



CALHOUN FALLS CHARTER

205 Edgefield Street
Calhoun Falls, South

Grades	6-12 High School	
Enrollment	202 Students	
Principal	Deirdre McCullough	864-418-8014
Superintendent	Dr. Wayne Brazell	803-734-8322
Board Chair	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
2011	Average	N/A
2010	N/A	N/A
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>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
5	3	18	8	8

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

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

Percent	Our High School			High Schools with Students Like Ours		
	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	70.4%	65.4%	69.0%	N/A	N/A	64.2%
Passed 1 subtest (%)	25.9%	11.5%	20.7%	N/A	N/A	19.6%
Passed no subtests (%)	3.7%	23.1%	10.3%	N/A	N/A	16.2%

HSAP Passage Rate by Spring 2011

Percent	Our High School	High Schools with Students Like Ours
	90.5%	84.0%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	45	24	N/A	156
Number of Graduates in Cohort	34	19	N/A	109
Rate	75.6%	79.2%	N/A	69.7%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	45	N/A	162
Number of Graduates in Cohort	N/A	35	N/A	111
Rate	N/A	77.8%	N/A	68.2%

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	90.0%	63.6%
English 1	44.0%	50.4%
Biology 1/Applied Biology 2	50.0%	47.1%
Physical Science	35.3%	42.5%
US History and the Constitution	20.0%	29.7%
All Tests	47.0%	45.9%

* 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=202)				
Retention rate	1.0%	Down from 1.4%	4.4%	3.4%
Attendance rate	95.8%	Up from 94.7%	95.1%	95.0%
Served by gifted and talented program	15.2%	Up from 0.0%	6.9%	12.4%
With disabilities other than speech	6.3%	Down from 9.7%	12.2%	9.9%
Older than usual for grade	4.7%	Down from 7.5%	9.9%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.5%	Up from 0.4%	1.2%	0.9%
Enrolled in AP/IB programs	0.0%	No Change	5.6%	13.0%
Successful on AP/IB exams	N/A	N/A	16.8%	51.7%
Eligible for LIFE Scholarship	N/R	N/R	27.6%	30.1%
Annual dropout rate	0.0%	Down from 3.6%	2.2%	2.5%
Career/technology students in co-curricular organizations	31.3%	Up from 0.0%	4.6%	2.9%
Enrollment in career/technology courses	166	Up from 87	258	419
Students participating in work-based experiences	0.0%	No Change	0.0%	7.2%
Career/technology students attaining technical skills	N/A	N/A	78.3%	83.0%
Career/technology completers placed	N/A	N/A	96.9%	98.4%
Teachers (n=23)				
Teachers with advanced degrees	26.1%	Down from 31.8%	59.5%	61.1%
Continuing contract teachers	47.8%	Up from 9.1%	71.4%	80.6%
Teachers returning from previous year	N/A	N/A	81.2%	86.5%
Teacher attendance rate	99.5%	No Change	95.4%	95.5%
Average teacher salary*	\$34,115	Down 1.0%	\$45,028	\$46,884
Professional development days/teacher	11.2 days	Up from 9.1 days	9.9 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 20.9 to 1	21.8 to 1	26.5 to 1
Prime instructional time	94.4%	Up from 93.3%	89.6%	89.3%
Dollars spent per pupil**	\$5,539	Down 5.5%	\$9,755	\$7,804
Percent of expenditures for teacher salaries**	79.1%	Up from 56.4%	56.5%	58.0%
Percent of expenditures for instruction**	98.0%	Up from 70.0%	59.5%	60.6%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 80.5%	96.7%	97.3%
Character development program	Below Average	Down from Average	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
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 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		Met AYP Objective
	n	%	t	%	n	%	
All Students	21	90.5%	115	47.0%	45	75.6%	No
Gender							
Male	12	91.7%	66	40.9%	19	73.7%	N/A
Female	N/A	N/A	48	56.3%	26	76.9%	N/A
Racial/Ethnic Group							
White	13	100.0%	58	50.0%	21	81.0%	N/A
African American	N/A	N/A	56	44.6%	23	69.6%	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	N/A	N/A	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	15	86.7%	86	47.7%	31	74.2%	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

In spite of being named the poorest funded school in America, the students of Calhoun Falls Charter School continue the pursuit of excellence in academics, athletics, and citizenship. Dual enrollment courses are offered on the campus of CFCS in the areas of math, English, and health occupations, allowing students to earn up to 18 college credit hours. Though many remedial and enrichment programs were dissolved due to insufficient funding, an interventionist was added to our faculty to assist at-risk students in the areas of behavior, academics, and attendance. This year 21 seniors earned 86 hours of dual-enrollment credit and were awarded over \$250,000 collectively in scholarship money. For the second year, a CFCS student was named the South Carolina Public Charter School "Student of the Year." Students also exhibited excellence in athletics, earning individual and team awards. CFCS's football and boys' basketball teams played in the State 1-A Playoff series, and the school now boasts its first state track and field titleholder in the 800 meter run. Along with academics and athletics, CFCS students continue to develop citizenship skills through the school's service learning program. Over 100 students logged 6,342 hours of volunteer service within the school, community, and surrounding areas. Student organizations such as the Beta Club and SGA sponsored several successful food drives for the town's food pantry, while other groups and individuals participated in fundraising events for Relay for Life and the March of Dimes. At CFCS, we are proud of our accomplishments and excited about the future. With the continued support of parents and community, we will become the "School of Excellence" we all envision. Principal Deirdre McCullough
SIC Chairperson, Karen Ashley
Evaluations

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	21	17
Percent satisfied with learning environment	100.0%	95.2%	100.0%
Percent satisfied with social and physical environment	100.0%	95.0%	100.0%
Percent satisfied with school-home relations	100.0%	100.0%	94.1%

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

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No Child Left Behind

School Adequate Yearly Progress NO

This school met 10 out of 15 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 CSI

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	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	20.0%	0.0%	No

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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	29	100.0	11.5	34.6	34.6	19.2	73.1	62.3	68.0	No	Yes
Male	12	100.0	9.1	27.3	45.5	18.2	63.6	53.9	63.1	N/A	N/A
Female	17	100.0	13.3	40.0	26.7	20.0	80.0	68.5	73.1	N/A	N/A
White	15	100.0	7.7	30.8	30.8	30.8	76.9	64.1	79.4	Yes	Yes
African American	14	100.0	15.4	38.5	38.5	7.7	69.2	49.0	51.7	I/S	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	92.9	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	66.4	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	16.4	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	45.1	I/S	I/S
Subsidized meals	20	100.0	15.8	31.6	47.4	5.3	73.7	56.1	54.7	No	Yes

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

All Students	29	100.0	30.8	38.5	26.9	3.8	38.5	43.8	62.3	No	Yes
Male	12	100.0	27.3	36.4	27.3	9.1	45.5	42.9	61.4	N/A	N/A
Female	17	100.0	33.3	40.0	26.7	N/A	33.3	44.5	63.2	N/A	N/A
White	15	100.0	30.8	23.1	46.2	N/A	46.2	48.4	75.3	Yes	Yes
African American	14	100.0	30.8	53.8	7.7	7.7	30.8	21.4	42.9	I/S	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	84.3	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	57.1	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	64.1	I/S	I/S
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	9.0	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	47.1	I/S	I/S
Subsidized meals	20	100.0	36.8	42.1	21.1	N/A	31.6	38.0	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	29	86.2	88.0	4.0	4.0	4.0	8.0	N/A	N/A	N/A	N/A
Male	12	83.3	90.0	N/A	10.0	N/A	N/A	N/A	N/A	N/A	N/A
Female	17	88.2	86.7	6.7	N/A	6.7	6.7	N/A	N/A	N/A	N/A
White	15	80.0	75.0	8.3	8.3	8.3	16.7	N/A	N/A	N/A	N/A
African American	14	92.9	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	20	85.0	94.1	N/A	N/A	5.9	5.9	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	26	100.0	28.0	36.0	20.0	16.0	44.0	63.9	65.9
	2011	29	100.0	11.5	34.6	34.6	19.2	73.1	62.3	68.0

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

All Students	2010	26	100.0	32.0	48.0	20.0	0.0	28.0	49.1	62.3
	2011	29	100.0	30.8	38.5	26.9	3.8	38.5	43.8	62.3

* Adjusted to account for natural variation in performance.

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