

# John C. Calhoun Elementary School

## School Summary Report 2010-2011

David Nixon, Principal

April 2011

### Summary of 2009-10 School Year

The assessment component of our plan calls for the use of DIBELS to monitor the reading progress of students who are having difficulty throughout 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. This year we have implemented a new program where all of the students who scored "at-risk" or "intensive" were tested more frequently. Testing students bi-monthly has allowed us to get a more accurate picture of the effectiveness of our interventions, and we adjust them accordingly. All of this information will provide a better idea of how students are performing and how best to meet their needs. We saw less than 10% of our 2nd graders reading below grade level last year compared to 23% in 07-08.

JCCE continued to offer an after-school program for all students who will be taking PASS. This program lasts for one hour each day and the writing session lasts for two weeks before the writing

The school's efforts allowed it to increase its "Improvement Rating" on the 2009 Annual School Report Card from "Good" to "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. We were very proud to be recognized by the State Department of Education for our achievement for the 2nd year in a row. We were also the only school in our District to receive two Palmetto Gold Awards.

MAP testing was administered once in the Fall, once in the winter, again in the Spring, and after PASS was administered. 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 grades 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.

JCCE continues to use the Data Room in the school. Each student in the school is tracked based on his or her MAP, CAI, and other data sources to help identify individual student performance and mastery of standards.

The change in our scheduling for all of our 4th and 5th grade students for the 2009-2010 school year was a tremendous success. Each of the four teachers in these two grade levels became departmentalized with a single teacher being responsible for their subject area. Students changed classes four times a day and received instruction in each area for an hour and fifteen minutes. This allowed the teachers to specialize in a certain area where they placed all of their planning and expertise. It also allowed the students to experience changing classes and build the responsibility required to succeed in Middle School where this is a requirement.

The 2009-2010 School Year was a very productive year. We were very pleased by our performance and proud of the community support we have been able to maintain.

### 2010-2011 School Leadership Team

Marge Hoover  
Tami Ware  
Pauline Tillman  
Jill Allen  
Wendy Hanna  
Anita Usher  
Devada Kimsey

#### *Mission Statement*

*The mission of John C. Calhoun Elementary School is to develop proficient, creative, self-motivated students by providing quality educational opportunities in a safe, nurturing environment, which supports innovations and lifelong learning.*



## Summary of the 2010-2011 School Year

We continue to use the curriculum guide for our core program this year and follow the same outline for SRA as we have done in the past.

The assessment component of our plan calls for the use of DIBELS to monitor the reading progress of students who are having difficulty throughout 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. We are continuing our program where all of the students who scored "at-risk" or "intensive" were tested more frequently. Testing students bi-monthly has allowed us to get a more accurate picture of the effectiveness of our interventions, and we adjust them accordingly. All of this information will provide a better idea of how students are performing and how best to meet their needs and we continue to see the number of "at-risk" students decrease with 4% of our 2nd graders reading below level compared to 23% in 07-08.

The school's efforts allowed it to maintain its "Improvement Rating" on the 2010 Annual School Report Card at "Excellent." Our "Absolute Rating" of "Good" and our "Improvement Rating" qualified JCCE to win a Palmetto Gold 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. We were very proud to be recognized by the State for our achievement for the 3rd year in a row.

We were also encouraged by this year's MAP scores. MAP testing is administered once in the Fall, once in the winter, again in the Spring, and after PASS is administered. MAP is a way of gauging academic growth and projecting where students will perform on the PACT

test. All students at JCCE showed growth according to their MAP scores. Translating the scores into their PACT equivalents allows us to compare the past scores from PACT to how they performed this year on MAP.

All of our intervention positions were lost due to budget cuts this year, but we were able to provide remediation and enrichment for our 1st and 2nd Grade students through our Related Arts Teachers. Creative scheduling allowed each of these teachers an hour and a half each morning to work with our students in the areas of Math and Reading.

JCCE continues to use the Data Room in the school. Each student in the school is tracked based on his or her MAP, CAI and other data sources to help identify individual student performance and mastery of standards.

We continued the change in our scheduling for all of our 4th and 5th grade students for the 2010-2011 school year. Each of the four teachers in these two grade levels became departmentalized with a single teacher being responsible for their subject area. Students change classes four times a day and receive instruction in each area for an hour and fifteen minutes. This allows the teachers to specialize in a certain area where they can place

all of their planning and expertise. It also allows the students to experience changing classes and build the responsibility required to succeed in Middle School where this is a requirement. We hope that this change in scheduling will increase test scores as well as better prepare students for the next level.

Thus far, the 2010-2011 School Year has been a productive year. We are encouraged by the data we have seen and look forward to the results from this year's testing.

**John C. Calhoun  
2010 Awards**

**Palmetto Gold  
Student  
Achievement**

**Palmetto Silver  
for Closing the  
Achievement  
Gap**

### Percent of Students Passing Standardized Tests

|           | Reading | Math  |
|-----------|---------|-------|
| PACT 2006 | 68.2%   | 72.9% |
| PACT 2007 | 71.9%   | 75.2% |
| PACT 2008 | 84.8%   | 87.7% |
| PASS 2009 | 87.1%   | 87.1% |
| PASS 2010 | 85.8%   | 81.3% |