

John C. Calhoun Elementary School

School Summary Report 2014-2015

Milton Scott, Principal

April 2016

Summary of 2014– 2015 School Year

The assessment component of our plan at John C. Calhoun Elementary calls for the use of DRA2 to monitor the reading progress of students who are having difficulty throughout the year. DRA2 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.

JCCE teachers also monitor student progress through SLOs. This process allows teachers to see the growth that their students make as the year progresses and aids in the development of individual student goals. The school received a ‘Palmetto Gold Award’ for achievement.

The school’s efforts allowed it to increase from a “Good” to an “Excellent” “Improvement Rating” on the 2012 Annual School Report Card. This level of student 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 under-achieving groups. We were very proud to be recognized by the State Department of Education for our achievement for the 4th year in a row.

MAP Tests are administered three times per year, once in the Fall, once in the winter, again in the Spring. MAP is a way of gauging academic growth and projecting where students will perform on the ACT Aspire test. All students at JCCE showed growth according to their MAP scores and in accordance to the SLO’s. Translating the scores into their PASS equivalents allows us to compare the past scores from ACT Aspire 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 schedule for third through fifth grades remained the same. Each teachers in these grade levels are departmentalized by ELA, Math, and Science and Social Studies. 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 2014-2015 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.

2014-2015
School Leadership
Team
Joseph Cade
Anita Usher
Tammy Chappell
Lesla Thomas
Ashlee Campbell
Debbie Johnson
Rebekah Parnell
Adrienne Wells
Sara Harmon
Milton Scott

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 2015-2016 School Year

We continue to use the curriculum guidelines 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 DRA2 to monitor the reading progress of students who are having difficulty throughout the year. DRA2 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.

The school's efforts allowed it to maintain its "Absolute Rating" of "Excellent" on the Annual School Report Card. Our "Improvement Rating" at "Good" and our "Absolute Rating" qualified JCCE to win a Palmetto Gold in the area of "Student Achievement." We were very proud to be recognized by the State for our achievement for the 5th 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. MAP is a way of gauging academic growth and projecting where students will perform on the SCREADY tests. All students at JCCE showed growth according to their MAP scores. Translating the scores into their SCREADY equivalents allows us to compare the past scores from ACT Aspire to how they performed this year on MAP.

Creative scheduling allowed each of these teachers an hour each morning to work with our students in the areas of Math and Reading based on needs through our Student Learning

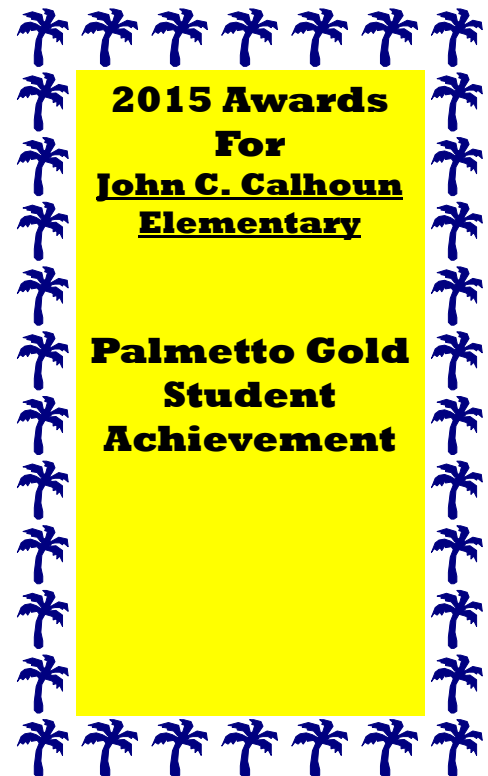
Objectives. SLO's drive classroom instruction for individual students as well as whole group needs. This system allows teachers to better differentiate instruction for students.

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 continue to departmentalize 3rd-5th grades. Each team of teachers are responsible for two core subjects based on their strengths (ELA, Math, Science or Social Studies). 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 2015-2016 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.



Percent of Students Passing Standardized Tests

	Reading	Math
PACT 2008	84.8%	87.7%
PASS 2009	87.1%	87.1%
PASS 2010	85.8%	81.3%
PASS 2011	91%	85.9%
PASS 2012	84.9%	89.6%
PASS 2013	91%	78.2%
PASS 2014	81.9%	77.7%