



## Calhoun Falls High

P.O. Box 336

Calhoun Falls, SC 29628

<b>Grades</b>	7-12 Middle School	
<b>Enrollment</b>	238 Students	
<b>Principal</b>	Tommy Hollingsworth	864-418-8014
<b>Superintendent</b>	Dr. Ivan Randolph	864-366-5427
<b>Board Chair</b>	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
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	At-Risk
2006	Below Average	Below Average
2005	Below Average	At-Risk
2004	Average	Good

## 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**

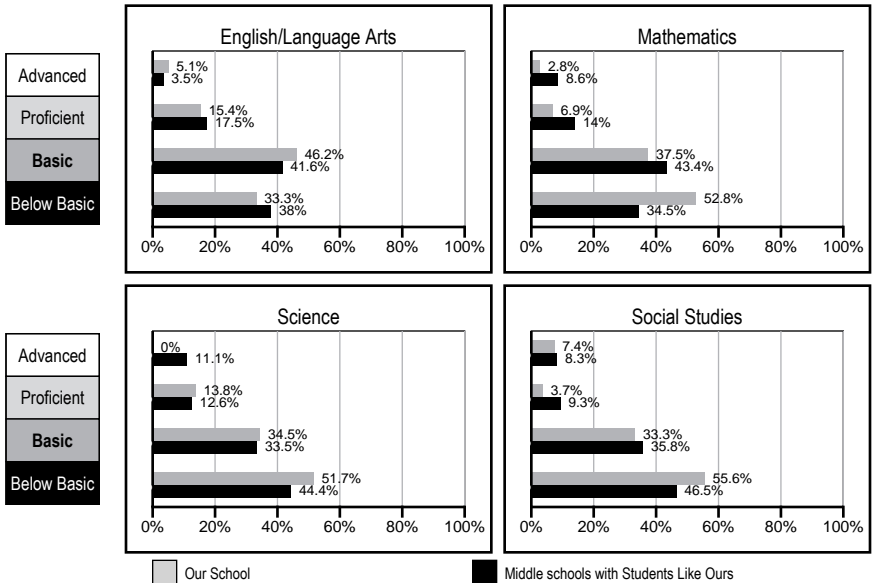
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.7%

**ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	1	19	22

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* 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**

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

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	94.0
English 1	71.4	94.2
Physical Science	0	0
All Subjects	75.0	92.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=238)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	11.7%	Up from 3.3%	15.5%	19.4%
Retention rate	0.9%	Down from 8.6%	2.8%	1.8%
Attendance rate	96.1%	Down from 96.2%	95.3%	95.8%
Eligible for gifted and talented	4.2%	Up from 0.0%	11.7%	15.3%
With disabilities other than speech	10.5%	Up from 6.8%	13.8%	12.9%
Older than usual for grade	9.2%	Up from 2.9%	5.0%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Down from 2.1%	1.3%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	48.1%	Down from 53.8%	53.7%	55.0%
Continuing contract teachers	70.4%	Down from 80.8%	63.5%	70.6%
Teachers with emergency or provisional certificates	4.3%	Up from 0.0%	8.3%	5.4%
Teachers returning from previous year	69.0%	Down from 74.0%	80.8%	83.4%
Teacher attendance rate	99.2%	Up from 99.1%	94.9%	94.9%
Average teacher salary	\$45,552	Up 3.1%	\$44,571	\$44,706
Professional development days/teacher	5.5 days	Down from 6.7 days	11.6 days	11.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	15.5 to 1	Up from 15.4 to 1	20.1 to 1	20.1 to 1
Prime instructional time	94.4%	Up from 94.1%	88.6%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	87.4%	Down from 100.0%	97.8%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$11,285	Up 10.9%	\$7,274	\$7,097
Percent of expenditures for instruction*	59.6%	Down from 59.8%	63.4%	64.4%
Percent of expenditures for teacher salaries*	52.7%	Down from 53.8%	58.8%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The 2007-2008 school year has been an unusual one for Calhoun Falls High School. We were awarded the Palmetto Gold Award for progress and growth. We felt with the staff, students, and SIC working together, we were making great strides to improve the quality of education for our students. However, in December, the decision was made to close our school because of funding issues, budget cuts, and a declining enrollment. Our students and staff are being absorbed into the other schools in the district. In addition, the Calhoun Falls community is attempting to start a charter school on the existing campus of Calhoun Falls High School.

We feel with all the changes going on, and with emotions running high, our students and staff did a tremendous job in maintaining order and "having school" each and everyday. No matter where our students end up, we hope we have prepared them well for their future.

Tommy Hollingsworth, Principal  
Tonya Brown, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	25	5
Percent satisfied with learning environment	78.6%	84.0%	I/S
Percent satisfied with social and physical environment	84.6%	84.0%	I/S
Percent satisfied with school-home relations	57.1%	92.0%	I/S

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

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**School Adequate Yearly Progress**

NO

This school met 5 out of 7 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**

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
<b>DELAY</b>	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."
<b>HOLD</b>	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**

	<b>Our District</b>	<b>State</b>
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%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	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	75	97.3	32.9	48.6	17.1	1.4	27.1	51.2	48.2	Yes	No
<b>Gender</b>											
Male	38	100	42.9	45.7	11.4	0	22.9	45.4	41.7	N/A	N/A
Female	37	94.6	22.9	51.4	22.9	2.9	31.4	57.5	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	36	100	29.4	44.1	26.5	0	38.2	62.4	60	I/S	I/S
African American	37	97.3	37.1	51.4	8.6	2.9	14.3	34.6	31.7	I/S	I/S
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	2	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
<b>Disability Status</b>											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	22.4	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	50	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	57	98.3	38.9	51.9	9.3	0	18.5	43.2	34	I/S	Yes

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

All Students	75	98.7	52.9	38.6	5.7	2.9	15.7	48.5	45.8	Yes	No
<b>Gender</b>											
Male	38	100	45.7	42.9	8.6	2.9	22.9	50.2	45.6	N/A	N/A
Female	37	97.3	60	34.3	2.9	2.9	8.6	46.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	36	100	35.3	50	8.8	5.9	26.5	59.3	59	I/S	I/S
African American	37	97.3	71.4	25.7	2.9	0	2.9	32	26.9	I/S	I/S
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	2	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
<b>Disability Status</b>											
Disabled	10	I/S	I/S	I/S	I/S	I/S	I/S	20.8	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	51.7	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	57	98.3	61.1	37	0	1.9	9.3	40.2	31.4	I/S	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
<b>Science</b>											
All Students	61	98.4	50.9	35.1	14	0	14	42.1	35.7	97.1	96.2
<b>Gender</b>											
Male	31	100	60.7	21.4	17.9	0	17.9	44.7	37.4	96.6	96.1
Female	30	96.7	41.4	48.3	10.3	0	10.3	39.4	33.8	97.6	96.3
<b>Racial/Ethnic Group</b>											
White	31	100	48.3	27.6	24.1	0	24.1	56.1	49.2	96.6	96
African American	29	96.6	55.6	44.4	0	0	0	20.6	17	97.4	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	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	99.9	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
<b>Disability Status</b>											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	19.5	14	94.5	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	24.4	99.9	96
<b>Socio-Economic Status</b>											
Subsided meals	46	97.8	58.1	37.2	4.7	0	4.7	31.8	21.1	96.8	96
<b>Social Studies</b>											
All Students	58	96.6	54.7	34	3.8	7.5	11.3	36.4	34	97.1	96.2
<b>Gender</b>											
Male	30	100	48.1	29.6	7.4	14.8	22.2	39.6	36.6	96.6	96.1
Female	28	92.9	61.5	38.5	0	0	0	32.8	31.3	97.6	96.3
<b>Racial/Ethnic Group</b>											
White	30	100	42.9	39.3	3.6	14.3	17.9	45.2	44.5	96.6	96
African American	26	96.2	70.8	25	4.2	0	4.2	22.3	19.1	97.4	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	2	I/S	I/S	I/S	I/S	I/S	I/S	35.7	27.5	99.9	94.8
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
<b>Disability Status</b>											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	18.8	14.4	94.5	95.5
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.3	99.9	96
<b>Socio-Economic Status</b>											
Subsided meals	44	97.7	61	36.6	0	2.4	2.4	27.5	21	96.8	96

\* 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*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	31	96.8	46.4	32.1	21.4	0	21.4
	8	30	100	29.6	63	7.4	0	7.4
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	46	97.8	33.3	47.6	19	0	19
	8	29	96.6	32.1	50	14.3	3.6	17.9
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	31	96.8	32.1	57.1	7.1	3.6	10.7
	8	30	100	55.6	37	7.4	0	7.4
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	46	97.8	52.4	33.3	9.5	4.8	14.3
	8	29	100	53.6	46.4	0	0	0
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	31	96.8	60.7	28.6	10.7	0	10.7
	8	15	100	50	35.7	0	14.3	14.3
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	45	97.8	51.2	31.7	17.1	0	17.1
	8	16	100	50	43.8	6.3	0	6.3
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	31	96.8	50	28.6	17.9	3.6	21.4
	8	15	93.3	38.5	61.5	0	0	0
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	45	97.8	56.1	31.7	4.9	7.3	12.2
	8	13	92.3	50	41.7	0	8.3	8.3

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