



SC Annual School Report Card Summary

The Academy for Teaching and Learning
CHESTER COUNTY
 Grades: K-8 Enrollment: 350
 Principal: Robyn Brakefield and Mary Ann Dawkir
 Superintendent: Dr. Agnes Slayman
 Board Chair: Mrs. Patricia Hensley

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2014	Average	Excellent	TBD	TBD	C	N/A
2013	Average	Below Average	N/A	N/A	C	N/A
2012	Average	Average	N/A	N/A	C	N/A

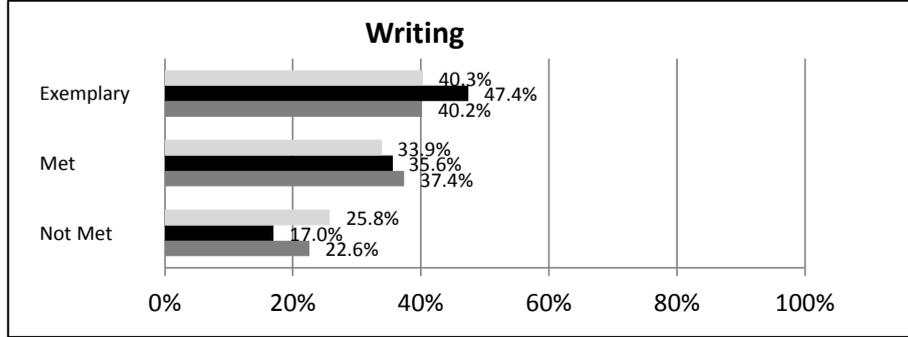
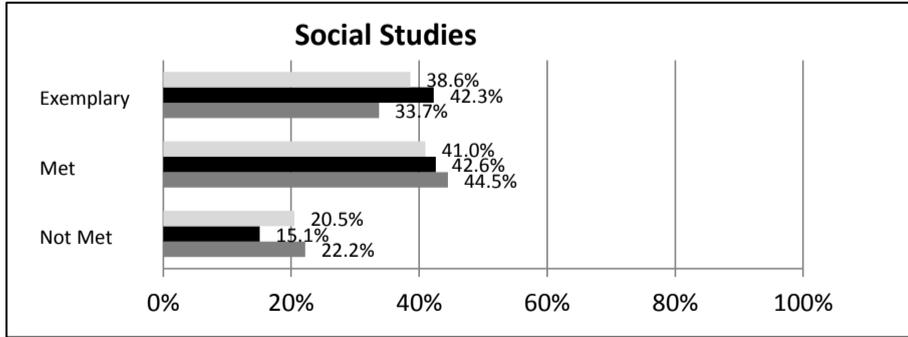
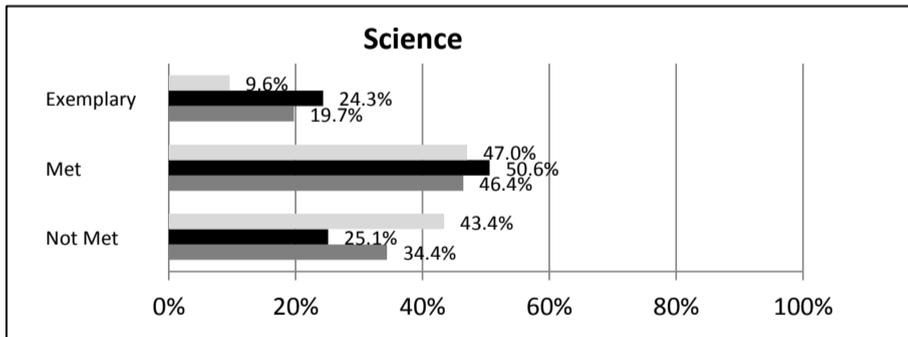
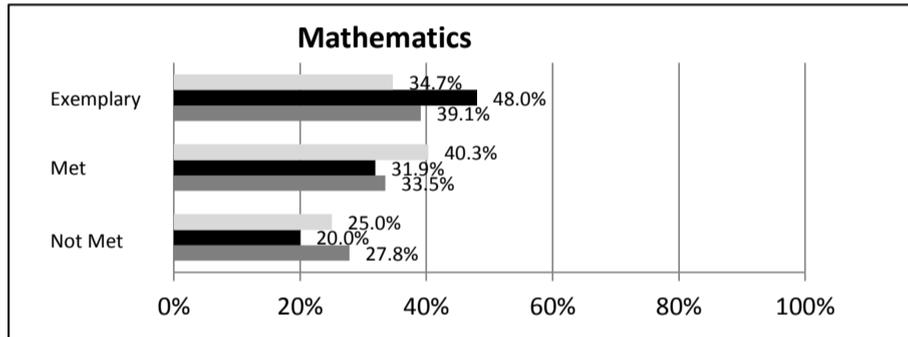
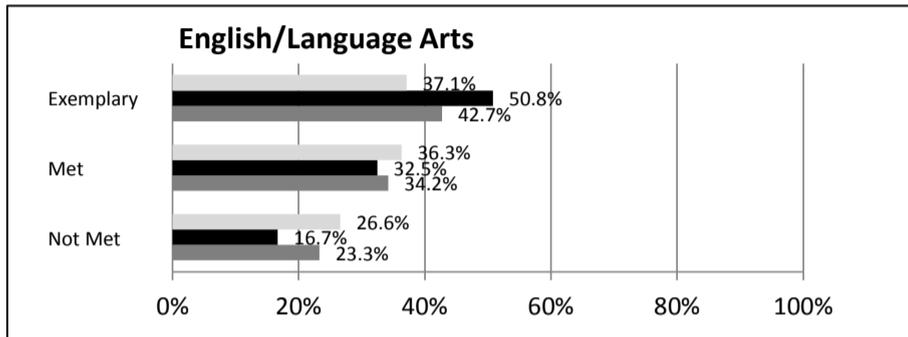
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
54	33	9	0	0

* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

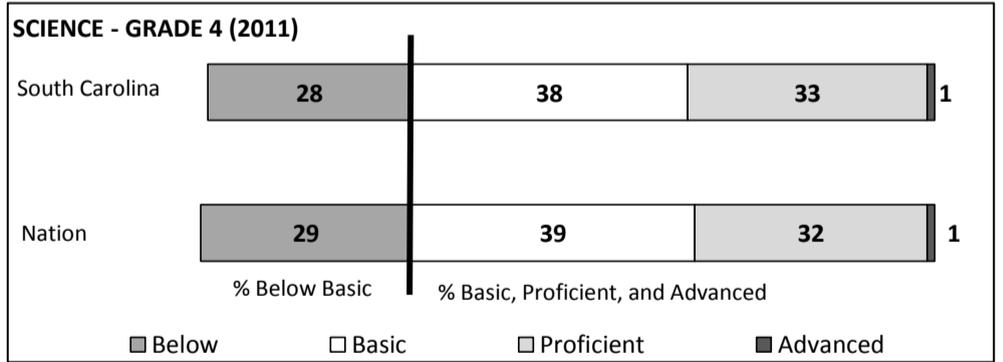
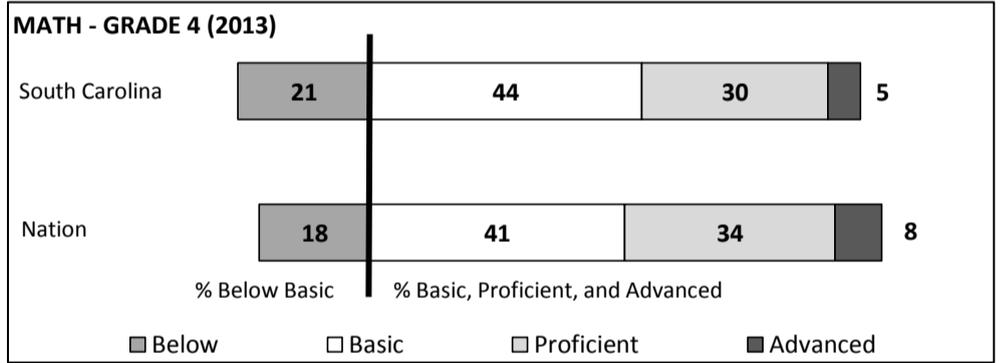
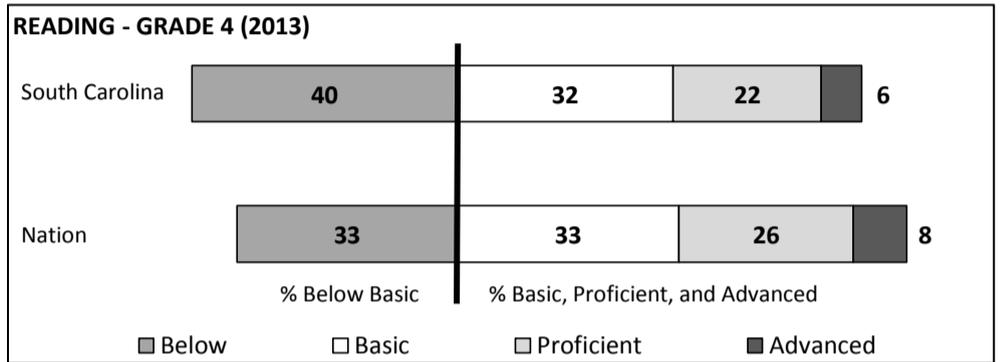
SC PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elem Schools Statewide



NAEP*

*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC 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.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

**The Academy for Teaching and Learning
CHESTER COUNTY**

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 350)				
Retention rate	0.0%	No change	0.8%	1.0%
Attendance rate	95.3%	No change	96.7%	96.5%
Served by gifted and talented program	0.0%	No change	9.9%	7.3%
With disabilities	11.8%	Up from 11.3%	11.6%	12.5%
Older than usual for grade	1.4%	Up from 1.2%	1.4%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n = 26)				
Teachers with advanced degrees	61.5%	Down from 66.7%	64.3%	62.3%
Continuing contract teachers	11.5%	Down from 75.0%	83.3%	81.2%
Teachers returning from previous year	94.9%	Down from 96.4%	90.4%	88.4%
Teacher attendance rate	94.0%	Down from 95.4%	95.3%	95.3%
Average teacher salary*	\$50,924	Up 5.7%	\$50,020	\$47,902
Classes not taught by highly qualified teachers	3.3%	Up from 1.1%	0.0%	0.0%
Professional development days/teacher	5.3 days	Down from 11.3 days	11.8 days	10.9 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 20.4 to 1	20.2 to 1	19.9 to 1
Prime instructional time	88.7%	Down from 89.7%	91.3%	90.7%
Opportunities in the arts	Poor	No change	Good	Good
SACS accreditation	No	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$10,048	Up 45.5%	\$7,316	\$7,680
Percent of expenditures for instruction**	47.5%	Down from 65.0%	67.0%	66.8%
Percent of expenditures for teacher salaries**	46.3%	Down from 64.0%	66.6%	66.0%
ESEA composite index score	78.6	Up from 75.4	91.7	85.7

* Length of contract = 185+ days.

**Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	16	20	24
Percent satisfied with learning environment	87.5%	100.0%	91.7%
Percent satisfied with social and physical environment	93.8%	100.0%	80.0%
Percent satisfied with school-home relations	100.0%	100.0%	76.0%

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

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Academy successfully establishes a learning environment that promotes optimal learning. The school's mission values each child and faculty member as an individual and strives to provide support and encouragement that ensures that all members of the school family reach academic and social success. The Academy's faculty and staff are reviewing the school's charter to reflect and build new goals with strategies for implementation of "best practices" for academic and social success. The faculty and staff meet weekly to read and grow professionally. The professional learning community of the school examines current educational research to continue to grow in current educational practices. The Academy sets goals to focus heavily on professional development and reflection on student progress that promotes academic and social excellence.

The Academy continues to implement a systematic approach to gathering student data from various sources (PASS, MAP, formal and informal assessments, and interest inventories) to determine academic remediation and acceleration opportunities. Staff members use the results from the data to reflect on their teaching practices and search for various strategies to reach all learners. Students are provided an additional hour of instruction each day during the school's extended day program. PASS and MAP data indicate a positive impact on student achievement.

The Academy establishes a strong sense of community for all the students who attend the school. Weekly gatherings are held on Fridays that showcase students' learning and recognize "Students of the Week", perfect attendance, Honor Roll and "Mighty Mustang Awards" for strong character. The Academy continues to involve every student in service learning projects that help the community. The school has made a commitment to fight hunger in our community with several food drives to stock the local food pantry. Kindergarten and first grade students plant and maintain a vegetable garden that also provides fresh vegetables to the local food bank. The school also participates in Relay for Life and Pennies for Patients. The school implements the components of the Heartwood Character Education curriculum for students. Students, faculty and parents recommend individuals for "Mighty Mustang" awards that display outstanding character traits. The Academy celebrates "Peace Day" with activities that promote peace in our school, community, state and world. Each year, the school honors veterans and local emergency personnel with a "Patriot's Day" celebration that focuses on thanking individuals for their service to our community and the world.

Students are given a variety of extra-curricular activities during the school's extended day program and during regular school hours. Students have the opportunity to participate in 4-H activities, Academy Student Council, YMCA swimming lessons, band, strings, cheerleading, drama, dance and debate. Each nine weeks, students are given a survey to determine opportunities for enrichment activities.

Parent involvement continues to drive the school's mission and support faculty and students. Parents are an active component of the success of the school. Parents serve as board members to govern the school and participate on committees that promote student success. Parent involvement is very evident in all areas of the school. The school holds an Academic Festival that involves parents in celebrating their child's academic success.

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