



THE APPLE CHARTER SCHOOL

1101 Camp Road
Charleston, South Carolina

Grades	K-6 Elementary School	
Enrollment	114 Students	
Principal	Patricia Williams	843-795-6877
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	At-Risk	At-Risk
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

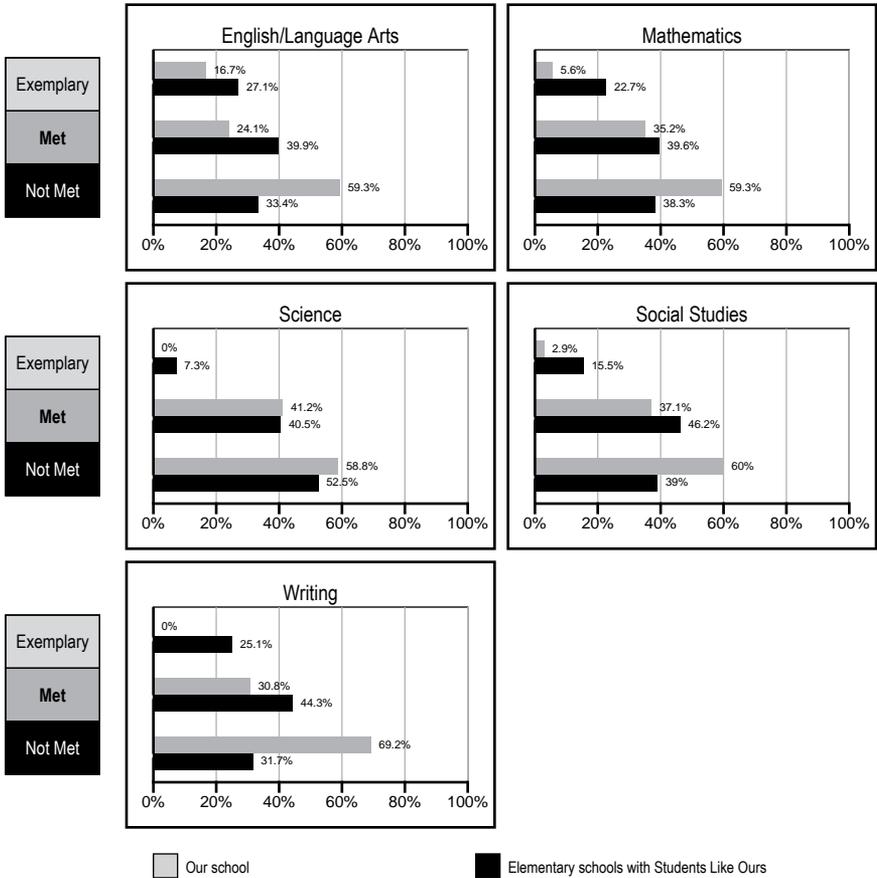
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	9	99	54	23

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary 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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=114)				
First graders who attended full-day kindergarten	100.0%	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	1.5%	1.1%
Attendance rate	97.7%	N/A	96.1%	96.2%
Served by gifted and talented program	1.7%	N/A	5.7%	13.4%
With disabilities other than speech	1.8%	N/A	4.3%	4.1%
Older than usual for grade	4.3%	N/A	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	75.0%	N/A	61.7%	62.5%
Continuing contract teachers	25.0%	N/A	82.8%	88.2%
Teachers returning from previous year	N/A	N/A	84.9%	87.8%
Teacher attendance rate	98.2%	N/R	95.1%	95.2%
Average teacher salary*	\$44,589	I/S	\$45,027	\$46,773
Professional development days/teacher	2.0 days	N/R	10.5 days	10.5 days
School				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	N/R	17.6 to 1	19.9 to 1
Prime instructional time	95.8%	N/R	90.1%	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	100.0%	100.0%
Character development program	Good	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$8,344	\$7,447
Percent of expenditures for instruction**	N/A	N/A	67.8%	68.4%
Percent of expenditures for teacher salaries**	N/A	N/A	64.2%	65.8%

* 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

The Apple Charter School (TACS) is built on a foundation and philosophy that values education in a nurturing environment that is student-centered, family involved and community partnerships to reach our future of increasing academic achievement for all students as we use best practice strategies to close the achievement gap, build acceptable behavior through character, and a successful career pathway component.

The mission of The Apple Charter School is to educate students in a stable, consistent, single gender environment while preparing them for higher education and maximizing their potential for success in an ever changing world by operating within the framework of the Charleston County School District from 8:00-3:00, and an Extended Day Program from 3:00-5:00 for homework assistance, art and photography, drama and character education classes.

The Apple Charter School opened as a school of choice serving students in grades Kindergarten through sixth grade to provide a supportive and academically challenging environment for boys/girls who are not yet achieving their full academic potential. We exist with a major objective to assist underperforming students in making high school their number one goal and improving academic achievement by encouraging them to set higher goals for post secondary education and careers, by meeting the unique academic, social and emotional needs of young boys and girls. The school will add a grade every year until reaching eighth grade in 2012-13.

The Apple Charter School provides the academic and employability skills that students need to excel. The school utilizes small class size, and a highly integrative curriculum that emphasizes state and national standards taught by a highly qualified and dedicated staff. Students pursue answers to questions they have about themselves, curriculum content, and the world through effective teaching strategies, discipline, and recognition of academic excellence, extra-curricular activities and service learning. The curriculum at Apple Charter is on the cutting edge of career preparation by offering 21st Century employability skills training, advanced technology tools, and hands-on instruction in all Science, Technology, Engineering and Mathematics (STEM) fields. The curriculum framework allows for students to make connections between classroom learning and the real world thinking critically and becoming responsible citizens. Classrooms are equipped with Bright Links technology and all students have access to laptop computers.

Patricia Williams, School Director

Michael R. Mack, Chairperson, TACS Board of Director

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	19	20
Percent satisfied with learning environment	83.3%	89.5%	94.7%
Percent satisfied with social and physical environment	100.0%	89.5%	89.5%
Percent satisfied with school-home relations	83.3%	94.7%	100.0%

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 7 out of 13 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	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	24.0%	0.0%	No
Student attendance rate	97.7%	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 = 79.4% (Met or Exemplary)

All Students	60	100	59.3	24.1	16.7	61.1	83.1	82.4	No	Yes
Gender										
Male	30	100	66.7	22.2	11.1	48.1	79.9	78.7	N/A	N/A
Female	30	100	51.9	25.9	22.2	74.1	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	94.8	88.9	I/S	I/S
African American	59	100	60.4	24.5	15.1	60.4	71.9	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.3	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	54	100	64.6	20.8	14.6	58.3	72.9	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	60	100	59.3	35.2	5.6	59.3	82.8	81.9	No	Yes
Gender										
Male	30	100	N/AV	N/AV	N/AV	51.9	81.1	79.9	N/A	N/A
Female	30	100	59.3	29.6	11.1	66.7	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	94.9	88.9	I/S	I/S
African American	59	100	60.4	35.8	3.8	58.5	70.9	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	54	100	64.6	31.3	4.2	54.2	72.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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	38	100	N/AV	N/AV	N/AV	41.2	69.2	68.6
Gender								
Male	19	100	N/AV	N/AV	N/AV	38.9	68.4	68.3
Female	19	100	N/AV	N/AV	N/AV	43.8	70	68.9
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	90.4	80.7
African American	37	100	N/AV	N/AV	N/AV	39.4	48.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	88.2	85.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.4	60.7
Socio-Economic Status								
Subsidized meals	35	100	N/AV	N/AV	N/AV	41.9	51.8	57.3
Social Studies								
All Students	38	100	60	37.1	2.9	40	75.5	72.5
Gender								
Male	20	100	N/AV	N/AV	N/AV	35.3	74.4	72
Female	18	100	55.6	38.9	5.6	44.4	76.6	73.1
Racial/Ethnic Group								
White	N/A	N/AV	I/S	I/S	I/S	I/S	91	81
African American	38	100	60	37.1	2.9	40	60.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	89
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	6	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.5	69.7
Socio-Economic Status								
Subsidized meals	34	100	67.7	29	3.2	32.3	61.8	62.9

Abbreviations for Missing Data

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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	13	100	N/AV	N/AV	N/AV	30.8	75.8	73.2	97.7	96
Gender										
Male	8	I/S	I/S	I/S	I/S	I/S	70.7	67.2	97.8	95.9
Female	5	I/S	I/S	I/S	I/S	I/S	81.1	79.4	97.7	96.1
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	90.8	81.5	91.4	96.1
African American	12	100	N/AV	N/AV	N/AV	25	61.3	61.3	97.8	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.4	87	N/A	96.9
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.4	66.7	97.5	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	95.9
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	23.9	26	98.5	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	67.9	65.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	12	100	N/AV	N/AV	N/AV	25	62.2	63.2	97.7	95.5

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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							
2010	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
2011	3	12	100	36.4	18.2	45.5	63.6
	4	16	100	46.7	46.7	6.7	53.3
	5	13	100	84.6	7.7	7.7	15.4
	6	19	100	66.7	20	13.3	33.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	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
2011	3	12	100	36.4	54.5	9.1	63.6
	4	16	100	46.7	46.7	6.7	53.3
	5	13	100	84.6	7.7	7.7	15.4
	6	19	100	N/AV	N/AV	N/AV	33.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	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
2011	3	6	I/S	I/S	I/S	I/S	I/S
	4	16	100	N/AV	N/AV	N/AV	46.7
	5	6	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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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							
2010	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
2011	3	6	I/S	I/S	I/S	I/S	I/S
	4	16	100	60	33.3	6.7	40
	5	7	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	13	100	N/AV	N/AV	N/AV	30.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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