



SOUTH CAROLINA CALVERT ACADEMY

100 Summit Parkway
Columbia, SC 29229

Grades	K-8 Middle School	
Enrollment	277 Students	
Principal	Dr. Secaida D. Howell	803-462-0254
Superintendent	Wayne Brazell	803-734-8322
Board Chair	Don McLaurin	843-720-1268

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Below Average
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A
2006	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.

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

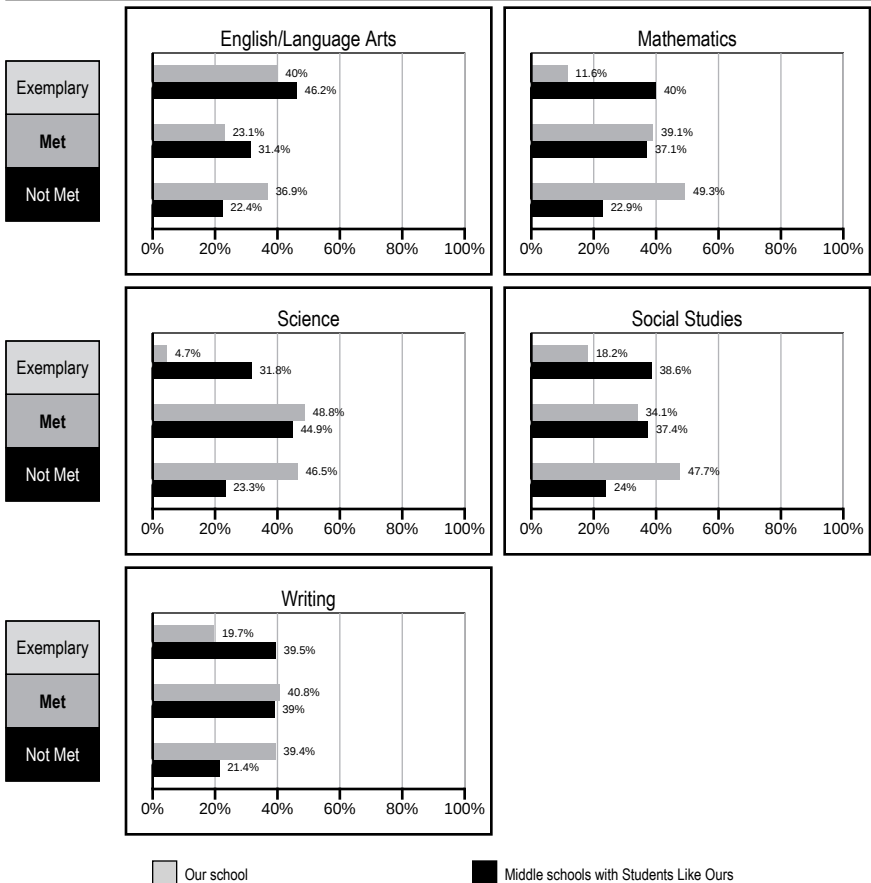
41%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	15	4	1	0

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

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle 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

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	75.0%	98.4%
English 1	N/A	93.4%
Physical Science	N/A	73.8%
US History and the Constitution	N/A	100.0%
All Subjects	75.0%	97.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=277)				
Students enrolled in high school credit courses (grades 7 & 8)	7.3%	N/R	40.1%	24.2%
Retention rate	0.0%	N/A	0.6%	0.7%
Attendance rate	96.9%	N/A	96.6%	95.9%
Eligible for gifted and talented	0.0%	N/A	24.5%	16.4%
With disabilities other than speech	6.9%	N/A	9.8%	12.0%
Older than usual for grade	3.1%	N/A	1.0%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.5%	0.5%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=7)				
Teachers with advanced degrees	42.9%	N/A	58.5%	58.5%
Continuing contract teachers	14.3%	N/A	83.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	N/A	2.6%	4.0%
Teachers returning from previous year	N/A	N/A	87.0%	84.6%
Teacher attendance rate	N/R	N/R	95.8%	95.4%
Average teacher salary*	N/A	I/S	\$48,583	\$46,561
Professional development days/teacher	2.0 days	N/R	8.6 days	10.2 days
School				
Principal's years at school	1.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	27.6 to 1	N/R	22.3 to 1	21.1 to 1
Prime instructional time	N/R	N/R	92.1%	90.4%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	98.4%	98.1%
Character development program	Good	N/R	Good	Good
Dollars spent per pupil**	N/A	N/A	\$7,097	\$7,802
Percent of expenditures for instruction**	N/A	N/A	66.4%	63.8%
Percent of expenditures for teacher salaries**	N/A	N/A	63.7%	60.0%

* 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

Report of Principal and School Improvement Council

South Carolina Calvert Academy, a k-8 virtual school, successfully completed its inaugural year on Friday, June 4, 2010. South Carolina Calvert Academy offers the best of traditional education resources and 21st Century learning strategies to deliver superior academic experiences for children. At South Carolina Calvert Academy, students are educated at home under the virtual supervision of our highly-qualified, state-certified teachers.

The Calvert program of study is based on a balance of subject matter that includes cultural literacy, integration and application across content areas, content mastery with a balance of new and review, a strong foundation of basic skills and application of higher order thinking skills, oral and written expressions of the highest quality of work possible, development of character, curiosity, and commitment.

South Carolina Calvert Academy is affiliated with the South Carolina Public Charter School District. Our research-based and standards-aligned curriculum provides a rigorous program that promotes academic achievement.

What an exciting first year we experienced, and we are looking forward to serving even more families in the future. We are confident that every child will receive the best possible education when they enroll in South Carolina Calvert Academy.

Secaida D. Howell, Ph.D, Head Master

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	5	17	29
Percent satisfied with learning environment	100.0%	76.5%	89.3%
Percent satisfied with social and physical environment	100.0%	85.7%	64.0%
Percent satisfied with school-home relations	100.0%	87.5%	89.7%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 5 out of 9 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

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	18.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	14.9%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	25.0%	0.0%	No
Student attendance rate	96.9%	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	167	88.6	28.1	26.6	45.3	82.8	84.3	83.5	Yes	No
Gender										
Male	81	88.9	31.7	33.3	35	83.3	80.7	80.1	N/A	N/A
Female	86	88.4	25	20.6	54.4	82.4	88.1	87	N/A	N/A
Racial/Ethnic Group										
White	114	88.6	25	28.4	46.6	84.1	86.1	89.6	Yes	No
African American	36	88.9	44	24	32	76	75	74.6	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	96.2	92.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	86.3	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	65.5	51.7	I/S	I/S
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	0	N/A	N/A	N/A	N/A	N/A	N/A	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	79.5	76.9	I/S	I/S

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

All Students	167	92.8	39.8	44.5	15.6	72.7	71.6	80.4	Yes	No
Gender										
Male	81	93.8	43.3	41.7	15	66.7	69.6	78.4	N/A	N/A
Female	86	91.9	36.8	47.1	16.2	77.9	73.7	82.5	N/A	N/A
Racial/Ethnic Group										
White	114	93.9	36.4	48.9	14.8	75	73.5	87.8	Yes	No
African American	36	91.7	64	32	4	60	58.2	69.3	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.3	93.5	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	80.4	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.4	83.2	I/S	I/S
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	45.2	46.1	I/S	I/S
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	0	N/A	N/A	N/A	N/A	N/A	N/A	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	64.1	72.8	I/S	I/S

* 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

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	108	95.4	38.4	52.3	9.3	61.6	61.5	67.3
Gender								
Male	48	93.8	35.1	51.4	13.5	64.9	61.7	66.9
Female	60	96.7	40.8	53.1	6.1	59.2	61.3	67.7
Racial/Ethnic Group								
White	79	94.9	40.6	46.9	12.5	59.4	65.4	79.6
African American	19	94.7	N/A	N/A	N/A	66.7	44.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	75	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	51.7	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.6	69.5
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	42.5	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	0	N/A	N/A	N/A	N/A	N/A	N/A	58.6
Socio-Economic Status								
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	50.1	55.4

Social Studies								
All Students	103	95.2	36.4	44.3	19.3	63.6	60.7	70.9
Gender								
Male	51	96.1	41.5	39	19.5	58.5	60.8	70.1
Female	52	94.2	31.9	48.9	19.1	68.1	60.6	71.7
Racial/Ethnic Group								
White	68	94.1	26.8	48.2	25	73.2	62.8	79.2
African American	23	95.7	N/A	N/A	N/A	30	44.1	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	72.2	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	74.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	39	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	68
Socio-Economic Status								
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	49.3	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	170	91.2	33.1	39.7	27.2	66.9	66.5	72.1	96.9	97.8
Gender										
Male	83	86.8	42.6	39.3	18	57.4	58.3	65.2	97.2	97.9
Female	87	95.4	25.3	40	34.7	74.7	74.9	79.2	96.6	97.7
Racial/Ethnic Group										
White	115	93	31.5	38	30.4	68.5	68.2	80.8	97.7	98
African American	37	91.9	43.3	46.7	10	56.7	56.6	59.7	94.7	97
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.5	87	99.1	97.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	72.2	64.6	99.4	97.5
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.4	73.4	99.9	98.6
Disability Status										
Disabled	11	81.8	I/S	I/S	I/S	I/S	30.8	27.7	96.8	97.7
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	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.7	87.9	87.9
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	57.9	61.9	N/A	97.6

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
English/Language Arts							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	27	88.9	38.1	14.3	47.6	61.9
	4	32	84.4	14.8	22.2	63	85.2
	5	23	95.7	21.1	52.6	26.3	78.9
	6	32	84.4	33.3	25	41.7	66.7
	7	28	96.4	33.3	28.6	38.1	66.7
	8	25	84	31.3	18.8	50	68.8
Mathematics							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	27	92.6	47.6	42.9	9.5	52.4
	4	32	90.6	18.5	48.1	33.3	81.5
	5	23	95.7	36.8	47.4	15.8	63.2
	6	32	90.6	45.8	41.7	12.5	54.2
	7	28	96.4	52.4	42.9	4.8	47.6
	8	25	92	43.8	43.8	12.5	56.3
Science							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	13	92.3	I/S	I/S	I/S	I/S
	4	29	100	29.6	51.9	18.5	70.4
	5	13	92.3	N/A	N/A	N/A	54.5
	6	17	94.1	N/A	N/A	N/A	57.1
	7	27	96.3	40	55	5	60
	8	9	I/S	I/S	I/S	I/S	I/S

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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	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	12	100	45.5	45.5	9.1	54.5
	4	29	93.1	18.5	59.3	22.2	81.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	12	91.7	I/S	I/S	I/S	I/S
	7	27	92.6	55	30	15	45
	8	14	100	41.7	33.3	25	58.3
Writing							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	27	92.6	40.9	31.8	27.3	59.1
	4	32	93.8	24.1	44.8	31	75.9
	5	25	88	35	25	40	65
	6	34	88.2	29.6	48.1	22.2	70.4
	7	31	90.3	50	36.4	13.6	50
	8	21	95.2	18.8	50	31.3	81.3

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