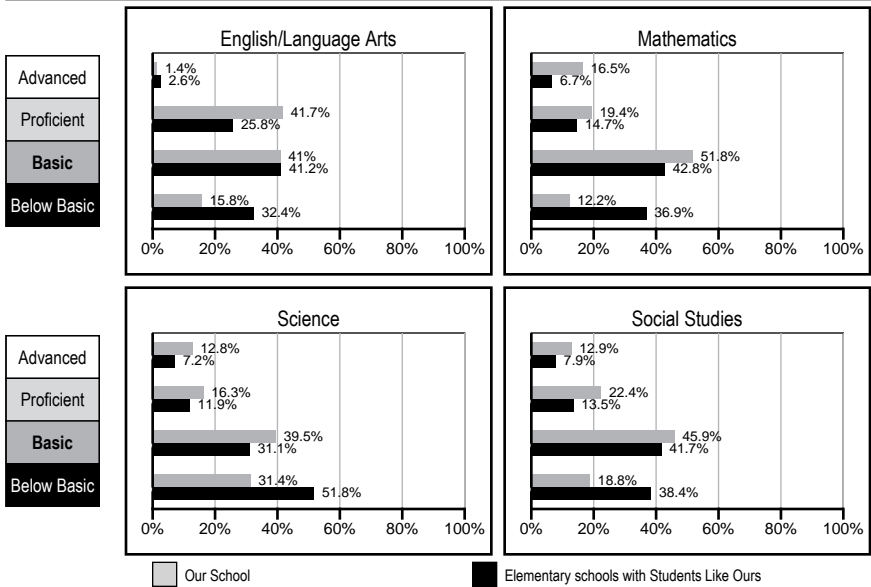
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	59	47

* 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=265)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.9%	Up from 3.7%	3.1%	2.3%
Attendance rate	97.0%	Up from 96.7%	96.0%	96.3%
Eligible for gifted and talented	6.1%	Down from 7.0%	3.5%	10.4%
With disabilities other than speech	7.2%	Down from 8.0%	7.9%	7.5%
Older than usual for grade	2.4%	Up from 1.3%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	47.4%	Up from 42.9%	54.3%	56.7%
Continuing contract teachers	84.2%	Down from 85.7%	70.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.8%	Down from 87.8%	83.2%	86.4%
Teacher attendance rate	94.5%	Up from 94.4%	95.0%	94.9%
Average teacher salary	\$42,232	Up 6.3%	\$43,868	\$45,345
Professional development days/teacher	6.5 days	Down from 15.3 days	13.3 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 23.5 to 1	16.7 to 1	18.5 to 1
Prime instructional time	90.8%	Up from 89.6%	89.3%	89.8%
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	Excellent	Excellent
Dollars spent per pupil*	\$6,686	Down 8.2%	\$8,004	\$7,052
Percent of expenditures for instruction*	64.5%	Up from 64.4%	69.0%	69.1%
Percent of expenditures for teacher salaries*	60.2%	Up from 60.0%	62.4%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

JCCE continues the school-wide implementation of the district curriculum and pacing guides. The SRA Reading Mastery Program which uses the Direct Instruction approach now only involves K-5th grade to allow sixth grade students to focus more time on Science and Social Studies and to align the time spent on each area with other 6th grade students within the district. The new district curriculum guides help to standardize the curriculum across the school district. The new guide covers all four primary academic areas: English Language Arts, Mathematics, Science, and Social Studies. Students will be tested at the end of each quarter with a benchmark test that covers the standards the students should have learned during that quarter. The new curriculum guide forms the basis for our core program.

In the SRA program, students are tested and placed in a group with students of similar reading ability. Grouping is carried out across grade levels and ages. Students are allowed to move to higher groups as they progress. The assessment component of our plan calls for the use of DIBELS to monitor the reading progress of students who are having difficulty throughout 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 will be taking PACT from February to May. The school's efforts allowed it to increase our "Improvement Rating" on the 2007 Annual School Report Card from an "Unsatisfactory" to a "Below Average." Improvements are being made and scores are increasing.

We were also encouraged by our MAP scores. MAP testing administered once in the Spring and again in the Fall. It is a way of gauging academic growth and where students will perform academically before they take the PACT test.

Each classroom at JCCE was equipped with a Smartboard. These Smartboards have a touch sensitive display that allows teachers to use more interactive computer lessons to enhance student learning. JCCE is the only school in Abbeville County to have interactive technology available in every classroom.

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 64% decrease from 05-06, and we continued to have an excellent referral rate for 07-08.

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	19	30	27
Percent satisfied with learning environment	100.0%	90.0%	81.5%
Percent satisfied with social and physical environment	100.0%	96.7%	88.9%
Percent satisfied with school-home relations	94.4%	100.0%	81.5%

* 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

YES

This school met 17 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

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	N/A	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	97.0%	94.0%	Yes

* Or greater than last year

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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	145	100	15.8	41	41.7	1.4	58.3	51.2	48.2	Yes	Yes
Gender											
Male	81	100	23.1	39.7	35.9	1.3	50	45.4	41.7	N/A	N/A
Female	64	100	6.6	42.6	49.2	1.6	68.9	57.5	55	N/A	N/A
Racial/Ethnic Group											
White	68	100	13.8	41.5	43.1	1.5	63.1	62.4	60	Yes	Yes
African American	77	100	17.6	40.5	40.5	1.4	54.1	34.6	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.8	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	26	100	40	36	24	0	44	22.4	16	I/S	I/S
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	126	100	17.5	38.3	43.3	0.8	58.3	43.2	34	Yes	Yes

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

All Students	145	100	12.2	51.8	19.4	16.5	51.8	48.5	45.8	Yes	Yes
Gender											
Male	81	100	12.8	46.2	20.5	20.5	53.8	50.2	45.6	N/A	N/A
Female	64	100	11.5	59	18	11.5	49.2	46.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	68	100	9.2	52.3	16.9	21.5	55.4	59.3	59	Yes	Yes
African American	77	100	14.9	51.4	21.6	12.2	48.6	32	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	26	100	44	24	24	8	36	20.8	17.1	I/S	I/S
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	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	126	100	12.5	52.5	19.2	15.8	50.8	40.2	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

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*	School Attendance Rate	District Attendance Rate
Science											
All Students	89	100	31.4	39.5	16.3	12.8	29.1	42.1	35.7	97	96.2
Gender											
Male	50	100	32.7	32.7	18.4	16.3	34.7	44.7	37.4	97.1	96.1
Female	39	100	29.7	48.6	13.5	8.1	21.6	39.4	33.8	96.8	96.3
Racial/Ethnic Group											
White	43	100	26.8	31.7	24.4	17.1	41.5	56.1	49.2	95.9	96
African American	46	100	35.6	46.7	8.9	8.9	17.8	20.6	17	97.8	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	94.4
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95.5	94.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	97.4
Disability Status											
Disabled	13	100	69.2	0	15.4	15.4	30.8	19.5	14	96.9	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	24.4	N/A	96
Socio-Economic Status											
Subsided meals	80	100	31.2	41.6	14.3	13	27.3	31.8	21.1	96.9	96
Social Studies											
All Students	90	100	18.8	45.9	22.4	12.9	35.3	36.4	34	97	96.2
Gender											
Male	50	100	14.9	40.4	25.5	19.1	44.7	39.6	36.6	97.1	96.1
Female	40	100	23.7	52.6	18.4	5.3	23.7	32.8	31.3	96.8	96.3
Racial/Ethnic Group											
White	42	100	23.1	43.6	15.4	17.9	33.3	45.2	44.5	95.9	96
African American	48	100	15.2	47.8	28.3	8.7	37	22.3	19.1	97.8	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	94.4
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	35.7	27.5	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	97.4
Disability Status											
Disabled	16	100	13.3	46.7	26.7	13.3	40	18.8	14.4	96.9	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.3	N/A	96
Socio-Economic Status											
Subsided meals	77	100	19.4	45.8	20.8	13.9	34.7	27.5	21	96.9	96

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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	36	94.4	16.1	32.3	51.6	0	51.6	
	4	38	100	22.9	51.4	22.9	2.9	25.7	
	5	35	97.1	36.7	40	23.3	0	23.3	
	6	47	97.9	34.9	48.8	14	2.3	16.3	
	7	N/A	N/AV	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	N/AV
2008	3	42	100	5	30	60	5	65	
	4	35	100	21.2	30.3	48.5	0	48.5	
	5	35	100	22.9	48.6	28.6	0	28.6	
	6	33	100	16.1	58.1	25.8	0	25.8	
	7	N/A	I/S	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	I/S
Mathematics									
2007	3	36	100	18.2	57.6	12.1	12.1	24.2	
	4	38	100	31.4	34.3	25.7	8.6	34.3	
	5	35	97.1	23.3	53.3	13.3	10	23.3	
	6	47	97.9	25.6	55.8	14	4.7	18.6	
	7	N/A	N/AV	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	N/AV
2008	3	42	100	10	62.5	22.5	5	27.5	
	4	35	100	6.1	60.6	9.1	24.2	33.3	
	5	35	100	20	51.4	20	8.6	28.6	
	6	33	100	12.9	29	25.8	32.3	58.1	
	7	N/A	I/S	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	I/S
Science									
2007	3	19	100	41.2	47.1	11.8	0	11.8	
	4	38	100	31.4	31.4	17.1	20	37.1	
	5	17	100	60	40	0	0	0	
	6	24	95.8	42.9	33.3	19	4.8	23.8	
	7	N/A	N/AV	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	N/AV
2008	3	20	100	25	45	15	15	30	
	4	35	100	39.4	39.4	12.1	9.1	21.2	
	5	18	100	16.7	44.4	22.2	16.7	38.9	
	6	16	100	40	26.7	20	13.3	33.3	
	7	N/A	I/S	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	I/S
Social Studies									
2007	3	17	100	6.3	68.8	25	0	25	
	4	38	100	45.7	34.3	14.3	5.7	20	
	5	17	100	53.3	46.7	0	0	0	
	6	23	100	18.2	59.1	9.1	13.6	22.7	
	7	N/A	N/AV	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	N/AV
2008	3	21	100	5.3	47.4	21.1	26.3	47.4	
	4	35	100	24.2	42.4	27.3	6.1	33.3	
	5	17	100	29.4	41.2	11.8	17.6	29.4	
	6	17	100	12.5	56.3	25	6.3	31.3	
	7	N/A	I/S	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	I/S

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