SC Annual School Report Card Summary

John C Calhoun Elementary
Abbeville
Grades: PK-5 **Enrollment: 216**
Principal: David Nixon
Superintendent: Dr. Ivan Randolph
Board Chair: James B. Tisdale, Jr.

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.

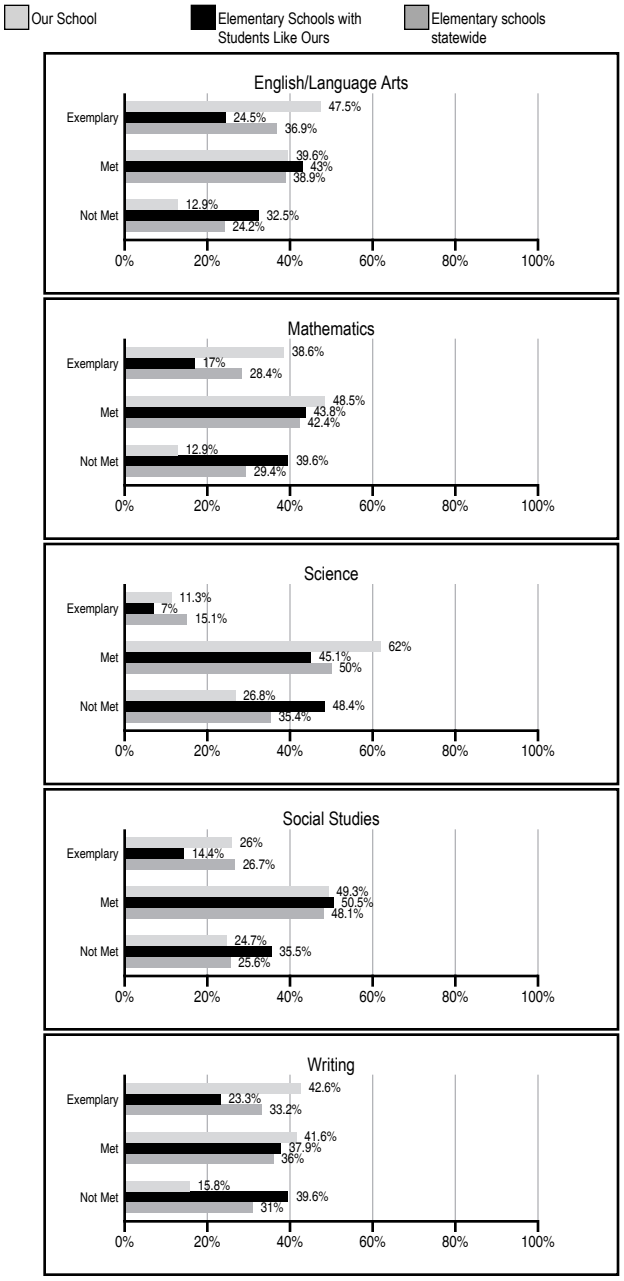
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Good	Excellent	TBD	TBD	Met	N/A
2008	Average	Good	Silver	Silver	Met	N/A
2007	Below Average	Below Average	N/A	N/A	Met	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	4	92	54	17

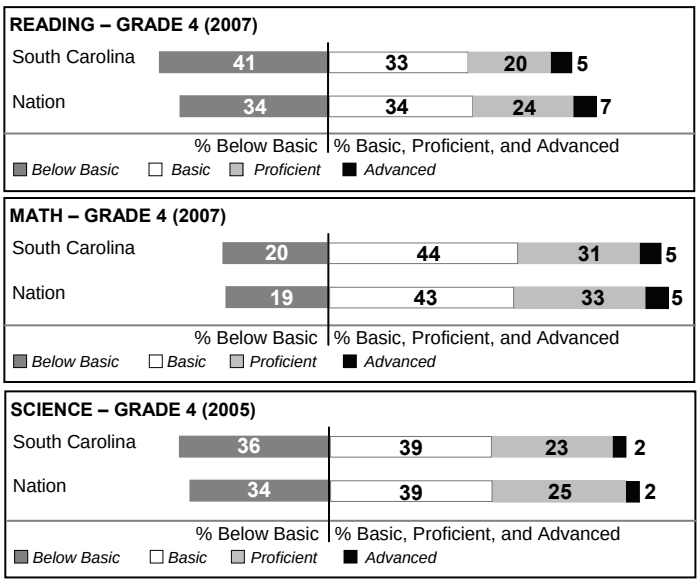
** Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

PASS PERFORMANCE



NAEP PERFORMANCE*

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



SC PERFORMANCE GOAL

2010 Goal:
By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 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
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John C Calhoun Elementary [Abbeville]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=216)				
Retention rate	3.4%	Down from 3.9%	2.4%	1.9%
Attendance rate	96.9%	Down from 97.0%	96.1%	96.3%
Eligible for gifted and talented	2.8%	Down from 6.1%	4.4%	10.0%
With disabilities other than speech	8.1%	Up from 7.2%	8.1%	7.7%
Older than usual for grade	2.4%	No Change	0.9%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	56.3%	Up from 47.4%	57.1%	59.4%
Continuing contract teachers	87.5%	Up from 84.2%	73.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.0%	Down from 84.8%	83.6%	85.9%
Teacher attendance rate	94.2%	Down from 94.5%	95.1%	95.1%
Average teacher salary*	$44,726	Up 5.9%	$45,762	$47,149
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	8.5 days	Up from 6.5 days	10.7 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	12.4 to 1	Down from 17.4 to 1	17.4 to 1	18.8 to 1
Prime instructional time	90.9%	Up from 90.8%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Good	Excellent
Dollars spent per pupil**	$8,036	Up 20.2%	$8,306	$7,458
Percent of expenditures for instruction**	65.5%	Up from 64.5%	68.5%	68.8%
Percent of expenditures for teacher salaries**	59.8%	Down from 60.2%	62.1%	63.2%
% of AYP objectives met	100.0%	No Change	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	16	31	21
Percent satisfied with learning environment	100.0%	100.0%	95.0%
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.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The district curriculum guide forms the basis for our core program. 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 usees 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.

JCCE offered an after-school program for all students who were administered PASS. This program lasted for one hour each day and the writing session lasted for two weeks before the writing portion of PASS in March and again in April for four weeks before the final testing.
The school's efforts allowed it to increase its "Improvement Rating" on the 2008 Annual School Report Card from a "Below Average" to a "Good". This leap in student improvement qualified JCCE to win a Palmetto Silver 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. These awards really solidify the belief that our student performance is improving and our plans for school improvement are working.John C. Calhoun was also selected as the State Runner–Up for Title 1 Highly Distinguished Schools Closing the Achievement Gap.

We were also encouraged by this years MAP scores. MAP testing is administered once in the Fall, once in the winter and again in the Spring. 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, and the 3rd grade reading, 4th grade math, and 5th grade reading and math scores were the highest in the district. Translating the scores into their PASS equivalents allows us to compare the past scores from PASS to how they performed this year on MAP.

Title 1 money was used to provide three interventionist positions in the school. One interventionist works with 1st grade, another works with 2nd grade and the third works with 3rd-5th grade. These interventionists are designed to utilize data to identify students who need remediation in certain areas and provide enrichment opportunities for students who are excelling. The scores these grade levels are achieving are indicative of the impact that the interventionists are having on student achievement.

JCCE also implemented a 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. The number of office referrals showed a 27% decrease in 07-08 and we continue to have an excellent referral rate for 08-09.

Character Education will continue to be an important part of the JCCE curriculum.

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