



Calhoun County High

150 Saints Ave
St. Matthews, South

Grades	9-12 High School	
Enrollment	478 Students	
Principal	Cynthia Johnson	803-874-3071
Superintendent	James K. Westbury	803-655-7310
Board Chair	Thomas Arant	803-874-2759

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

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

* 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.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	3	3	10	15

* Ratings are calculated with data available by 03/25/2010.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	73.6	81.0	69.9	64.0	65.2	56.8
Passed 1 subtest (%)	14.5	13.8	15.4	19.5	16.8	20.9
Passed no subtests (%)	11.8	5.2	14.6	16.5	18.5	24.6

HSAP Passage Rate by Spring 2009

	Our High School	High Schools with Students Like Ours
Percent	92.2%	83.6%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	101	129
Number of Diplomas	81	84
Rate	80.2%	61.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	77.6	52.3
English 1	60.2	41.4
Physical Science	33.3	30.0
US History and the Constitution	20.8	19.2
All Tests	49.2	34.8

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

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	High Schools with Students Like Ours	Median High School
Students (n=478)				
Retention rate	3.8%	Down from 7.1%	7.8%	4.8%
Attendance rate	96.8%	Up from 96.7%	94.3%	95.5%
Eligible for gifted and talented	8.8%	Up from 6.4%	2.7%	9.2%
With disabilities other than speech	10.6%	Up from 8.9%	14.0%	12.6%
Older than usual for grade	8.4%	Up from 8.2%	11.8%	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 3.9%	1.3%	1.2%
Enrolled in AP/IB programs	0.0%	No Change	5.8%	13.2%
Successful on AP/IB exams	N/A	N/A	38.0%	55.6%
Eligible for LIFE Scholarship	28.9%	Up from 25.0%	27.8%	29.8%
Annual dropout rate	1.6%	Down from 3.5%	4.2%	3.5%
Career/technology students in co-curricular organizations	2.1%	Down from 9.0%	3.6%	3.0%
Enrollment in career/technology courses	342	Down from 375	295	523
Students participating in work-based experiences	18.4%	Up from 18.3%	12.7%	12.9%
Career/technology students attaining technical skills	72.2%	Down from 80.3%	77.0%	79.3%
Career/technology completers placed	93.8%	Down from 96.8%	99.1%	98.8%
Teachers (n=30)				
Teachers with advanced degrees	63.3%	Up from 52.9%	54.3%	58.6%
Continuing contract teachers	83.3%	Down from 85.3%	60.8%	71.6%
Teachers with emergency or provisional certificates	10.7%	Down from 15.2%	19.3%	8.1%
Teachers returning from previous year	76.9%	Down from 79.0%	76.0%	85.0%
Teacher attendance rate	94.7%	Up from 91.4%	95.6%	95.5%
Average teacher salary*	\$47,997	Up 6.0%	\$44,687	\$47,761
Professional development days/teacher	8.7 days	Down from 11.2 days	10.6 days	10.8 days
School				
Principal's years at school	1.0	Down from 5.0	2.0	3.0
Student-teacher ratio in core subjects	28.4 to 1	Up from 23.5 to 1	22.3 to 1	26.1 to 1
Prime instructional time	89.9%	Up from 88.1%	89.0%	89.8%
Dollars spent per pupil**	\$8,840	Up 2.9%	\$10,026	\$7,883
Percent of expenditures for teacher salaries**	55.2%	Up from 50.9%	53.1%	54.1%
Percent of expenditures for instruction**	59.1%	Up from 54.6%	60.0%	60.2%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	82.1%	Down from 82.3%	93.3%	95.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	90	92.2%	435	49.2%	101	80.2%	No
Gender							
Male	43	88.4%	221	48.9%	45	77.8%	N/A
Female	47	95.7%	214	49.5%	54	85.2%	N/A
Racial/Ethnic Group							
White	N/A	N/A	74	66.2%	N/A	N/A	N/A
African American	81	91.4%	358	45.3%	87	82.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	N/A	N/A	11	36.4%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	78	92.3%	390	46.7%	86	80.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

Calhoun County High School- "Offering the Total Package"

Calhoun County High School is a small rural school serving approximately 490 students in grades 9-12. The school has a 90.2% graduation rate with 85% of the students receive free or reduced lunch. The 2008-09 focused motto was "We are Ready, Responsible, and Respectful. We are Saints." The faculty, staff, students, and parents were very proud to be named "One of America's Best High Schools" by US News and World Report for a second year. The school's award as a Palmetto Gold recipient was just as rewarding. The dedication of the teachers, hard work of the students, and support of the community continues to bring pride and positive recognition to Calhoun County High School. The school's Absolute and Growth rating of Excellent on the State Report Card and meeting Adequate Yearly Progress (AYP) under the No Child Left Behind Act by meeting all 13 objectives for three consecutive years is a result of teachers, students, and parents working as a team to raise the level of academic expectation.

In spite of on-going construction, the use of only half the school, and no bell and intercom system, our teachers continue to promote high expectations by refining the curriculum, reviewing assessment data, and seeking ways to inspire all learners. In an effort to enhance our curriculum, our students participated in the Middle College Program at Orangeburg-Calhoun Technical College, took career courses at The Orangeburg Consolidated School district Five Technology Center, and participated in inquiry based learning through a USC Diverse Pathways grant. We maintained an after school homework program through a Century 21st Grant and look forward to adding Teen Lead next school year. Other academic initiatives include the continuation of the seven period traditional schedule, ACT/SAT preparation workshops, credit recovery, HSAP/EOC tutorial sessions, grade level parent nights, a college bus tour, implementation of SMARTBoard technology, and data driven decisions.

The ultimate goal of Calhoun County High School is to produce well-rounded, responsible, critical thinking adults. Our boys' varsity basketball team won its fourth consecutive Class A region and State championships. We are proud to say that through teamwork and dedication "CCHS offers the total package." As always, we welcome our parents and the community to join us in our continued march toward success.

Crystal Johnson, School Improvement Council Chair
Cynthia T. Johnson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	95	20
Percent satisfied with learning environment	84.6%	64.2%	57.9%
Percent satisfied with social and physical environment	73.1%	64.9%	50.0%
Percent satisfied with school-home relations	73.1%	81.9%	80.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress	NO
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This school met 6 out of 13 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	N/A
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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 Data

	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	4.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	11.3%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	127	99.2	19.2	49.2	24.2	7.5	46.7	46.7	61.8	No	Yes
Male	61	98.4	21.4	57.1	16.1	5.4	39.3	39.3	57.4	N/A	N/A
Female	66	100	17.2	42.2	31.3	9.4	53.1	53.1	66.1	N/A	N/A
White	19	100	11.8	29.4	41.2	17.6	70.6	70.6	74.3	I/S	I/S
African American	107	99.1	20.6	52.9	20.6	5.9	42.2	42.2	44.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	55.4	I/S	I/S
Disabled	14	100	45.5	18.2	0	36.4	36.4	36.4	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.5	I/S	I/S
Subsized meals	115	99.1	20.4	50.9	22.2	6.5	44.4	44.4	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	127	100	20.7	43.8	22.3	13.2	51.2	51.2	62.7	No	Yes
Male	61	100	29.8	38.6	22.8	8.8	43.9	43.9	61.8	N/A	N/A
Female	66	100	12.5	48.4	21.9	17.2	57.8	57.8	63.6	N/A	N/A
White	19	100	17.6	35.3	23.5	23.5	70.6	70.6	75.1	I/S	I/S
African American	107	100	21.4	45.6	21.4	11.7	47.6	47.6	45.1	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	59.2	I/S	I/S
Disabled	14	100	45.5	18.2	0	36.4	36.4	36.4	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	52.3	I/S	I/S
Subsized meals	115	100	21.1	45	22.9	11	49.5	49.5	47.9	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	123	82.9	72.4	8.1	2.4	N/A	I/S	N/A	N/A	N/A	N/A
Male	59	74.6	66.1	8.5	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Female	64	90.6	78.1	7.8	4.7	N/A	I/S	N/A	N/A	N/A	N/A
White	19	73.7	42.1	26.3	5.3	N/A	I/S	N/A	N/A	N/A	N/A
African American	103	84.5	77.7	4.9	1.9	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	10	40.0	40.0	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	111	82.9	74.8	7.2	0.9	N/A	I/S	N/A	N/A	N/A	N/A

* 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

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2008	118	98.3	8	34.5	46	11.5	72.6	72.8	69.7
	2009	127	99.2	19.2	49.2	24.2	7.5	46.7	46.7	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2008	118	98.3	15.9	42.5	26.5	15	56.6	56.1	67.2
	2009	127	100	20.7	43.8	22.3	13.2	51.2	51.2	62.7

* Adjusted to account for natural variation in performance.