

CHARTER ACADEMY FOR TEACHING AND LEARNING

109 Hinton Street
Chester, SC 29706

Grades	K-8 Elementary School	
Enrollment	320 Students	
Principal	Robyn Welborn and Mary	803-385-6334
Superintendent	Mr. John Taylor	803-385-6122
Board Chair	Mrs. Maggie James	803-581-4330

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Good	Excellent
2009	Average	Good
2008	Average	Good
2007	Below Average	At-Risk

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 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.

<http://ed.sc.gov>
<http://eoc.sc.gov>

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

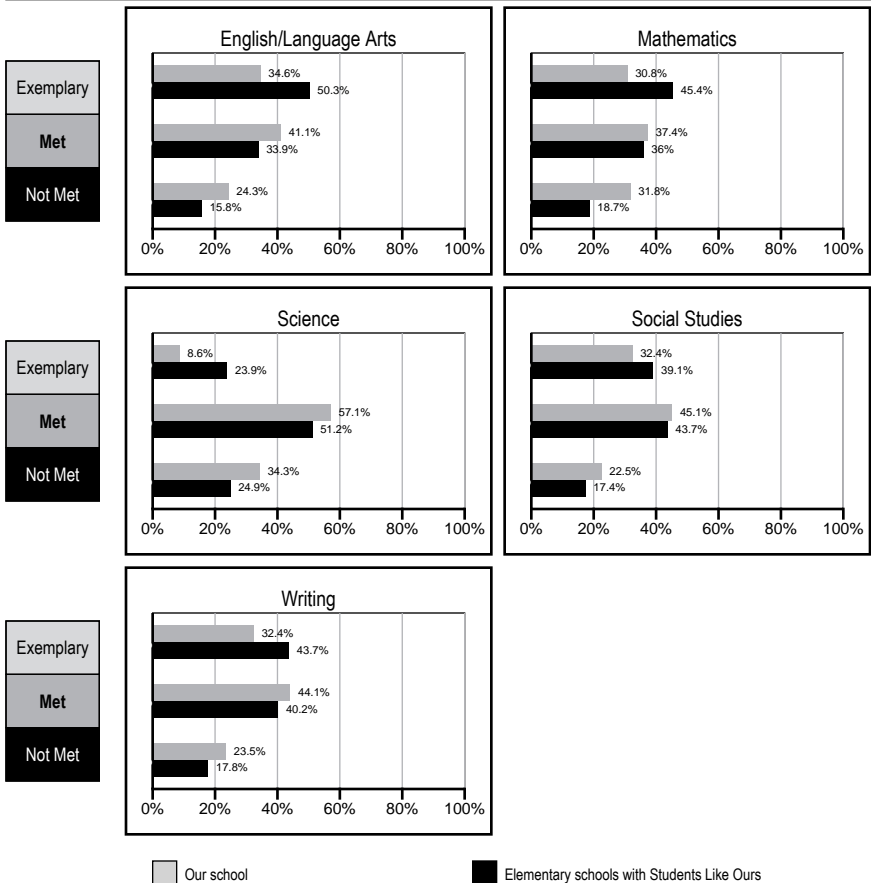
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	30	4	1	0

* Ratings are calculated with data available by 11/09/2011.

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=320)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	No Change	0.8%	1.1%
Attendance rate	95.3%	Down from 96.1%	96.4%	96.2%
Served by gifted and talented program	17.9%	Up from 12.2%	20.2%	13.4%
With disabilities other than speech	5.4%	Down from 7.3%	3.7%	4.1%
Older than usual for grade	0.6%	Down from 0.8%	0.2%	0.3%
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	73.7%	Up from 70.6%	63.9%	62.5%
Continuing contract teachers	78.9%	Down from 82.4%	90.6%	88.2%
Teachers returning from previous year	87.0%	Up from 85.2%	89.4%	87.8%
Teacher attendance rate	99.8%	Up from 93.3%	95.2%	95.2%
Average teacher salary*	\$46,790	Up 0.5%	\$48,426	\$46,773
Professional development days/teacher	4.4 days	Down from 8.8 days	9.4 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 19.2 to 1	20.5 to 1	19.9 to 1
Prime instructional time	95.0%	Up from 87.5%	91.0%	90.4%
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	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,698	Down 1.4%	\$6,878	\$7,447
Percent of expenditures for instruction**	59.5%	Up from 54.0%	69.9%	68.4%
Percent of expenditures for teacher salaries**	58.2%	Up from 51.0%	68.9%	65.8%

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

** Prior year audited financial data are reported.

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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 (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 students who attend the school. 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 help the community. 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 throughout the school day. 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	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

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

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 10 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

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	6.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.5%	0.0%	No
Student attendance rate	95.3%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

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 = 79.4% (Met or Exemplary)

All Students	193	100	28.4	37.9	33.7	80	72.5	82.4	Yes	Yes
Gender										
Male	87	100	33.7	38.4	27.9	75.6	67.7	78.7	N/A	N/A
Female	106	100	24	37.5	38.5	83.7	77.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	154	100	24.5	37.1	38.4	82.8	79.1	88.9	Yes	Yes
African American	34	100	47.1	38.2	14.7	64.7	65.1	72.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.3	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	86.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	24	100	62.5	25	12.5	50	33.9	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	73	100	38.9	38.9	22.2	72.2	68.2	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	193	100	33.7	42.1	24.2	75.3	71.5	81.9	No	Yes
Gender										
Male	87	100	32.6	44.2	23.3	77.9	69.7	79.9	N/A	N/A
Female	106	100	34.6	40.4	25	73.1	73.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	154	100	26.5	43.7	29.8	80.1	76.8	88.9	Yes	Yes
African American	34	100	N/AV	N/AV	N/AV	58.8	65.8	71.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.4	94.6	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	70	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	24	100	45.8	33.3	20.8	62.5	43.9	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	88.5	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	73	100	50	38.9	11.1	63.9	66.9	74.9	No	Yes

* Adjusted to account for natural variation in performance.

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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	129	100	29.7	54.7	15.6	70.3	56.9	68.6
Gender								
Male	58	100	33.3	50.9	15.8	66.7	56.4	68.3
Female	71	100	26.8	57.7	15.5	73.2	57.5	68.9
Racial/Ethnic Group								
White	101	100	20	62	18	80	70.4	80.7
African American	25	100	72	24	4	28	42.7	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	83.3	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	18	100	38.9	55.6	5.6	61.1	30.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	83.3	60.7
Socio-Economic Status								
Subsidized meals	50	100	48	46	6	52	49.4	57.3
Social Studies								
All Students	127	100	25.6	44.8	29.6	74.4	60.5	72.5
Gender								
Male	58	100	24.1	39.7	36.2	75.9	60.6	72
Female	69	100	26.9	49.3	23.9	73.1	60.5	73.1
Racial/Ethnic Group								
White	102	100	23	43	34	77	69.9	81
African American	22	100	40.9	45.5	13.6	59.1	49.9	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	91.7	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	75	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	14	100	64.3	28.6	7.1	35.7	32.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	85	69.7
Socio-Economic Status								
Subsidized meals	45	100	38.6	45.5	15.9	61.4	53	62.9

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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	59	96.6	20	43.6	36.4	80	60.1	73.2	95.3	95.3
Gender										
Male	28	96.4	23.1	42.3	34.6	76.9	55.9	67.2	95.3	95
Female	31	96.8	17.2	44.8	37.9	82.8	64.5	79.4	95.2	95.5
Racial/Ethnic Group										
White	48	95.8	13.6	43.2	43.2	86.4	68.3	81.5	95.2	94.7
African American	10	I/S	I/S	I/S	I/S	I/S	51.1	61.3	95.3	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	96	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	96.5	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	90.4	94.3
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	21.6	26	95.4	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	95.6	96.5
Socio-Economic Status										
Subsidized meals	26	96.2	32	48	20	68	53	63.2	94.3	94.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
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
2011	3	39	100	23.1	30.8	46.2	76.9
	4	34	100	26.5	52.9	20.6	73.5
	5	34	100	23.5	41.2	35.3	76.5
	6	31	100	29	35.5	35.5	71
	7	29	100	37.9	31	31	62.1
	8	26	100	34.8	34.8	30.4	65.2
Mathematics							
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
2011	3	39	100	38.5	33.3	28.2	61.5
	4	34	100	32.4	38.2	29.4	67.6
	5	34	100	23.5	41.2	35.3	76.5
	6	31	100	25.8	58.1	16.1	74.2
	7	29	100	41.4	41.4	17.2	58.6
	8	26	100	43.5	43.5	13	56.5
Science							
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
2011	3	19	100	26.3	63.2	10.5	73.7
	4	34	100	35.3	58.8	5.9	64.7
	5	17	100	41.2	47.1	11.8	58.8
	6	16	100	31.3	56.3	12.5	68.8
	7	29	100	24.1	48.3	27.6	75.9
	8	14	100	15.4	53.8	30.8	84.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
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
2011	3	20	100	15	60	25	85
	4	34	100	23.5	50	26.5	76.5
	5	17	100	29.4	17.6	52.9	70.6
	6	15	100	13.3	60	26.7	86.7
	7	29	100	41.4	31	27.6	58.6
	8	12	100	I/S	I/S	I/S	I/S
Writing							
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
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	34	94.1	18.8	46.9	34.4	81.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	25	100	21.7	39.1	39.1	78.3

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