



The Academy for Teaching and Learning Charter

109 Hinton Street
Chester, SC 29706

Grades	K-8 Elementary School	
Enrollment	287 Students	
Principal	Robyn Welborn and Mary	803-385-6334
Superintendent	Mr. Larry Heath	803-385-6122
Board Chair	Denise Lawson	803-581-6224

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good
2007	Below Average	At-Risk
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

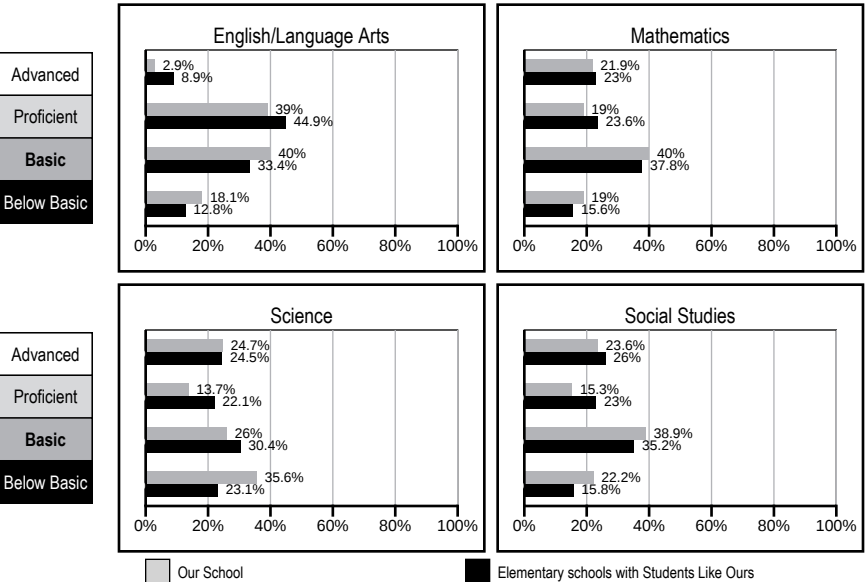
96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	26	42	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

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

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=287)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.8%	Up from 1.2%	1.8%	2.3%
Attendance rate	95.0%	Down from 99.0%	96.5%	96.3%
Eligible for gifted and talented	10.6%	Down from 13.2%	16.8%	10.4%
With disabilities other than speech	11.6%	Up from 11.5%	6.5%	7.5%
Older than usual for grade	2.0%	Down from 2.1%	0.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	63.6%	Up from 55.0%	61.3%	56.7%
Continuing contract teachers	77.3%	Up from 70.0%	80.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.2%	86.4%
Teacher attendance rate	93.1%	Down from 95.0%	94.7%	94.9%
Average teacher salary	\$46,861	Up 9.2%	\$46,853	\$45,345
Professional development days/teacher	9.1 days	Up from 8.3 days	13.2 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.4 to 1	19.5 to 1	18.5 to 1
Prime instructional time	85.9%	Down from 92.5%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,922	N/A	\$6,587	\$7,052
Percent of expenditures for instruction*	59.4%	N/A	69.7%	69.1%
Percent of expenditures for teacher salaries*	52.7%	N/A	66.6%	64.2%

* 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 faculty, parents, students, and community members have worked diligently to establish a learning environment that promotes optimal learning. The Academy for Teaching and Learning (ATL) has developed a school mission that 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. ATL's goals to focus heavily on professional development and reflection on student progress will ensure that all students reach academic and social excellence.

The Academy implemented a systematic approach in gathering student data from various sources (PACT, MAP, formal and informal classroom assessments, and interest inventories) to determine academic remediation and acceleration opportunities. Staff members used the results from the data to reflect on their teaching practices and search for various strategies to reach all learners. Students were provided an additional hour of instruction each day during the Academy's extended day program. MAP scores in the winter and spring showed a positive impact on student achievement.

The Academy has established a strong sense of community for all students who attend the school. Middle school students are given opportunities to work with younger students through the mentoring program implemented by the school. Weekly gatherings are held on Fridays that showcase students' learning and recognize Students of the Week, Perfect Attendance, Honor Roll, and Good Citizen Awards. The school continued to involve every student in service learning projects that help the community. ATL focused on community hunger with several food drives to stock the local food pantry and also participated with the 4-H program to create and deliver a care bag for the elderly. The Academy participated in Relay for Life and raised funds to fight cancer. The school continues to implement the components of the Heartwood Character Education curriculum with students.

Students are given a variety of extra-curricular activities during the extended day program and after-school. Students have the opportunity to participate in 4-H activities, Junior Achievement, Student Council, Chester's Joyful Quilters, YMCA Swimming Lessons, Band, Chorus, and cheerleading. Each nine weeks students are provided an interest inventory to determine opportunities for enrichment.

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. In the future, ATL will continue to make data driven decisions that identify areas of weakness and professional development to establish "best practices" in teaching. This will give every student at the Academy for Teaching and Learning an opportunity to reach their full potential.

Robyn B. Welborn, Director
Mary A. McKeown, Director

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	35	41
Percent satisfied with learning environment	100.0%	97.1%	97.6%
Percent satisfied with social and physical environment	100.0%	97.1%	97.6%
Percent satisfied with school-home relations	100.0%	97.1%	95.1%

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

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 13 out of 17 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	
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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	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	0.0%	No
Student attendance rate	95.0%	94.0%	Yes

* Or greater than last year

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*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	185	100	28.8	37	31.5	2.7	48.4	33.7	48.2	Yes	Yes
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Gender

Male	91	100	33.3	35.6	28.9	2.2	41.1	28.6	41.7	N/A	N/A
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Female	94	100	24.5	38.3	34	3.2	55.3	39.3	55	N/A	N/A
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Racial/Ethnic Group

White	129	100	25.8	35.9	34.4	3.9	53.1	42.7	60	Yes	Yes
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African American	51	100	35.3	41.2	23.5	0	35.3	24.1	31.7	No	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36	38.4	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	30	100	70	23.3	3.3	3.3	10	12.2	16	I/S	I/S
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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
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	69	100	39.1	37.7	23.2	0	33.3	25.1	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	185	100	23.9	46.2	14.7	15.2	48.4	33.3	45.8	Yes	Yes
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Gender

Male	91	100	24.4	47.8	13.3	14.4	45.6	33.5	45.6	N/A	N/A
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Female	94	100	23.4	44.7	16	16	51.1	33.2	45.9	N/A	N/A
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Racial/Ethnic Group

White	129	100	18.8	43	16.4	21.9	56.3	45.9	59	Yes	Yes
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African American	51	100	37.3	52.9	9.8	0	29.4	20.3	26.9	No	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24	38.1	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	30	100	56.7	36.7	6.7	0	16.7	14.4	17.1	I/S	I/S
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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
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English Proficiency

Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	40	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	69	100	31.9	49.3	13	5.8	34.8	23.8	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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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
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Science

All Students	132	100	40.2	29.5	13.6	16.7	30.3	23.3	35.7	95	95.4
Gender											
Male	67	100	37.3	26.9	19.4	16.4	35.8	26.4	37.4	95	95.1
Female	65	100	43.1	32.3	7.7	16.9	24.6	19.7	33.8	95	95.7
Racial/Ethnic Group											
White	92	100	33.7	29.3	15.2	21.7	37	35.3	49.2	95.7	94.9
African American	36	100	55.6	30.6	11.1	2.8	13.9	10.3	17	93.1	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	97.8	95.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	23.5	24.9	96	94.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	92.1
Disability Status											
Disabled	29	100	75.9	6.9	13.8	3.4	17.2	13	14	93.8	94.3
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	1	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.4	98.3	96.1
Socio-Economic Status											
Subsided meals	46	100	60.9	19.6	10.9	8.7	19.6	13.5	21.1	93	94.9

Social Studies

All Students	131	100	34.6	33.8	11.5	20	31.5	23.9	34	95	95.4
Gender											
Male	58	100	33.3	29.8	10.5	26.3	36.8	26.7	36.6	95	95.1
Female	73	100	35.6	37	12.3	15.1	27.4	21	31.3	95	95.7
Racial/Ethnic Group											
White	93	100	34.8	27.2	9.8	28.3	38	33.9	44.5	95.7	94.9
African American	35	100	34.3	48.6	17.1	0	17.1	13.3	19.1	93.1	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.8	95.9
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	31.8	27.5	96	94.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	92.1
Disability Status											
Disabled	20	100	80	10	10	0	10	15.1	14.4	93.8	94.3
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	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.3	98.3	96.1
Socio-Economic Status											
Subsided meals	48	100	41.7	37.5	14.6	6.3	20.8	16.6	21	93	94.9

* Adj - Adjusted to account for natural variation in performance.

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	34	97.1	28.1	34.4	28.1	9.4	37.5
	4	32	100	18.8	40.6	31.3	9.4	40.6
	5	33	100	45.5	42.4	12.1	0	12.1
	6	40	100	57.5	25	15	2.5	17.5
	7	19	100	57.9	36.8	5.3	0	5.3
2008	8	11	100	45.5	27.3	27.3	0	27.3
	3	29	100	6.9	24.1	62.1	6.9	69
	4	40	100	27.5	37.5	35	0	35
	5	37	100	16.2	54.1	24.3	5.4	29.7
	6	27	100	50	38.5	11.5	0	11.5
	7	38	100	42.1	31.6	23.7	2.6	26.3
	8	14	100	35.7	28.6	35.7	0	35.7
Mathematics								
2007	3	34	97.1	46.9	34.4	9.4	9.4	18.8
	4	32	100	37.5	28.1	18.8	15.6	34.4
	5	33	100	36.4	45.5	18.2	0	18.2
	6	40	100	45	37.5	10	7.5	17.5
	7	19	100	47.4	42.1	10.5	0	10.5
2008	8	11	100	45.5	54.5	0	0	0
	3	29	100	6.9	65.5	13.8	13.8	27.6
	4	40	100	35	37.5	17.5	10	27.5
	5	37	100	10.8	24.3	24.3	40.5	64.9
	6	27	100	30.8	46.2	23.1	0	23.1
	7	38	100	23.7	60.5	2.6	13.2	15.8
	8	14	100	50	50	0	0	0
Science								
2007	3	17	100	56.3	43.8	0	0	0
	4	32	100	58.1	22.6	12.9	6.5	19.4
	5	17	100	64.7	23.5	11.8	0	11.8
	6	20	100	80	15	0	5	5
	7	19	100	68.4	26.3	5.3	0	5.3
2008	8	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	15	100	26.7	40	20	13.3	33.3
	4	40	100	40	25	12.5	22.5	35
	5	19	100	31.6	15.8	10.5	42.1	52.6
	6	13	100	53.8	30.8	7.7	7.7	15.4
	7	38	100	44.7	36.8	13.2	5.3	18.4
	8	7	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	16	100	37.5	37.5	18.8	6.3	25
	4	32	100	25.8	38.7	32.3	3.2	35.5
	5	16	100	68.8	31.3	0	0	0
	6	20	100	45	25	15	15	30
	7	19	100	73.7	10.5	15.8	0	15.8
2008	8	5	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	14	100	21.4	42.9	7.1	28.6	35.7
	4	40	100	25	37.5	17.5	20	37.5
	5	18	100	16.7	38.9	16.7	27.8	44.4
	6	14	100	30.8	38.5	7.7	23.1	30.8
	7	38	100	57.9	21.1	7.9	13.2	21.1
	8	7	I/S	I/S	I/S	I/S	I/S	I/S

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