



Calhoun County Public Schools School District

125 Herlong Avenue
St. Matthews, SC 29135.00

Grades PK-12 District
Enrollment 1,724 Students
Superintendent Dr. Steve Arron Wilson 803-655-7310
Board Chair Mrs. Joyce Parrish 803-655-5965

THE STATE OF SOUTH CAROLINA 2012 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Average
2011	Good	Excellent
2010	Average	Average
2009	Below Average	At-Risk
2008	Average	Excellent

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://www.eoc.sc.gov>

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

Percent of students tested in 2011-12 whose 2010-11 test scores were located

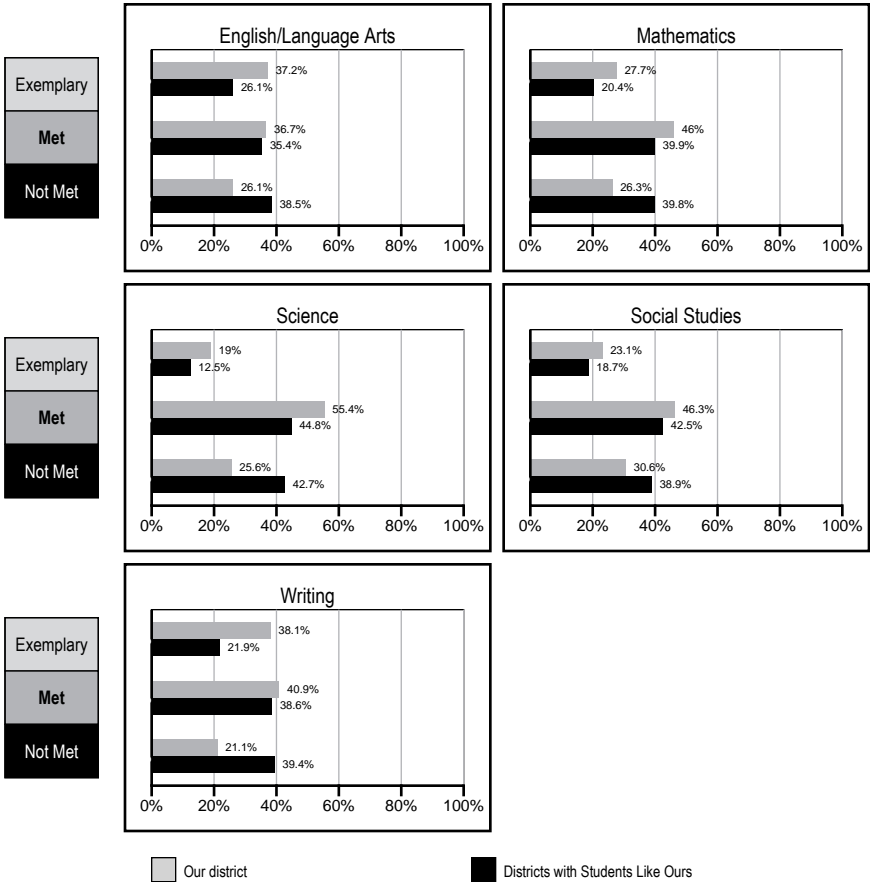
96.7%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	10	0	5

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

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

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

Percent	Our District			Districts with Students Like Ours		
	2010	2011	2012	2010	2011	2012
Passed both subtests	73.6%	77.4%	84.8%	65.6%	67.1%	67.7%
Passed one subtest	16.5%	18.3%	9.5%	17.9%	17.9%	17.8%
Passed no subtests	9.9%	4.3%	5.7%	16.4%	15.0%	14.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	86.4%	63.3%
English 1	68.0%	57.6%
Biology 1/Applied Biology 2	64.9%	58.5%
US History and the Constitution	30.7%	29.0%
All Subjects	65.1%	52.7%

Four-Year Cohort Graduation Rate

	Our District		Districts with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	108	123	205	217
Number of Graduates in Cohort	92	105	146	156
Rate	85.2%	85.4%	73.8%	73.5%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our District		Districts with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	124	108	218	212
Number of Graduates in Cohort	101	94	154	156
Rate	81.5%	87.0%	72.8%	76.7%

Abbreviations for Missing Data

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

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,724)				
First graders who attended full-day kindergarten	91.8%	Up from 87.3%	100.0%	99.3%
Retention rate	2.0%	Down from 2.7%	2.3%	2.0%
Attendance rate	97.4%	Up from 96.8%	96.1%	96.1%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.9%	Up from 3.5%	0.8%	0.6%
Enrolled in AP/IB programs	0.0%	Down from 51.0%	2.3%	13.5%
Successful on AP/IB exams	N/A	N/A	34.8%	49.9%
Eligible for LIFE Scholarship	30.1%	Up from 28.9%	29.2%	30.3%
Enrolled in adult education GED or diploma programs	18	Up from 9	31	59
Completions in adult education GED or diploma programs	10	Up from 3	18	31
Annual dropout rate	2.7%	Up from 1.1%	2.6%	2.7%
Teachers (n=115)				
Teachers with advanced degrees	64.3%	Up from 59.7%	59.9%	62.4%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	90.7%	Up from 90.3%	88.2%	91.1%
Teacher attendance rate	98.3%	Up from 95.8%	94.7%	95.1%
Average teacher salary*	\$47,003	Up 1.1%	\$43,757	\$46,595
Vacancies for more than nine weeks	4.3%	Up from 0.8%	0.3%	0.1%
Professional development days/teacher	8.3 days	Down from 8.9 days	12.9 days	12.4 days
District				
Superintendent's years at district	2.0	Up from 1.0	2.5	3.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 14.6 to 1	21.3 to 1	21.7 to 1
Prime instructional time	94.5%	Up from 91.8%	89.0%	89.9%
Dollars spent per pupil**	\$10,569	Down 8.1%	\$10,466	\$8,866
Percent of expenditures for teacher salaries**	48.8%	Down from 51.7%	48.7%	53.1%
Percent of expenditures for instruction**	50.2%	Down from 55.0%	52.2%	55.9%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
Number of schools	3	No Change	6	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	1.7%	1.4%
Average age in years of school facilities	N/A	N/A	N/A	N/A
Number of schools with SACS accreditation	3.0	No Change	5.0	8.0
Parents attending conferences	100.0%	Up from 84.1%	98.2%	99.5%
Average administrator salary	\$82,364	Up 2.4%	\$71,406	\$77,744

* 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 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	104	95.2%	435	65.1%	123	85.4%
Gender						
Male	54	90.7%	215	60.0%	66	77.3%
Female	50	100.0%	220	70.0%	57	94.7%
Racial/Ethnic Group						
White	16	93.8%	95	75.8%	22	77.3%
African American	87	95.4%	318	61.3%	98	86.7%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	22	72.7%	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	N/A	N/A	22	22.7%	N/A	N/A
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	N/A	N/A	19	73.7%	N/A	N/A

Socio-Economic Status

Subsidized meals	90	94.4%	372	63.2%	111	85.6%
------------------	----	-------	-----	-------	-----	-------

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2012

	Our District	Districts with Students Like Ours
Percent	95.2%	86.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2011	2012	2011	2012	2011	2012	2011	2012		
District	407	433	413	448	403	408	1222	1289		
State	479	477	489	487	459	458	1427	1422		
Nation	493	491	506	505	482	481	1481	1477		
ACT	English		Math		Reading		Science		Total	
	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
District	15.1	15.0	17.5	17.7	17.6	16.9	17.4	16.2	17.0	16.6
State	19.0	19.1	20.1	20.1	20.0	20.1	19.9	19.9	19.9	19.9
Nation	20.6	20.5	21.1	21.1	21.3	21.3	20.9	20.9	21.1	21.1

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 District Governance

Board Membership	5 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	119.0 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

We at Calhoun County Schools continue our focus on Teaching and Learning. It has been quite rewarding to experience the excellent teaching and achievement of our teachers and students. Our School Board and the community are very supportive of their efforts. The children first attitude is amazing and perpetuated throughout the district. Our administrators and staff do an excellent job of supporting the initiatives at the schools while keeping the focus on teachers and students. As Superintendent I am extremely pleased with our progress and the direction of the school district. To keep Teaching and Learning at the forefront, seven focus goals have been established that are critical if the focus is to be realized. They are listed below: Intense Focus on Student Achievement High Performing and Dedicated Teams Safe Learning Environment Efficient and Effective Operations Sustained Community Engagement Professionalism and Customer Service Proficient Literacy Skills for All Students Much has been accomplished as we continue to blue-print these focus goals into the landscape of our school district: Intense Focus on Student Achievement: The district must continue its focus on student achievement. This focus is centered on Teaching and Learning. During the last two years, our student achievement has shown much improvement. We are quite pleased with the efforts of our teachers, students and staff. Our students must be thoroughly prepared for their chosen pathways after high school. The district's priority in this area must continue to be at the forefront. It is our core business. High-Performing and Dedicated Teams: A culture of high expectations must be permeated throughout the organization. Everyone must be dedicated to performing at high levels in support of Teaching and Learning. This expectation begins with the Superintendent, and is reinforced through the cabinet to all district employees. We must continue to recruit and retain highly qualified and talented personnel to maintain this focus. Efficient and Effective Operation: This focus centers on quality. It is important that everyone in the organization provide a high quality of work that supports the Teaching and Learning process. Quality promotes efficiency and effectiveness. This focus must also begin with the Superintendent and be reinforced through the cabinet to all district employees. This focus must be internalized throughout the district. Safe Learning Environment: Safety of students and employees is first and foremost. This is an expectation from all stakeholders. We must ensure that the appropriate policies and procedures are in place to protect the welfare of all who work and learn in our district. The immediate reporting of any unsafe act is the expectation for anyone who witness or suspect violations of safety. This focus is critical to Teaching and Learning. Sustained Community Engagement: This focus is critical in that our school district must have the involvement, support, and engagement of community stakeholders to be successful. It is imperative that we reach out, keeping the community informed as equal partners in our Teaching and Learning Focus. Professionalism and Customer Service: This focus centers on relationships with each other and our customers, as professionals. Students, parents/guardians, and other stakeholders are customers. We must internalize that sense of family as an organization to aid Teaching and Learning. Students Proficient in Literacy Skills: All students must become proficient in their literacy skills (speaking, reading, writing, and listening). Students who demonstrate proficiency in these skills during their early grades will achieve success as they matriculate through the grades. With this focus, we expect students to read by the end of their first grade year. Success here can have a tremendous impact on Teaching and Learning.

Abbreviations for Missing Data

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

ESEA/Federal Accountability Rating System

South Carolina uses new Annual Measures of Objectives (AMOs) that are based on actual school performance as measured by student test scores on the state standards assessments and end-of-course exams.

Overall Weighted Points Total	90.4
Overall Grade Conversion	A
Points Total - Elementary Grades	92.6
Points Total - Middle Grades	87.2
Points Total - High School Grades	94.7

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator (Title I Schools)

The Calhoun County Public Schools School District consists of 3 public schools with 1 of these schools, or 33.3%, in improvement status.

School	Status
Sandy Run School	Reward-Performance

Accountability Indicator Definitions

Title I Reward Schools for Performance are among the highest performing Title I schools in a given year.

Title I Reward Schools for Progress are Title I schools that demonstrates the most substantial progress in identified subgroups of students.

Title I Focus Schools are Title I schools with the highest average performance gap between subgroups.

Title I Priority Schools are the 5% lowest performing Title I schools.

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	662.2	649.1	625.8	630.0	99.8	99.8
Male	655.1	645.3	627.1	628.8	99.7	99.7
Female	668.3	652.3	624.9	631.0	99.8	99.8
White	683.4	667.6	648.0	647.2	100.0	100.0
African American	650.2	638.3	614.5	620.9	99.6	99.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	609.0	609.8	583.6	596.3	98.8	98.8
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	655.9	643.7	619.8	625.3	99.9	99.9
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0
Grades 6-8						
All Students	642.5	640.8	628.9	619.2	99.8	99.8
Male	636.5	636.7	628.2	620.2	99.7	99.7
Female	648.6	645.1	629.7	618.3	99.8	99.8
White	657.3	656.3	644.1	631.3	100.0	100.0
African American	634.0	631.7	619.4	611.7	99.6	99.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	100.0	100.0
Hispanic	N/A	N/A	N/A	N/A	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	100.0	100.0
Disabled	592.0	590.5	578.8	581.4	98.8	98.8
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	639.1	637.9	626.5	615.8	99.9	99.9
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0
Grades 9-12						
All Students	228	228	70	67	98.1	99.0
Male	224	225	70	66	96.0	98.0
Female	232	231	70	68	100.0	100.0
White	236	237	77	73	100.0	100.0
African American	226	225	69	66	97.6	98.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	268	268	75	86	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	208	201	58	62	85.7	92.9
Limited English Proficient	268	268	77	N/A	100.0	100.0
Subsidized meals	227	226	69	67	97.8	98.9
Annual Measurable Objective (AMO)	223	220	76	71	95	95

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
English/Language Arts							
2011	3	126	99.2	17.4	25.6	57	82.6
	4	122	99.2	30.8	33.3	35.9	69.2
	5	140	98.6	19.8	48.9	31.3	80.2
	6	130	100	28.8	40	31.2	71.2
	7	130	98.5	27.4	36.8	35.9	72.6
	8	132	97	33.3	44.7	22	66.7
2012	3	134	100	15.3	22.6	62.1	84.7
	4	137	100	19	46.8	34.1	81
	5	128	100	33.1	38	28.9	66.9
	6	142	98.6	32.3	36.8	30.8	67.7
	7	130	100	32.5	34.1	33.3	67.5
	8	136	100	28.2	39.7	32.1	71.8
Mathematics							
2011	3	126	99.2	31.4	31.4	37.2	68.6
	4	122	99.2	25.6	44.4	29.9	74.4
	5	140	98.6	29	52.7	18.3	71
	6	130	100	24.8	57.6	17.6	75.2
	7	130	98.5	33.3	35.9	30.8	66.7
	8	132	97	21.1	56.9	22	78.9
2012	3	134	100	25	35.5	39.5	75
	4	137	100	23.8	43.7	32.5	76.2
	5	128	100	36.4	45.5	18.2	63.6
	6	142	98.6	25.6	53.4	21.1	74.4
	7	130	100	28.5	51.2	20.3	71.5
	8	136	100	22.9	46.6	30.5	77.1
Science							
2011	3	62	100	45.9	36.1	18	54.1
	4	122	99.2	37.6	53.8	8.5	62.4
	5	68	100	42.9	42.9	14.3	57.1
	6	66	100	31.3	57.8	10.9	68.8
	7	129	98.5	21.6	60.3	18.1	78.4
	8	63	100	42.6	44.3	13.1	57.4
2012	3	68	100	40.6	35.9	23.4	59.4
	4	137	100	20.6	66.7	12.7	79.4
	5	64	100	36.1	44.3	19.7	63.9
	6	71	100	26.9	65.7	7.5	73.1
	7	130	100	24.4	52	23.6	75.6
	8	66	97	16.4	52.5	31.1	83.6

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
Social Studies							
2011	3	64	100	16.4	39.3	44.3	83.6
	4	122	99.2	34.2	50.4	15.4	65.8
	5	70	100	33.8	42.6	23.5	66.2
	6	64	98.4	23.3	60	16.7	76.7
	7	129	97.7	44.3	40.9	14.8	55.7
	8	66	98.5	29	51.6	19.4	71
2012	3	66	98.5	16.7	38.3	45	83.3
	4	136	100	19.2	61.6	19.2	80.8
	5	64	100	56.7	26.7	16.7	43.3
	6	69	98.6	22.7	59.1	18.2	77.3
	7	129	100	41	41.8	17.2	59
	8	70	100	32.4	38.2	29.4	67.6
Writing							
2011	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	139	97.1	22.7	40.6	36.7	77.3
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	129	98.5	36.1	50.8	13.1	63.9
2012	3	N/A	N/AV	I/S	I/S	I/S	I/S
	4	N/A	N/AV	I/S	I/S	I/S	I/S
	5	127	95.3	29.3	45.7	25	70.7
	6	N/A	N/AV	I/S	I/S	I/S	I/S
	7	N/A	N/AV	I/S	I/S	I/S	I/S
	8	137	98.5	13.7	36.6	49.6	86.3

Abbreviations for Missing Data

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

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced**
English/Language Arts								
All Students	2011	N/A	96.8	8.1	29.1	37.2	25.6	67.4
	2012	106	98.1	5.9	43.1	41.2	9.8	65.7

Mathematics								
All Students	2011	N/A	96.8	17.4	39.5	25.6	17.4	54.7
	2012	105	99.0	13.6	31.1	35.9	19.4	64.1

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	1.5%	5.1%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.0%	0.0%	No
Student attendance rate, grades K-8	97.4%	94.0%*	Yes

* Adjusted to account for natural variation in performance.

** 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 /S–Insufficient Sample