



SC Annual School Report Card Summary

THE APPLE CHARTER SCHOOL
Charleston
Grades: K-6 Enrollment: 114
Principal: Patricia Williams
Superintendent: Dr. Nancy J. McGinley
Board Chair: Mr. Chris Fraser

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		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	At-Risk	At-Risk	TBD	TBD	Not Met	N/A
2010	N/A	N/A	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A	N/A	N/A

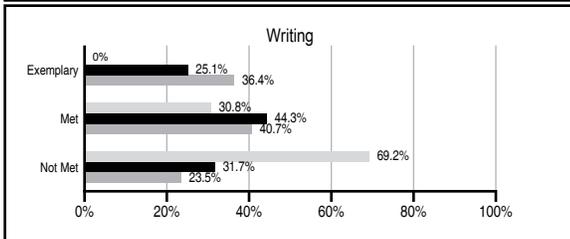
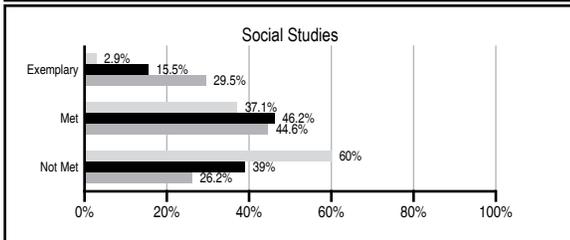
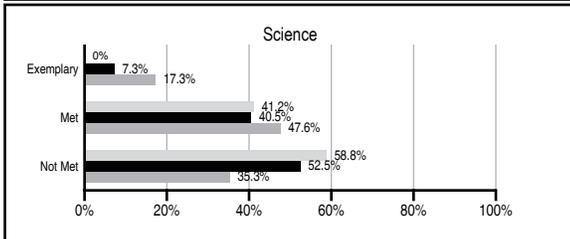
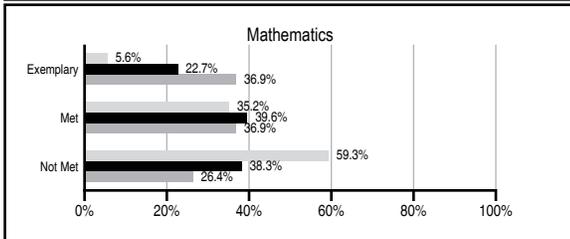
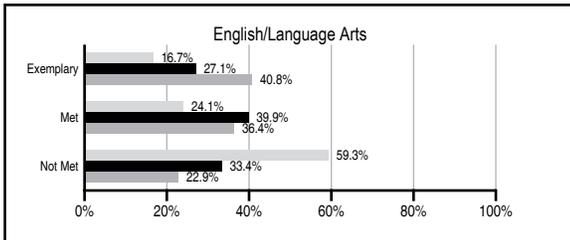
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	9	99	54	23

* Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

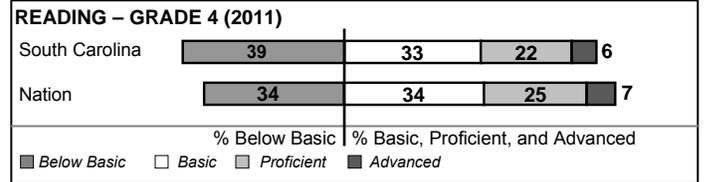
PASS PERFORMANCE

Our School
 Elementary Schools with Students Like Ours
 Elementary schools statewide



NAEP PERFORMANCE*

* 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

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

THE APPLE CHARTER SCHOOL [Charleston]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=114)				
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
Classes not taught by highly qualified teachers	24.0%	N/A	0.0%	0.0%
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%
% of AYP objectives met	53.8%		76.9%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	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 at this school and their parents were included.

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

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