



THE ACADEMY FOR TEACHING AND LEARNING

109 Hinton Street
Chester, SC 29706

Grades	K-8 Elementary School	
Enrollment	289 Students	
Principal	Robyn Welborn and Mary	803-385-6334
Superintendent	Dr. Thomas Graves	803-385-6122
Board Chair	Dr. Richard Hughes	803-581-7522

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Excellent
2009	Average	Good
2008	Average	Good
2007	Below Average	At-Risk
2006	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 2009-10 whose 2008-09 test scores were located

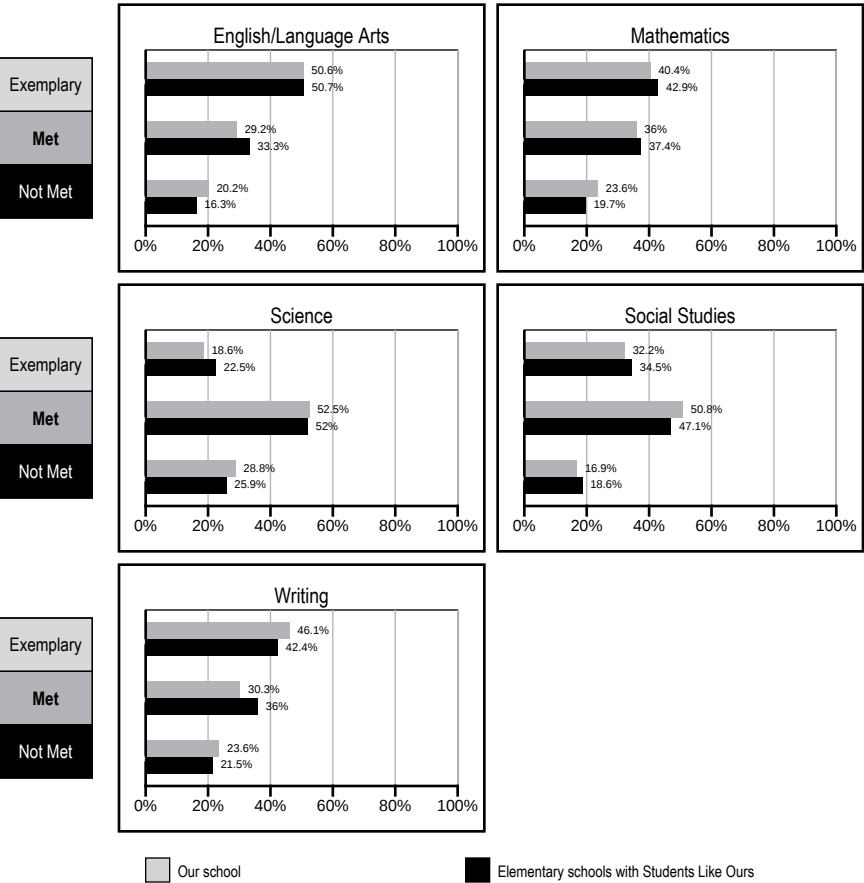
96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	28	13	0	0

* Ratings are calculated with data available by 03/09/2011.

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=289)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	0.8%	1.2%
Attendance rate	96.1%	No Change	96.5%	96.1%
Eligible for gifted and talented	12.2%	Up from 10.9%	18.6%	11.7%
With disabilities other than speech	7.3%	Down from 11.3%	6.9%	8.0%
Older than usual for grade	0.8%	Down from 1.9%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=17)				
Teachers with advanced degrees	70.6%	Up from 63.2%	63.5%	60.5%
Continuing contract teachers	82.4%	Up from 78.9%	85.5%	84.6%
Teachers with emergency or provisional certificates	6.7%	Up from 6.3%	0.0%	0.0%
Teachers returning from previous year	85.2%	N/A	89.3%	87.0%
Teacher attendance rate	93.3%	Down from 95.8%	96.0%	95.4%
Average teacher salary*	\$46,562	Up 5.6%	\$48,911	\$47,288
Professional development days/teacher	8.8 days	No Change	10.7 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 20.0 to 1	20.0 to 1	19.2 to 1
Prime instructional time	87.5%	Down from 90.3%	92.0%	90.8%
Opportunities in the arts	Good	Up from Poor	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,823	Up 1.1%	\$7,117	\$7,548
Percent of expenditures for instruction**	54.0%	Down from 57.9%	70.5%	68.7%
Percent of expenditures for teacher salaries**	51.0%	Up from 49.8%	67.8%	65.1%

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

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The faculty, parents, students, and community members of the Academy for Teaching and Learning (ATL) have worked diligently to establish a learning environment that promotes optimal learning. The school 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 (PASS, 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. PASS and MAP data showed a positive impact on student achievement.

The Academy established a strong sense of community for all the students. Middle school students are given the opportunity to 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 helped the community. ATL focused on community hunger with several food drives to stock the local food pantry. The school participated in Relay for Life, Hoops for Heart, and Jump Rope for Heart. The school continued to implement the components of the Heartwood Character Education curriculum with students. Students are given a variety of extracurricular 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, strings, steel drums, guitar, cheerleading, drama, 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 weaknesses and focus on professional development to establish "best practices" in teaching. This will give all students at the Academy the 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	15	29	29
Percent satisfied with learning environment	100.0%	96.6%	89.7%
Percent satisfied with social and physical environment	100.0%	100.0%	93.1%
Percent satisfied with school-home relations	100.0%	100.0%	85.2%

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

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 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. 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	23.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	23.0%	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
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	180	100	28.3	32.2	39.4	81.7	74.9	83.5	Yes	Yes
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Gender										
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Male	84	100	32.1	38.1	29.8	83.3	71.4	80.1	N/A	N/A
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Female	96	100	25	27.1	47.9	80.2	78.8	87	N/A	N/A
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Racial/Ethnic Group										
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White	134	100	21.6	34.3	44	85.8	82.8	89.6	Yes	Yes
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African American	39	100	48.7	25.6	25.6	69.2	66.5	74.6	I/S	I/S
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.3	92.7	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.7	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
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Disability Status										
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Disabled	22	100	59.1	27.3	13.6	63.6	42.6	51.7	I/S	I/S
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Migrant Status										
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Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency										
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Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	85.2	79	I/S	I/S
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Socio-Economic Status										
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Subsidized meals	70	100	40	34.3	25.7	72.9	68.8	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	180	100	35	36.7	28.3	77.2	71.7	80.4	Yes	Yes
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Gender										
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Male	84	100	36.9	35.7	27.4	75	69.7	78.4	N/A	N/A
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Female	96	100	33.3	37.5	29.2	79.2	73.9	82.5	N/A	N/A
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Racial/Ethnic Group										
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White	134	100	26.9	38.1	35.1	82.1	79.3	87.8	Yes	Yes
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African American	39	100	59	33.3	7.7	59	63.6	69.3	I/S	I/S
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	100	93.5	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.7	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
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Disability Status										
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Disabled	22	100	54.5	22.7	22.7	54.5	36.9	46.1	I/S	I/S
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Migrant Status										
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Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency										
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Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	81.5	78.9	I/S	I/S
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Socio-Economic Status										
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Subsidized meals	70	100	50	37.1	12.9	68.6	65.1	72.8	Yes	Yes
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* 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	121	100	30.6	48.8	20.7	69.4	57	67.3
Gender								
Male	58	100	29.3	50	20.7	70.7	57.3	66.9
Female	63	100	31.7	47.6	20.6	68.3	56.7	67.7
Racial/Ethnic Group								
White	93	100	26.9	46.2	26.9	73.1	72	79.6
African American	24	100	N/A	N/A	N/A	58.3	41.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	2	I/S	I/S	I/S	I/S	I/S	50	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	16	100	62.5	25	12.5	37.5	29.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	50	58.6
Socio-Economic Status								
Subsidized meals	48	100	41.7	47.9	10.4	58.3	47.5	55.4

Social Studies								
All Students	121	100	24	49.6	26.4	76	63.2	70.9
Gender								
Male	53	100	24.5	43.4	32.1	75.5	61.6	70.1
Female	68	100	23.5	54.4	22.1	76.5	65.1	71.7
Racial/Ethnic Group								
White	88	100	19.3	48.9	31.8	80.7	70.3	79.2
African American	29	100	37.9	55.2	6.9	62.1	55.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	72.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	13	100	53.8	23.1	23.1	46.2	32.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	75	68
Socio-Economic Status								
Subsidized meals	51	100	37.3	52.9	9.8	62.7	56	60.8

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	180	98.9	23.6	39.9	36.5	76.4	62.5	72.1	96.1	95.3
Gender										
Male	84	97.6	30.5	41.5	28	69.5	54.5	65.2	96.2	95.1
Female	96	100	17.7	38.5	43.8	82.3	71.2	79.2	96	95.5
Racial/Ethnic Group										
White	134	98.5	22.7	33.3	43.9	77.3	69.6	80.8	96.3	94.8
African American	40	100	30	55	15	70	54.5	59.7	94.8	95.7
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	85.7	87	98.9	97
Hispanic	3	I/S	I/S	I/S	I/S	I/S	76.7	64.6	98	94.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	95.4
Disability Status										
Disabled	21	95.2	70	20	10	30	17.2	27.7	95.9	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	77.8	63.7	98.9	95.5
Socio-Economic Status										
Subsidized meals	69	98.6	32.4	47.1	20.6	67.6	55	61.9	95	94.9

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
2010	3	28	100	17.9	21.4	60.7	82.1
	4	29	100	27.6	34.5	37.9	72.4
	5	32	100	15.6	31.3	53.1	84.4
	6	32	100	31.3	46.9	21.9	68.8
	7	34	100	29.4	29.4	41.2	70.6
	8	25	100	52	28	20	48
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
2010	3	28	100	35.7	21.4	42.9	64.3
	4	29	100	24.1	41.4	34.5	75.9
	5	32	100	12.5	43.8	43.8	87.5
	6	32	100	43.8	37.5	18.8	56.3
	7	34	100	38.2	38.2	23.5	61.8
	8	25	100	60	36	4	40
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
2010	3	14	100	35.7	42.9	21.4	64.3
	4	29	100	27.6	55.2	17.2	72.4
	5	16	100	25	56.3	18.8	75
	6	16	100	31.3	50	18.8	68.8
	7	34	100	32.4	44.1	23.5	67.6
	8	12	100	33.3	41.7	25	66.7

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
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
2010	3	14	100	28.6	42.9	28.6	71.4
	4	29	100	17.2	48.3	34.5	82.8
	5	16	100	6.3	62.5	31.3	93.8
	6	16	100	25	62.5	12.5	75
	7	33	100	36.4	33.3	30.3	63.6
	8	13	100	23.1	69.2	7.7	76.9
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
2010	3	28	100	32.1	7.1	60.7	67.9
	4	29	96.6	25	46.4	28.6	75
	5	32	100	12.5	37.5	50	87.5
	6	32	100	31.3	43.8	25	68.8
	7	34	97.1	21.2	48.5	30.3	78.8
	8	25	100	20	56	24	80

Abbreviations for Missing Data

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