



## CALHOUN ACADEMY OF THE ARTS

1520 E. Calhoun Street  
Anderson, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	719 Students	
<b>Principal</b>	Ann D. Self	864-260-5090
<b>Superintendent</b>	Betty T Bagley	864-260-5000
<b>Board Chair</b>	Mr. Al Norris Jr.	864-260-5042

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Good</b>
2010	Good	Good
2009	Good	Excellent
2008	Good	Below Average
2007	Good	Below Average

## 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 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.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

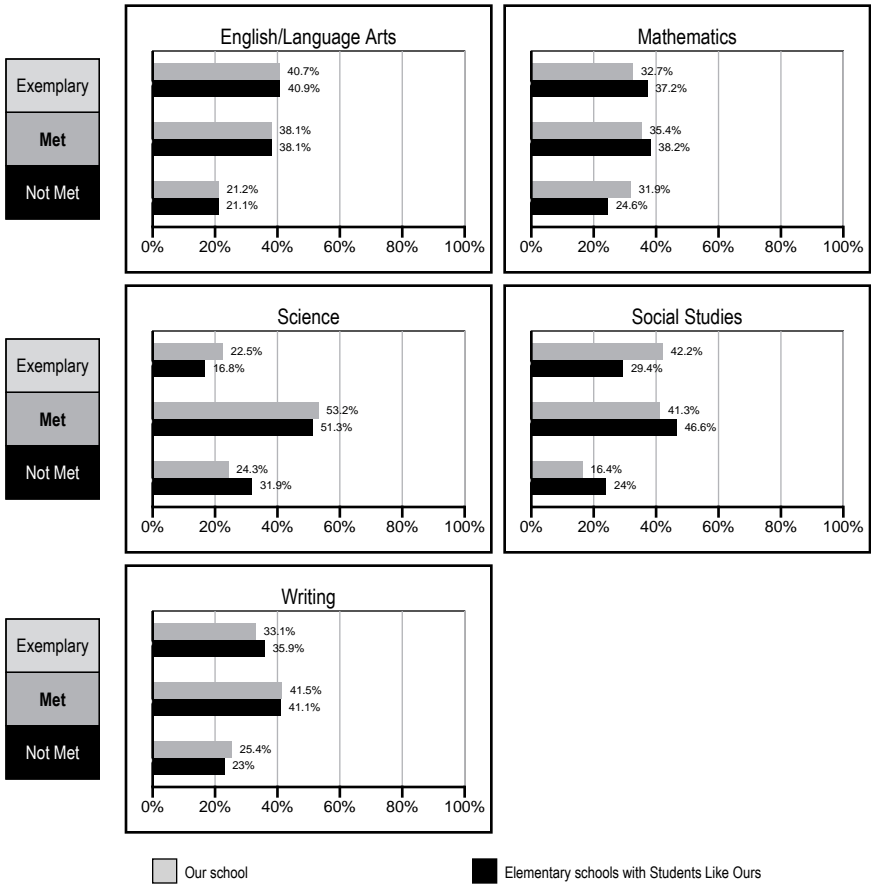
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
18	37	63	3	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=719)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Up from 0.4%	1.2%	1.1%
Attendance rate	96.0%	Down from 99.9%	96.1%	96.2%
Served by gifted and talented program	13.9%	Down from 16.2%	14.2%	13.4%
With disabilities other than speech	3.5%	Down from 4.9%	5.2%	4.1%
Older than usual for grade	0.3%	Up from 0.0%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	56.5%	Up from 49.0%	61.9%	62.5%
Continuing contract teachers	97.8%	Up from 83.7%	90.0%	88.2%
Teachers returning from previous year	89.1%	Up from 83.8%	88.3%	87.8%
Teacher attendance rate	96.1%	Up from 94.8%	95.2%	95.2%
Average teacher salary*	\$42,871	Down 2.0%	\$46,534	\$46,773
Professional development days/teacher	8.7 days	Down from 9.5 days	10.4 days	10.5 days
<b>School</b>				
Principal's years at school	18.0	Up from 17.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 19.8 to 1	20.0 to 1	19.9 to 1
Prime instructional time	91.5%	Down from 94.0%	90.3%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,834	Down 19.8%	\$7,219	\$7,447
Percent of expenditures for instruction**	69.5%	Down from 70.0%	68.1%	68.4%
Percent of expenditures for teacher salaries**	68.9%	Up from 68.6%	65.5%	65.8%

\* 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

Report of Principal and School Improvement Council

In August of 2010, Calhoun Academy of the Arts welcomed almost 700 students and 85 staff members to a newly renovated building with a new office area, guidance suite, and auditorium. Renovations also included the addition of a computer lab, new flooring throughout the school, and a media center twice the size of the former one. March 29, 2011, marked the grand opening of the beautiful, state-of-the-art, 800-seat auditorium. The entire student body and staff participated in an original production, "Becoming Heroes," which featured choral music, dance, drama, and a performance by the Calhoun String Orchestra.

Two of Calhoun Academy's heroes are Angel McAlister and Barbara Koch.

Ms. McAlister was selected as District 5's Teacher of the Year for 2010-11 and proudly represented District 5 in the State Teacher of the Year competition. Ms. Koch was selected as a participant in the "Teacher at Sea" program of the National Oceanic and Atmospheric Program. She helped scientists at sea conduct a bottom trawl survey of the Atlantic Ocean off the coast of southern New England.

Calhoun heroes Suzette Hart and Keri Small won a Lowe's Toolbox for Education grant in the amount of \$4000 that will be used to build an outdoor amphitheater on the grounds near the auditorium.

Calhoun Academy proudly displays the 2010 Palmetto Silver Award for General Performance on the State Report Card. Calhoun also achieved AYP status once again by meeting 19 out of 19 objectives on the PASS (Palmetto Assessment of State Standards).

Without the help of stakeholders such as PTA (2010-11 recipient of Bronze Leaf Association Award and Healthy Lifestyles grant), Calhoun's twelve business partners, the Legacy Mentor Program's 40 mentors, and Anderson University tutors and volunteers, it would be difficult to reach the standards of excellence that Calhoun teachers work hard to achieve. These supporters join parents in helping the children of Calhoun Academy of the Arts put their motto into action: Create, Aspire, and Achieve.

Mrs. Ann D. Self, Principal Mrs. April Rogers, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	87	74
Percent satisfied with learning environment	95.5%	89.3%	86.5%
Percent satisfied with social and physical environment	95.5%	86.0%	86.1%
Percent satisfied with school-home relations	79.1%	87.1%	76.4%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 out of 20 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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<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

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

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

**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
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	358	96.7	18.3	39.4	42.2	90.8	85.7	82.4	Yes	Yes
<b>Gender</b>										
Male	153	96.1	19.9	38.3	41.8	92.2	82.5	78.7	N/A	N/A
Female	205	97.1	17.2	40.3	42.5	89.8	89	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	169	97.6	12.3	32.5	55.2	94.2	91	88.9	Yes	Yes
African American	174	96	25.2	46.5	28.3	87.4	77.4	72.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.4	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	86.1	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	49	75.5	37.1	45.7	17.1	71.4	51.3	48.1	I/S	No
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	85	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	237	95.8	24.1	42.1	33.8	87.5	78.8	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	358	100	31.9	35.4	32.7	78.8	85	81.9	No	Yes
<b>Gender</b>										
Male	153	100	30.6	36.1	33.3	83	83.6	79.9	N/A	N/A
Female	205	100	32.8	34.9	32.3	75.5	86.5	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	169	100	20.9	34.2	44.9	86.7	90.6	88.9	Yes	Yes
African American	174	100	44.6	36.7	18.7	69.9	75.7	71.4	No	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	96.7	94.6	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	91.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	49	100	74.5	19.1	6.4	53.2	49.3	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	91.2	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	237	100	38.5	37.6	23.9	73.5	77.7	74.9	No	Yes

\* 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

**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
<b>Science</b>								
All Students	235	100	24.3	53.2	22.5	75.7	77.8	68.6
<b>Gender</b>								
Male	98	100	23.4	53.2	23.4	76.6	77.6	68.3
Female	137	100	25	53.1	21.9	75	78	68.9
<b>Racial/Ethnic Group</b>								
White	117	100	12.8	52.3	34.9	87.2	85.8	80.7
African American	107	100	39.2	51	9.8	60.8	65.1	51.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	95.1	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
<b>Disability Status</b>								
Disabled	32	100	40	46.7	13.3	60	41.4	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	77.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	150	100	31.9	53.5	14.6	68.1	67.9	57.3
<b>Social Studies</b>								
All Students	234	100	16.4	41.3	42.2	83.6	80.6	72.5
<b>Gender</b>								
Male	103	100	16.8	35.6	47.5	83.2	78.3	72
Female	131	100	16.1	46	37.9	83.9	83.1	73.1
<b>Racial/Ethnic Group</b>								
White	106	100	7.8	30.4	61.8	92.2	87.4	81
African American	118	100	24.8	53.1	22.1	75.2	70.2	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93	89
Hispanic	7	I/S	I/S	I/S	I/S	I/S	83.8	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
<b>Disability Status</b>								
Disabled	32	100	48.4	38.7	12.9	51.6	46.3	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	85	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	158	100	21.2	47.7	31.1	78.8	71.7	62.9

Abbreviations for Missing Data

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

**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
<b>Writing</b>										
All Students	127	100	25.4	41.5	33.1	74.6	76.3	73.2	96	96
<b>Gender</b>										
Male	48	100	26.1	41.3	32.6	73.9	70.7	67.2	95.8	95.9
Female	79	100	25	41.7	33.3	75	81.6	79.4	96.2	96
<b>Racial/Ethnic Group</b>										
White	62	100	16.1	35.7	48.2	83.9	83.4	81.5	95.5	95.7
African American	62	100	33.9	47.5	18.6	66.1	65.4	61.3	96.4	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	78.3	87	97.2	97.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	75.4	66.7	96.5	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	97.8
<b>Disability Status</b>										
Disabled	15	100	66.7	26.7	6.7	33.3	28.8	26	95.9	95.1
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	71.6	65.7	97.1	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	84	100	32.9	41.8	25.3	67.1	64.9	63.2	95.7	95.4

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2010</b>	3	104	97.1	12	25	63	88
	4	128	97.7	21.8	47.9	30.3	78.2
	5	119	100	18.8	42	39.3	81.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
8	0	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	121	96.7	21.1	30.3	48.6	78.9
	4	111	92.8	15	43	42	85
	5	126	100	18.6	44.9	36.4	81.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2010</b>	3	104	100	27.2	31.5	41.3	72.8
	4	128	98.4	29.4	42.9	27.7	70.6
	5	119	100	29.5	34.8	35.7	70.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
8	0	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	121	100	45.1	23	31.9	54.9
	4	111	100	22.2	39.8	38	77.8
	5	126	100	28	43.2	28.8	72
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2010</b>	3	52	100	44.4	22.2	33.3	55.6
	4	128	100	24.4	58.8	16.8	75.6
	5	60	100	27.3	54.5	18.2	72.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
8	0	N/A	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	61	100	40	40	20	60
	4	111	100	13.9	62	24.1	86.1
	5	63	100	28.8	49.2	22	71.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2010</b>	3	52	98.1	8.5	53.2	38.3	91.5
	4	128	100	20.2	48.7	31.1	79.8
	5	59	100	15.8	31.6	52.6	84.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>2011</b>	3	60	100	31	39.7	29.3	69
	4	111	100	8.3	41.7	50	91.7
	5	63	100	16.9	42.4	40.7	83.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2010</b>	3	104	100	16.3	35.9	47.8	83.7
	4	127	100	26.7	35.8	37.5	73.3
	5	118	100	13.4	38.4	48.2	86.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2011</b>	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	127	100	25.4	41.5	33.1	74.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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