



The Academy for Teaching and Learning Charter

109 Hinton Street
Chester, SC 29706

Grades	K-8 Elementary School	
Enrollment	292 Students	
Principal	Robyn Welborn and Mary	803-385-6334
Superintendent	Mr. Larry B. Heath	803-385-6122
Board Chair	Dr. Richard Hughes	803-581-7522

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Average	Good
2007	Below Average	At-Risk
2006	N/A	N/A
2005	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC'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.

SOUTH CAROLINA 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.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

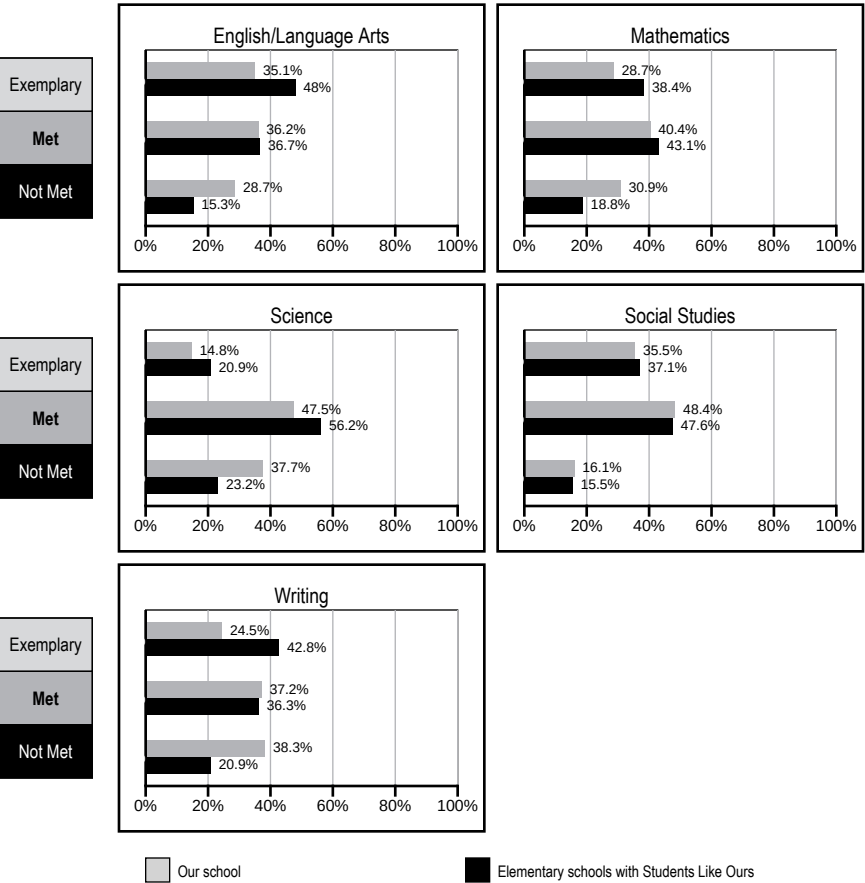
98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	31	14	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



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

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

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=292)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.8%	1.3%	1.9%
Attendance rate	96.1%	Up from 95.0%	96.6%	96.3%
Eligible for gifted and talented	10.9%	Up from 10.6%	16.9%	10.0%
With disabilities other than speech	11.3%	Down from 11.6%	7.1%	7.7%
Older than usual for grade	1.9%	Down from 2.0%	0.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=19)				
Teachers with advanced degrees	63.2%	Down from 63.6%	61.1%	59.4%
Continuing contract teachers	78.9%	Up from 77.3%	84.6%	80.0%
Teachers with emergency or provisional certificates	6.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.4%	85.9%
Teacher attendance rate	95.8%	Up from 93.1%	95.1%	95.1%
Average teacher salary*	\$44,110	Down 6.2%	\$48,706	\$47,149
Professional development days/teacher	8.8 days	Down from 9.1 days	10.2 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	No Change	19.7 to 1	18.8 to 1
Prime instructional time	90.3%	Up from 85.9%	90.8%	90.4%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,725	Up 10.1%	\$6,606	\$7,458
Percent of expenditures for instruction**	57.9%	Down from 59.4%	70.6%	68.8%
Percent of expenditures for teacher salaries**	49.8%	Down from 52.7%	64.8%	63.2%

* Includes current year teachers contracted for 185 or more days.

** 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 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 school's extended day program. PACT and MAP data showed a positive impact on student achievement.

The Academy has established a strong sense of community for all the students who attend the school. Middle school students are given the opportunity work with younger students in the school's mentoring program. Weekly gatherings are held on Fridays that showcase students' learning and recognize Students of the Week, Perfect Attendance, Honor Roll, and Good Citizens 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. The school participated in Relay for Life and raised funds to fight cancer. The school continued to implement the components of the Heartwood Character Education curriculum with students.

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, Junior Achievement, Student Council, YMCA swimming lessons, band, steel drums, chorus, cheerleading, and dance. Each nine weeks, students are given a survey 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, the Academy for Teaching and Learning will continue to make data driven decisions that identify areas of weakness and focus on professional development to establish "best practices" in teaching. This will give every student at the Academy an opportunity to reach their full potential.

Robyn Welborn
Mary Ann McKeown
Directors

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	33	33
Percent satisfied with learning environment	100.0%	96.9%	87.9%
Percent satisfied with social and physical environment	100.0%	100.0%	93.8%
Percent satisfied with school-home relations	100.0%	100.0%	84.4%

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

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 Adequate Yearly Progress

YES

This school met 17 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

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. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
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	21.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	21.8%	0.0%	No
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	189	98.9	36.4	34.2	29.4	79.7	73.2	82.8	Yes	Yes
Gender										
Male	89	97.8	37.9	40.2	21.8	78.2	69.4	79.3	N/A	N/A
Female	100	100	35	29	36	81	77.3	86.5	N/A	N/A
Racial/Ethnic Group										
White	137	98.5	34.1	30.4	35.6	82.2	80.9	89.5	Yes	Yes
African American	47	100	46.8	42.6	10.6	70.2	64.8	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	82.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	26	96.2	76	20	4	40	44.4	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	81	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	66	98.5	56.9	29.2	13.8	64.6	66.1	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	189	98.9	35.3	41.2	23.5	77.5	71.4	78.9	Yes	Yes
Gender										
Male	89	97.8	33.3	43.7	23	78.2	70	77	N/A	N/A
Female	100	100	37	39	24	77	72.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	137	98.5	31.9	38.5	29.6	80.7	79.8	87.2	Yes	Yes
African American	47	100	46.8	46.8	6.4	68.1	62.3	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.9	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	26	96.2	N/AV	N/AV	N/AV	48	37.8	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	81	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	66	98.5	53.8	36.9	9.2	60	64	70.2	Yes	Yes

* 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

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	120	100	37.5	48.3	14.2	62.5	54.9	67.5
Gender								
Male	58	100	36.2	51.7	12.1	63.8	55.2	67
Female	62	100	38.7	45.2	16.1	61.3	54.5	68
Racial/Ethnic Group								
White	86	100	32.6	47.7	19.8	67.4	67.6	79.5
African American	29	100	N/AV	N/AV	N/AV	48.3	40.6	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	61.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	13	100	53.8	38.5	7.7	46.2	31	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	70.6	59.6
Socio-Economic Status								
Subsided meals	41	100	56.1	41.5	2.4	43.9	44.8	55.1

Social Studies

All Students	120	99.2	25.2	47.1	27.7	74.8	63	72.3
Gender								
Male	57	100	24.6	50.9	24.6	75.4	63.5	71.5
Female	63	98.4	25.8	43.5	30.6	74.2	62.5	73.2
Racial/Ethnic Group								
White	84	98.8	22.9	44.6	32.5	77.1	70.4	80.7
African American	33	100	33.3	51.5	15.2	66.7	54.6	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	16	93.8	N/AV	N/AV	N/AV	53.3	41	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	86.7	67.9
Socio-Economic Status								
Subsided meals	41	97.6	40	50	10	60	54.8	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	189	98.9	32.1	43.9	24.1	67.9	58.7	70.2	96.1	95.5
Gender										
Male	89	97.8	35.6	49.4	14.9	64.4	52	63.2	96.1	95.2
Female	100	100	29	39	32	71	65.8	77.5	96.2	95.9
Racial/Ethnic Group										
White	137	98.5	28.1	43	28.9	71.9	68	79.1	96.3	95.1
African American	47	100	42.6	46.8	10.6	57.4	48.4	57.6	95.3	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	72.7	86.2	99.1	96.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	72.4	62.6	97.8	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.3
Disability Status										
Disabled	27	96.3	N/AV	N/AV	N/AV	11.5	13.9	26.1	95.5	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	68.2	61.2	99.2	96.3
Socio-Economic Status										
Subsidized meals	65	98.5	50	40.6	9.4	50	49	58.9	94.7	95.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	29	100	41.4	20.7	37.9	58.6
	4	29	100	20.7	48.3	31	79.3
	5	37	97.3	25	38.9	36.1	75
	6	38	97.4	37.8	35.1	27	62.2
	7	24	100	45.8	37.5	16.7	54.2
	8	32	100	50	25	25	50
Mathematics							
2009	3	29	100	37.9	34.5	27.6	62.1
	4	29	100	20.7	48.3	31	79.3
	5	37	97.3	33.3	38.9	27.8	66.7
	6	38	97.4	40.5	32.4	27	59.5
	7	24	100	33.3	58.3	8.3	66.7
	8	32	100	43.8	40.6	15.6	56.3
Science							
2009	3	14	100	71.4	7.1	21.4	28.6
	4	29	100	24.1	65.5	10.3	75.9
	5	18	100	33.3	50	16.7	66.7
	6	18	100	50	38.9	11.1	50
	7	24	100	29.2	58.3	12.5	70.8
	8	17	100	35.3	47.1	17.6	64.7
Social Studies							
2009	3	15	100	13.3	46.7	40	86.7
	4	29	100	10.3	62.1	27.6	89.7
	5	18	100	27.8	27.8	44.4	72.2
	6	19	94.7	22.2	50	27.8	77.8
	7	24	100	45.8	41.7	12.5	54.2
	8	15	100	33.3	46.7	20	66.7
Writing							
2009	3	29	100	44.8	27.6	27.6	55.2
	4	29	100	34.5	37.9	27.6	65.5
	5	37	97.3	36.1	44.4	19.4	63.9
	6	38	97.4	13.5	56.8	29.7	86.5
	7	24	100	33.3	50	16.7	66.7
	8	32	100	34.4	43.8	21.9	65.6

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample