



Calhoun Falls Charter

205 Edgefield Street
Calhoun Falls, South

Grades	6-12 Middle School	
Enrollment	229 Students	
Principal	Deirdre McCullough	864-418-8014
Superintendent	Dr. Wayne Brazell	803-734-8322
Board Chair	Don McLaurin	843-720-1268

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	At-Risk
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	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

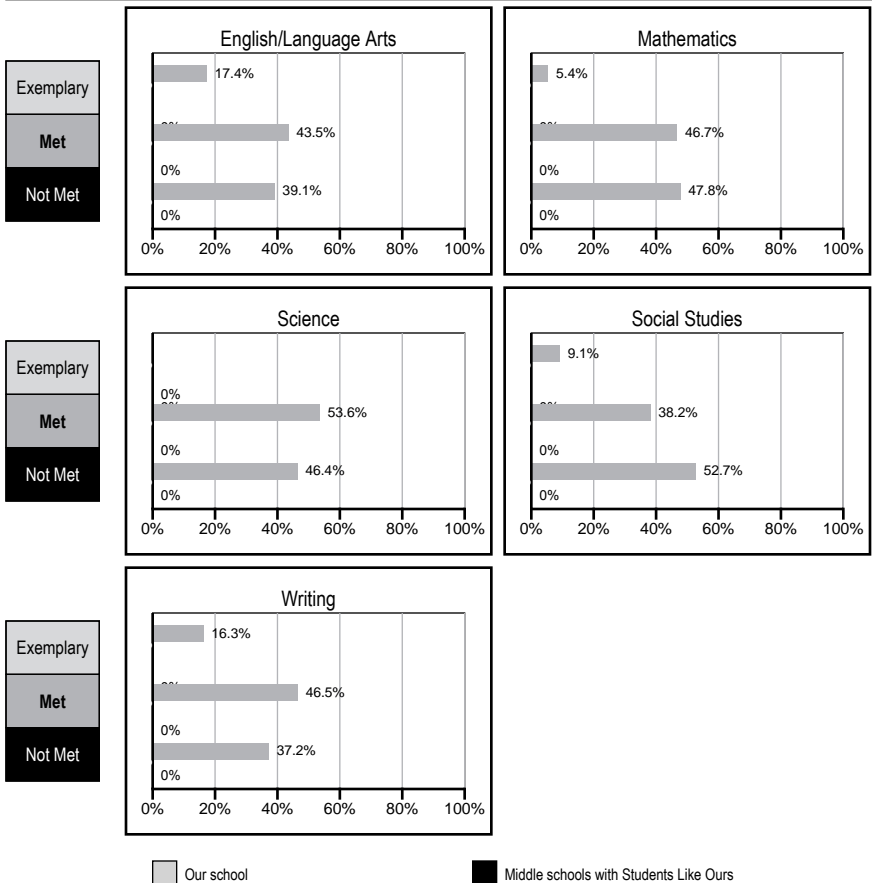
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	0	0

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

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	85.7%	N/A
English 1	100.0%	N/A
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	92.9%	N/A

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=229)				
Students enrolled in high school credit courses (grades 7 & 8)	10.9%	N/R	N/A	21.6%
Retention rate	2.3%	N/A	N/A	1.2%
Attendance rate	96.8%	N/A	N/A	95.9%
Eligible for gifted and talented	0.0%	N/A	N/A	14.8%
With disabilities other than speech	9.4%	N/A	N/A	12.6%
Older than usual for grade	6.6%	N/A	N/A	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	N/R	N/A	0.6%
Annual dropout rate	N/A	N/A	N/A	0.0%
Teachers (n=11)				
Teachers with advanced degrees	18.2%	N/A	N/A	56.9%
Continuing contract teachers	27.3%	N/A	N/A	72.7%
Teachers with emergency or provisional certificates	28.6%	N/A	N/A	5.3%
Teachers returning from previous year	N/A	N/A	N/A	82.9%
Teacher attendance rate	97.8%	N/R	N/A	95.2%
Average teacher salary*	\$36,363	I/S	N/A	\$46,599
Professional development days/teacher	8.7 days	N/R	N/A	10.8 days
School				
Principal's years at school	1.0	N/R	N/A	3.0
Student-teacher ratio in core subjects	19.5 to 1	N/R	N/A	20.1 to 1
Prime instructional time	93.6%	N/R	N/A	89.9%
Opportunities in the arts	Poor	N/R	N/A	Good
SACS accreditation	No	N/R	N/A	Yes
Parents attending conferences	39.2%	N/R	N/A	97.8%
Character development program	Below Average	N/R	N/A	Good
Dollars spent per pupil**	N/A	N/A	N/A	\$7,645
Percent of expenditures for instruction**	N/A	N/A	N/A	63.4%
Percent of expenditures for teacher salaries**	N/A	N/A	N/A	57.0%

* 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

In December of 2007, the Abbeville County Board of Education unanimously voted to close Calhoun Falls High School and absorb its students into four remaining schools. Calhoun Falls community members quickly formed a Steering Committee to officially apply for charter school status. Shortly thereafter, the Abbeville BOE voted to follow a precedent and release the school building to the town of Calhoun Falls. In early June, a charter was granted by the State Department of Education as part of the state's school choice initiative.

The first week of July 2008, the district released the building to the town of Calhoun Falls and hundreds of community volunteers ascended on the school to clean the empty building and refill it with over \$700,000 of donated equipment and furnishings. During this six-week period, newly hired administrators worked diligently to form a new team of faculty and staff and to reestablish an athletic program that would consist of eleven JV and Varsity teams.

On August 21, the real work began when 232 former students of CFHS entered the doors of CFCS. New opportunities awaited them. Sixth through eighth graders were introduced to the CFCS Middle School Academy, which offered single-gender classes in ELA and math. Juniors and seniors were met with dual enrollment opportunities at no cost to them. As a result, thirty-four students earned over 200 hours of transferable college credit and eighty-five percent of the senior class was motivated to attend a two- or four-year college/university.

Other opportunities such as an abstinence based/character education program, sponsored by Heritage Community Services, were offered to CFCS students. A new challenge was introduced to CFCS students, also. Each student was strongly encouraged to participate in ten hours of community service, giving back to a community that had given so much for them. By May of 2009, over 4,700 hours of service hours were recorded by CFCS students.

The family of Calhoun Falls Charter School refers to this new school as "A School of Excellence." High standards and expectations have been set for students, parents, and staff. At CFCS, we are proud of our accomplishments and excited about the future. Using data from our first year as a baseline for the years to come, we expect to become the "school of excellence" we all envision.

School Improvement Council Chair: Karen Ashley
 Principal: Deirdre B. McCullough

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	27	19
Percent satisfied with learning environment	90.9%	65.4%	84.2%
Percent satisfied with social and physical environment	100.0%	80.8%	89.5%
Percent satisfied with school-home relations	90.9%	85.2%	94.7%

* 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 2 out of 5 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	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	34.1%	0.0%	No
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

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	91	98.9	40	44.7	15.3	71.8	82.3	82.8	No	Yes
Gender										
Male	46	97.8	44.2	46.5	9.3	67.4	78.9	79.3	N/A	N/A
Female	45	100	35.7	42.9	21.4	76.2	86.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	43	100	33.3	53.8	12.8	76.9	85.7	89.5	I/S	I/S
African American	48	97.9	45.7	37	17.4	67.4	67.9	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	51.5	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	N/A	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	77	98.7	41.7	45.8	12.5	68.1	76.8	75.5	I/S	I/S

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

All Students	91	98.9	48.2	47.1	4.7	64.7	71.1	78.9	No	Yes
Gender										
Male	46	97.8	44.2	53.5	2.3	65.1	69.2	77	N/A	N/A
Female	45	100	52.4	40.5	7.1	64.3	73.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	43	100	38.5	53.8	7.7	69.2	76	87.2	I/S	I/S
African American	48	97.9	56.5	41.3	2.2	60.9	55.2	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	44.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	38	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	N/A	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	77	98.7	51.4	44.4	4.2	62.5	65.3	70.2	I/S	I/S

* Adjusted to account for natural variation in performance.

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
Science								
All Students	58	100	N/AV	N/AV	N/AV	53.6	60.5	67.5
Gender								
Male	30	100	N/AV	N/AV	N/AV	58.6	61.7	67
Female	28	100	N/AV	N/AV	N/AV	48.1	58.9	68
Racial/Ethnic Group								
White	25	100	N/AV	N/AV	N/AV	60.9	65.5	79.5
African American	33	100	N/AV	N/AV	N/AV	48.5	43.4	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	31.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	33.3	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	N/A	59.6
Socio-Economic Status								
Subsided meals	48	100	N/AV	N/AV	N/AV	51.1	50.6	55.1
Social Studies								
All Students	58	98.3	51.9	38.9	9.3	48.1	63.2	72.3
Gender								
Male	31	100	56.7	33.3	10	43.3	64.4	71.5
Female	27	96.3	45.8	45.8	8.3	54.2	61.8	73.2
Racial/Ethnic Group								
White	29	100	55.6	37	7.4	44.4	68.2	80.7
African American	29	96.6	48.1	40.7	11.1	51.9	44.2	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	36.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	41.8	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	N/A	67.9
Socio-Economic Status								
Subsided meals	52	98.1	54.2	37.5	8.3	45.8	52.1	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	91	100	37.2	46.5	16.3	62.8	68.2	70.2	97.5	98.2
Gender										
Male	46	100	48.8	37.2	14	51.2	60.5	63.2	97.5	98.3
Female	45	100	25.6	55.8	18.6	74.4	77.2	77.5	97.5	98.2
Racial/Ethnic Group										
White	44	100	38.5	41	20.5	61.5	70.7	79.1	97.4	98.6
African American	47	100	36.2	51.1	12.8	63.8	53.8	57.6	97.6	97
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	86.2	N/A	98.8
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	62.6	N/A	98.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	99.4
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	23.4	26.1	95.9	97.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	61.2	N/A	N/A
Socio-Economic Status										
Subsided meals	77	100	39.7	46.6	13.7	60.3	60.9	58.9	97.4	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
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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

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

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

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

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

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