



CALHOUN ACADEMY OF THE ARTS

1520 E. Calhoun Street
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	693 Students	
Principal	Ann D. Self	864-260-5090
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Good	Excellent
2008	Good	Below Average
2007	Good	Below Average
2006	Good	At-Risk

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.

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

Percent of students tested in 2009-10 whose 2008-09 test scores were located

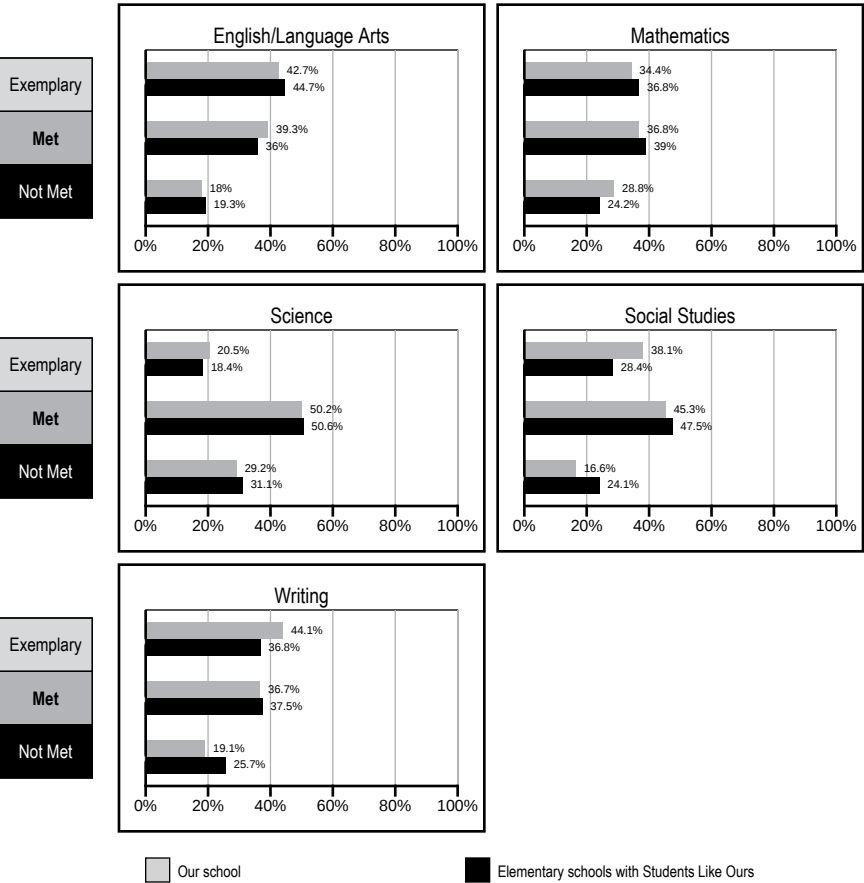
99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
14	35	45	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=693)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.4%	Down from 1.4%	1.2%	1.2%
Attendance rate	99.9%	Up from 96.0%	96.0%	96.1%
Eligible for gifted and talented	16.2%	Up from 16.1%	14.2%	11.7%
With disabilities other than speech	4.9%	Down from 6.6%	8.3%	8.0%
Older than usual for grade	0.0%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	49.0%	Down from 51.8%	59.3%	60.5%
Continuing contract teachers	83.7%	Up from 67.9%	85.7%	84.6%
Teachers with emergency or provisional certificates	2.4%	Up from 2.1%	0.0%	0.0%
Teachers returning from previous year	83.8%	Up from 80.8%	86.7%	87.0%
Teacher attendance rate	94.8%	Down from 97.2%	95.5%	95.4%
Average teacher salary*	\$43,763	Down 0.6%	\$47,524	\$47,288
Professional development days/teacher	9.5 days	Up from 7.7 days	10.3 days	10.5 days
School				
Principal's years at school	17.0	Up from 16.0	4.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 17.4 to 1	19.6 to 1	19.2 to 1
Prime instructional time	94.0%	Up from 92.8%	90.8%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Up from 99.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,274	Up 4.8%	\$7,078	\$7,548
Percent of expenditures for instruction**	70.0%	Up from 69.8%	68.9%	68.7%
Percent of expenditures for teacher salaries**	68.6%	Up from 68.1%	65.6%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

GRADES: K-5
SCHOOL COLORS: ?
SCHOOL MASCOT: Gators, featuring "Arty"
SCHOOL MOTTO: "Create-Aspire-Achieve"

While the students at Calhoun Academy of the Arts worked hard building the foundations of their artistic and academic futures this year, they observed our construction crew work hard to complete Phases II and III of our school's building and remodeling program. This mammoth project that broke ground last spring continued all year and is set to finish in late summer or early fall. We eagerly await the completion of our new auditorium, which features state-of-the-art theatrical components, such as an orchestra pit, and seats 800. Also near completion are a wing addition for a new computer lab and an addition to the front of our school, which gives us a spacious new foyer and new administrative office space.

Calhoun Academy was once again the recipient of the South Carolina Arts Commission grant called the Arts in Basic Curriculum grant, or ABC grant. This year we received \$4,945, which supported an assembly and workshop by storyteller Tim Lowry, and a 5-day residency for fourth grade by Australian Aboriginal Culture expert Lindsey Dank. This grant also provided supplies and materials for six stage performances this year, in which all our students had opportunities to participate. Other magnet funds supported trips for all grade levels to cultural events at Peace Center in Greenville or Brooks Center of Clemson University.

We are very proud of our school and the accomplishments of our students and staff. We were one of three elementary schools in District Five this year to win a Palmetto Gold Award for general academic performance. Additionally, one of our fifth grade teachers, Barbara Koch, is the sole South Carolina teacher chosen to participate in the NOAA (National Oceanic and Atmospheric Administration) Teacher at Sea Program. Ms. Koch will spend twelve days on board a ship and will help conduct habitat research on Georges Bank, located between Cape Cod and Nova Scotia.

This year our student body focused on the standard of manners set forth in educator Ron Clark's book The Essential 55. We displayed The Essential 55 posters throughout our school, and our fifth grade news team featured the manners on our daily news show, WRTY.

Our Legacy Mentor program remains strong, with 48 community and teacher mentors who volunteer their time outside of the workday each week to work with individual children. We are also thankful for our PTSA volunteers and our business partners, all of whom work together with us to fulfill our mission and prepare our students to become productive citizens.

Mrs. Ann D. Self, Principal
PHONE: 260-5090 / FAX: 231-2802

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	83	79
Percent satisfied with learning environment	98.1%	98.8%	88.5%
Percent satisfied with social and physical environment	100.0%	92.8%	85.9%
Percent satisfied with school-home relations	88.9%	92.8%	89.7%

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

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 19 out of 19 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	
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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 and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	351	98.3	18	39.3	42.7	90.4	86.4	83.5	Yes	Yes
Gender										
Male	140	97.1	17.4	40.2	42.4	88.6	83.4	80.1	N/A	N/A
Female	211	99.1	18.3	38.7	42.9	91.6	89.7	87	N/A	N/A
Racial/Ethnic Group										
White	160	99.4	6.1	34.5	59.5	94.6	91.6	89.6	Yes	Yes
African American	175	97.1	30.8	43.4	25.8	85.5	78.6	74.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.8	92.7	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	87.5	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	41	85.4	57.9	31.6	10.5	57.9	55	51.7	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	84.1	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	221	97.7	25.6	42.4	32	86.2	80.3	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	351	99.4	28.8	36.8	34.4	82	84.4	80.4	Yes	Yes
Gender										
Male	140	99.3	26.5	34.1	39.4	81.8	82.1	78.4	N/A	N/A
Female	211	99.5	30.4	38.7	30.9	82.2	87	82.5	N/A	N/A
Racial/Ethnic Group										
White	160	99.4	16.2	36.5	47.3	93.9	90.7	87.8	Yes	Yes
African American	175	99.4	42.8	38.4	18.9	69.8	74.1	69.3	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	90.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	41	95.1	60.5	26.3	13.2	55.3	49.3	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	89.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	221	99.1	37.9	40.9	21.2	74.9	76.8	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	240	100	29.2	50.2	20.5	70.8	77	67.3
Gender								
Male	96	100	27.3	51.1	21.6	72.7	75.5	66.9
Female	144	100	30.5	49.6	19.8	69.5	78.4	67.7
Racial/Ethnic Group								
White	103	100	12.8	54.3	33	87.2	86.3	79.6
African American	126	100	43.9	45.6	10.5	56.1	62.9	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.7	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	75.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	29	100	46.4	46.4	7.1	53.6	41.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	73.3	58.6
Socio-Economic Status								
Subsidized meals	160	100	37.7	50	12.3	62.3	67.5	55.4

Social Studies

All Students	239	99.6	16.6	45.3	38.1	83.4	80.1	70.9
Gender								
Male	95	100	15.4	39.6	45.1	84.6	78.6	70.1
Female	144	99.3	17.4	49.2	33.3	82.6	81.7	71.7
Racial/Ethnic Group								
White	115	99.1	12.1	39.3	48.6	87.9	85.8	79.2
African American	115	100	22.4	52.3	25.2	77.6	71.2	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.1	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	27	100	40	48	12	60	49.3	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	77	68
Socio-Economic Status								
Subsidized meals	147	100	19.7	51.1	29.2	80.3	71.4	60.8

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 Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	349	100	19.1	36.7	44.1	80.9	75.7	72.1	99.9	99.9
Gender										
Male	140	100	21.1	36.1	42.9	78.9	69.5	65.2	99.9	99.9
Female	209	100	17.8	37.2	45	82.2	82.3	79.2	99.9	99.9
Racial/Ethnic Group										
White	159	100	10.1	30.9	59.1	89.9	84	80.8	99.9	99.9
African American	174	100	29.6	42.1	28.3	70.4	63.6	59.7	99.9	99.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	87	99.9	99.9
Hispanic	9	I/S	I/S	I/S	I/S	I/S	69.6	64.6	99.9	99.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	99.9	99.9
Disability Status										
Disabled	43	100	66.7	23.1	10.3	33.3	30.4	27.7	99.9	99.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	68.2	63.7	99.9	99.9
Socio-Economic Status										
Subsidized meals	219	100	26.6	41.9	31.5	73.4	65.9	61.9	99.9	99.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	120	100	28.8	26.1	45	71.2
	4	110	100	18.1	43.8	38.1	81.9
	5	107	100	11.2	42.9	45.9	88.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	104	97.1	12	25	63	88
	4	128	97.7	21.8	47.9	30.3	78.2
	5	119	100	18.8	42	39.3	81.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	120	100	42.3	36	21.6	57.7
	4	110	100	25.7	45.7	28.6	74.3
	5	107	100	30.6	43.9	25.5	69.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	104	100	27.2	31.5	41.3	72.8
	4	128	98.4	29.4	42.9	27.7	70.6
	5	119	100	29.5	34.8	35.7	70.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	61	100	42.1	33.3	24.6	57.9
	4	110	100	13.3	66.7	20	86.7
	5	54	98.2	16.7	60.4	22.9	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	52	100	44.4	22.2	33.3	55.6
	4	128	100	24.4	58.8	16.8	75.6
	5	60	100	27.3	54.5	18.2	72.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	59	100	21.8	50.9	27.3	78.2
	4	110	100	8.6	48.6	42.9	91.4
	5	53	100	8	34	58	92
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	52	98.1	8.5	53.2	38.3	91.5
	4	128	100	20.2	48.7	31.1	79.8
	5	59	100	15.8	31.6	52.6	84.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	121	100	36.9	33.3	29.7	63.1
	4	110	100	27.6	43.8	28.6	72.4
	5	106	100	13.3	43.9	42.9	86.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	104	100	16.3	35.9	47.8	83.7
	4	127	100	26.7	35.8	37.5	73.3
	5	118	100	13.4	38.4	48.2	86.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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