

# John C. Calhoun Elementary School

## School Summary Report 2013-2014

Milton Scott, Principal

April 2015

### Summary of 2013– 2014 School Year

The assessment component of our plan at John C. Calhoun Elementary 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 4% of our 2nd graders reading below grade level 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 portion.

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 PASS test. All students at JCCE showed growth according to their MAP scores, 3rd and 4th grade reading and 4th and 5th grade 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 schedule for fourth and fifth grades remained the same. Each of the four teachers in these two 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 2012-2013 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  
Lesa Thomas  
Samantha Dove  
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 2014-2015 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 only 4% of our 2nd graders reading below level compared to 23% in 07-08.

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 4th 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 PASS tests. 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.

Our interventionist worked with 4th graders covering remediation as well as enrichment skills for students, we

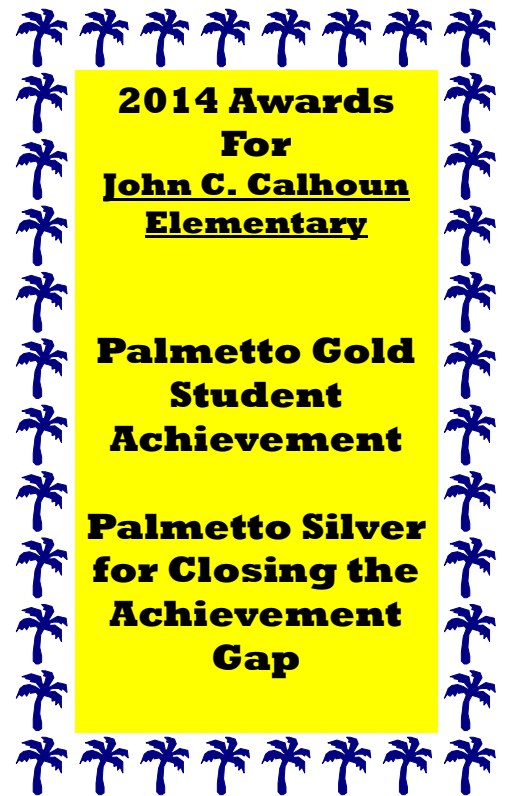
were able to provide remediation and enrichment for our 1st and 2nd Grade students through our Related Arts Teachers. Creative scheduling allowed each of these teachers an hour and a half each morning to work with our students in the areas of Math and Reading.

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 2012-2013 school year. Because of cutbacks, four teachers has been reduced to three. Each of the three teachers in these two grade levels became departmentalized by ELA, Math, and Science with all three teaching Social Studies. Students change classes three 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 stu-

dents for the next level.

Thus far, the 2014-2015 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%