



## Calhoun Falls Charter

205 Edgefield Street  
Calhoun Falls, South

<b>Grades</b>	6-12 High School	
<b>Enrollment</b>	229 Students	
<b>Principal</b>	Deirdre McCullough	864-418-8014
<b>Superintendent</b>	Dr. Wayne Brazell	803-734-8322
<b>Board Chair</b>	Don McLaurin	843-720-1268

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	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 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.

## 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.

**ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	0	0	0

\* Ratings are calculated with data available by 04/05/2010.

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

Percent	Our High School			High Schools with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed 2 subtests (%)	N/A	N/A	70.4%	N/A	N/A	N/A
Passed 1 subtest (%)	N/A	N/A	25.9%	N/A	N/A	N/A
Passed no subtests (%)	N/A	N/A	3.7%	N/A	N/A	N/A

**HSAP Passage Rate by Spring 2009**

Percent	Our High School	High Schools with Students Like Ours
	N/A	N/A

**On-Time Graduation Rate**

	Our High School	High Schools with Students Like Ours
Number of Students	35	N/A
Number of Diplomas	28	N/A
Rate	80.0%	N/A

**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	73.3	N/A
English 1	45.5	N/A
Physical Science	25.0	N/A
US History and the Constitution	26.9	N/A
All Tests	42.7	N/A

\* 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
<b>Students (n=229)</b>				
Retention rate	2.3%	N/A	N/A	4.8%
Attendance rate	96.8%	N/A	N/A	95.5%
Eligible for gifted and talented	0.0%	N/A	N/A	9.2%
With disabilities other than speech	9.4%	N/A	N/A	12.6%
Older than usual for grade	6.6%	N/A	N/A	8.6%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.3%	N/R	N/A	1.2%
Enrolled in AP/IB programs	0.0%	N/R	N/A	13.2%
Successful on AP/IB exams	N/A	N/A	N/A	55.6%
Eligible for LIFE Scholarship	N/R	N/R	N/A	29.8%
Annual dropout rate	N/A	N/A	N/A	3.5%
Career/technology students in co-curricular organizations	0.0%	N/A	N/A	3.0%
Enrollment in career/technology courses	92	N/A	N/A	523
Students participating in work-based experiences	0.4%	N/A	N/A	12.9%
Career/technology students attaining technical skills	98.9%	N/A	N/A	79.3%
Career/technology completers placed	N/A	N/A	N/A	98.8%
<b>Teachers (n=11)</b>				
Teachers with advanced degrees	18.2%	N/A	N/A	58.6%
Continuing contract teachers	27.3%	N/A	N/A	71.6%
Teachers with emergency or provisional certificates	28.6%	N/A	N/A	8.1%
Teachers returning from previous year	N/A	N/A	N/A	85.0%
Teacher attendance rate	97.8%	N/R	N/A	95.5%
Average teacher salary*	\$36,363	I/S	N/A	\$47,761
Professional development days/teacher	8.7 days	N/R	N/A	10.8 days
<b>School</b>				
Principal's years at school	1.0	N/R	N/A	3.0
Student-teacher ratio in core subjects	19.5 to 1	N/R	N/A	26.1 to 1
Prime instructional time	93.6%	N/R	N/A	89.8%
Dollars spent per pupil**	N/A	N/A	N/A	\$7,883
Percent of expenditures for teacher salaries**	N/A	N/A	N/A	54.1%
Percent of expenditures for instruction**	N/A	N/A	N/A	60.2%
Opportunities in the arts	Poor	N/R	N/A	Excellent
SACS accreditation	No	N/R	N/A	Yes
Parents attending conferences	39.2%	N/R	N/A	95.8%
Character development program	Below Average	N/R	N/A	Good
Modern language program assessment	N/A	N/A	N/A	Average
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 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	N/A	N/A	110	42.7%	35	80.0%	No
<b>Gender</b>							
Male	N/A	N/A	57	40.4%	15	80.0%	N/A
Female	N/A	N/A	53	45.3%	20	80.0%	N/A
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	56	51.8%	N/A	N/A	N/A
African American	N/A	N/A	53	34.0%	27	81.5%	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
<b>Disability Status</b>							
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	N/A	N/A	81	38.3%	21	81.0%	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 December of 2007, the Abbeville County Board of Education unanimously voted to close Calhoun Falls High School and absorb its students into four remaining schools. Calhoun Falls community members quickly formed a Steering Committee to officially apply for charter school status. Shortly thereafter, the Abbeville BOE voted to follow a precedent and release the school building to the town of Calhoun Falls. In early June, a charter was granted by the State Department of Education as part of the state's school choice initiative.

The first week of July 2008, the district released the building to the town of Calhoun Falls and hundreds of community volunteers ascended on the school to clean the empty building and refill it with over \$700,000 of donated equipment and furnishings. During this six-week period, newly hired administrators worked diligently to form a new team of faculty and staff and to reestablish an athletic program that would consist of eleven JV and Varsity teams.

On August 21, the real work began when 232 former students of CFHS entered the doors of CFCS. New opportunities awaited them. Sixth through eighth graders were introduced to the CFCS Middle School Academy, which offered single-gender classes in ELA and math. Juniors and seniors were met with dual enrollment opportunities at no cost to them. As a result, thirty-four students earned over 200 hours of transferable college credit and eighty-five percent of the senior class was motivated to attend a two- or four-year college/university.

Other opportunities such as an abstinence based/character education program, sponsored by Heritage Community Services, were offered to CFCS students. A new challenge was introduced to CFCS students, also. Each student was strongly encouraged to participate in ten hours of community service, giving back to a community that had given so much for them. By May of 2009, over 4,700 hours of service hours were recorded by CFCS students.

The family of Calhoun Falls Charter School refers to this new school as "A School of Excellence." High standards and expectations have been set for students, parents, and staff. At CFCS, we are proud of our accomplishments and excited about the future. Using data from our first year as a baseline for the years to come, we expect to become the "school of excellence" we all envision.

School Improvement Council Chair: Karen Ashley

Principal: Deirdre B. McCullough

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	11	28	19
Percent satisfied with learning environment	90.9%	64.3%	84.2%
Percent satisfied with social and physical environment	100.0%	96.4%	89.5%
Percent satisfied with school-home relations	90.9%	92.9%	94.7%

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

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**School Adequate Yearly Progress**

NO

This school met 2 out of 5 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**

N/A

**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 Data**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

  

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	34.1%	0.0%	No

Abbreviations for Missing Data

**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	27	100	13.6	59.1	22.7	4.5	59.1	65.6	61.8	No	Yes
Male	12	100	9.1	72.7	18.2	0	45.5	57.4	57.4	N/A	N/A
Female	15	100	18.2	45.5	27.3	9.1	72.7	71.4	66.1	N/A	N/A
White	15	100	9.1	63.6	27.3	0	63.6	69.7	74.3	I/S	I/S
African American	12	100	18.2	54.5	18.2	9.1	54.5	41.7	44.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	77.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	50.3	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	19.4	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.5	I/S	I/S
Subsized meals	20	100	16.7	50	27.8	5.6	66.7	65.6	45.6	I/S	I/S

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

All Students	27	100	22.7	63.6	4.5	9.1	40.9	56.3	62.7	No	Yes
Male	12	100	9.1	72.7	9.1	9.1	45.5	58.5	61.8	N/A	N/A
Female	15	100	36.4	54.5	0	9.1	36.4	54.7	63.6	N/A	N/A
White	15	100	0	81.8	9.1	9.1	63.6	63.5	75.1	I/S	I/S
African American	12	100	45.5	45.5	0	9.1	18.2	20.8	45.1	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	83.8	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.5	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	I/S	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	52.3	I/S	I/S
Subsized meals	20	100	27.8	55.6	5.6	11.1	38.9	55.6	47.9	I/S	I/S

**Physical Science (End-of-Course Test performance by Group)**

All Students	27	85.2	81.5	3.7	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Male	12	83.3	75.0	8.3	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Female	15	86.7	86.7	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
White	15	80.0	73.3	6.7	N/A	N/A	I/S	N/A	N/A	N/A	N/A
African American	12	91.7	91.7	N/A	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	20	85.0	80.0	5.0	N/A	N/A	I/S	N/A	N/A	N/A	N/A

\* 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

**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	2008	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2009	27	100	13.6	59.1	22.7	4.5	59.1	65.6	61.8

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

All Students	2008	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2009	27	100	22.7	63.6	4.5	9.1	40.9	56.3	62.7

\* 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