



## Children's Attention Home

PO Box 2892  
Rock Hill, SC 29732

<b>Grades</b>	K-8 Elementary School	
<b>Enrollment</b>	20 Students	
<b>Principal</b>	Deana R Peterson	803-328-6555
<b>Superintendent</b>	Dr. Lynn P. Moody	803-981-1000
<b>Board Chair</b>	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
<b>2008</b>	<b>N/A</b>	<b>N/A</b>
2007	Average	Good
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**

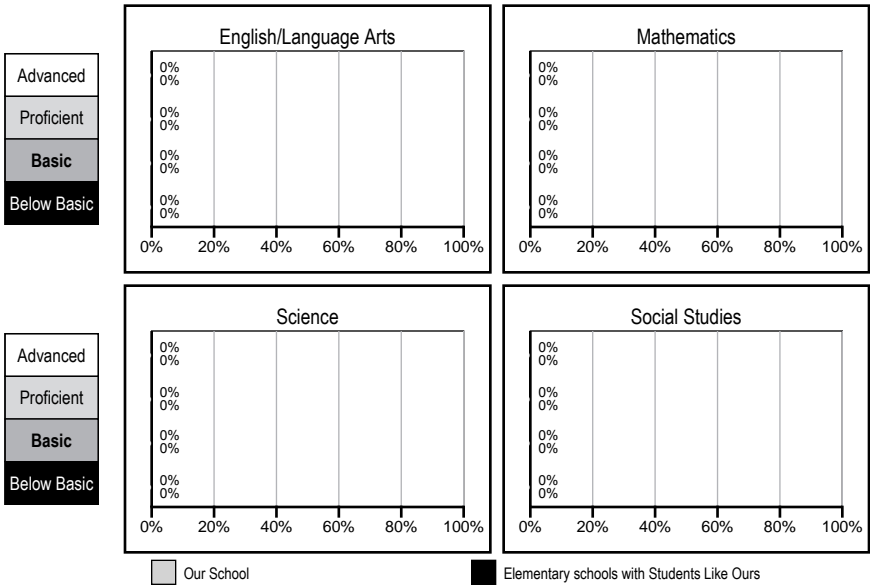
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	0	0	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
<b>Students (n=20)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	3.2%	2.3%
Attendance rate	99.1%	Up from 98.0%	96.0%	96.3%
Eligible for gifted and talented	N/A	N/A	2.3%	10.4%
With disabilities other than speech	20.0%	Up from 10.7%	7.8%	7.5%
Older than usual for grade	0.0%	Down from 7.7%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=3)</b>				
Teachers with advanced degrees	0.0%	No Change	52.9%	56.7%
Continuing contract teachers	100.0%	Up from 50.0%	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	66.7%	N/A	80.8%	86.4%
Teacher attendance rate	92.5%	Down from 100.0%	95.0%	94.9%
Average teacher salary	I/S	I/S	\$43,283	\$45,345
Professional development days/teacher	7.6 days	Up from 0.0 days	13.5 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	3.0	4.0
Student-teacher ratio in core subjects	6.6 to 1	Up from 6.5 to 1	16.1 to 1	18.5 to 1
Prime instructional time	90.8%	Down from 98.0%	89.4%	89.8%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	N/R	N/R	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil*	N/A	N/A	\$8,468	\$7,052
Percent of expenditures for instruction*	N/A	N/A	67.4%	69.1%
Percent of expenditures for teacher salaries*	N/A	N/A	60.5%	64.2%

\* 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 elementary school grade level and their parents were included.

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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	<b>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."</b>
HOLD	<b>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."</b>

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

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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
<b>Gender</b>											
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
<b>Racial/Ethnic Group</b>											
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
<b>Disability Status</b>											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	17.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
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
<b>Socio-Economic Status</b>											
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
<b>Gender</b>											
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
<b>Racial/Ethnic Group</b>											
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
<b>Disability Status</b>											
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	19	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
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
<b>Socio-Economic Status</b>											
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

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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*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	6	I/S	I/S	I/S	I/S	I/S	I/S	37.8	35.7	99.1	96.6
<b>Gender</b>											
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
<b>Racial/Ethnic Group</b>											
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
<b>Disability Status</b>											
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	16.1	14	99.2	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
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
<b>Socio-Economic Status</b>											
Subsized meals	6	I/S	I/S	I/S	I/S	I/S	I/S	19.5	21.1	99.1	95.9
<b>Social Studies</b>											
All Students	3	I/S	I/S	I/S	I/S	I/S	I/S	38.8	34	99.1	96.6
<b>Gender</b>											
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
<b>Racial/Ethnic Group</b>											
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
<b>Disability Status</b>											
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	18	14.4	99.2	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
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
<b>Socio-Economic Status</b>											
Subsized 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

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	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
<b>2008</b>	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
<b>Mathematics</b>								
<b>2007</b>	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
<b>2008</b>	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
<b>Science</b>								
<b>2007</b>	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
<b>2008</b>	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
<b>Social Studies</b>								
<b>2007</b>	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
<b>2008</b>	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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