

# FULLER NORMAL ADVANCED TECHNICAL CHARTER

P.O.Box 1832  
Greenville, South Carolina

<b>Grades</b>	PK-8 Middle School	
<b>Enrollment</b>	241 Students	
<b>Principal</b>	Betsy R. Jones	864-271-3698
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

## THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>At-Risk</b>	<b>At-Risk</b>
2009	At-Risk	At-Risk
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 | 98.9%

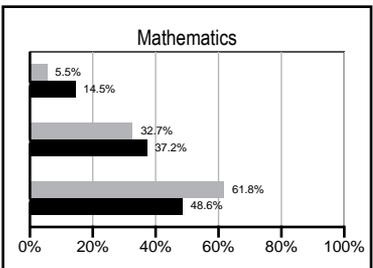
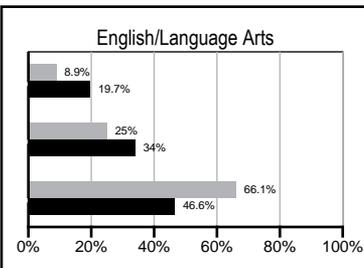
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	28	11

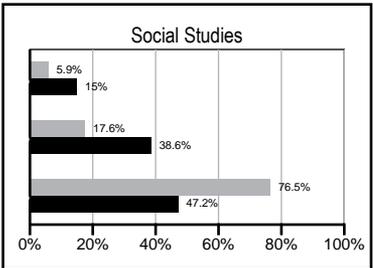
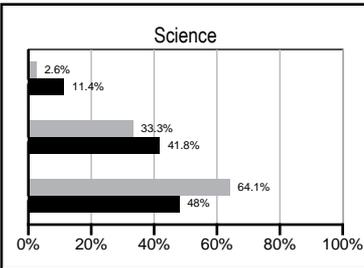
\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)

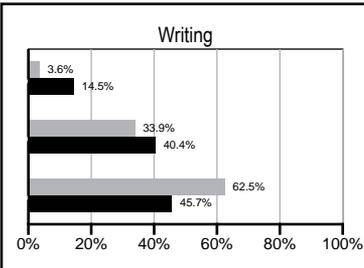
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school Middle schools with Students Like Ours

\* 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	N/A	90.9%
English 1	0.0%	86.5%
Physical Science	N/A	72.3%
US History and the Constitution	N/A	N/A
All Subjects	0.0%	88.9%

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=241)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 3.7%	13.4%	24.2%
Retention rate	0.8%	Down from 3.8%	1.0%	0.7%
Attendance rate	95.4%	Down from 96.2%	95.2%	95.9%
Eligible for gifted and talented	0.0%	No Change	8.3%	16.4%
With disabilities other than speech	7.7%	Up from 5.2%	14.4%	12.0%
Older than usual for grade	1.4%	Down from 3.8%	4.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.0%	0.4%	0.5%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
<b>Teachers (n=19)</b>				
Teachers with advanced degrees	31.6%	Down from 33.3%	58.3%	58.5%
Continuing contract teachers	36.8%	Down from 46.7%	68.8%	80.0%
Teachers with emergency or provisional certificates	11.1%	Up from 0.0%	11.6%	4.0%
Teachers returning from previous year	78.3%	N/A	78.8%	84.6%
Teacher attendance rate	99.6%	Up from 98.9%	95.5%	95.4%
Average teacher salary*	\$36,397	Up 5.9%	\$44,716	\$46,561
Professional development days/teacher	11.3 days	Up from 7.7 days	11.3 days	10.2 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 14.5 to 1	19.5 to 1	21.1 to 1
Prime instructional time	94.5%	Down from 94.9%	89.8%	90.4%
Opportunities in the arts	Fair	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	84.2%	Up from 57.4%	95.6%	98.1%
Character development program	At-Risk	Down from Below Average	Good	Good
Dollars spent per pupil**	\$7,822	Down 8.0%	\$9,205	\$7,802
Percent of expenditures for instruction**	60.0%	Up from 59.0%	61.3%	63.8%
Percent of expenditures for teacher salaries**	57.0%	Up from 45.7%	56.1%	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

This year, Fuller Normal Advanced Technology Charter School Advisory Council met monthly to monitor our school goals and action steps from 2009-2010 School Improvement Plans. We continue to measure our success and monitor student progress based on data we collect from various sources. This year the Fuller Normal Charter School community was dedicated to articulating a shared vision and core values for our school.

Teacher and specialists at FNCS are highly qualified, committed and always learning. The following is a highlight of this year's accomplishments:

-Assessment: Assisted us in our work to know the strengths and challenges of our students' literacy. The assessment will measure student growth over time. Teachers will continually reflect and fine-tune, teaching and learning throughout the school year.

-This winter brought us our PASS results from 2009. The staff at FNATCS welcomed the news and saw it as an opportunity to talk about our students' work and ask ourselves what we might do to improve our results. (Our school accomplished Adequate Yearly Progress.) As a result of our collaborative level meetings and whole staff meetings, we were able to analyze specific findings and trends in our PASS results.

-Staff members participated in school professional development activities which focused on ELA and Reading instruction. With the addition of literacy teachers/coaches, teachers received on-going job-embedded professional development in the implementation of RTI (Response to Intervention).

-Grade-level data Team Meetings allowed for teacher collaboration to occur, focused on student results. These regular meetings focused on the needs of our students, sharing effective instruction and examining student work.

Brenda Humbert-Principal

William Brown-Board Chairman

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	15	9
Percent satisfied with learning environment	40.0%	80.0%	I/S
Percent satisfied with social and physical environment	50.0%	93.3%	I/S
Percent satisfied with school-home relations	31.3%	93.3%	I/S

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

## Abbreviations for Missing Data

N/A–Not Applicable

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 7 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

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	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.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	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."
<b>HOLD</b>	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	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.3%	0.0%	No
Student attendance rate	95.4%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**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	132	100	62.4	28.2	9.4	66.7	84.7	83.5	Yes	Yes
<b>Gender</b>										
Male	71	100	69.8	22.2	7.9	61.9	81.3	80.1	N/A	N/A
Female	61	100	53.7	35.2	11.1	72.2	88.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	90	89.6	I/S	I/S
African American	129	100	63.2	27.2	9.6	65.8	73.4	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.3	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	78.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	17	100	82.4	11.8	5.9	58.8	53.3	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	78.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	76.1	76.9	I/S	I/S

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

All Students	132	100	64.1	29.9	6	47.9	82	80.4	No	Yes
<b>Gender</b>										
Male	71	100	68.3	27	4.8	42.9	80.5	78.4	N/A	N/A
Female	61	100	59.3	33.3	7.4	53.7	83.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	87.7	87.8	I/S	I/S
African American	129	100	65.8	28.1	6.1	46.5	68.4	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.9	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	17	100	N/A	N/A	N/A	17.6	46.1	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	79.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	72.9	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
<b>Science</b>								
All Students	87	98.9	74	23.4	2.6	26	70.6	67.3
<b>Gender</b>								
Male	46	97.8	67.5	30	2.5	32.5	70.1	66.9
Female	41	100	81.1	16.2	2.7	18.9	71.1	67.7
<b>Racial/Ethnic Group</b>								
White	0	N/A	N/A	N/A	N/A	N/A	80.2	79.6
African American	86	100	74	23.4	2.6	26	50.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.4	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
<b>Disability Status</b>								
Disabled	11	90.9	I/S	I/S	I/S	I/S	33.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	60.6	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	57.1	55.4
<b>Social Studies</b>								
All Students	85	100	75.3	21.9	2.7	24.7	73.2	70.9
<b>Gender</b>								
Male	44	100	83.8	13.5	2.7	16.2	72.8	70.1
Female	41	100	66.7	30.6	2.8	33.3	73.7	71.7
<b>Racial/Ethnic Group</b>								
White	2	I/S	I/S	I/S	I/S	I/S	79.8	79.2
African American	83	100	77.5	19.7	2.8	22.5	57.9	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.9	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
<b>Disability Status</b>								
Disabled	13	100	N/A	N/A	N/A	15.4	40	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	69	68
<b>Socio-Economic Status</b>								
Subsidized meals	0	N/A	N/A	N/A	N/A	N/A	61.6	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
<b>Writing</b>										
All Students	134	100	59.7	36.1	4.2	40.3	74	72.1	95.4	96.2
<b>Gender</b>										
Male	71	100	68.3	28.6	3.2	31.7	67.2	65.2	95.4	96.2
Female	63	100	50	44.6	5.4	50	81.1	79.2	95.5	96.3
<b>Racial/Ethnic Group</b>										
White	2	I/S	I/S	I/S	I/S	I/S	81.6	80.8	95	96.1
African American	131	100	60.3	36.2	3.4	39.7	58.6	59.7	95.4	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.8	87	99.4	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.1	64.6	N/A	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	N/A	94.8
<b>Disability Status</b>										
Disabled	17	100	N/AV	N/AV	N/AV	11.8	29.5	27.7	95.1	95.2
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	62.9	63.7	N/A	97
<b>Socio-Economic Status</b>										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	61.9	N/A	95.6

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
<b>English/Language Arts</b>							
<b>2009</b>	3	14	100	33.3	58.3	8.3	66.7
	4	17	94.1	I/S	I/S	I/S	I/S
	5	16	100	25	58.3	16.7	75
	6	22	100	45	35	20	55
	7	24	100	73.9	17.4	8.7	26.1
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	30	100	53.6	32.1	14.3	46.4
	4	20	100	62.5	31.3	6.3	37.5
	5	19	100	66.7	27.8	5.6	33.3
	6	22	100	55.6	38.9	5.6	44.4
	7	20	100	61.1	27.8	11.1	38.9
	8	21	100	78.9	10.5	10.5	21.1
<b>Mathematics</b>							
<b>2009</b>	3	14	100	N/AV	N/AV	N/AV	16.7
	4	17	94.1	I/S	I/S	I/S	I/S
	5	16	100	25	66.7	8.3	75
	6	22	100	45	50	5	55
	7	24	100	39.1	43.5	17.4	60.9
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	30	100	64.3	25	10.7	35.7
	4	20	100	N/A	N/A	N/A	43.8
	5	19	100	77.8	16.7	5.6	22.2
	6	22	100	61.1	27.8	11.1	38.9
	7	20	100	N/A	N/A	N/A	44.4
	8	21	100	68.4	26.3	5.3	31.6
<b>Science</b>							
<b>2009</b>	3	8	I/S	I/S	I/S	I/S	I/S
	4	17	94.1	I/S	I/S	I/S	I/S
	5	8	I/S	I/S	I/S	I/S	I/S
	6	12	100	N/AV	N/AV	N/AV	18.2
	7	24	100	N/AV	N/AV	N/AV	39.1
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	15	100	76.9	15.4	7.7	23.1
	4	20	100	N/A	N/A	N/A	6.3
	5	10	I/S	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	7	20	100	66.7	27.8	5.6	33.3
	8	11	90.9	I/S	I/S	I/S	I/S

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
<b>Social Studies</b>							
<b>2009</b>	3	6	I/S	I/S	I/S	I/S	I/S
	4	17	94.1	I/S	I/S	I/S	I/S
	5	10	I/S	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	7	24	100	N/AV	N/AV	N/AV	30.4
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	15	100	N/A	N/A	N/A	13.3
	4	20	100	N/A	N/A	N/A	31.3
	5	9	I/S	I/S	I/S	I/S	I/S
	6	11	100	I/S	I/S	I/S	I/S
	7	20	100	83.3	11.1	5.6	16.7
	8	10	I/S	I/S	I/S	I/S	I/S
<b>Writing</b>							
<b>2009</b>	3	18	94.4	62.5	31.3	6.3	37.5
	4	15	100	72.7	18.2	9.1	27.3
	5	17	94.1	N/AV	N/AV	N/AV	53.8
	6	25	96	43.5	52.2	4.3	56.5
	7	24	100	65.2	26.1	8.7	34.8
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	31	100	55.2	34.5	10.3	44.8
	4	20	100	N/AV	N/AV	N/AV	37.5
	5	19	100	N/AV	N/AV	N/AV	44.4
	6	22	100	N/AV	N/AV	N/AV	50
	7	20	100	N/AV	N/AV	N/AV	33.3
	8	22	100	70	20	10	30

Abbreviations for Missing Data

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