



SC Annual School Report Card Summary

JOHN C CALHOUN ELEMENTARY
Abbeville

Grades: PK-5

Enrollment: 210

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		
2010	Good	Excellent	TBD	TBD	Met	N/A
2009	Good	Excellent	Gold	Gold	Met	N/A
2008	Average	Good	Silver	Silver	Met	N/A

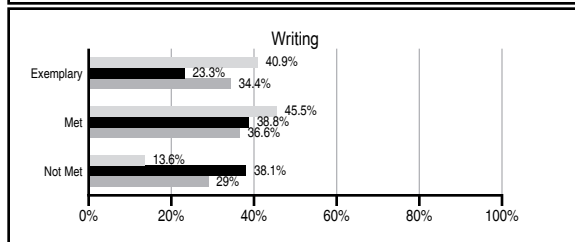
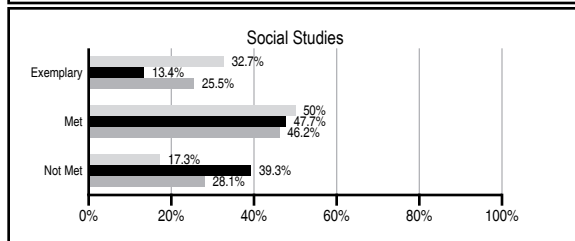
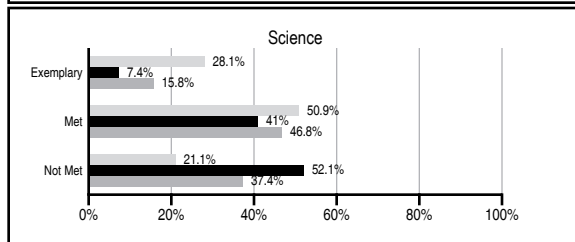
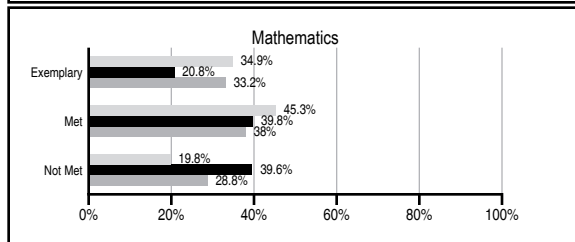
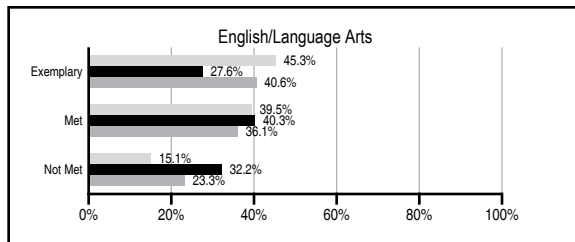
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	4	102	44	18

* Ratings are calculated with data available by 03/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

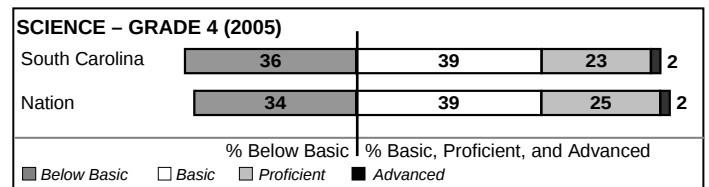
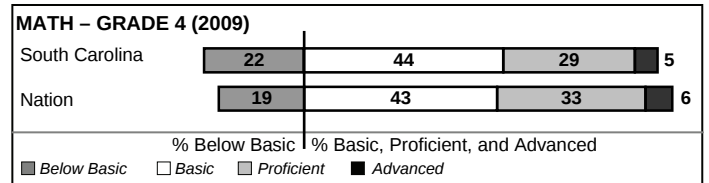
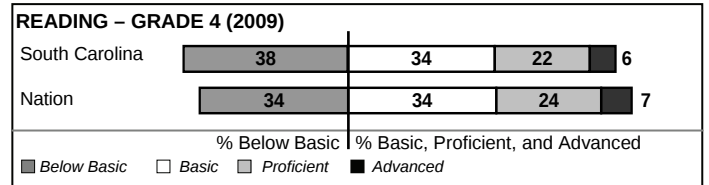
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



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

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

JOHN C CALHOUN ELEMENTARY [Abbeville]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=210)				
Retention rate	4.7%	Up from 3.4%	1.6%	1.2%
Attendance rate	96.4%	Down from 96.9%	95.8%	96.1%
Eligible for gifted and talented	7.6%	Up from 2.8%	5.1%	11.7%
With disabilities other than speech	7.9%	Down from 8.1%	8.6%	8.0%
Older than usual for grade	2.5%	Up from 2.4%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	73.3%	Up from 56.3%	58.6%	60.5%
Continuing contract teachers	93.3%	Up from 87.5%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	83.1%	Up from 83.0%	84.9%	87.0%
Teacher attendance rate	92.7%	Down from 94.2%	95.2%	95.4%
Average teacher salary*	\$44,773	Up 0.1%	\$45,509	\$47,288
Classes not taught by highly qualified teachers	12.7%	Up from 0.0%	0.0%	0.0%
Professional development days/teacher	4.6 days	Down from 8.5 days	11.1 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	16.5 to 1	Up from 12.4 to 1	18.0 to 1	19.2 to 1
Prime instructional time	88.7%	Down from 90.9%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$9,908	Up 23.3%	\$8,259	\$7,548
Percent of expenditures for instruction**	57.6%	Down from 65.5%	68.1%	68.7%
Percent of expenditures for teacher salaries**	52.2%	Down from 59.8%	63.0%	65.1%
% 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	18	33	27
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	94.4%	93.9%	100.0%

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

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

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 uses 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.

The school's efforts allowed it to increase its "Improvement Rating" on the 2009 Annual School Report Card from a "Good" to an "Excellent." This leap in student improvement qualified JCCE to win a Palmetto Gold in the area of "Student Achievement." The school also received a Palmetto Gold for "Closing the Achievement Gap," which is a measurement of the improvement made by historically underachieving groups. JCCE was one of 23 schools statewide to receive two Palmetto Gold Awards and the only school in the Western Piedmont Education Consortium to have this honor. These awards really solidify the belief that our student performance continues to increase and our plans for school improvement are working.

We were also encouraged by this year's MAP scores. MAP testing is administered once in the fall, once in the winter, in the spring, and immediately after PASS. 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. 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 two interventionist positions in the school. All of our related arts teachers also provide intervention each morning. One interventionist works with 1st grade, related arts teachers work with 2nd grade, and the third interventionist 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 continues the use of our 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. Character Education will continue to be an important part of the JCCE curriculum.

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