



SC Annual School Report Card Summary

JOHN C CALHOUN ELEMENTARY
Abbeville
Grades: PK-5 Enrollment: 199
Principal: David Nixon
Superintendent: Dr. Ivan Randolph
Board Chair: Dr. Bill Crenshaw

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Excellent	Good	TBD	TBD	Met	N/A
2010	Good	Excellent	Gold	Silver	Met	N/A
2009	Good	Excellent	Gold	Gold	Met	N/A

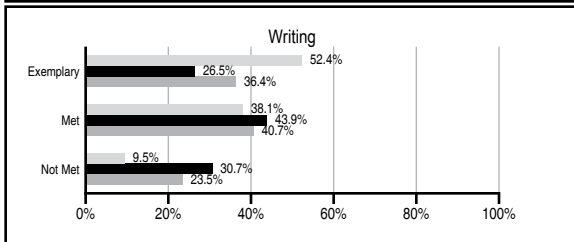
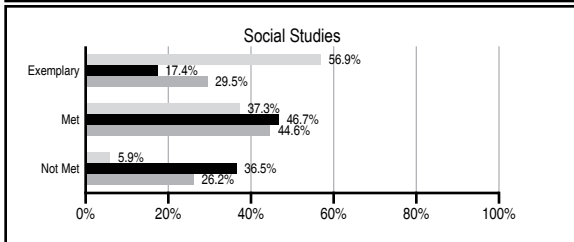
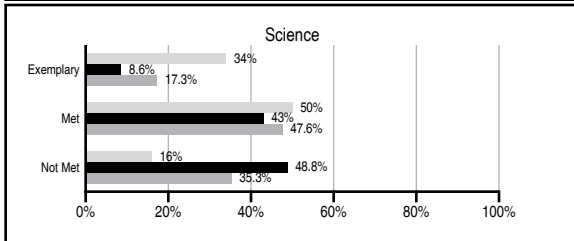
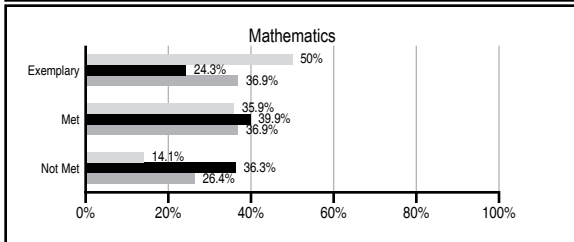
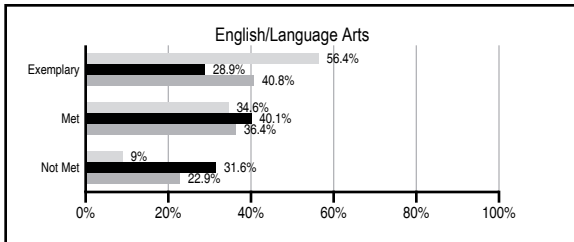
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
3	9	105	40	14

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

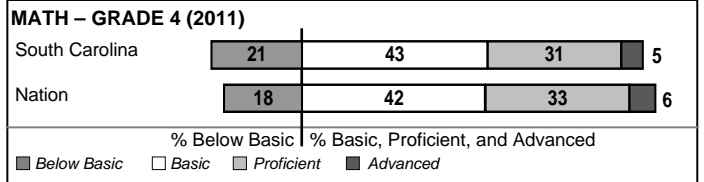
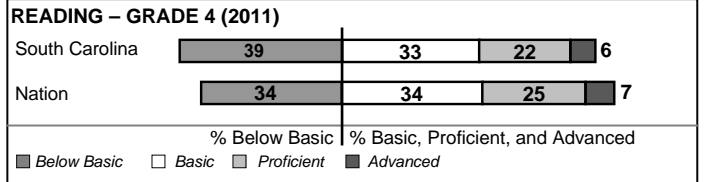
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

JOHN C CALHOUN ELEMENTARY [Abbeville]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=199)				
Retention rate	6.1%	Up from 4.7%	1.5%	1.1%
Attendance rate	95.0%	Down from 96.4%	95.9%	96.2%
Served by gifted and talented program	7.1%	Down from 7.6%	6.8%	13.4%
With disabilities other than speech	1.3%	Down from 7.9%	4.5%	4.1%
Older than usual for grade	2.0%	Down from 2.5%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	66.7%	Down from 73.3%	60.9%	62.5%
Continuing contract teachers	93.3%	No Change	83.6%	88.2%
Teachers returning from previous year	86.3%	Up from 83.1%	85.6%	87.8%
Teacher attendance rate	96.4%	Up from 92.7%	95.1%	95.2%
Average teacher salary*	\$44,889	Up 0.3%	\$45,436	\$46,773
Classes not taught by highly qualified teachers	15.9%	Up from 12.7%	0.0%	0.0%
Professional development days/teacher	5.6 days	Up from 4.6 days	10.3 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Down from 16.5 to 1	18.2 to 1	19.9 to 1
Prime instructional time	91.3%	Up from 88.7%	90.0%	90.4%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	56.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,818	Down 0.9%	\$7,987	\$7,447
Percent of expenditures for instruction**	63.1%	Up from 57.6%	68.0%	68.4%
Percent of expenditures for teacher salaries**	58.4%	Up from 52.2%	64.7%	65.8%
% of AYP objectives met	100.0%	No Change	76.9%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	22	21	20
Percent satisfied with learning environment	100.0%	95.2%	94.7%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	100.0%	100.0%	100.0%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In the SRA program, students were tested and placed in a group with students of similar reading ability in first and second grade. Students are allowed to move to higher groups as they progress. The assessment component of our plan uses DIBELS to monitor the reading progress of students who are having difficulty all during the year. DIBELS is also used for benchmark testing three times during the year to see if students are progressing in line with national norms. The district plan calls for a district benchmark test to be given to students after each quarter to see how they are progressing with district and state standards. All of this information will provide a better idea of how students are performing and how best to meet their needs.

The school's efforts allowed it to maintain its Absolute and Improvement

Rating on the 2010 Annual School Report Card. This continued excellence qualified JCCE to receive a Palmetto Gold in the area of

"Student Achievement." The school also received a Palmetto Silver for "Closing the Achievement Gap," which is

a measurement of the improvement made by historically underachieving groups.

We were also encouraged by this year's MAP scores. MAP testing is administered once in the fall, once in the winter, in the spring, and immediately after PASS. MAP is a way of gauging academic growth and projecting where students will perform on the PASS test. All students at JCCE showed growth according to their MAP scores. Translating the scores into their PASS equivalents allows us to compare the past scores from PASS to how they performed this year on MAP.

JCCE also continues the use of our Data Room in the school. Each student in the school is tracked based on their MAP, CAI, and other data sources to help identify students who are weak in certain areas. The discipline component of our plan calls for targeting the repeat offenders, students who are in the yellow and red zones, in an effort to continue to reduce the number of office referrals. Character Education will continue to be an important part of the JCCE curriculum.

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