



## SOUTH CAROLINA CALVERT ACADEMY

100 Summit Parkway  
Columbia, South Carolina

<b>Grades</b>	K-8 Elementary School	
<b>Enrollment</b>	283 Students	
<b>Principal</b>	Laura Blackmore	803-462-0254
<b>Superintendent</b>	Dr. Wayne Brazell	803-734-8322
<b>Board Chair</b>	Don McLaurin	803-603-1441

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	Average	At-Risk
2009	N/A	N/A
2008	N/A	N/A
2007	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 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

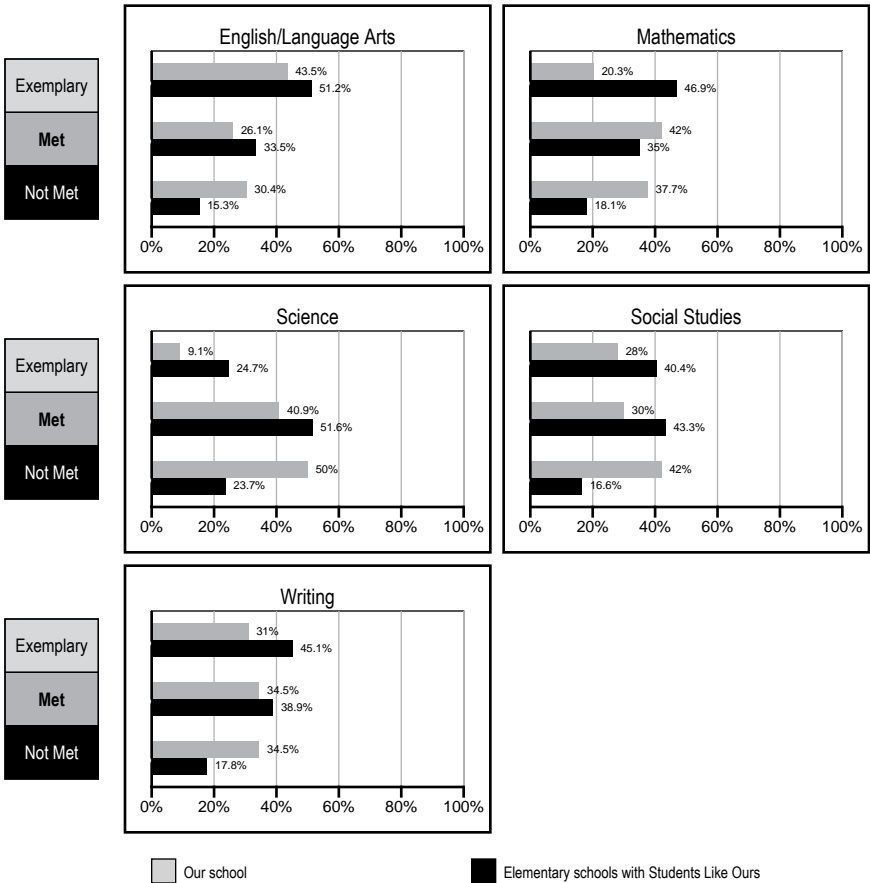
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 70.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
33	21	4	2	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=283)</b>				
First graders who attended full-day kindergarten	0.0%	Down from 41.2%	100.0%	100.0%
Retention rate	0.4%	Up from 0.0%	0.8%	1.1%
Attendance rate	99.0%	Up from 96.9%	96.5%	96.2%
Served by gifted and talented program	0.0%	No Change	20.8%	13.4%
With disabilities other than speech	4.7%	Down from 6.9%	3.9%	4.1%
Older than usual for grade	4.3%	Up from 3.1%	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=7)</b>				
Teachers with advanced degrees	42.9%	No Change	64.8%	62.5%
Continuing contract teachers	100.0%	Up from 14.3%	89.5%	88.2%
Teachers returning from previous year	N/A	N/A	88.8%	87.8%
Teacher attendance rate	98.5%	N/R	95.2%	95.2%
Average teacher salary*	\$43,127	N/A	\$48,426	\$46,773
Professional development days/teacher	10.0 days	Up from 2.0 days	10.0 days	10.5 days
<b>School</b>				
Principal's years at school	0.5	Down from 1.0	4.3	4.0
Student-teacher ratio in core subjects	25.1 to 1	Down from 27.6 to 1	20.5 to 1	19.9 to 1
Prime instructional time	97.4%	N/R	91.1%	90.4%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Below Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,745	N/A	\$6,908	\$7,447
Percent of expenditures for instruction**	58.0%	N/A	70.5%	68.4%
Percent of expenditures for teacher salaries**	21.7%	N/A	68.9%	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**

South Carolina Calvert Academy is pleased to serve South Carolina families with K-8 students through our innovative virtual charter school. There are many reasons for educating children outside a traditional classroom. A virtual school provides a choice for parents who want to be more directly involved in their child's education. South Carolina Calvert Academy is designed for families seeking a flexible, personalized education for their children which is custom-tailored to their individual family needs.

The South Carolina Calvert Academy virtual learning community consists of highly-qualified teachers, parents, academic and technology support teams, school administrators, and, of course, students. This team is focused on the continued academic success of the child and empowering all students to reach their full academic potential.

The foundation of the South Carolina Calvert Academy is the world-renowned, accredited Calvert School program. Calvert's curriculum has been successfully used to educate over 600,000 students for more than a century.

South Carolina Calvert Academy begins its third and exciting year of operation and continues to grow and expand. In addition to academic successes, South Carolina Calvert Academy also touts a very distinguished, highly ranked robotics team. We anticipate the addition of other such clubs and organizations within the South Carolina Calvert Academy family for the upcoming school year.

Increasing test scores and participation continues to be one of our focuses, as South Carolina Calvert Academy helps the families, students, and South Carolina achieve academic excellence.

Laura Blackmore, Interim Administrator  
 Pauline Sternick, Board Chair

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

\* 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 3 out of 11 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	9.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	20.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.8%	0.0%	No
Student attendance rate	99.0%	94.0%**	Yes

\* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
<b>English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)</b>										
All Students	191	88.5	24.2	33.9	41.9	83.9	83	82.4	Yes	No
<b>Gender</b>										
Male	94	89.4	28.6	36.5	34.9	79.4	79.7	78.7	N/A	N/A
Female	97	87.6	19.7	31.1	49.2	88.5	86.3	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	130	90.8	25.6	32.2	42.2	81.1	85.6	88.9	Yes	No
African American	56	82.1	23.3	40	36.7	90	72.3	72.9	I/S	No
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	92.3	93	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	91.5	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.8	83	I/S	I/S
<b>Disability Status</b>										
Disabled	18	94.4	61.5	15.4	23.1	46.2	52.8	48.1	I/S	I/S
<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	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	2	I/S	I/S	I/S	I/S	I/S	75	75.4	I/S	I/S
<b>Mathematics - State Performance Objective = 79.0% (Met or Exemplary)</b>										
All Students	191	89	40.2	40.2	19.7	72.4	73.1	81.9	No	No
<b>Gender</b>										
Male	94	90.4	44.6	35.4	20	72.3	72.5	79.9	N/A	N/A
Female	97	87.6	35.5	45.2	19.4	72.6	73.6	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	130	90	41.8	38.5	19.8	71.4	76.5	88.9	No	No
African American	56	85.7	40.6	46.9	12.5	71.9	58.8	71.4	I/S	No
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.9	94.6	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	82.7	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	67.9	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	18	88.9	N/AV	N/AV	N/AV	58.3	43.1	47.3	I/S	I/S
<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	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	2	I/S	I/S	I/S	I/S	I/S	62.9	74.9	I/S	I/S

\* 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	117	86.3	41.8	45.6	12.7	58.2	64	68.6
<b>Gender</b>								
Male	61	82	42.1	39.5	18.4	57.9	64.3	68.3
Female	56	91.1	41.5	51.2	7.3	58.5	63.6	68.9
<b>Racial/Ethnic Group</b>								
White	84	90.5	38.3	48.3	13.3	61.7	69.5	80.7
African American	30	76.7	58.8	29.4	11.8	41.2	42.5	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.7	85.3
Hispanic	1	I/S	N/A	N/A	N/A	N/A	69.1	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	52.6	70.8
<b>Disability Status</b>								
Disabled	15	86.7	N/AV	N/AV	N/AV	45.5	37.4	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	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	2	I/S	I/S	I/S	I/S	I/S	50.5	57.3
<b>Social Studies</b>								
All Students	131	87.8	41.9	33.7	24.4	58.1	62.8	72.5
<b>Gender</b>								
Male	67	89.6	37.5	35.4	27.1	62.5	62.6	72
Female	64	85.9	47.4	31.6	21.1	52.6	63.1	73.1
<b>Racial/Ethnic Group</b>								
White	84	90.5	41.4	34.5	24.1	58.6	65.9	81
African American	43	81.4	45.8	37.5	16.7	54.2	49.3	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.1	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.2	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	56.3	73.5
<b>Disability Status</b>								
Disabled	10	I/S	I/S	I/S	I/S	I/S	31.3	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	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	2	I/S	I/S	I/S	I/S	I/S	49.6	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	76	88.2	37.5	37.5	25	62.5	70.3	73.2	99	97.4
<b>Gender</b>										
Male	41	85.4	40.7	37	22.2	59.3	64	67.2	99.4	97.4
Female	35	91.4	33.3	38.1	28.6	66.7	76.6	79.4	98.7	97.4
<b>Racial/Ethnic Group</b>										
White	49	87.8	42.4	33.3	24.2	57.6	72.7	81.5	99	97.6
African American	24	87.5	28.6	50	21.4	71.4	61.4	61.3	99	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	76.9	87	99.4	98.6
Hispanic	2	I/S	N/A	N/A	N/A	N/A	75	66.7	99.9	97.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	50	72.2	99.9	96.8
<b>Disability Status</b>										
Disabled	8	I/S	I/S	I/S	I/S	I/S	29.9	26	99.4	97
<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	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	N/A	84.9
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	57.5	63.2	99.9	97.2

Abbreviations for Missing Data

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## 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	27	88.9	38.1	14.3	47.6	61.9
	4	32	84.4	14.8	22.2	63	85.2
	5	23	95.7	21.1	52.6	26.3	78.9
	6	32	84.4	33.3	25	41.7	66.7
	7	28	96.4	33.3	28.6	38.1	66.7
	8	25	84	31.3	18.8	50	68.8
<b>2011</b>	3	25	84	11.8	17.6	70.6	88.2
	4	31	87.1	33.3	38.1	28.6	66.7
	5	32	93.8	17.4	30.4	52.2	82.6
	6	40	92.5	25.9	29.6	44.4	74.1
	7	30	86.7	26.3	42.1	31.6	73.7
	8	33	84.9	29.4	47.1	23.5	70.6
<b>Mathematics</b>							
<b>2010</b>	3	27	92.6	47.6	42.9	9.5	52.4
	4	32	90.6	18.5	48.1	33.3	81.5
	5	23	95.7	36.8	47.4	15.8	63.2
	6	32	90.6	45.8	41.7	12.5	54.2
	7	28	96.4	52.4	42.9	4.8	47.6
	8	25	92	43.8	43.8	12.5	56.3
<b>2011</b>	3	25	92	26.3	52.6	21.1	73.7
	4	31	83.9	45	25	30	55
	5	32	93.8	21.7	60.9	17.4	78.3
	6	40	90	50	28.6	21.4	50
	7	30	86.7	42.1	31.6	26.3	57.9
	8	33	87.9	N/AV	N/AV	N/AV	44.4
<b>Science</b>							
<b>2010</b>	3	13	92.3	I/S	I/S	I/S	I/S
	4	29	100	29.6	51.9	18.5	70.4
	5	13	92.3	N/A	N/A	N/A	54.5
	6	17	94.1	N/A	N/A	N/A	57.1
	7	27	96.3	40	55	5	60
	8	9	I/S	I/S	I/S	I/S	I/S
<b>2011</b>	3	9	I/S	I/S	I/S	I/S	I/S
	4	31	83.9	45	50	5	55
	5	13	92.3	27.3	54.5	18.2	72.7
	6	18	88.9	23.1	69.2	7.7	76.9
	7	30	83.3	47.4	36.8	15.8	52.6
	8	16	81.3	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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## 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	12	100	45.5	45.5	9.1	54.5
	4	29	93.1	18.5	59.3	22.2	81.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	12	91.7	I/S	I/S	I/S	I/S
	7	27	92.6	55	30	15	45
	8	14	100	41.7	33.3	25	58.3
<b>2011</b>	3	14	100	9.1	27.3	63.6	90.9
	4	31	87.1	47.6	28.6	23.8	52.4
	5	19	84.2	27.3	54.5	18.2	72.7
	6	22	86.4	33.3	60	6.7	66.7
	7	30	86.7	63.2	15.8	21.1	36.8
	8	15	86.7	I/S	I/S	I/S	I/S
<b>Writing</b>							
<b>2010</b>	3	27	92.6	40.9	31.8	27.3	59.1
	4	32	93.8	24.1	44.8	31	75.9
	5	25	88	35	25	40	65
	6	34	88.2	29.6	48.1	22.2	70.4
	7	31	90.3	50	36.4	13.6	50
	8	21	95.2	18.8	50	31.3	81.3
<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	38	89.5	26.9	38.5	34.6	73.1
	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	38	86.8	50	36.4	13.6	50

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