



Children's Attention Home

PO Box 2892
Rock Hill, SC 29732

Grades	K-8 Middle School	
Enrollment	20 Students	
Principal	Deana R Peterson	803-328-6555
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000



THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	Excellent
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina'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.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

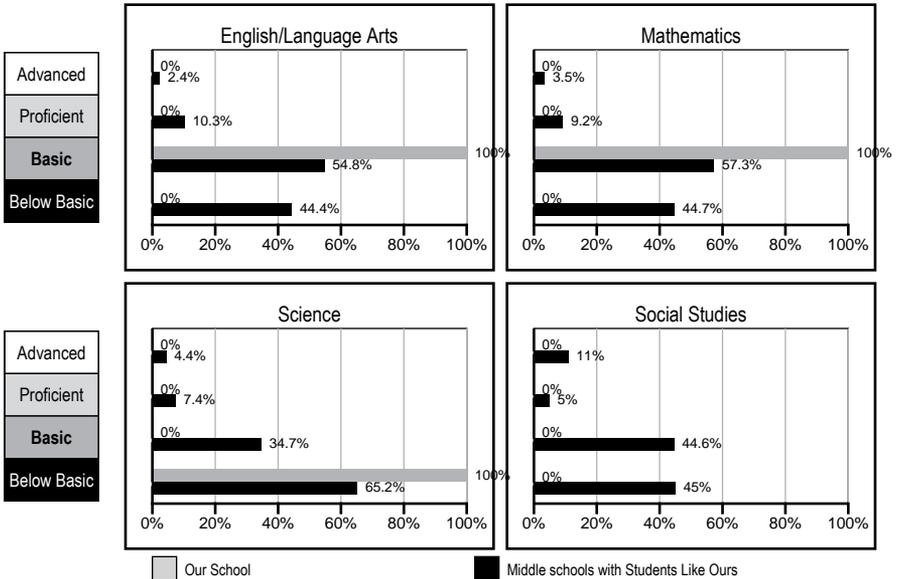
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	1	4

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* 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

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

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	0	85.0
English 1	0	95.2
Physical Science	0	0
All Subjects	0	86.3

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=20)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	11.5%	19.4%
Retention rate	0.0%	No Change	3.4%	1.8%
Attendance rate	99.1%	Up from 98.0%	95.1%	95.8%
Eligible for gifted and talented	N/A	N/A	3.4%	15.3%
With disabilities other than speech	20.0%	Up from 10.7%	13.3%	12.9%
Older than usual for grade	0.0%	Down from 7.7%	5.8%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.7%	0.7%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=3)				
Teachers with advanced degrees	0.0%	No Change	57.1%	55.0%
Continuing contract teachers	100.0%	Up from 50.0%	53.8%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	21.1%	5.4%
Teachers returning from previous year	66.7%	N/A	75.1%	83.4%
Teacher attendance rate	92.5%	Down from 100.0%	94.7%	94.9%
Average teacher salary	I/S	I/S	\$43,446	\$44,706
Professional development days/teacher	7.6 days	Up from 0.0 days	13.9 days	11.8 days
School				
Principal's years at school	1.0	Down from 3.0	2.0	3.0
Student-teacher ratio in core subjects	6.6 to 1	Up from 6.5 to 1	14.2 to 1	20.1 to 1
Prime instructional time	90.8%	Down from 98.0%	89.0%	89.3%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	N/R	N/R	96.8%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	N/A	N/A	\$9,579	\$7,097
Percent of expenditures for instruction*	N/A	N/A	61.9%	64.4%
Percent of expenditures for teacher salaries*	N/A	N/A	53.7%	59.4%

* Prior year audited financial data are reported.

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Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	0	15	4
Percent satisfied with learning environment	N/R	93.3%	I/S
Percent satisfied with social and physical environment	N/R	93.3%	I/S
Percent satisfied with school-home relations	N/R	92.9%	I/S

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 2 out of 5 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. Sanction: Implement the restructuring plan.
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	2.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	9	I/S	I/S	I/S	I/S	I/S	I/S	51.1	48.2	Yes	No
Gender											
Male	8	I/S	I/S	I/S	I/S	I/S	I/S	44.3	41.7	N/A	N/A
Female	1	I/S	I/S	I/S	I/S	I/S	I/S	58.3	55	N/A	N/A
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	63.9	60	I/S	I/S
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	31.8	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.5	47	I/S	I/S
Disability Status											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	17.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	9	I/S	I/S	I/S	I/S	I/S	I/S	33.6	34	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	9	I/S	I/S	I/S	I/S	I/S	I/S	51.1	45.8	No	No
Gender											
Male	8	I/S	I/S	I/S	I/S	I/S	I/S	50.3	45.6	N/A	N/A
Female	1	I/S	I/S	I/S	I/S	I/S	I/S	52.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	5	I/S	I/S	I/S	I/S	I/S	I/S	64.6	59	I/S	I/S
African American	4	I/S	I/S	I/S	I/S	I/S	I/S	30	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	72.2	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.8	46.2	I/S	I/S
Disability Status											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	19	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	9	I/S	I/S	I/S	I/S	I/S	I/S	35	31.4	I/S	I/S

* Adj - 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

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	6	I/S	I/S	I/S	I/S	I/S	I/S	37.8	35.7	99.1	96.6
Gender											
Male	5	I/S	I/S	I/S	I/S	I/S	I/S	38.2	37.4	98.8	96.5
Female	1	I/S	I/S	I/S	I/S	I/S	I/S	37.4	33.8	99.5	96.7
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	51.3	49.2	99.2	96.6
African American	3	I/S	I/S	I/S	I/S	I/S	I/S	17	17	98.9	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58	99.9	97.8
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	99.9	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.1	37.4	N/A	94.8
Disability Status											
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	16.1	14	99.2	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24.7	24.4	99.9	96.6
Socio-Economic Status											
Subsided meals	6	I/S	I/S	I/S	I/S	I/S	I/S	19.5	21.1	99.1	95.9
Social Studies											
All Students	3	I/S	I/S	I/S	I/S	I/S	I/S	38.8	34	99.1	96.6
Gender											
Male	3	I/S	I/S	I/S	I/S	I/S	I/S	40.3	36.6	98.8	96.5
Female	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.3	31.3	99.5	96.7
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	49.4	44.5	99.2	96.6
African American	2	I/S	I/S	I/S	I/S	I/S	I/S	22.6	19.1	98.9	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58.9	99.9	97.8
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.9	27.5	99.9	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.3	32.7	N/A	94.8
Disability Status											
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	18	14.4	99.2	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.3	27.3	99.9	96.6
Socio-Economic Status											
Subsided meals	3	I/S	I/S	I/S	I/S	I/S	I/S	24	21	99.1	95.9

* Adj - 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

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
8	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	1	I/S	I/S	I/S	I/S	I/S	I/S
	4	1	I/S	I/S	I/S	I/S	I/S	I/S
	5	2	I/S	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	1	I/S	I/S	I/S	I/S	I/S	I/S
	4	1	I/S	I/S	I/S	I/S	I/S	I/S
	5	2	I/S	I/S	I/S	I/S	I/S	I/S
	6	3	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	3	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	1	I/S	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	I/S	I/S	I/S	I/S	I/S
	6	2	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	2	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	1	I/S	I/S	I/S	I/S	I/S	I/S
	4	1	I/S	I/S	I/S	I/S	I/S	I/S
	5	1	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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